**ВОЛЧЕНКО О.М.**

**ТЕОРІЯ ПЕРЕКЛАДУ**

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**ВОЛЧЕНКО О.М.**

**ТЕОРІЯ ПЕРЕКЛАДУ**

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У посібнику пропонується лекційний матеріал за основними темами курсу «Теорія перекладу», що висвітлюють питання стосовно диференційних ознак перекладу, типології перекладу, проблеми еквівалентності та адекватності в перекладознавстві, перекладацьких трансформацій, моделей перекладу, прагматичної адаптації тексту під час перекладу та особливостей перекладу текстів різних функціональних стилів. До теоретичної частини додаються завдання до планування семінарських занять, самостійної роботи студентів у процесі вивчення курсу, тестові завдання для перевірки рівня знань і вмінь студентів з дисципліни та список рекомендованої літератури.

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**ПЕРЕДМОВА**

Метою викладання навчальної дисципліни «Теорія перекладу» є формування базових, спеціальних і специфічних складових перекладацької компетенції, яка є сукупністю знань, умінь і навичок, які дозволяють перекладачеві успішно розв’язувати професійні завдання, формування у студентів системи сучасних знань про структуру, закономірності та найважливіші аспекти мовної комунікації.

Запрпонований навчально-методичний посібник «Теорії перекладу» має за мету:

* надати студентам знання, необхідні для вільного орієнтування в основних поняттях і визначеннях, які застосовуються в теорії перекладу;
* навчити студентів-майбутніх перекладачів теоретичному осмисленню лінгвокультурологічних явищ,
* показати наявність системної організації мовних одиниць мови оригіналу на різних рівнях і можливість адекватного відтворення їх значень мовою перекладу;
* показати нормативність мовних явищ перекладу, тенденції їх розвитку й функціонування;
* забезпечити глибоке засвоєння різних перекладацьких трансформацій та їх використання для вірного відтворення мови оригіналу цільовою мовою.

У навчально-методичному посібнику пропонується лекційний матеріал за основними темами курсу «Теорія перекладу», що висвітлюють питання стосовно диференційних ознак перекладу, типології перекладу, проблеми еквівалентності та адекватності в перекладознавстві, перекладацьких трансформацій, моделей перекладу, прагматичної адаптації тексту під час перекладу та особливостей перекладу текстів різних функціональних стилів. До теоретичної частини додаються завдання до планування семінарських занять, самостійної роботи студентів у процесі вивчення курсу, тестові завдання для перевірки рівня знань і вмінь студентів з дисципліни та список рекомендованої літератури.

PART 1. LECTURE SYNOPSIS

OBJECT AND OBJECTIVES OF TRANSLATION THEORY

Points under analysis:

1. Notion of translation. Functional, structural and semantic identification of translation.
2. General and special theory of translation. Objective and subjective aspects of translation theory.
3. Main types of translation.

I. Translation as a notion is of polysemantic nature. It may imply the process of conveying the meaning of a word, word-group, sentence or text from one language into another and also the result of such conveying. It may also denote the subject taught at school.

We’ll study translation as a means of interlingual communication. The translation makes possible an exchange of information between the users of different languages by producing in the target language a text which has an identical communicative value with the source (original) text. This target text is not fully identical with the source text as to its form and content due to the limitations imposed by the formal and semantic differences between the source language and the target language. But the users of the target text identify it the source text functionally, structurally and semantically.

The functional identification is revealed in the fact that the users (the translation receptors) handle the target text in such a way as if it were the source text, a creation of the source text author. The translation is published, quoted as if it really belonged to the foreign source.

The functional status of a translation is supported by its structural and semantic similarity with the original. The translator is expected to refrain any remarks or instructions in his text which may betray his authorship thereof. He is expected to efface himself as fully as he can to avoid interference with the process of communication between the source and the translation receptor.

The structure of the translation should follow that of the original text. There should be no change in the sequence of narration or in the arrangement of the segments of the text. The aim is maximum parallelism in structure, which would make it possible to relate each segment of the translation to the respective part of the original. It is presumed that any breach of parallelism is not arbitrary but dictated by the need for precision in conveying the meaning of the original. The translator is allowed to resort to a description or interpretation only in case “direct translation” is impossible. Structural parallelism makes it possible to compare respective units in the original text and in translation so as to discover elements which have equivalents and those which haven’t, elements which have been added or omitted in translation. So, similarity in structure is preserved in respect to the smallest segments of the text.

Semantic identification is presumed that the translation has the same meaning as the original. No exchange of information is possible if there’s discrepancy between the transmitted and the received message. The presumption of semantic identity between ST and TT is based on the various degree of equivalence of their meanings.

So, *translation* is a kind of language mediation when the source text is reproduced by means of creating a communicatively identical text in the translating language.

Other kinds of language mediation: brief translation, adapted translation.

Brief translation assumes some omissions because of moral, political aspects. It is presupposed that the original is reproduced partially.

Adapted translation presupposes partial explication (simplification and explanation) of the structure and the content of the source text in order to make the text accessible to some groups of receptors.

II. As a kind of practical activity translation (or the practice of translation) is a set of actions performed by the translator while rendering ST into TT.

Translation can be the object of scientific study aimed at understanding its nature, its components and their interaction as well as various factors influencing it or linked with it in a meaningful way. The science of translation or *translatology* is concerned both with theoretical and applied aspects of translation studies. A theoretical description of the translation phenomenon is the task of the theory of translation. The theoretical research is to discover what translation is, to describe the ways and methods by which the identity of the communicative value of ST and TT is achieved. The general theory of translation is concerned with the fundamental aspects of translation inherent in the nature of bilingual communication and common to all translation events, irrespective of what languages are involved or what kind of text and under what circumstances was translated. The general theory of translation deals with translation universals and is the basis for all other theoretical study in this area, since it describes what translation is and what makes it possible.

The main research method in the theory of translation is the comparative analysis, i.e. the analysis of the form and the content of the original. These texts are objective factors accessible to observation and analysis. In the process of translation some definite relations between two texts in different languages are established. When comparing such texts we may find out the mechanism of translation, equivalents. We may even compare different translations of the same source text. So, the comparative analysis gives the possibility to find out how the main difficulties of the translation are overcome, what elements of the original can’t be translated into TT.

III. According to the predominant communicative function of the source text we distinguish between literary and informative translation.

Literary translation deals with literary texts, i.e. works of fiction or poetry whose main function is to make an emotional and aesthetic impression on the reader.

Informative translation is rendering into TL non-literary texts, the main purpose of which is to convey a certain amount of ideas, to inform the reader.

However, if ST is of some length, its translation can be listed as literary or informative only as approximation. A literary text may include some parts of purely informative character.

Literary works are known to fall into a number of genres. Literary translations may be subdivided in the same way (prose, poetry, plays). The great challenge to the translator is to combine the maximum equivalence and the high literary merit. The translator of a belles-lettres text is expected to make a careful study of the literary trend the literary text belongs to, the other works of the same author, the peculiarities of his individual style and manner. This involves both the linguistic consideration and skill in literary criticism. A good literary translator must be a good scholar and a talented writer or poet.

A number of subdivisions can be also suggested for informative translations. We may single out translations of scientific and technical texts, of newspaper materials, of political papers and many others.

Technical translation presupposes a good command of the technical terms and a sufficient understanding of the subject matter to be able to give an adequate description of the situation.

The peculiarities of official diplomatic papers translation are: every word must be carefully chosen as a matter of principle; every little meaningful element must be scrupulously reproduced in translation.

According to the form of speech involved in the translation process we distinguish between written and oral translations.

The demarcation line between written and oral translations is drawn not only because of their forms but also because of sets of conditions in which the process takes place. The first is continuous, the other – momentary.

In written translation the original may be read, reread as many times as the translator may need. The same goes with the translation. The translator may read, reread, compare it with the original, make the necessary corrections.

The conditions of oral translation (interpretation) impose a number of important restrictions on the translator’s performance. The interpreter receives a fragment of the original only once and for a short period of time. His translation is also a one-time act with no possibility of any return to the original or any subsequent corrections. This creates additional problems and the users have sometimes to be content with a lower level of equivalence.

There are two main kinds of oral translation: consecutive and simultaneous. In consecutive translation the translating starts after the original speech or some part of it has been completed. Here the interpreter’s strategy and the final results depend on the length of the segment to be translated. Sometimes the interpreter is set a time limit to give his rendering, which means that he’ll have to reduce his translation considerably, selecting and reproducing the most important parts of the original. This implies the ability to make a judgment on the relative value of various messages and to generalize or compress the received information.

In simultaneous interpretation the interpreter is supposed to be able to give his translation while the speaker is uttering the original message. This can be achieved with a special radio or telephone-type equipment. The interpreter receives the original speech through the air phones and simultaneously talks into the microphone which transmits his translation to the listeners.

EQUIVALENCE IN TRANSLATION

Points under analysis:

1. Notion of translation equivalence.
2. Types of equivalents.

# I. Important branch of the theory of translation is concerned with the study of source text and target text units which can replace each other in the translating process. The creation of equivalent texts results in the equivalence of correlated language units in the two texts. In any two languages there are pairs of units which are of identical or similar communicative value and can replace each other in translation. The communicative value of a language element depends both on its own semantics and on the way it is used in speech. Therefore, translation equivalence may be established between units occupying dissimilar places in the system of respective languages.

Translation equivalence is the key idea of translation. According to A.S. Hornby equivalent means equal in value, amount, volume, etc. G. Miram underlines that the principle of equivalence is based on the mathematical law of transitivity that reads: if A is equal to C and B is equal to C, then B equals A. As applied to translation, equivalence means that if a word or word combination of one language (A) corresponds to certain concept (C) and a word or word combination of another language (B) corresponds to the same concept (C) these words or word combination are considered equivalent, i.e. connected by the equivalence relation.

V. Komissarov defines *translation equivalence* is a measure of semantic similarity between source text and target texts. The scientist points out three main approaches to the definition of equivalence.

The first approach to equivalence understands it as identity/sameness, “full value”/полноценности (A. Fyodorov), “preservation of unchangeable plan of content ” (L. Barkhudarov). In V. Komissarov’s opinion this approach seems incorrect as definite reorganizations are always in need in translation.

The idea of the second approach is that scientists try to find some invariant part in the content of the original. The preservation of this invariant part of the original content is considered a necessary and sufficient condition for ensuring translation equivalence in general. Usually the invariant part of the original is understood either as the function of ST or as described situation in it.

The third (empirical) approach compares a lot of translations of the original and defines what type of equivalence is revealed in every translation. This approach presupposes that equivalence may be realized on different levels in different texts.

II. The structural similarity of ST and TT implies that relationships of equivalence are established between correlated units in the two texts. TL units in TT that are used to ender the meaning of the respective SL units in ST can be said to substitute for the latter as their functional equivalents (or correspondences). Since language units are often used in their accepted meanings many SL units have regular equivalents in TL which are used in numerous TT as substitutes to those units.

Some of the SL units have permanent equivalents in TL. It means that there is a one-to-one correspondence between such units and their equivalents. Thus “London” is always rendered into Ukrainian as “Лондон”. As a rule this type of correspondence is found with words of specific character, such as scientific and technical terms, proper and geographical names and similar words whose meaning is more or less independent of particular contextual situation.

Other SL units may have several equivalents each. Such one-to-many correspondence between SL and TL units is characteristic of most regular equivalents. The existence of a number of non-permanent (or variable) equivalents to a SL units implies the necessity of selecting one of them in each particular case, taking into account the way the unit is used in ST and the points of difference between the semantics of its equivalents in TL.

Depending on the type of the language units involved regular equivalents can be classified as lexical, phraseological or grammatical.

Coordinated words in two languages may correspond to each other in one or several components of their semantic structures, while not fully identical in their semantics. The choice of equivalent will depend on the relative importance of a particular semantic element in the act of communication. For example, the English word “ambitious” may denote either praiseworthy or inordinate desires. Thus the word combination “the ambitious plans of the would-be-world conquerors” will be translated as “честолюбні плани претендентів на роль загарбників усього світу”, while “the ambitious goals set by the United Nations” will give “грандіозні цілі ООН”.

A variety of equivalents may also result from a more detailed description of the same object in TL. The English word “attitude”, for instance, is translated as “відношення, позиція, політика” depending on the variant the Ukrainian language prefers in particular situation.

Even if a SL unit has a regular equivalent in TL, this equivalent cannot be used in TT whenever the unit is found in ST. An equivalent is but a potential substitute, for the translator’s choice is, to a large extent, dependent on the context in which the SL unit is placed in ST. There are two types of context: linguistic and situational. The linguistic context is made up by the other SL units in ST. The situational context includes the temporal, special and other circumstances under which ST was produced as well as all facts which the receptor is expected to know so that he could adequately interpret the message.

Thus in the following sentences the linguistic context will enable the translator to make a correct choice among the equivalents to the English noun “attitude”:

1. I don’t like your *attitude* to the work. (відношення)
2. There is no sign of any changes in the *attitudes* of the two sides. (позиція)
3. He stood there in a threatening *attitude*. (поза)

The fact that a SL unit has a number of regular equivalents doesn’t necessarily mean that one of them will be used in each particular case. Sometimes the context doesn’t allow the translator to employ any of the regular equivalents to the given SL unit. In such a case the translator has to look for a different way of translation which will render the meaning of the unit. Such an exceptional translation of a SL unit which suits a particular context is called *an occasional equivalent* or a contextual substitute. The particular contextual situation may force the translator to give up even a permanent equivalent.

e.g. “New Haven” is invariably rendered as “Нью Хейвен”. But the sentence “I graduated from New Haven in 1989” is translated as “Я закінчив Йельський університет в 1989” as our reader may not know that New Haven is famous for its Yale University.

The regular equivalents are not mechanical substitutes and their use or replacement by occasional equivalents calls for a high level of the translator’s skill and taste.

LINQUISTIC TRANSLATION THEORIES (MODELS)

Points under analysis:

* Notion of a translation model;
* The linguistic theories of translation:
* the theory of equivalence levels;
* the theory of regular correspondences;
* the denotative model;
* the transformational model;
* the semantic model.

Description of the translating process is one of the major tasks of the translation theory. Here we deal with the dynamic aspects of translation trying to understand the way the translator performs the transfer operation from ST to TT.

Psychologically viewed, the translating process includes two mental processes – understanding and verbalization. First, the translator understands the contents of ST: reduces the information it contains to his own mental programme – and then he develops this programme into TT. The problem is that these mental processes are not directly observable and we do not know much of what that programme is and how the reduction and development operations are performed. The translation theory achieves this aim by postulating a number of translation models.

*A model* is a conventional representation of the translating process describing mental operations by which the ST or some part of it may be translated, irrespective of whether these operations are actually performed by the translator. It may describe the translating process either in a general form or by listing a number of specific operations through which the process can, in part, be realized. Translation models can be oriented either toward the situation reflected in the ST contents or toward the meaningful components of the ST contents.

The existing models of the translating process are based on discussing the problem of equivalence. They are supposed to explain the dynamic aspects of translation as the translator actually makes a mental travel from the original to some interlingual level of equivalence and then further on to the text of translation.

*V. Komissarov* considers that if we compare a number of TTs with their STs we’ll discover that the degree of semantic similarity between the texts involved in the translating process may vary. It means that the equivalence between ST and TT may be based on the reproduction of different parts of the ST contents. V. Komissarov distinguishes five levels or types of equivalence.

In *the first type of equivalence* only the purport of communication is retained in translation. The purport of communication is viewed as a part of the contents, which contains information about the general intent of the message, its orientation towards a certain communicative effect. The characteristic features of the relations between ST and TT of the first type of equivalence are:

* Absence of common semes or invariant structures in the original and its translation.
* An absolute dissimilarity of language units is accompanied by the absence of obvious logical link between the two messages which could lead to conclusion that they describe one and the same situation.
* The degree of semantic similarity between ST and TT is the lowest; only the purport of communication is retained in translation.

e.g. *A rolling stone gathers no moss. – Хто на місці не сидить, той добра не наживе.*

It’s evident that the two sentences have something in common as to their meaning. It comprises the information which must be preserved by all means even though the greater part of the contents of the original is lost in translation. We can see that common to ST and TT is only the general intent of the message, the implied or figurative sense. The Receptor can draw the conclusions from the total contents or the associations they can evoke in him, or the special emphasis on some aspect of communication.

*The second type of translation equivalence* deals with the identification of the situation. It is characterized by the following features:

* Absence of parallelism of lexical and structural units.
* The purport of communication is preserved in translation.
* There is a greater proximity of contents than in the preceding group.
* Presence of logical link between the two messages which could lead to the conclusion that they describe one and the same situation (identification of the situation).

e.g. *He answered the telephone. – Він зняв слухавку.*

The incomparable language units in ST and TT describe the same action, refer to identical reality, as a telephone call cannot be answered unless one picks up the receiver. Both texts express the same situation using different words.

*The third type of equivalence* implies the retention of the following parts of the original contents in translation:

* The purport of communication.
* The identification of the situation.
* The method of the description of the situation (the use of identical notions in the two texts means that the basic structure of the messages they convey remains intact ).

e.g. *You are not serious? – Ви шуткуєте?*

*London saw a cold winter last year. – Минулого року зима в Лондоні була холодною.*

*The fourth type of equivalence* presupposes retention in translation of the four meaningful components of the original:

* The purport of communication.
* The identification of the situation.
* The method of the description of the situation.
* The invariant meaning of the syntactic structures in ST and TT.

e.g. *He was never tired of old songs. – Старі пісні йому ніколи не набридали.*

*In the fifth type of equivalence* one can observe such features as:

* The equivalence of semes which make up the meaning of correlated words in ST and TT.
* Parallelism of syntactic structures implying the maximum invariance of their meaning.
* The similarity of the notional categories which determine the method of describing the situation.
* The identity of the situation.
* The identical functional aim of the utterance or the purport of communication.

e.g. *The house was sold for 10 thousand dollars. – Дом був проданий за десять тисяч доларів.*

The relative identity of the contents of the two texts depends on the extent to which various components of the word can be rendered in translation without detriment to the retention of the rest of the information contained in the original.

It is clear that each level of equivalence is characterized by the part of information the retention of which distinguishes it from the previous level. The list of levels includes: the level of the purport of communication; the level of identification of situation; the level of the method of description of the situation; the level of syntactic meanings; the level of word semantics.

V. Komissarov’s approach seems to be a realistic interpretation of the translation process. But this approach fails to demonstrate when and why one translation equivalence level becomes no longer appropriate and why you have to pass to a higher translation equivalence level in order to get a correct translation.

Ideas similar to translation equivalence level are expressed by *Y. Retsker* who maintains that any two languages are related by *“regular” correspondences* (words, word-building patterns, syntactical structures) and “irregular” ones. The irregular correspondences cannot be formally represented and only the translators knowledge and intuition can help to find the matching formal expression in the target language for a concept expressed in the source language.

*The situational (denotative) model* is based on the identity of the situations described in the original text and in translation. The process of translation presumably consists in the translator getting beyond the original text to the actual situation described in it. This is the first step of the process, i.e. the break-through to the situation. The second step is for the translator to describe this situation in TL. Thus, the process goes from the text in one language through the extralinguistic situation to the text in another language. The translator first understands what the original is about and then says the same in TL.

For instance, the translator reads in “Citadel” by A. Cronin the description of the main character coming by train to a new place of work: “Manson walked quickly down the platform, searching eagerly for some signs of welcome”. He tries to understand what reality lies behind the words “searching eagerly for some signs of welcome”. The man was alone in a strange place and couldn’t expect any welcome committee or deputation. Obviously, he just wanted to see whether anyone was there to meet him. So, the translator describes the situation in Ukrainian in the following way: “Менсон швидко пройшов по перону, озираючись навкруги, чи не зустрічає його хто-небудь”.

The denotative model is viewed in the works of John Catford, V.G. Gak.

A different approach was used by E. Nida who suggested that the translating process may be described as a series of transformations. *The transformational model* postulates that in any two languages there is a number of nuclear structures which are fully equivalent to each other. Each language has an area of equivalence in respect to each other. It is presumed that the translator does the translating in three transformational strokes:

* First – the stage of analysis – he transforms the original structures into the nuclear structures, i.e. he performs transformation within SL.
* Second – the stage of translation proper – he replaces the SL nuclear structures with the equivalent nuclear structures in TL.
* Third – the stage of synthesis – he develops the latter into the terminal structures in the text of translation.

Thus if the English sentence “It is very strange this domination of our intellect by our digestive organs” (taken from “Three men in a boat” by J. K. Jerome) is translated into Ukrainian as “Дивно, як травні органи володарюють нашим розумом” we presume that the structures “domination of our intellect” and “domination by our digestive organs” were first reduced to the nuclear structures “organs dominate” and “they dominate intellect”, respectively. Then they were replaced by the equivalent Ukrainian structures “органи володарюють” and “вони володарюють розумом”, after which the nuclear structures were transformed into the final Ukrainian variant.

A similar approach can be used to describe the translation of semantic units. *The semantic model* postulates the existence of the “deep” semantic categories common to SL and TL. It is presumed that the translator first reduces the semantic units of the original to these semantic categories and then expresses the appropriate notions by the semantic units of TL.

Thus, if we come across the sentence “John is the proud owner of a new car”, we are first to realize that it actually means that “John has a new car” and that “he is proud because of that”. After transferring these basic ideas to Ukrainian and converting them to the semantically acceptable phrases we’ll get the translation “У Джона є нова машина, якою він дуже пишається”.

**BASIC TRANSLATION TRANSFORMATIONS**

Points under analysis:

1. Lexical transformations.
2. Grammatical transformations.
3. Lexico-grammatical transformations.

Translation is an informational process, which means that the translator should render information transmitted as fully as possible. This can be achieved only if certain structural and semantic changes are introduced. These changes, which are caused by lexical and grammatical differences between languages (and broadly speaking – by the differences between the respective cultures), are called transformations in translation. In theory of translation a lot of different classifications exist. We shall analyse V. Komissarov’s classification in which lexical, grammatical and lexico-grammatical transformations are distinguished.

I. Lexical transformations describe formal and semantic relations. This group contains transliteration, transcription, loan translation and lexico-semantic transformations such as concretization, generalization and modulation.

*Transliteration* is representation of the spelling of the foreign word with the TL letters.

e.g. lady – леді, Salt Lake City – Солт-Лейк Сіті (Місто Солоного Озера),

Paris – Париж.

*Transcription* is representation of the pronunciation of the foreign word with the TL letters.

e.g. striptease – стриптиз, impeachment – імпічмент, display – дисплей, Warner Brothers – Уорнер Бразерс.

*Loan translation* is formation of a new word or word combination according to the structure of ST. In loan translation changing of component order or translation of one word and transcription of the other are possible.

e.g. mini-skirt – міні-спідниця, Whіte House – Білий Дім, superpower – сверхдержава, International Monetary Fund – Міжнародний валютнй фонд, A United Nations Organisation – Організація Об’єднаних Націй, land-based missile – ракета наземного базування.

*A group of lexico-semantic transformations* includes operations involving certain semantic changes. As a result, the meaning of a word or word combination in ST may be more specific, more general or somewhat modified as a way to discovering an appropriate equivalent in TL.

*Concretization* is the choice of a more specific word in translation which gives a more detailed description of the idea than does the word in the ST.

e.g. meal – сніданок, обід, вечеря; mother-in-law – свекруха, теща; плавати – swim, sail, float, drift.

“thing”:

1. “Your poor old *thing*,” she said.(бідолаха)
2. It means a lot to her to have a fresh, pretty young *thing* like Mary about the house. (істота)
3. I want to look into the *thing* myself. (спава)
4. *Things* look promising. (становище)
5. How are *things*? (успіхи)

*Generalization* is the use of an equivalent with a more general meaning.

e.g.  I packed my two Gladstones. (Gladstone – a travelling bag hinged so as to open into two equal compartments) – Я спакував свої дві валізи.

I saw a man six feet two inches tall. – Я побачив високого хлопця.

*Modulation* is replacing a unit in ST with a TL unit the meaning of which can be logically deduced from it and which is just another way of referring to the same object or an aspect of the same situation. In such cases the substitute often has a cause-and-effect relationship with the original.

e.g. And he noticed with sour disfavour that June had left her wine-glass full of wine. – И он с раздражением заметил, что Джун не прикоснулась к вину.

II. Another group of translating procedures comprises all types of transformations involving units of SL grammar. Word-for-word translation, partitioning, integration and grammatical replacement constitute grammatical transformations.

*Word-for-word translation* (or zero transformation) is preservation of the syntactic structure of the ST using the analogous TL grammatical forms.

e.g. He was in London two years ago. – Він був в Лондоні два роки.

*Partitioning* is breaking an original sentence into two parts or replacing a simple sentence in the original with a complex one in the translation, comprising one or several subordinate clauses.

e.g. I want you to speak English. – Я хочу, щоб ви розмовляли англійською.

This was a man to be seen to be understood. – Щоб зрозуміти цю людину, її треба побачити.

*Integration* is combining two or more original sentences into one or compressing a complex sentence into a simple one.

*Grammatical replacement* (substitute)is translator’s refusal to use analogous grammatical units in TT. He tries to render the meaning of SL units by changing the grammatical form of a word, the part of speech or the type of the sentence.

e.g. We are searching for talent everywhere. – Ми всюди шукаємо таланти.

I am a very rapid packer. – Я дуже швидко збираю речі.

III. Finally, there is a group of transformations which ensure the required degree of equivalence by a number of changes of both lexical and grammatical nature. They involve a different arrangement of ideas, a different point of view and other semantic modifications whenever a direct translation of a SL unit proves impossible. Thе group of lexico-grammatical transformations consists of antonymous translation, explicatory translation and compensation.

*Antonymous translation* is description of the situation from the opposite point of view and rendering an affirmative SL structure by a negative TL one or vice versa.

e.g. I didn’t believe it until I saw it with my own eyes. – Я повірив цьому тільки тоді, коли побачив це на власні очі.

*Explicatory translation* is a complex change in which a SL unit is replaced by a TL word combination describing or defining its meaning.

e.g. conservationist*s* – прихильники охорони навколишнього середовища.

*Compensation* is a deliberate introduction of some additional elements in translation to make up for the loss of similar elements at the same or an earlier stage.

e.g. You could tell he was very ashamed of his parents, because they said “he don’t” and “she don’t” and stuff like that. – Было видно, что он стесняется своих родителей, потому что они говорили «хочут» и «хочете» и всё в таком роде.

CULTURAL ASPECTS OF TRANSLATION

Points under analysis:

1. The communicational model of translation.

1. Notion of pragmatics.
2. Pragmatic adaptation of the text in translation.

I.*The communicational model* of translation was suggested by O. Kade and is based on the notions of communication and thesaurus. It is necessary to define the principal terms.

In the simplest way communication is an act of sending and receiving some information, which is called a message. We shall limit ourselves to verbal communication only, i.e. when we send and receive information in the form of a written and spoken text. Naturally enough when communicating we inform others about something we know. That is in order to formulate a message we use our system of interrelated data, which is called a thesaurus.

In verbal communication two kinds of thesauruses are distinguished: language thesaurus and subject thesaurus. Language thesaurus is a system of knowledge about the language used to formulate a message, whereas subject thesaurus is a system of knowledge about the content of the message.

Thus, in order to communicate the message sender formulates the mental content of his or her message using subject thesaurus, encodes it using the verbal forms of language thesaurus, and conveys it to the message recipient, who decodes the message also using language thesaurus and interprets the message using subject thesaurus as well. This is a simple description of monolingual communication.

It is very important to understand that the thesauruses of message sender and recipient may be different to a greater or lesser degree, and that is why we sometimes don’t understand each other even though we speak the same language.

So, in regular communication there are two actors, sender and recipient, and each of them uses two thesauruses. It’s necessary to point out that although they use the same language their underlying knowledge bases may differ.

In translation there are three actors: sender, recipient and intermediary (translator).

The translator has two language thesauruses (source and target) and performs two functions: decodes the source message and encodes the target one to be received by the recipient (end user of translation).

O. Kade’s communicational theory of translation describes the process of translation as an act of communication in which the translator acts as a special communication intermediary, making it possible to understand a message sent in a different language.

To understand this better let us consider an example of message formulation (encoding), message translation (encoding/decoding), and message receipt (decoding) suggested by G. Miram:

Let the original message expressed by a native English speaker (encoded using the English language as a code to convey the mental content of the message) be:

*Several new schools appeared in the area.*

Let’s assume that the message sender, being a fisherman and using relevant subject thesaurus, by *schools* meant large number of fish swimming together rather than institutions for educating children, and the correct translation had to be:

*У районі з’явились нові косяки риби.*

whereas the translator who presumably did not have relevant information in his subject thesaurus translated *schools* as institutions for educating children:

*У районі з’явились нові школи,*

which lead to misunderstanding. The example shows a case of miscommunication based on the insufficiency of extralinguistic information. However, there are also cases of misunderstanding caused by the insufficiency of linguistic information. The suggested example is an exaggeration, but it clearly illustrates a dividing line between linguistic and extralinguistic information in translation as visualized by the communicational approach.

According to the communicational approach translation is a message sent by a translator to a particular user and the adequacy of translation depends on similarity of their background information rather than only on linguistic correctness.

II. Words in language are related to certain referents which they designate and to other words of the same language with which they make up syntactic units. Respectively, these relations are called semantic and syntactic. Words are also related to the people who use them. To the users of the language its words are not just indifferent, unemotional labels of objects or ideas. The people develop a certain attitude to the words they use. Some of the words acquire definite implications, they evoke a positive or negative response, they are associated with certain theories, beliefs, likes or dislikes.

e.g. “noble” words: honour, dignity, freedom.

“low” words: cowardice, betrayal, infamy.

Thus, words may be nice or ugly, attractive or repulsive. Such relationships between the word and the users are called pragmatic.

According to the New Webster’s Dictionary pragmatics is the science of relationships between symbols, their interpretation and users.

The pragmatic implications of a word are an important part of its meaning that produces a certain effect upon the Receptor. Of even greater significance is the pragmatic aspect of speech units. Every act of speech communication is meant for a certain Receptor, it is aimed at producing a certain effect upon him. In this respect any communication is an exercise in pragmatics.

III. Since the pragmatic effect plays such an important part in communication, its preservation in translation is the primary concern of the translator. The pragmatic aspect of translation involves a number of different problems.

The pragmatics of the original text cannot be as a rule directly reproduced in translation and often requires important changes in the transmitted message. Correlated words in different languages may produce dissimilar effect upon the users. In English the word “ambition” is just the name of a quality which may evoke any kind of response – positive, negative or neutral. Its Russian / Ukrainian counterpart “амбіція” is definitely not a nice word. The sentence “The voters put an end to the general’s political ambitions” can be translated as “Виборці положили край політичним амбіціям генерала”, retaining the negative implication of the original. But if the implication is positive the translator should not use the derogatory term: The sentence “The boy’s ambition was to become a pilot” will be translated as “Опанувати професією льотчика було мрією хлопця”.

When we consider not just separate words but a number of phrases in a text, the problem becomes more complicated. The communicative effect of a speech unit does not depend on the meaning of its components alone, but involves considerations of the situational context and the previous experience. A report that john has run a hundred metres in 8 seconds will pass unnoticed by most people and create a sensation with others who happen t9o know that it is a record-breaking achievement.

Also a great role is played by differences in the historical and cultural backgrounds of different language communities, in their customs and living conditions. It stands to reason that the natives of a tropical island can hardly be impressed by the statement that something is “as white as snow”.

It is clear that translation should involve a kind of pragmatic adaptation to provide for the preservation of the original communicative effect. This adaptation must ensure that the text of translation conveys the same attitude to the reported facts as does the original text. It means that in an adequate translation the comical should not be replaced by the tragical or a praise turned into a censure.

The pragmatic adaptation of the translation must also see to it that the target receptor understands the implications of the message and is aware of its figurative or situational meaning. When the English original just refers to the First Amendment, the Ukrainian translation should make it more explicit by speaking about the First Amendment to the U.S. Constitution, otherwise the target receptor will not understand what it is all about.

It is obvious that the pragmatic adaptation is an integral part of translation procedures which ensures the necessary level of equivalence. It presupposes that translation must: 1) be understandable and intelligible as the original text is; 2) include in the overall meaning of the text all its emotional, figurative and associative implications.

The pragmatics of the text, which are linguistically relevant and depend on the relations between the linguistic signs and language users, are part of the contents of the text. It is a meaningful element whose preservation in translation is desirable at any level of equivalence. It is reproduced in translation if the target receptor gets the whole information about the pragmatic aspects of the original text and the pragmatics of the original text are just as accessible and understandable to him as they are to the source receptor.

Apart from the pragmatics of linguistic signs, there are also the pragmatics of individual speech acts. In a concrete act of speech the Source has to do with the specific Receptor upon he tries to produce the desired effect and from whom he would like to elicit the desired reaction.

The second type of pragmatics is also present in translation events. A translation event is a kind of speech act and it is performed with a certain pragmatic purpose as well.

A translation event is pragmatically oriented in two directions. On the one hand, it is translation which means that its primary purpose is to give the closest possible approximation to the original. This orientation toward a foreign text is one aspect of its pragmatics.

On the other hand, a translation event is a concrete speech act in the target language. Therefore, it is not just an act of interlingual communication between the Source and TR, but also but also an act of speech communication between the Translator and TR.

This involves 2 implications. First, a translation event may be pragmatically oriented toward a concrete TR, and, second, it is the result of the activities of a concrete translator, who may have some additional pragmatic motivation, may pursue some aims beside and beyond the true reproduction of the original text.

**PART 2. ASSIGNMENTS FOR SEMINARS**

*DEVELOPMENT OF TRANSLATION ABROAD AND IN UKRAINE*

Questions for discussion:

1. Translation activity in ancient times. Translation and literal contacts.
2. Translation activity in the XVI-XIX centuries.
3. Development of the theory of translation in the XX century.
4. Translation as the communication process and the result of translator’s activity.

Recommended literature:

1. Шмігер Т. Історія українського перекладознавства XX сторіччя. – К.: Смолоскип, 2009. – 342 с.
2. Oгуй О.Д., Івасюк О.Я. Український переклад та перекладознавство в контексті епохи романтизму (кінець XVIII – 80-ті рр. XIX ст.) // Науковий вісник Волинського національного університету імені Лесі Українки. Серія «Філологічні науки. Мовознавство». – Луцьк: ЛНУ, 2011. – № 6. – Частина 2. – С. 82-86.
3. Науменко А. Періоди та течії в європоцентристській школі перекладу // Наукові записки. Серія: Філологічні науки (мовознавство). – Кіровоград: РВВ КДПУ ім. В.Вінниченка, 2014. – Випуск 126. – С. 47 – 55.
4. Коптілов В.В. Теорія і практика перекладу. – К.: Вища школа, 1982. – 166с.
5. Тюленев С.В. Теория перевода. – М.: ГАРДАРИКИ, 2004. – С. 35-79.
6. Комиссаров В.Н. Современное переводоведение.– М.: Изд-во «ЭТС», 2000. – C. 11-26.
7. Латышев Л.К., Семёнов А.Л. Перевод: теория, практика и методика преподавания. – М.: Академия, 2003. – С. 5-27.

*EQUIVALENCE IN TRANSLATION*

Questions for discussion:

1. Translation and equivalence. Approaches to the definition of equivalence.
2. The problem of equivalence and adequateness in translation.
3. Types of equivalents.

Recommended literature:

1. Демецька В. Еквівалентність і адекватність відтворення прагматичних текстів у перекладі // Наукові записки. Серія: Філологічні науки (мовознавство). – Кіровоград: РВВ КДПУ ім. В.Вінниченка, 2012. – Випуск 104(1). – С. 35 – 39.
2. Мамрак А.В. Вступ до теорії перекладу. – К.: Центр учбової літ-ри, 2009. – С.23-28.
3. Бреус Е.В. Курс перевода с английского языка на русский. – М.: Р.Валент, 2007. – С. 9-30.
4. Тюленев С.В. Теория перевода. – М.: ГАРДАРИКИ, 2004. – С. 132-138.
5. Комиссаров В.Н. Современное переводоведение.– М.: Изд-во «ЭТС», 2000. – C. 117-123.
6. Семёнов А.Л. Основные положения общей теории перевода. – М.: Изд-во Росийского ун-та дружбы народов, 2005. – С.64-67.
7. Латышев Л.К., Семёнов А.Л. Перевод: теория, практика и методика преподавания. – М.: Академия, 2003. – С. 56-75.
8. Miram G., Daineko V., Taranukha L. & others. Basic Translation. – Kyiv: Elga, Nika-Center, 2002. – P.58-65.

Practical assignments:

1. Ex. 1-2. P. 65 *from* Miram G., Daineko V., Taranukha L. & others. Basic Translation. – Kyiv: Elga, Nika-Center, 2002.
2. Analyse the text “DIVERSITY OF LANGUAGES” *from* Komissarov V.N., Koralova A.L. A Manual of translation from English into Russian. – M, 1990. – P.26-29.

## *TRANSLATION TRANSFORMATIONS*

Questions for discussion:

1. The notion of transformation in translation.
2. The classification of transformations suggested by the Russian translation school (Yakov Retsker, V. Komissarov, V. Alimov, L. Latyshev, F. Semyonov).
3. The classification of transformations suggested by the Ukrainian translation school (V. Karaban, G. Miram, S. Maksimov, A. Mamrak).

Recommended literature:

1. Комиссаров В.Н. Современное переводоведение.– М.: Изд-во «ЭТС», 2000. – С. 155-173.

1. Miram G., Daineko V., Taranukha L. & others. Basic Translation. – Kyiv: Elga, Nika-Center, 2002. – P. 90-97.
2. Семёнов А.Л. Основные положения общей теории перевода. – М.: Изд-во Росийского ун-та дружбы народов, 2005. – С.68-77.
3. Латышев Л.К., Семёнов А.Л. Перевод: теория, практика и методика преподавания. – М.: Академия, 2003. – С. 116-150.
4. Максімов С.Є. Практичний курс перекладу. – К.: Ленвіт, 2006. – С.111-
5. Комиссаров В.Н., Рецкер Я.И., Тархов В.И. Пособие по переводу с анлийского языка на русский. Часть 2. – М.: Высшая школа, 1965. – С.17-50.
6. Алимов В.В. Теория перевода. Перевод в сфере профессиональной коммуникации. – М.: КомКнига, 2006. – 160с.
7. Карабан В.І. Переклад англійської наукової і технічної літератури. Граматичні труднощі, лексичні, термінологічні та жанрово-стилістичні проблеми. – Вінниця: Нова книга, 2004. – С. 18-21, 279-314.
8. Кондратьєва О.В. Англо-українські трансформації як засіб збереження цілісності тексту наукової статті у перекладі // Мова і культура: науковий журнал. – К.: Видавничий дім Дмитра Бураго, 2010. – Вип.13. – Т.1(137). – С. 373-380.
9. Cеліванова О.О. Метафорічні трансформації в перекладі (на матеріалі роману М.Булгакова «Мастер і Маргарита» та його українського перекладу) // Записки з романно-германської філології. – Випуск 1 (34). – Одеса: ОДУ ім.Мечнікова, 2015. – С.158 -166.

Practical assignments:

1. Analyse the text “WHY THE BEST” and its translation *from* Miram G., Daineko V., Taranukha L. & others. Basic Translation. – Kyiv: Elga, Nika-Center, 2002. – P. 97-98.
2. Analyse the text “THE SHAPE OF THINGS TO COME” *from* Komissarov V.N., Koralova A.L. A Manual of translation from English into Russian. – M, 1990. – P.39-42.
3. Analyse the text “THE SHAPE OF THINGS TO COME” *from* Komissarov V.N., Koralova A.L. A Manual of translation from English into Russian. – M, 1990. – P.

*LINQUISTIC MODELS OF TRANSLATION*

Questions for discussion:

1. The theory of regular correspondences (advantages & disadvantages).
2. The denotative theory of translation (advantages & disadvantages).
3. The transformational and semantic theories of translation (advantages & disadvantages).
4. The theory of translation equivalence level (advantages & disadvantages).
5. The use of different models in translation depending on its variety.

Recommended literature:

1. Комиссаров В.Н. Современное переводоведение.– М.: Изд-во «ЭТС», 2000. – С. 155-165.

2. Тюленев С.В. Теория перевода. – М.: ГАРДАРИКИ, 2004. – С. 179-203.

3. Семёнов А.Л. Основные положения общей теории перевода. – М.: Изд-во Росийского ун-та дружбы народов, 2005. – С. 35-37.

4. Miram G., Daineko V., Taranukha L. & others. Basic Translation. – Kyiv: Elga, Nika-Center, 2002. – P. 40-53.

Practical assignments:

1. Ex. 1,2. P. 46 *from* Miram G., Daineko V., Taranukha L. & others. Basic Translation. – Kyiv: Elga, Nika-Center, 2002.
2. Ex. 1,2. P 55-56 *from* Miram G., Daineko V., Taranukha L. & others. Basic Translation. – Kyiv: Elga, Nika-Center, 2002.

# ***CULTURAL ASPECT OF TRANSLATION***

Questions for discussion:

* 1. The communicative model of translation.
  2. Difficulties in translation caused by cultural differences. Linguistic picture of the world. Lingo-ethnic barrier of the source and target languages.
  3. Pragmatics of translation.
  4. Types of pragmatic adaptation of translation.

Recommended literature:

1. Комиссаров В.Н. Современное переводоведение.– М.: Изд-во «ЭТС», 2000. – С. 63-80; 138-155.
2. Тюленев С.В. Теория перевода. – М.: ГАРДАРИКИ, 2004. – С. 204-215.
3. Латышев Л.К., Семёнов А.Л. Перевод: теория, практика и методика преподавания. – М.: Академия, 2003. – С. 104-115.
4. Тер-Минасова С.Г. Язык и межкультурная коммуникация. – М.: Изд-во МГУ, 2004. – С.44-69.
5. Miram G., Daineko V., Taranukha L. & others. Basic Translation. – Kyiv: Elga, Nika-Center, 2002. – P. 40-53.
6. Проскуріна Ю.І. Лінгвокультурологічні особливості авторських прекладів Івана Франка // Науковий вісник Волинського національного університету імені Лесі Українки. Серія «Філологічні науки. Мовознавство». – Луцьк: ЛНУ, 2011. – № 6. – Частина 2. – С. 95-97.

Practical assignments:

1. Analyse the text “THE PATH OF PROGRESS” *from* Komissarov V.N., Koralova A.L. A Manual of translation from English into Russian. – M, 1990. – P.48-51.

### *TRANSLATION OF SCIENTIFIC AND TECHNICAL TEXTS*

Questions for discussion:

1. The main features of scientific and technical texts.

2. Ways of rendering scientific and technical terms.

Recommended literature:

1. Карабан В.І. Переклад англійської наукової і технічної літератури. Граматичні труднощі, лексичні, термінологічні та жанрово-стилістичні проблеми. – Вінниця: Нова книга, 2004. – С. 315-322.

2. Тюленев С.В. Теория перевода. – М.: ГАРДАРИКИ, 2004. – С.218-232.

3. Максімов С.Є. Практичний курс перекладу. – К.: Ленвіт, 2006. – С.56-60.

1. Семёнов А.Л. Основные положения общей теории перевода. – М.: Изд-во Росийского ун-та дружбы народов, 2005. – С. 52-56.
2. Кияк Т.Р. Відбір термінологічних одиниць у науково-технічному перекладі // Науковий вісник Волинського національного університету імені Лесі Українки. Серія «Філологічні науки. Мовознавство». – Луцьк: ЛНУ, 2011. – № 6. – Частина 2. – С. 56-60.

Practical assignments:

1. Ex. 1A. P.317; Ex. 1. P.321 (15 sentences) *from* Карабан В.І. Переклад англійської наукової і технічної літератури. Граматичні труднощі, лексичні, термінологічні та жанрово-стилістичні проблеми. – Вінниця: Нова книга, 2004.

2. Translate and analyse Text 1 *from* Komissarov V.N., Koralova A.L. A Manual of translation from English into Russian. – M, 1990. – P. 56-59.

### *TRANSLATION OF TEXTS OF THE PUBLICISTIC STYLE*

Questions for discussion:

1. The main features of publicistic texts.

2. Special vocabulary in the publicistic style.

Recommended literature:

1. Бреус Е.В. Курс перевода с английского языка на русский. – М.: Р.Валент, 2007. – С. 147-160.

2. Тюленев С.В. Теория перевода. – М.: ГАРДАРИКИ, 2004. – С. 240-247.

3. Максімов С.Є. Практичний курс перекладу. – К.: Ленвіт, 2006. – С.65- 78.

Practical assignments:

1. Ex. 1, 5, 6, 7,10. P. 239-243 *from* Бреус Е.В. Курс перевода с английского языка на русский. – М.: Р.Валент, 2007.

2. Translate and analyse Text 2 *from* Komissarov V.N., Koralova A.L. A Manual of translation from English into Russian. – M, 1990. – P. 56-59.

### *LITERARY TRANSLATION*

Questions for discussion:

1. The distinctive features of literary translation.

2. Rendering stylistic devices in literary translation.

Recommended literature:

1. Miram G., Daineko V., Taranukha L. & others. Basic Translation. – Kyiv: Elga, Nika-Center, 2002. – P. 119-126.

2. Тюленев С.В. Теория перевода. – М.: ГАРДАРИКИ, 2004. – С.252-259.

3. Казакова Т.А. Художественный перевод. Теория и практика. – СПб.: ООО «ИнЪязиздат», 2006. – С. 4-27.

Practical assignments:

1. Ex.1, 2. P. 126 *from* Miram G., Daineko V., Taranukha L. & others. Basic Translation. – Kyiv: Elga, Nika-Center, 2002.

2. Analyse the translation of R. Kipling’s poem “IF” by Y. Sverstuk *from* Miram G., Daineko V., Taranukha L. & others. Basic Translation. – Kyiv: Elga, Nika-Center, 2002. – P. 232-234.

PART3. TEXTS FOR STUDENTS’ SELF-STUDY WORK

**Text 1**

**10 Signs You Could Have Anemia**

[Self](http://www.self.com/?mbid=synd_msn) (magazine)

Amy Marturana 22.04.2016

**Are you getting enough iron? Here's how to know if you're deficient in this important nutrient.**

More than 3 million people in the U.S. are living with anemia, an extremely [common blood disorder](http://www.hematology.org/Patients/Anemia?mbid=synd_msnhealth) that develops when your red blood cell count is low or when your red blood cells don’t have enough hemoglobin. Hemoglobin is a protein in red blood cells that’s responsible for transporting oxygen from the lungs to other parts of the body. Since your organs and tissues all need oxygen to function correctly, being anemic can cause widespread symptoms.

Women and people with chronic diseases are at the greatest risk for anemia, according to the [U.S. Department of Health and Human Services](http://www.womenshealth.gov/publications/our-publications/fact-sheet/anemia.html?mbid=synd_msnhealth), but it can affect anyone. “There are a number of causes of anemia ranging from genetic causes such as [the blood disorder] thalassemia, to vitamin and mineral deficiencies, to simply anemia from bleeding [too much],” [Niket Sonpal, M.D.](https://tourocom.touro.edu/academics/faculty/harlem/niket-sonpal.php?mbid=synd_msnhealth), an internist and assistant professor of clinical medicine in the department of biomedical sciences at Touro College of Osteopathic Medicine in Harlem, New York, tells SELF. Other diseases and inherited conditions that affect red blood cell count, like [sickle cell disease](http://www.nhlbi.nih.gov/health/health-topics/topics/sca?mbid=synd_msnhealth), can also make someone anemic.

The most common cause, though, especially in women, is a deficiency in iron. “Iron is an important component of hemoglobin,” Sonpal explains. “If you don’t have enough iron, your body can’t make enough healthy oxygen-carrying red blood cells.” Iron-deficiency anemia can be caused by blood loss from things like heavy periods or childbirth, severe injury, surgery, and ulcers. You can also become iron deficient from simply not eating enough of it—it’s very common in pregnant women because they have to eat enough iron for two. Some people may also eat enough iron but have trouble absorbing it, due to gastrointestinal disorders like Crohn’s disease.

You may have no symptoms at first, or they may be very mild. As iron-deficiency anemia gets worse, some telltale signs can pop up. Here are the most common ones you might notice.

**Text 2**

**The ominous math of the Ebola epidemic**

The Washington Post : 10.10.2014

When the experts describe the Ebola disaster, they do so with numbers. The statistics include not just the obvious ones such as caseloads, deaths and the rate of infection, but also the ones that describe the speed of the global response. Right now, the math still [favors the virus](http://www.washingtonpost.com/sf/national/2014/10/04/how-ebola-sped-out-of-control/).

Global health officials are looking closely at the “reproduction number,” which estimates how many people, on average, will catch the virus from each person stricken with Ebola. The epidemic will begin to decline when that number falls below one. A recent analysis estimated the number 1.5 to two.

Ebola cases in West Africa have been doubling about every three weeks, and no data suggests a major change in that trendline.

“The speed at which things are moving on the ground, it’s hard for people to get their minds around. People don’t understand the concept of exponential growth,” said Tom Frieden, director of the U.S. Centers for Disease Control and Prevention. “Exponential growth in the context of three weeks means, ‘If I know that X needs to be done, and I work my butt off and get it done in three weeks, it’s now half as good as it needs to be.’ ”

Frieden warned Thursday that without immediate, concerted, bold action, the Ebola virus could become a global calamity on the scale of HIV. He spoke at a gathering of global health officials and government leaders at the World Bank headquarters in Washington. The president of Guinea was at the table and the presidents of Liberia and Sierra Leone joined by video link. Amid much bureaucratic talk and table-thumping was an emerging theme: The [virus is still outpacing the efforts to contain it](http://www.washingtonpost.com/sf/national/2014/10/04/how-ebola-sped-out-of-control/).

“The situation is worse than it was 12 days ago. It’s entrenched in the capitals. Seventy percent of the people [who become infected] are definitely dying from this disease and it is accelerating in almost all settings,” Bruce Aylward, assistant director general of the World Health Organization, told the group.

Aylward had come from West Africa only hours earlier. He offered three numbers: 70, 70 and 60. To bring the epidemic under control, officials should ensure that at least 70 percent of Ebola-victim burials are conducted safely, and that at least 70 percent of infected people are in treatment, within 60 days, he said.

More numbers came from Ernest Bai Koroma, president of Sierra Leone: The country desperately needs 750 doctors, 3,000 nurses, 1,500 hygienists, counselors and nutritionists.

The numbers in this crisis are notoriously squishy, however. Epidemiological data is sketchy at best. No one really knows exactly how big the epidemic is, in part because there are areas in Liberia, Sierra Leone and Guinea where disease detectives cannot venture because of safety concerns.

The current assumption is that for every four known Ebola cases, [about six more go unreported](http://www.washingtonpost.com/national/health-science/cdc-ebola-could-infect-14-million-in-west-africa-by-end-of-january-if-trends-continue/2014/09/23/fc260920-4317-11e4-9a15-137aa0153527_story.html).

The latest World Health Organization statistics, published Wednesday, show 8,033 cases of suspected or confirmed Ebola in the West Africa outbreak, with 3,865 deaths. That figure does not include the death Wednesday of Thomas Eric Duncan, a Liberian man who died in Dallas.

“This has been a particularly difficult outbreak because of the difficulty getting a lot of data quickly out of the countries,” said Martin Meltzer, a CDC researcher who models epidemics. “My crystal ball is painted a deep black. It’s like tracking a hurricane.”

Meltzer helped produce a report in late September that said that, at current rates of infection, as many as 1.4 million people would become infected by January. That number, officials stressed, was a straight extrapolation of the [explosive spread of Ebola](http://www.washingtonpost.com/wp-srv/special/health/how-ebola-spreads/) at a time when the world had managed to mount only a feeble response. The more vigorous response underway is designed to bend that curve.

There is little sign that the intervention is having an effect. The U.S. military is building 17 treatment centers that can hold 100 people each, but the top military commander in Africa said Tuesday that they won’t be ready until mid-November.

“The virus is moving on virus time; we’re moving on bureaucracy or program time,” said Michael Osterholm, director of the Center for Infectious Disease Research and Policy at the University of Minnesota. “The virus is actually picking up the pace. Even as we add resources, we get farther behind.”

The latest surveillance data from the WHO shows only faint hints of progress in bringing Ebola under control in West Africa. The number of infections is dropping in several areas, according to the organization, but in many places the numbers are exploding. Experts caution against reading too much into small fluctuations that may simply reflect an increase or decrease in surveillance or a reappraisal of older data.

“It’s kind of like if I asked you what the weather is going to be like in D.C. on February 14. The best thing I can probably say is, ‘It’s going to be a little cold.’ That’s where we are right now,” Osterholm said. “This is an evolving situation where the facts and information of yesterday might not be the facts and information of tomorrow.”

Gerardo Chowell, a mathematical epidemiologist at Arizona State University, used data compiled through the end of August to estimate the reproduction number of 1.5 to two for this Ebola epidemic. Chowell said that even modest gains in lowering that number could give health officials and the military a better chance of controlling the epidemic.

“Maybe we can bring it from two to 1.2 or 1.3, which would indicate that the number of new cases will be dramatically reduced, and that will give you time,” he said.

Another key number: how many days elapse between the time symptoms occur (which is when a person becomes contagious) and when health officials diagnose the disease in that person. Driving that number down is critical to containing the virus.

The incubation period for Ebola is usually about a week to 10 days, although it can last as long as 21 days. That creates obvious challenges for health workers who have to do contact tracing — they have to repeatedly knock on doors and take the temperatures of people who weeks earlier were potentially exposed to the virus. But it also gives those same workers a decent interval of time to track down people who may be infected before they start shedding the virus and potentially spreading the disease.

There are several scenarios for how this plays out. One is that the conventional methods of containing Ebola — isolating patients and doing contact tracing of people who might be exposed — lower the rate of new infections until finally the epidemic burns itself out. That has been the case in all previous outbreaks of Ebola and similar viruses, although no outbreak has ever been nearly as extensive as this one, in which the virus jumped into urban areas for the first time.

A second scenario is more dire: The conventional methods come too late, the epidemic keeps spreading, and the virus is beaten back only when new drugs or vaccines can be developed and scaled up to the point where they can be widely distributed.

There are other, very low-probability possibilities, such as Ebola mutating to become airborne. Despite much chatter about this, there is no evidence of it, according to scientists who study Ebola and who, in some cases, have scrutinized this strain. In human history, no virus that affects people has changed its method of transmission. It’s not impossible, as Frieden noted in a news conference, but the cases in this outbreak have followed the usual pattern — caregivers, close family members and health-care workers have accounted for the overwhelming majority of cases.

As the number of infections increases, so does the possibility that a person with Ebola will carry it to another country. This is known as an export.

“So we had two exports in the first 2,000 patients,” Frieden said in a recent interview. “Now we’re going to have 20,000 cases, how many exports are we going to have?”

Anthony Fauci, director of National Institute of Allergy and Infectious Diseases, said in an interview that, even if the international community accelerates its response, “it’s conceivable that we will not be able to control it if we don’t put enough resources in. We might need to rely on a safe, effective vaccine.”

Researchers at NIH institute began a trial involving 20 people in early September to determine the safety of an Ebola vaccine that was already in the development pipeline. The initial results should be available later this fall.

The next step would be a larger human trial beginning next year, perhaps involving 10,000 to 20,000 people in West Africa, to determine whether the vaccine works. Only then would it be safe and ethical to distribute it widely.

**Text 3**

**Are Women More Likely to Survive Cardiac Arrest?**

[http://static-health.s-msn.com/sc/9b/e151e5.gif](http://www.healthday.com/)Health Day : 15.11.2014

Cardiac arrest is most often fatal, but research is conflicting on whether women have better survival odds than men.

In two studies scheduled to be presented Saturday at the American Heart Association's annual meeting in Chicago, researchers reached differing conclusions.

One French study, of more than 400,000 cardiac arrest victims, found that women were 11 percent more likely to survive than men even though the women had more strikes against them: They were typically older than their male counterparts, for example, and were less likely to receive CPR from a bystander.

But the other study -- of roughly 22,000 cardiac arrests in the Netherlands -- found that women were less likely to be successfully revived by paramedics.

The reasons for the conflicting findings are not completely clear, according to Dr. Michael Sayre, a professor of emergency medicine at the University of Washington and a spokesman for the American Heart Association (AHA).

But it's likely that, overall, women have slightly higher survival odds, said Sayre, who was not involved in the research.

That is partly because the larger study from France is the stronger one, according to Sayre. "It's probably closer to the truth," he said.

But there are also hints from animal research that estrogen may somewhat shield the brain from damage during cardiac arrest, Sayre explained. As for humans, he added, studies have found that women of child-bearing age, in particular, have a higher survival rate after cardiac arrest than men the same age.

Cardiac arrest occurs when the heart's normal rhythm abruptly stops, and the organ can no longer pump blood and oxygen to the body. It can be triggered by a heart attack, but the two conditions are different.

Without emergency treatment, cardiac arrest is fatal within minutes. Bystanders can perform chest compressions to keep blood circulating through the body until emergency help arrives. At that point, paramedics may be able to use a defibrillator to "shock" the heart back into a normal rhythm.

But even with quick action, cardiac arrest remains highly lethal. Among Americans who suffered cardiac arrest outside of a hospital in 2013, about 40 percent received CPR from a bystander, according to the AHA. But only about 10 percent survived.

In the French study, researchers looked at a dozen international studies of more than 400,000 cardiac arrest patients. In general, the investigators found, the women were older than the men, and were less likely to receive CPR.

"That's probably related to the fact that women are more likely to be living at home, alone, when they're elderly," Sayre said.

In the study, the women were also less likely to have a "shockable rhythm" by the time help arrived, which means a defibrillator could not be used.

Yet they were still 11 percent more likely than men to survive -- a small but still "interesting" difference, Sayre said.

The Dutch study found a different pattern. The women were, again, less likely to have a shockable rhythm when paramedics arrived -- and that translated into a lower survival rate.

Lead researcher Marieke Blom, of the Heart Failure Research Center in Amsterdam, said it's not clear why women are less likely to have a shockable rhythm, but there could be biological factors at work.

She said women were less likely to have a cardiac arrest brought on by ventricular fibrillation -- an erratic heart rhythm that rapidly triggers an arrest. It's possible, Blom added, that compared with men, women more often have a "gradual" onset of cardiac arrest -- triggered by a heart attack, for example.

Blom noted that women's heart attack symptoms are often "indistinct," including fatigue, dizziness and jaw pain. "Women themselves may not recognize the urgency of their complaints, and retire to rest because they are not feeling well," she said.

According to Sayre, further research into the reasons for gender differences in cardiac arrest could lead to new ways to improve all patients' survival odds.

Right now, if a patient can be resuscitated, one treatment option is angioplasty -- where a catheter is threaded into a heart artery to push aside blockages. A third study presented at the meeting found that patients who received immediate angioplasty were more likely to survive: 42 percent were alive a month later, versus 26 percent of patients who did not receive angioplasty.

But Sayre said angioplasty should not be routine. "If a patient clearly had a heart attack (before the cardiac arrest), then most people would agree angioplasty should be done," he said.

However, barring a heart attack, Sayre said, the risks of the procedure might outweigh the possible benefits.

The data and conclusions of research presented at medical meetings should be viewed as preliminary until published in a peer-reviewed journal.

**Text 4**

**The killer disease on the rise that could explode health costs**

[Fiscal Times](http://thefiscaltimes.com/)

[Fiscal Times](http://thefiscaltimes.com/)

Eric Pianin 06.05.2016

Replay Video

VolumeMuteUnmute

United States (English)

SETTINGS

OFF

HD

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SD

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A new Centers for Disease Control (CDC) [report](http://www.cdc.gov/media/releases/2016/p0504-hepc-mortality.html) that deaths from Hepatitis-C reached a record level in 2014 is a wakeup call to policy makers and health care experts who are facing challenges in identifying and treating Americans suffering from the deadly liver disease – and finding the money to pay for it.[AdChoices AdChoices](http://go.microsoft.com/fwlink/?LinkID=286759)

The CDC reported on Wednesday that there were 19,659 deaths in 2014 related to Hep-C, up slightly from 19,368 the previous year but still an all-time record. A second CDC study that was published online in *Clinical Infectious Diseases* revealed that the annual mortality rate from Hep-C in 2013 surpassed the total aggregate number of deaths from 60 other infectious diseases – including HIV and tuberculosis.

CDC officials and other public health care and medical experts voiced optimism that the Hep-C mortality trend will begin to plateau and then decline with the introduction in recent years of new wonder drugs like Gilead Science’s Sovaldi and Harvoni. Dr. Ira Jacobson, a hepatitis specialist and chair of the Department of Medicine at Mount Sinai Beth Israel hospital in New York, told [*The New York Times*](http://www.nytimes.com/2016/05/05/us/hepatitis-c-deaths-in-us-rose-in-2014-but-new-drugs-hold-promise.html) yesterday that he was optimistic “that we’re going to make a major dent in the mortality much sooner than we have without these medications.”

But the onerous cost of those and other new drugs – which can cost as much as $1,000 per pill or more -- have begun to overwhelm the budgets of Medicare, Medicaid, the Department of Veterans Affairs, federal and state prison systems and other government agencies that provide medical care. In some cases, these agencies have begun to prioritize the patients most in need of the drugs and those who are consigned to long waiting lists.

“We continue to struggle with the high costs of the drugs and trying to figure out ways to bring the costs down so that we can cover more people,” said Matt Salo, executive director of the National Association of Medicaid Directors.

About 3.5 million Americans currently suffer from Hepatitis-C and roughly half are unaware of their infection, according to the CDC. And while the greatest problem until recently has been treating veterans and baby boomers who were born between 1945 and 1965, [the heroin epidemic](http://www.thefiscaltimes.com/2016/03/30/Heroin-Addiction-Grows-Cancer-Obama-Orders-New-Health-Treatments) sweeping the country has produced a whole new generation of Hep-C victims who inject drugs and share needles.

“Because hepatitis C often has few noticeable symptoms, the number of new cases is likely much higher than what is reported,” John W. Ward, director of CDC’s Division of Viral Hepatitis, said in a statement yesterday. “Due to limited screening and underreporting, we estimate the number of new infections is closer to 30,000 per year.”

“We must act now to diagnose and treat hidden infections before they become deadly and to prevent new infections,” he added.

*Hepatitis-C* is a serious liver infection caused by an often lethal virus, and it spreads from one person to another through contact with blood, including blood transfusions and shared needles. Gilead Sciences boasts that its two leading biologic medications have a cure rate of as high as 95 percent, in comparison with 40 percent for older, less advanced treatments. But Sovaldi and Harvoni can cost between $83,000 and $95,000 retail for a full course of treatment.

Under these massive costs, as many as three-fifths of state Medicaid programs have imposed tough restrictions on millions of low income patients and veterans seeking reimbursement for the treatment, as [*The Fiscal Times* previously reported](http://www.thefiscaltimes.com/2016/02/11/Budget-Strapped-States-Are-Rationing-Hepatitis-C-Drug-Treatment). Some 33 states spent more than $1 billion a year to treat the disease with Sovaldi, according to [data released](http://www.grassley.senate.gov/news/news-releases/data-behind-sovaldi-report-wyden-grassley-investigation-looks-drug-costs-every) last December by members of the Senate. But even at that high level of spending, the funds were only sufficient to treat 2.4 percent of Medicaid patients who were infected with the virus, which often takes years before the liver is affected.

John Rother, CEO and President of the National Coalition on Health Care, an advocacy group that has been critical of the drug industry, warned in an interview today that the disease was clearly on the rise and that the government and the drug industry must reach an accommodation on how to address the health care and fiscal issues.

Rother and other industry critics are pressing for reforms of the pharmaceutical industry, including ways to discourage drug companies like Gilead from acquiring the rights to drugs from other companies and then immediately doubling or even tripling the cost. The outgoing CEO of Valeant Pharmaceutical company recently apologized before a Senate committee on aging for engaging in such tactics.

“The medications are priced in a way that make it really difficult for people to afford the help they need and make it difficult for taxpayers to afford it, and raise costs for everyone,” Rother said. “We need to get to another place that would allow a more sustainable situation that still rewards the drug maker for innovation. But in this case, the drug maker didn’t innovate; it just bought the drug from another company and doubled the price.”

One good sign, according to Rother and Salo, is that more new Hepatitis-C drugs will be soon brought onto the market to create more competition for Gilead and, presumably, lower prices. Both Merck and Abbvie Pharmaceuticals reportedly have new drugs in the pipeline.

“Some folks are starting to say, you know what, once we get to three manufacturers in a space, that really gives us a lot more leverage to be able to bring prices down,” Salo said.

**Text 5**

**New Report Says All Cancers Will Die Off By 2050**

Medical DailyMedical Daily

Dana Dovey

A new [report](http://www.ucl.ac.uk/pharmacy/departments/practice-policy/VF_Embargo.pdf) has drawn quite a bit of attention with its eye-popping prediction that by as early as 2050 no one under 80 will experience cancer. The claim is tremendous, but the researchers from University College London (UCL) and King’s College London say they have the science to back it up.

In truth, death rates from cancer are a third down from 1996 and are expected to continue to drop. However, according to a report released from the University City London School of Pharmacy, these numbers will nearly disappear for those under 80 in a few decades, thanks to our increasingly effective prevention techniques. Report co-author Dr. David Taylor said healthy habits such as quitting smoking and taking a daily aspirin are helping to wipe out cancer, and 2050 was a “plausible guesstimate” of a time when cancer will only affect those over 80.

 "If we put all these things together ... these killers of children and working-age adults can be overcome," Taylor told [*The Times*](http://www.thetimes.co.uk/tto/health/article4322715.ece)in the UK.

Dr. Jack Cuzick, director of the Wolfson Institute of Preventive Medicine at Queen Mary University in London seemed to agree that advanced preventive measures would seriously change the scope of cancer in Great Britain.

"Taking aspirin daily looks to be the most important single thing we can do to reduce cancer after stopping smoking and reducing obesity, and will probably be much easier to implement," he told *The Times*. "What makes this a special point in history is that cancers are in the process of becoming either preventable or effectively curable."

Aspirin, while good at keeping cancer at bay, has been tied to increased chances of stomach bleeding. Cuzick says individuals should therefore consult their physician before taking the drug on a daily basis.

Although cancer is becoming far less deadly, a day when nearly no one dies from cancer is not yet here. Cancer prevention can only go so far, and a recent [study](http://www.sciencemag.org/content/347/6217/78.abstract) has suggested that as many as [65 percent of cancer](http://www.medicaldaily.com/real-cause-cancer-over-two-thirds-cancers-are-due-random-bad-luck-not-genetics-or-316038) cases come from random genetic mutation that cannot be foreseen or stopped.

"When someone gets cancer, immediately people want to know why," said oncologist Dr. Bert Vogelstein of the Johns Hopkins University School of Medicine in Baltimore, who conducted the study, published in the journal *Science*, with Johns Hopkins biomathematician Cristian Tomasetti, [*Medical Daily*](http://www.medicaldaily.com/real-cause-cancer-over-two-thirds-cancers-are-due-random-bad-luck-not-genetics-or-316038) reported.

"They like to believe there's a reason. And the real reason in many cases is not because you didn't behave well or were exposed to some bad environmental influence. It's just because that person was unlucky. It's losing the lottery."

While many [dispute](http://www.theguardian.com/science/grrlscientist/2015/jan/02/bad-luck-bad-journalism-and-cancer-rates) the exact figures of this number, the truth remains that some people get cancer not influenced by lifestyle or genetics.

On top of cancer being hard to predict, it’s also extremely hard to cure. There will most probably never be any one cure to cancer, and while science has become quite successful in treating some forms of cancer, such as skin cancer, for other forms of cancer, effective treatment remains elusive. One of the reasons for this is the unpredictable nature of the cancer cells. As reported by [*LiveScience*](http://www.livescience.com/5566-40-years-moon-landing-cure-cancer.html), the cancer cells constantly change their DNA, which means that a method may only be able to prove effective on some cancerous cells. Cancer is also able to hide, rearing its ugly head years later.

Source: Gill J, Sullivan R, Taylor D. Overcoming Cancer In The 21st Century. *UCL School Of Pharmacy*. 2015.

**Text 6**

**DNA confirms Nile crocodiles found in Florida**

[USA TODAYUSA TODAY](http://www.usatoday.com/)

Mary Bowerman 21.05.2016



Replay Video

There may be a new invasive species in town.

At least two Nile crocodiles have been captured in South Florida, and there could be more in the wild, researchers say.

A team of researchers used DNA analysis on four crocodiles captured between 2000 and 2014 to confirm that at least two of the crocs were most closely related to Nile crocodiles from Africa, according to a study just published in the journal [*Herpetological Conservation and Biology.*](http://www.herpconbio.org/Volume_11/Issue_1/Rochford_etal_2016.pdf)

While Florida is no stranger to non-native amphibians and reptiles, (we’re talking [about you, Burmese python),](http://usatoday30.usatoday.com/tech/science/environment/story/2012-01-30/pythons-florida-everglades/52893342/1) the Nile crocodile is of particular concern. Researchers estimate that the croc, an aggressive species, may be responsible for [some 200 human deaths a year in](http://animals.nationalgeographic.com/animals/reptiles/nile-crocodile/) Africa.

The Nile crocs also have a hearty appetite for cattle, and another concern is that there could be potential crossbreeding with the small population of American alligators, according to the study.

Researchers aren't sure how the animals came to be in Florida.

“They didn't swim from Africa," [University of Florida herpetologist Kenneth Krysko told The AP.](http://bigstory.ap.org/article/1b4cc3c650dc4196a4b415b5faa8e5d5/killer-nile-crocodiles-florida-experts-say-its-possible)  "But we really don't know how they got into the wild."

Krysko, who co-authored the study, said the DNA from the captured Nile crocodiles matched each other but did not match those kept at Disney’s Animal Kingdom or other facilities that are licensed to keep Nile crocs in Florida, [AP reported.](http://bigstory.ap.org/article/1b4cc3c650dc4196a4b415b5faa8e5d5/killer-nile-crocodiles-florida-experts-say-its-possible)

He says it’s likely an unregistered reptile breeder brought the crocs to Florida and was either unable to contain them or may have knowingly released them in the Everglades.

While the researchers believe there are likely more Nile crocodiles lurking in the state, Allyson Gantt, a spokeswoman for Everglades National Park, where one of the Nile crocodiles was found, told AP she does not believe there are other Nile crocs roaming the park.

And while naysayers may be quick to point to the unlikelihood that Nile crocodiles will become an issue in Florida, wildlife biologist Joe Wasilewski told AP stranger things have happened.

"I have two words: Burmese python," Wasilewski told AP. "If you would have told me 15 years ago we would have an established population in the Everglades, I wouldn't have believed you."

**Text 7**

**Scientists hope to unravel mystery of the ‘Titanic of the ancient world’**

The Guardian :11.10.2014

James Meikle

They call it the Titanic of the ancient world – a luxury liner dating from before the Roman empire. Now divers and archeologists, who have completed a third season on this famous [wreck off the remote Greek island of Antikythera](http://en.wikipedia.org/wiki/Antikythera_wreck), hope that their latest finds can at last help settle speculation surrounding the ship, its passengers and crew.

After mapping the treacherous site, the international team hope that a small but carefully selected haul of artefacts on the huge site more than 164ft (50m) beneath the surface can help unravel the truth about a vessel that may have been 164ft (50m) long.

Antiquities rescued on this visit include an intact table jug, bronze ornamentation that was probably part of a bed, a 6ft (2m) piece of a bronze spear, weighing more than 10kg and most probably part of a statue – perhaps of a warrior or the goddess Athena – and a bronze rigging ring with fragments of wood still attached.

Scientists also plan to trace the origin of the lead in huge anchors and hull sheathing to help determine whether the ship was of Italian, Roman or Hellenic origin. And they want to check DNA in the ceramic jug, one of nearly 50 found by various explorations of the wreck dating back to 1900, to establish whether it was carrying grain. Grain and stone carriers were the biggest sea-going vessels more than 2,000 years ago.

Even the first finds, made by sponge divers blown off course well over a century ago, included spectacular treasures – including enormous statues, and the [elaborate Antikythera mechanism](http://www.antikythera-mechanism.gr/), a complex early “computer”, tracking cycles of the solar system. Many of the artefacts are now in the National Archaeological Museum in Athens.

Examination of hull remains, recovered in 1976, suggest that the planks, 4in (11cm) thick even in a shrunken state, come from a ship that was 15-20% bigger than any wreck of similar age.

The only wrecks that come close, according to Brendan Foley, of the [Woods Hole Oceonographic Institution](http://www.whoi.edu/) in Massachusetts, were the pleasure barges of the emperor Caligula discovered in Lake Nemi, Italy, in the 1920s and later destroyed in an allied bombing raid during the second world war.

“I have personally investigated 40 or 45 shipwrecks throughout the Mediterranean and never seen one like this. It is full of luxury goods. It is an enormous ship, massively built and built of the highest quality material available in the first century BC,” Foley said.

Among the stories built up around the wreck is that it may have carried a young bride and her dowry on her way to her wedding. But, Foley admitted, “we have no evidence of that. It is just a nice story we tell each other. A logical conclusion [of finds so far] is these are treasures, high-value goods travelling from the eastern Mediterranean, through the Aegean, to the growing centre [of Rome] but we don’t have actual proof of that.

Foley said his team thought the jar was part of the cargo, rather than belonging to a member of the crew. “We are excited about its recovery because it was full of sediment so we can anlyse that, and once we get the sediment out, we can run our DNA swabs and find out what it was transporting.

“Grain ships would sail out of Rome. They were the sort of first luxury liners. The wealthy would sail out in the spring, go to Egypt, tour the antiquities. Then at the end of the season, they would get back on board the ship with hundreds and hundreds of tons of grain to take back to Rome to feed the burgeoning population.”

The divers will be back next May and June hoping, among other things, to find more of the famous mechanism, of which only 50-60% is thought to have been recovered so far. They also hope they will not be hit by the bad weather they suffered this year, allowing just five days underwater and little use of a new diving suit that will allow divers to stay on the sea floor for hours without decompression problems.

Theotokis Theodoulou, of the [Hellenic Ephorate of Underwater Antiquities](http://www.yppo.gr/1/e1540.jsp?obj_id=91), says this year’s finds were very promising. “We have a lot of work to do at this site to uncover its secrets.”

**Text 8**

**Earth Has A Layer No One Knew About**

Popular SciencePopular Science

Mary Beth Griggs 25.03.2015

Our perspective of Earth tends to be very shallow--literally. Everything we experience, from the deepest depths of the ocean to the highest mountain peaks, only skims the top of the outermost layer of the Earth, the crust, which is about 4 miles thick under the ocean and 20 to 30 miles thick on land. With a radius of 3,959 miles, the Earth has plenty of secrets buried inside it.

But today it has one less secret. Researchers have just published a [paper](http://www.nature.com/ngeo/journal/vaop/ncurrent/full/ngeo2393.html?con=&dom=prime&src=syndication) in *Nature Geoscience* announcing they've discovered a remarkably stiff layer in the Earth's mantle--the layer of molten or pliable rock located between the crust and the Earth's core. The new layer floats somewhere around the middle of the mantle.

“The Earth has many layers, like an onion,” Lowell Miyagi, a geologist at the University of Utah, [said in a press release](http://unews.utah.edu/news_releases/a-stiff-new-layer-in-earths-mantle/?con=&dom=prime&src=syndication). “Most layers are defined by the minerals that are present. This layer isn’t defined by the minerals present, but by the strength of these minerals.”

In this case, the researchers knew from previous studies that [tectonic plates](http://www.livescience.com/37706-what-is-plate-tectonics.html?con=&dom=prime&src=syndication) (which hold the oceans and continents) sometimes slide under each other and get pushed down into the mantle. Those slabs of rock tend to stop moving temporarily at around 930 miles below the Earth's surface, but no one could figure out why. Observing the process directly was out of the question--because for one, no one has ever drilled down to the mantle, and secondly, the process of a slab sliding down into the mantle takes around 300 million years. So Miyagi and his team did the next best thing.

They used an instrument called a diamond anvil (made from, yes, diamonds) to apply massive amounts of pressure to rocks commonly found in the mantle. When they got to pressures that mimicked conditions at that 930 mile depth, they found that the strength in the rocks had increased by an insane amount--it was nearly 300 times stronger than that same type of rock would be at levels higher in the mantle. Below that 930 mile point, atoms within the rocks start to move more freely, loosening up, and allowing the slabs to sink.

But because the rocks at the 930 mile boundary are so strong and stiff, slabs of the tectonic plates stall out for a while, caught between a rock and a stiff place.

**Text 9**

**Just Discovered In Australia:**

**The Largest Asteroid Impact Ever**

*When exactly the massive rock hit Earth remains a mystery*

By [Mary Beth Griggs](http://www.popsci.com/popsci-authors/mary-beth-griggs) Posted March 23, 2015

The new discovery in Australia dwarfs Meteor Crater in Arizona, one of the best preserved meteorite craters in the world. The crater in Australia is nearly 250 times larger than Meteor Crater.

A long time ago, a huge meteorite entered the earth's atmosphere in a screaming fireball. In its last violent moments, it split into two massive pieces, each at least 6 miles across, and slammed into the earth, creating twin impact craters spanning nearly 250 miles of the Australian countryside.

The craters have been covered over by natural processes since the impact, but researchers found evidence recently while [drilling](http://www.abc.net.au/news/2015-03-23/worlds-largest-asteroid-impact-zone-found-in-central-australia/6341408) for a potential geothermal energy project. They found layers of quartz that had been shocked, a technical term for quickly deforming during an impact. When they looked closer, and did some additional tests on the area, the researchers found that there was also evidence from much deeper in the earth's crust.

"There are two huge deep domes in the crust, formed by the Earth's crust rebounding after the huge impacts, and bringing up rock from the mantle below," lead researcher Andrew Glikson [said](http://phys.org/news/2015-03-world-largest-asteroid-impacts-central.html#jCp)

The [research](http://www.sciencedirect.com/science/article/pii/S0040195114006477) is published in *Tectonophysics*.

The previous record holder was the [Vredefort crater](http://www.livescience.com/45126-biggest-impact-crater-earth-countdown.html) in South Africa, clocking in at a [diameter of](http://whc.unesco.org/en/list/1162) 380 kilometers (236 miles.) The Vredefort impact structure remains the oldest known crater in the world, forming about 2,023 million years ago.

The size of the impact zone is so huge that you might be wondering why no one noticed it before now. Just like the crater that was [recently discovered](http://www.popsci.com/newly-discovered-lunar-crater-named-after-amelia-earhart) on the moon, other geological processes intervened to keep the secret. In the case of the moon, other impacts wiped out most evidence of a crater on the surface. In Australia, evidence of the impact zone was worn away over millions of years, as erosion scrubbed away evidence of the impact on the surface, and new layers of rocks were deposited over the top. How long that process took remains a mystery.

Age is a touchy subject for anyone, and scientists are still trying to tease out the exact age of the crater. In lieu of birth certificates, graduation dates, or embarrassingly dated cultural references, the researchers are examining the rocks around the impact site for clues as to when the impact occurred. The rocks around the crater are between 300 and 600 million years old, but they don't contain the telltale layer of debris that would indicate an impact. As the scientists [point out](http://phys.org/news/2015-03-world-largest-asteroid-impacts-central.html), for comparison, the impact that [killed off the dinosaurs](http://www.popsci.com/science/article/2013-02/giant-asteroid-impact-dated-precisely-dinosaurs-end) sent a layer of dust almost around the world, that scientists were able to date to the same time as the dinosaur extinction.

"It's a mystery - we can't find an extinction event that matches these collisions. I have a suspicion the impact could be older than 300 million years," Glikson said.

**Text 10**

**Eavesdropping On The Sounds Of Stars**

*The stars might be singing; too bad we'll never hear them*

By [Loren Grush](http://www.popsci.com/popsci-authors/loren-grush) Posted March 23, 2015

The surface of a star is a volatile place. Constantly in motion, a star’s exterior flows with plasma and often accumulates new materials, which are drawn in by the star’s immense gravitational pull.

Well it turns out these [chaotic activities may produce a very distinctive sound](http://www.york.ac.uk/news-and-events/news/2015/research/sound-of-stars/) on the star’s surface. That’s right: The stars make their own tunes! But alas, we poor humans will never hear it directly. According to physicists, such a sound would have a frequency 6 million times higher than what any mammal could hear. Plus, space is a vacuum, so even if you had super-human ears that could discern such a frequency, the sound wouldn’t be able to travel to them.

Researchers [inadvertently stumbled upon this acoustic revelation](http://journals.aps.org/prl/abstract/10.1103/PhysRevLett.114.115001) while analyzing how plasma moves when hit with an ultra-intense laser. Just a trillionth of a second after the laser strikes, the plasma disperses quickly, moving from areas of high density to areas of low density. However, this rapid movement creates a bit of a bottleneck, causing plasma to build up between the high- and low-density areas.

The resulting pressure buildup and collisions between the plasma's ions generated a series of sound wave pulsations with frequencies of nearly a trillion hertz. By comparison, dolphins and bats, some of Earth's best listeners, can only hear 100,000 hertz. Humans can hear just up to 20,000 hertz.

According to John Pasley, a physicist from the University of York and one of the scientists on the project, perhaps the only location in nature where such plasma interaction (and resulting acoustic generation) could be seen is on a star’s surface. “When they are accumulating new material stars could generate sound in a very similar manner to that which we observed in the laboratory – so the stars might be singing.” However, material accretion is usually only seen in younger stars, so it's likely that our mature Sun has lost its voice.

**Text 11**

**Leonardo da Vinci paintings analysed for DNA to solve grave mystery**

[The Telegraph](http://www.telegraph.co.uk/) 06.05.2016

Sarah Knapton

The mystery of where Leonardo da Vinci is buried could be laid to rest after scientists began a painstaking hunt for his DNA.

Leonardo was originally interred in the chapel of Saint-Florentin at the Chateau d'Amboise in the Loire Valley, in 1519, but the building was destroyed in the French revolution and it is believed his remains were reburied in the castle’s smaller chapel of Saint-Hubert in the 19th century.

However a plaque above his grave warns that it is only the ‘presumed’ location of his body.

Now scientists are hoping that advances in genetic testing could, finally, give an answer.

They believe that Leonardo may have left traces of his DNA in paintings, notebooks and drawings, and are planning to study works for fingerprints, flakes of skin and even hair.

Specialists from the J. Craig Venter Institute  in California, which pioneered the sequencing of the human genome, are developing a technique to extract and sequence genetic material from paintings that are hundreds of years old.

The first tests are expected to be carried out on Leonardo’s masterpiece Adoration of the Magi which is currently undergoing restoration in Florence, Italy.

If they find DNA, experts will then be able to compare it to living relatives to make sure it actually belongs to Leonardo, before testing samples from the grave in a similar way to how Richard III was identified after his body was found in a Leicester car park. They are also hunting for the grave of his father in Florence, and mother in Milan, as another way of verifying the match.

Once granted permission to exhume the remains, the team are hoping to reconstruct the face of Leonardo from his skull to see how it compares with self-portraits, as well as studying his bones to learn more about diet and what caused his death, which has never been recorded.

Jesse Ausubel, vice-chairman of the Richard Lounsbery Foundation, which is funding the project, said: “It is well known that Leonardo used his fingers along with his brushes while painting, some prints of which have remained, and so it could be possible to find cells of his epidermis mixed with the colours.

“If human DNA is obtained from Leonardo’s work and sequenced, the genetic material can then be compared with genetic information from skeletal or other remains that may be exhumed.

We stand to gain not only greater historical knowledge of Leonardo but possibly a reconstruction of his genetic profile, which could provide insights into other individuals with remarkable qualities.”

Born in Vinci, Italy, in 1452 Leonardo foresaw and described innovations hundreds of years before their invention, such as the helicopter and armoured tank. His artistic legacy includes the Mona Lisa and The Last Supper.

Near the end of his life, Leonardo accepted an invitation from the French king, Francis I, to leave Italy and to move to the Chateeau du Clos Luc near Amboise, with some of his students, where he held the position of “first painter, engineer, and architect of the King.” He died in Cloux on 5 May 1519 at the age of 67.

Leonardo was buried in the chapel of Saint Florentin at the Chateau d'Amboise until it was demolished in 1802 when some of the graves were destroyed and the bones scattered. 19th century biographers claimed his body had been lost but doubts emerged in 1863 when an amateur excavation at the site found a stone coffin containing a skeleton and large skull judged ‘large enough to hold and exceptional brain.’ The remains were found near to a slab with the inscription LEO DUS VINC.

The bones attributed to Leonardo, were placed in a basket but then were lost for a decade. When they were rediscovered they were reburied in 1874 in the Chapel of Saint Hubert.

Historian and Renaissance Expert Ross King, author of Leonardo and The Last Supper said:  “The remains in the chapel were excavated by the impresario Arsène Houssaye. Even by the standards of the mid nineteenth century, Houssaye’s protocols were short on science and strong on myth and wish-fulfilment.

“The uncertainty endures, but scientific study of the remains could be expected either tentatively to confirm or to preclude altogether the possibility of their being those of Leonardo da Vinci.”

The ‘Leonardo Project’ team comprises  anthropologists, art historians, genealogists and microbiologists from universities and institutes in France, Italy, Spain, Canada and the USA. It aims to conclude in 2019 to mark the 500th anniversary of Leonardo's death.

**Text 12**

**Aged 35 He Speaks 11 Languages - Luca Lampariello's 11 Tricks**

**To Learn Any Language**

This article is a wake-up call for all those who dream of becoming multilingual: just do it! Luca Lampariello talks about where he finds the motivation for learning languages, and how he’s learned 11 so far.

##### By [Luca Lampariello](https://www.babbel.com/en/magazine/contributors/luca-lampariello)

##### [About Luca Lampariello](https://www.babbel.com/en/magazine/contributors/luca-lampariello)

Luca Lampariello is an Italian polyglot who has learned 11 languages so far, including German, Russian, Polish and Mandarin Chinese. He's well-known in the language-learning community and currently resides in Rome, Italy.

When people meet someone who speaks many languages fluently, the first reaction is often one of slight bewilderment. Multilingualism is generally considered *cool yet difficult to achieve*, especially if second, third and fourth languages are acquired later in life. As an advocate of language learning, I of course agree that it’s cool, but I challenge the assumption that it’s difficult.

My name is [Luca Lampariello](http://www.thepolyglotdream.com/about/). Here I would like to deviate from the well-trodden route to ***how*** I learned 11 languages and concentrate on ***why*** I learned these languages. Seasoned language learners will all tell you that motivation is fundamental, so where can one find this motivation and how can it be bolstered?

Language learning is about much more than heaps of books and hours of study. It’s about travelling to marvellous places, meeting inspiring people, enjoying delicious food and embarking on innumerable journeys of self-discovery. I derive my motivation to learn more languages from these experiences; the experiences that these languages make possible.

*"I agree that language learning is cool, but I challenge the assumption that it’s difficult."*

[**English**](https://go.babbel.com/engmag-all/1_eng_luca)

***Lesson learned:*** *Languages cannot be taught, they can only be learned. Having someone or something to aid with the process is of great benefit. Find a guide, not an instructor.*

English was already a world language by the time I turned 10 in 1991. Its study was mandatory. I struggled at first. I didn’t like the teacher, grammar explanations confused me, and the material was monotone. I thought I’d never learn it. Then my parents decided to hire a private English tutor. I was 13 and she was wonderful. She didn’t simply instruct me in the language, but helped me discover it - she set me on the right path to learning and, most importantly, learning to love language.

I started reading a lot of books in English. My aunt bought me The Hardy Boys for my birthday and after that there was no looking back. The combination of reading books, watching movies every day and talking to my tutor once a week for two years worked wonders. By the age of 15 I was fluent in English and in possession of a thick American accent.

*"Learning is a treasure that will follow its owner everywhere." ‒ Chinese Proverb*

[**French**](https://go.babbel.com/engmag-fra/1_eng_luca)

***Lesson learned:*** *A language is a door to an entire world which is wholly worth exploring. So let your guard down and fall in love! With the language, with the country, with a person, or even with the food. There’s no greater motivation!*

I started [learning French](https://www.babbel.com/learn-french) around the same time as I started learning English and encountered many of the same problems. That all changed at the age of fourteen, however, when I discovered that I could watch French TV. I started watching two hours every day after dinner. By the age of 15 I was fluent in French. A few hours of television a day did more than the previous three years in middle school. In 2010 I moved to Paris. Living there for three years enabled me to gain invaluable insights into French culture: history, traditions, jokes, cultural references, and a respect for French pride in their cuisine and language.

*"Language is the road map of a culture. It tells you where its people come from and where they are going" – Rita Mae Brown*

[**German**](https://go.babbel.com/engmag-deu/1_eng_luca)

***Lesson learned:*** *If you find a method you like and which works for you, you can start learning any language by yourself. There is no one best method to learn a language. Find something that is effective for you. And above all, experiment!*

German was the first language I started learning completely on my own. I don’t remember exactly why I embarked on this journey, but I remember I had no idea how to learn German. I spent a couple of months using a dusty grammar book dislodged from my grandmother’s bookcase. Gothic letters cascaded down the page imploring me to repeat vacuous grammar drills. I quickly became disheartened.

Then I saw a commercial on TV about a language series in 4 languages and decided to give it a go. While using it, I came up with my method: a special technique to absorb the basic patterns of any language in a light, natural and fun way. This [method](http://www.thepolyglotdream.com/an-easy-way-to-learn-foreign-languages/) came to me organically, and I quickly realised that it was effective for me. After using it for a year and a half, I met a bunch of Germans while on vacation. I will always remember their faces as they repeatedly asked in bewilderment, *“Wie kannst du so gut Deutsch?!”* (how can you speak German so well?). This reaction and the resulting, privileged connection were enough to fuel my passion to perfect my German. From that moment on I started reading insatiably. The language had become an integral part of my life.

*"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart." ‒ Nelson Mandela*

[**Spanish**](https://go.babbel.com/engmag-spa/1_eng_luca)

***Lesson learned:*** *Language learning offers you profound insights into your own, native language. If you learn a language similar to yours, speak it from the beginning. It’s easier than you perhaps imagine.*

[Spanish](https://www.babbel.com/learn-spanish) and Italian are like two sisters; different and yet similar at the same time. One common myth in Italy is that Spanish is easy: that you just have to speak Italian and add an “s” to every single word. The overall structure of the two languages is similar, but there are a fair few disparities in terms of pronunciation, intonation and idiomatic usage. In 2007 I did an exchange in Barcelona. Although I was immersed in a predominantly Catalan environment, I was living with a lively Spanish girl from Malaga and often went out with a lot of other Spanish people. The language simply rubbed off. By the time I came back to Rome, Spanish had become a part of me.

*"Those who know nothing of foreign languages know nothing of their own." ‒ Johann Wolfgang von Goethe*

[**Dutch**](https://go.babbel.com/engmag-all/1_eng_luca)

***Lesson learned:*** *There is no such thing as a useless language. They will all come in handy sooner or later, so don’t let others determine what you learn. Allow yourself to be guided by your own interests and convictions.*

I met Lotte, a Dutch girl, whilst camping in Northern Sardinia. She didn’t speak much English and we both became frustrated at our inability to communicate. We still had a great time together, but something was missing: a sense of incompleteness kept nagging at me, so I decided to learn Dutch. Lotte and I lost touch, but the language stayed with me. People insisted that Dutch was a completely useless language - *they all speak English* - but I stuck to it. I read books and magazines that my friends would bring back from the Netherlands. I knew I would use the language sooner or later, and have been proved right. Now I speak Dutch every day with my Dutch housemate. Speaking and expanding Dutch has become easy, effortless and interesting. The old adage that one must move to a country to learn the language is simply not true.

*"Learn everything you can, anytime you can, from anyone you can; there will always come a time when you will be grateful you did." ‒ Sarah Caldwell*

[**Swedish**](https://go.babbel.com/engmag-swe/1_eng_luca)

***Lesson learned:*** *Start working on pronunciation from the very beginning to avoid developing bad habits. Be flexible. If a language has an idiosyncratic feature, work on it more from the start.*

I had been thinking about learning a Scandinavian language for quite some time when my Italian girlfriend at the time bought me a Swedish course for my birthday. Swedish sounds incredibly musical to my ears due to its peculiar intonation, but I found it quite difficult to grasp at the beginning. In 2004 I went to Stockholm for the first time and was immediately enamored by Swedish culture. I kept speaking Swedish, mostly with Norwegians, and watched movies and read books - mainly thrillers, as the Scandinavians are excellent at that. And the best thing of all? If you know Swedish, most Scandinavians will understand you, and you suddenly have access to a fascinating culture and way of thinking.

*"To have another language is to possess a second soul." ‒ Charlemagne*

[**Russian**](https://go.babbel.com/engmag-all/1_eng_luca)

***Lesson learned:*** *If you are about to give up on a language, actively search for something that reignites your desire to learn. Go to the country, meet someone, watch a movie, make a YouTube video. Anything goes.*

After a few Romance and Germanic languages, I wanted to learn something new. Russian seemed exotic to me: incredibly rich, elegant and intriguingly complex. Thinking in Russian was tantamount to solving a mathematical conundrum for every sentence. My mind boggled as to how native Russians deal with it every day. I had nobody to help me and after 8 months I began to think that it had perhaps been a mistake to learn Russian. I had barely made any progress. I didn’t do much for 3 long years, and then I posted a [video on YouTube](https://www.youtube.com/watch?v=SeAzNE0RqX4) speaking Russian. The response astonished me. Not in my wildest dreams did I imagine so many people would leave such enthusiastic comments. Russians think that their language is difficult and inaccessible, so when they hear somebody uttering a couple of sentences they explode with joy. I subsequently started speaking Russian on a regular basis and slowly began to navigate my way confidently through Russian’s grammar maze.

*"Learning is a treasure that will follow its owner everywhere." ‒ Chinese Proverb*

[**Portuguese**](https://go.babbel.com/engmag-por/1_eng_luca)

***Lesson learned:*** *You can learn two languages at the same time provided that you organize your time and energy well.*

I started learning European Portuguese at the exact same time as Mandarin. I had never learned two languages at the same time, and so I gave myself very precise guidelines. Portuguese, like Spanish, came very naturally to me. I focused on pronunciation, which can be tricky. Unstressed vowels are barely pronounced and sentences often seem like an uninterrupted sequence of consonants. Portuguese can even sound like Russian to untrained ears as a consequence. I often get asked why I opted for European Portuguese and not Brazilian Portuguese, which is much more widely spoken. The truth is that I often don’t choose a language. I let [languages choose me](http://www.thepolyglotdream.com/choosing-an-accent/).

*"Language is the blood of the soul into which thoughts run and out of which they grow." ‒ Oliver Wendell Holmes*

[**Polish**](https://go.babbel.com/engmag-all/1_eng_luca)

***Lesson learned:*** *Travel is a truly great motivator. Travel as much as you can, whenever you can. It will open doors and push you to learn languages.*

I visited Poland in 2012 for the second time in my life and simply fell in love with the country and its people. Other than using my bilingual translation technique, I also started speaking it from the very beginning by setting up a weekly language exchange with Michal, a Polish guy I had met in the summer of 2012. I highly recommend this approach if you are learning a slavic language and you already speak another one. Although Russian and Polish are quite different in many ways, the overall structure is the same, and knowing one helps enormously with learning the other. After a year I was relatively fluent in Polish and I [made a video on YouTube](https://www.youtube.com/watch?v=DdK0FSLq3cE) with Michal on a visit to Poland. The video didn’t go unnoticed. A journalist interviewed me for a magazine and I ended up on Polish TV one year later.

*"One language sets you in a corridor for life. Two languages open every door along the way." ‒ Frank Smith*

**Mandarin Chinese**

***Lesson learned:*** *Don’t be intimidated by a language’s reputation.*

I had heard that Chinese is notoriously difficult, and that’s why I had never contemplated learning it. Pushed by the unexpected success of my first YouTube videos, I wanted a new challenge. I started learning Mandarin Chinese in my own way, but I faced completely new challenges.

If somebody tells you that Chinese is *impossible to learn by yourself*, as I once heard someone say, I can assure you that it is absolutely not true. It has its own complex aspects, but also some refreshingly easy ones as well. If you know how to tackle tones and [Chinese characters](http://www.thepolyglotdream.com/tips-on-learning-chinese-characters/) the right way, Chinese is, in the long run, not harder than any other language, and the reward of speaking it is immense. You come into contact with an incredible culture, and the Chinese are often pleasantly surprised if you speak their language well.

*"The limits of my language are the limits of my world." ‒ Ludwig Wittgenstein*

**Japanese**

***Lesson Iearned:*** *Some languages have completely new features, so be flexible and adapt your learning method to the language. If your approach is not working, change it! Don’t give up. Don’t give in.*

When I started learning Japanese, I wanted a new challenge, but I didn’t imagine it would be so hard. I couldn’t even build simple sentences because the structure in Japanese was so completely different from any language I had ever learned. I initially thought that this problem was just temporary and could be solved by speaking more regularly, but this simply wasn’t the case. Japanese feels like my biggest challenge yet, but I’m confident that I will get there. I just need to recalibrate my approach and live the language.

*"A different language is a different vision of life." ‒ Federico Fellini*

**Conclusion**

Discovering a method to learn foreign languages is, without a doubt, one of the best things that has ever happened to me. Learning languages is an exhilarating experience. I didn’t do it by simply spending time at home staring blankly at verb tables. I did it by getting out there and living.

Speaking multiple languages is not and shouldn’t be an intellectual performance. It is an act of love towards yourself and others which helps you discover the amazing diversity of human nature as well as discovering the multiple facets of your personality. To those who ask me why I like learning so many languages I always reply: **“I don’t live to learn languages, I learn languages to live a better life”**.

**Text 13**

**SHOPPING FOR ONE**

*Anne Cassidy*

  “So what did you say?” Jean heard the blonde woman in front of her talking to her friend.

“Well,” the darker woman began, “I said I’m not having that woman there. I don’t see why I should. I mean I’m not being old-fashioned but I don’t see why I should have to put up with her at family occasions. After all…” Jean noticed the other woman giving an accompaniment of nods and handshaking at the appropriate parts. They fell into silence and the queue moved forward a couple of steps.

Jean felt her patience beginning to itch. Looking into her wire basket she counted ten items. That meant she couldn’t go through the quick till but simply had to wait behind the elephantine shopping loads; giant bottles of coke crammed in beside twenty-pound bags of potatoes and “special offer” drums of bleach. Somewhere at the bottom, Jean thought, there was always a plastic carton of eggs or a see-through tray of tomatoes which felt casualty to the rest. There was nothing else for it – she’d just have to wait.

“After all,” the dark woman resumed her conversation, “how would it look if she was there when I turned up?” Her friend shook her head slowly from side to side and ended with a quick nod.

Should she have got such a small size salad cream? Jean wasn’t sure. She was sick of throwing away half-used bottles of stuff.

“He came back to you after all,” the blonde woman suddenly said. Jean looked up quickly and immediately felt her cheeks flush. She bent over and began to rearrange the items in her shopping basket.

“On his hands and knees,” the dark woman spoke in a triumphant voice. “Begged me take him back.”

She gritted her teeth together. Should she go and change it for a larger size? Jean looked behind and saw that she was hemmed in by three large trollies. She’d lose her place in the queue. There was something so pitiful about buying small sizes of everything. It was as though everyone knew.

“You can always tell a person by her shopping, “ was one of her mother’s favourite maxims. She looked into her shopping basket: individual fruit pies, small salad cream, yoghurt, tomatoes, cat food and a chicken quarter.

“It was only for sex you know. He admitted as much to me when he came back.” The dark woman informed her friend. Her friend began to load her shopping onto the conveyor belt. The cashier, doing what looked like an in-depth study of a biro, suddenly said, “Make it out to J. Sainsbury PLC.” She was addressing a man who had been poised and waiting to write out a cheque for a few moments. His wife was loading what looked like a gross of fish fingers into a cardboard box marked “Whiskas”. It was called a division of labour.

Jean looked again at her basket and began to feel the familiar feeling of regret that visited her from time to time. Hemmed in between family size cartons of cornflakes and giant packets of washing powder, her individual yoghurt seemed to say it all. She looked up towards a plastic bookstand which stood beside the till. A slim glossy hardback caught her eye. The words *Cooking for One*  screamed out from the front cover. Think of all the oriental foods you can get into, her friend had said. He was so traditional after all. Nodding in agreement with her thoughts Jean found herself eye to eye with the blonde woman, who, obviously not prepared to tolerate nodding at anyone else, gave her a blank, hard look and handed her what looked like a black plastic ruler with the words “Next customer please” printed on it in bold letters. She turned back to her friend. Jean put the ruler down on the conveyor belt.

She thought about their shopping trips, before, when they were together, which for some reason seemed to assume massive proportions considering there were only two of them. All that rushing round, he pushing the trolley dejectly, she firing questions at him. Salmon? Toilet Rolls? Coffee? Peas? She remembered he only liked the processed kind. It was all such a performance. Standing there holding her wire basket, embarassed by its emptiness, was like something out of a soap opera.

“Of course, we’ve had our ups and downs,” the dark woman continued, lazily passing a few items down to her friend who was now on to what looked like her fourth Marks and Spencer carrier bag.

Jean began to load her food onto the conveyor belt. She picked up the cookery book and felt the frustrations of indecision. It was only ninety pence but it seemed to define everything, to pinpoint her aloneness, to prescribe an empty future. She put it back in its place.

“So that’s why I couldn’t have her there you see,” the dark woman was summing up. She lowered her voice to a loud whisper which immediately alerted a larger audience. “And anyway, when he settles back in, I’m sure we’ll sort out the other business then.” The friends exchanged knowing expressions and the blonde woman got her purse out of a neat leather bag. She peeled off three ten pound notes and handed them to the cashier.

Jean opened her carrier bag ready for her shopping. She turned to watch the two women as they walked off, the blonde pushing the trolley and the other seemingly carrying on with her story.

The cashier was looking expectantly at her and Jean realized that she had totalled up. It was four pounds and eighty-seven pence. She had the right money, it just meant sorting her change out. She had an inclination that the people behind her were becoming impatient. She noticed their stack of items all lined and waiting, it seemed, for starters orders. Brown bread and peppers, olive oil and lentils and, in the centre, a stray packet of beefburgers.

She gave over her money and picked up her carrier bag. She felt a sense of relief to be away from the mass of people. She felt out of place, a non conformer, half a consumer unit.

Walking out of the door she wondered what she might have for tea. Possibly chicken, she thought with salad. Walking towards her car she thought she should have bought the cookery book after all. She suddenly felt much better in the fresh air. She’d buy it next week. And in future she’d buy a large salad cream. After all, what if people came round unexpectedly?

**Text 14**

**THE STORY OF AN HOUR**

*Kate Chopin*

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

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

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

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

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

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

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

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

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

Now her bosom rose and fell tumultuously. She was beginning to recognize this thing that was approaching to possess her, and she was striving to beat it back with her will--as powerless as her two white slender hands would have been. When she abandoned herself a little whispered word escaped her slightly parted lips. She said it over and over under the breath: "free, free, free!" The vacant stare and the look of terror that had followed it went from her eyes. They stayed keen and bright. Her pulses beat fast, and the coursing blood warmed and relaxed every inch of her body.

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

There would be no one to live for during those coming years; she would live for herself. There would be no powerful will bending hers in that blind persistence with which men and women believe they have a right to impose a private will upon a fellow-creature. A kind intention or a cruel intention made the act seem no less a crime as she looked upon it in that brief moment of illumination.

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

"Free! Body and soul free!" she kept whispering.

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

"Go away. I am not making myself ill." No; she was drinking in a very elixir of life through that open window.

Her fancy was running riot along those days ahead of her. Spring days, and summer days, and all sorts of days that would be her own. She breathed a quick prayer that life might be long. It was only yesterday she had thought with a shudder that life might be long.

She arose at length and opened the door to her sister's importunities. There was a feverish triumph in her eyes, and she carried herself unwittingly like a goddess of Victory. She clasped her sister's waist, and together they descended the stairs. Richards stood waiting for them at the bottom.

Someone was opening the front door with a latchkey. It was Brently Mallard who entered, a little travel-stained, composedly carrying his grip-sack and umbrella. He had been far from the scene of the accident, and did not even know there had been one. He stood amazed at Josephine's piercing cry; at Richards' quick motion to screen him from the view of his wife.

When the doctors came they said she had died of heart disease--of the joy that kills.

**Text 15**

**THE JAPANESE QUINCE**

*John Galsworthy*

As Mr. Nilson, well known in the city, opened the window of his dressing room on Campden Hill, he experienced a peculiar sweetish sensation in the back of his throat, and a feeling of emptiness just under his fifth rib. Hooking the window back, he noticed that a little tree in the Square Gardens had come out in blossom, and that the thermometer stood at sixty. “Perfect morning,” he thought; “spring at last!”

Resuming some meditations on the price of Tintos, he took up an ivory-backed handglass and scrutinised his face. His firm, well-coloured cheeks, with their neat brown moustaches, and his round, well-opened, clear grey eyes, wore a reassuring appearance of good health. Putting on his black frock coat, he went, downstairs.

In the dining room his morning paper was laid out on the sideboard. Mr. Nilson had scarcely taken it in his hand when he again became aware of that queer .feeling. Somewhat concerned, he went to the French window and descended the scrolled iron steps into the fresh air. A cuckoo clock struck eight.

“Half an hour to breakfast,” he thought; “I’ll take a turn in the Gardens.”

He had them to himself, and proceeded to pace the circular path with his morning paper clasped behind him. He had scarcely made two revolutions, however, when it was borne in on him that, instead of going away in the fresh air, the feeling had increased. He drew several deep breaths, having heard deep breathing recommended by his wife’s doctor; but they augmented rather than diminished the sensation—as of some sweetish liquor in course within him, together with a faint aching just above his heart. Running over what he had eaten the night before, he could recollect no unusual dish, and it occurred to him that it might possibly be some smell affecting him. But he could detect nothing except a faint sweet lemony scent, rather agreeable than otherwise, which evidently emanated from the bushes budding in the sunshine. He was on the point of resuming his promenade, when a blackbird close by burst into song, and, looking up, Mr. Nilson saw at a distance of perhaps five yards a little tree, in the heart of whose branches the bird was perched. He stood staring curiously at this tree, recognising it for that which he had noticed from his window. It was covered with young blossoms, pink and white, and little bright green leaves both round and spiky; and on all this blossom and these leaves the sunlight glistened. Mr. Nilson smiled; the little tree was so alive and pretty! And instead of passing on, he stayed there smiling at the tree.

“Morning like this!” he thought; “and here I am the only person in the Square who has the -to come out and—!” But he had no sooner conceived this thought than he saw quite near him a man with his hands behind him, who was also staring up and smiling at the little tree. Rather taken aback, Mr. Nilson ceased to smile, and looked furtively at the stranger. It was his next-door neighbour, Mr. Tandram, well known in the City, who had occupied the adjoining house for some five years. Mr. Nilson perceived at once the awkwardness of his position, for, being married, they had not yet had occasion to speak to one another. Doubtful as to his proper conduct, he decided at last to murmur: “Fine morning!” and was passing on, when Mr. Tandram answered: “Beautiful, for the time of year!” Detecting a slight nervousness in his neighbour’s voice, Mr. Nilson was emboldened to regard him openly. He was of about Mr. Nilson’s own height, with firm well-coloured cheeks, neat brown moustaches, clear grey eyes; and was wearing a frock coat. Mr. Nilson noticed that he had his morning paper clasped behind him as he looked up at the little tree. And, visited somehow by the feeling that he had been caught out, he said abruptly:

“Er—can you give me the name of that tree?”

Mr. Tandram answered: “I was about to ask you that,” and stepped towards it. Mr. Nilson also approached the tree.

“Sure to have its name on, I should think,” he said.

Mr. Tandram was the first to see the little label, close to where blackbird had been sitting. He read it out.

“Japanese quince!”

“Ah!” said Mr. Nilson, “thought so. Early flowerers.”

“Very,” assented Mr. Tandram, and added: “Quite a feelin’ in the air today.”

Mr. Nilson nodded.

“It was a blackbird singin’,” he said.

“Blackbirds,” answered Mr. Tandram. “I prefer them to thrushes myself; more body in the note.” And he looked at Mr. Nilson in an almost friendly way.

“Quite,” murmured Mr. Nilson. “These exotics, they don’t bear fruit. Pretty blossom!” and he again glanced up at the blossom, thinking: “Nice fellow, this, I rather like him.”

Mr. Tandram also gazed at the blossom. And the little tree, as if appreciating their attention, quivered and glowed. From a distance the blackbird gave a loud, clear call. Mr. Nilson dropped his eyes. It struck him suddenly that Mr. Tandram looked a little foolish; and, as if he had seen himself, he said: “I must be going in. Good morning!”

A shade passed over Mr. Tandram’s face, as if he, too, had suddenly noticed something about Mr. Nilson.

“Good morning,” he replied, and clasping their journals to their backs they separated.

Mr. Nilson retraced his steps towards his garden window, walking slowly so as to avoid arriving at the same time as his neighbour. Having seen Mr. Tandram mount his scrolled iron steps, he ascended his own in turn. On the top step he paused.

With the slanting spring sunlight darting and quivering into it, the Japanese quince seemed more living than a tree. The blackbird had returned to it, and was chanting out his heart.

Mr. Nilson sighed; again he felt that queer sensation, that choky feeling in his throat.

The sound of a cough or sigh attracted his attention. There, in the shadow of his French window, stood Mr. Tandram, also looking forth across the Gardens at the little quince tree.

Unaccountably upset, Mr. Nilson turned abruptly into the house, and opened his morning paper.

**Text 16**

**The Jockey**

By Carson McCullers

The jockey came to the doorway of the dining room, then after a moment stepped to one side and stood motionless, with his back to the wall. The room was crowded, as this was the third day of the season and all the hotels in the town were full. In the dining room bouquets of August roses scattered their petals on the white table linen and from the adjoining bar came a warm, drunken wash of voices. The jockey waited with his back to the wall and scrutinized the room with pinched, crêpy eyes. He examined the room until at last his eyes reached a table in a corner diagonally across from him, at which three men were sitting. As he watched, the jockey raised his chin and tilted his head back to one side, his dwarfed body grew rigid, and his hands stiffened so that the fingers curled inward like gray claws. Tense against the wall of the dining room, he watched and waited in this way.

He was wearing a suit of green Chinese silk that evening, tailored precisely and the size of a costume outfit for a child. The shirt was yellow, the tie striped with pastel colors. He had no hat with him and wore his hair brushed down in a stiff, wet bang on his forehead. His face was drawn, ageless, and gray. There were shadowed hollows at his temples and his mouth was set in a wiry smile. After a time he was aware that he had been seen by one of the three men he had been watching. But the jockey did not nod; he only raised his chin still higher and hooked the thumb of his tense hand in the pocket of his coat.

The three men at the corner table were a trainer, a bookie, and a rich man. The trainer was Sylvester -- a large, loosely built fellow with a flushed nose and slow blue eyes. The bookie was Simmons. The rich man was the owner of a horse named Seltzer, which the jockey had ridden that afternoon. The three of them drank whiskey with soda, and a white-coated waiter had just brought on the main course of the dinner.

It was Sylvester who first saw the jockey. He looked away quickly, put down his whiskey glass, and nervously mashed the tip of his red nose with his thumb. "It's Bitsy Barlow," he said. "Standing over there across the room. Just watching us."

"Oh, the jockey," said the rich man. He was facing the wall and he half turned his head to look behind him. "Ask him over."

"God no," Sylvester said.

"He's crazy," Simmons said. The bookie's voice was flat and without inflection. He had the face of a born gambler, carefully adjusted, the expression a permanent deadlock between fear and greed.

"Well, I wouldn't call him that exactly," said Sylvester. "I've known him a long time. He was O.K. until about six months ago. But if he goes on like this, I can't see him lasting another year. I just can't."

"It was what happened in Miami," said Simmons.

"What?" asked the rich man.

Sylvester glanced across the room at the jockey and wet the corner of his mouth with his red, fleshy tongue. "A accident. A kid got hurt on the track. Broke a leg and a hip. He was a particular pal of Bitsy's. A Irish kid. Not a bad rider, either."

"That's a pity," said the rich man.

"Yeah. They were particular friends," Sylvester said. "You would always find him up in Bitsy's hotel room. They would be playing rummy or else lying on the floor reading the sports page together."

"Well, those things happen," said the rich man.

Simmons cut into his beefsteak. He held his fork prongs downward on the plate and carefully piled on mushrooms with the blade of his knife. "He's crazy," he repeated. "He gives me the creeps."

All the tables in the dining room were occupied. There was a party at the banquet table in the center, and green-white August moths had found their way in from the night and fluttered about the clear candle flames. Two girls wearing flannel slacks and blazers walked arm in arm across the room into the bar. From the main street outside came the echoes of holiday hysteria.

"They claim that in August Saratoga is the wealthiest town per capita in the world." Sylvester turned to the rich man. "What do you think?"

"I wouldn't know," said the rich man. "It may very well be so."

Daintily, Simmons wiped his greasy mouth with the tip of his forefinger. "How about Hollywood? And Wall Street --"

"Wait," said Sylvester. "He's decided to come over here."

The jockey had left the wall and was approaching the table in the corner. He walked with a prim strut, swinging out his legs in a half-circle with each step, his heels biting smartly into the red velvet carpet on the floor. On the way over he brushed against the elbow of a fat woman in white satin at the banquet table; he stepped back and bowed with dandified courtesy, his eyes quite closed. When he had crossed the room he drew up a chair and sat at a corner of the table, between Sylvester and the rich man, without a nod of greeting or a change in his set, gray face.

"Had dinner?" Sylvester asked.

"Some people might call it that." The jockey's voice was high, bitter, clear.

Sylvester put his knife and fork down carefully on his plate. The rich man shifted his position, turning sidewise in his chair and crossing his legs. He was dressed in twill riding pants, unpolished boots, and a shabby brown jacket -- this was his outfit day and night in the racing season, although he was never seen on a horse. Simmons went on with his dinner.

"Like a spot of seltzer water?" asked Sylvester. "Or something like that?"

The jockey didn't answer. He drew a gold cigarette case from his pocket and snapped it open. Inside were a few cigarettes and a tiny gold penknife. He used the knife to cut a cigarette in half. When he had lighted his smoke he held up his hand to a waiter passing by the table. "Kentucky bourbon, please."

"Now, listen, Kid," said Sylvester.

"Don't Kid me."

"Be reasonable. You know you got to behave reasonable."

The jockey drew up the left corner of his mouth in a stiff jeer. His eyes lowered to the food spread out on the table, but instantly he looked up again. Before the rich man was a fish casserole, baked in a cream sauce and garnished with parsley. Sylvester had ordered eggs Benedict. There was asparagus, fresh buttered corn, and a side dish of wet black olives. A plate of French-fried potatoes was in the corner of the table before the jockey. He didn't look at the food again, but kept his pinched eyes on the center piece of full-blown lavender roses. "I don't suppose you remember a certain person by the name of McGuire," he said.

"Now, listen," said Sylvester.

The waiter brought the whiskey, and the jockey sat fondling the glass with his small, strong, callused hands. On his wrist was a gold link bracelet that clinked against the table edge. After turning the glass between his palms, the jockey suddenly drank the whiskey neat in two hard swallows. He set down the glass sharply. "No, I don't suppose your memory is that long and extensive," he said.

"Sure enough, Bitsy," said Sylvester. "What makes you act like this? You hear from the kid today?"

"I received a letter," the jockey said. "The certain person we were speaking about was taken out from the cast on Wednesday. One leg is two inches shorter than the other one. That's all."

Sylvester clucked his tongue and shook his head. "I realize how you feel."

"Do you?" The jockey was looking at the dishes on the table. His gaze passed from the fish casserole to the corn, and finally fixed on the plate of fried potatoes. His face tightened and quickly he looked up again. A rose shattered and he picked up one of the petals, bruised it between his thumb and forefinger, and put it in his mouth.

"Well, those things happen," said the rich man.

The trainer and the bookie had finished eating, but there was food left on the serving dishes before their plates. The rich man dipped his buttery fingers in his water glass and wiped them with his napkin.

"Well," said the jockey. "Doesn't somebody want me to pass them something? Or maybe perhaps you desire to re-order. Another hunk of beefsteak, gentlemen, or --"

"Please," said Sylvester. "Be reasonable. Why don't you go on upstairs?"

"Yes, why don't I?" the jockey said.

His prim voice had risen higher and there was about it the sharp whine of hysteria.

"Why don't I go up to my god-damn room and walk around and write some letters and go to bed like a good boy? Why don't I just --" He pushed his chair back and got up. "Oh, foo," he said. "Foo to you. I want a drink."

"All I can say is it's your funeral," said Sylvester. "You know what it does to you. You know well enough."

The jockey crossed the dining room and went into the bar. He ordered a Manhattan, and Sylvester watched him stand with his heels pressed tight together, his body hard as a lead soldier's, holding his little finger out from the cocktail glass and sipping the drink slowly.

"He's crazy," said Simmons. "Like I said."

Sylvester turned to the rich man. "If he eats a lamb chop, you can see the shape of it in his stomach a hour afterward. He can't sweat things out of him anymore. He's a hundred and twelve and a half. He's gained three pounds since we left Miami."

"A jockey shouldn't drink," said the rich man.

"The food don't satisfy him like it used to and he can't sweat it out. If he eats a lamb chop, you can watch it tooching out in his stomach and it don't go down."

The jockey finished his Manhattan. He swallowed, crushed the cherry in the bottom of the glass with his thumb, then pushed the glass away from him. The two girls in blazers were standing at his left, their faces turned toward each other, and at the other end of the bar two touts had started an argument about which was the highest mountain in the world. Everyone was with somebody else; there was no other person drinking alone that night. The jockey paid with a brand-new fifty-dollar bill and didn't count the change.

He walked back to the dining room and to the table at which the three men were sitting, but he did not sit down. "No, I wouldn't presume to think your memory is that extensive," he said. He was so small that the edge of the table top reached almost to his belt, and when he gripped the corner with his wiry hands he didn't have to stoop. "No, you're too busy gobbling up dinners in dining rooms. You"re too --"

"Honestly," begged Sylvester. "You got to behave reasonable."

"Reasonable! Reasonable!" The jockey's gray face quivered, then set in a mean, frozen grin. He shook the table so that the plates rattled, and for a moment it seemed that he would push it over. But suddenly he stopped. His hand reached out toward the plate nearest to him and deliberately he put a few of the French-fried potatoes in his mouth. He chewed slowly, his upper lip raised, then he turned and spat out the pulpy mouthful on the smooth red carpet which covered the floor. "Libertines," he said, and his voice was thin and broken. He rolled the word in his mouth, as though it had a flavor and a substance that gratified him. "You libertines," he said again, and turned and walked with his rigid swagger out of the dining room.

Sylvester shrugged one of his loose, heavy shoulders. The rich man sopped up some water that had been spilled on the tablecloth, and they didn't speak until the waiter came to clear away.

PART 4

TESTS ON THEORY OF TRANNSLATION

1. Translation is….

A) a means of interlingual communication that makes possible an exchange of information between the users of different languages by producing in the target language a text which has an identical communicative value with the source text

B) a kind of language mediation

C) a theoretical description of the translation phenomenon

D) the fundamental aspects of translation inherent in the nature of bilingual communication and common to all translation events

E) a measure of semantic similarity between source and target texts

2. Translation equivalence is….

A) a means of interlingual communication that makes possible an exchange of information between the users of different languages by producing in the target language a text which has an identical communicative value with the source text

B) a kind of language mediation

C) a theoretical description of the translation phenomenon

D) the fundamental aspects of translation inherent in the nature of bilingual communication and common to all translation events

E) a measure of semantic similarity between source and target texts

3. The general theory of translation is…

A) concerned with the fundamental aspects of translation inherent in the nature of bilingual communication and common to all translation events

B) a means of interlingual communication that makes possible an exchange of information between the users of different languages by producing in the target language a text which has an identical communicative value with the source text

C) a kind of language mediation

D) a measure of semantic similarity between source and target texts

E) a means of interlingual communication that makes possible an exchange of information between the users of different languages by producing in the target language a text which has an identical communicative value with the source text

4. According to the predominant communicative function of the source text translation may be

A) literary and informative

B) literary and technical

C) literary and consecutive

D) informative and consecutive

E) informative and simultaneous

5. According to the form of speech involved in the translation process translation may be

A) literary and informative

B) oral and written

C) simultaneous and written

D) oral and consecutive

E) informative and simultaneous

6. There are two main kinds of oral translation:

A) consecutive and simultaneous

B ) oral and written

C) simultaneous and written

D) oral and consecutive

E) informative and simultaneous

7. A translation model is …

A) a conventional representation of the translating process describing mental operations by which the ST or some part of it may be translated, irrespective of whether these operations are actually performed by the translator

B) a kind of language mediation

C) a theoretical description of the translation phenomenon

D) the fundamental aspects of translation inherent in the nature of bilingual communication and common to all translation events

E) a measure of semantic similarity between source and target texts

8. V. Komissarov is a representative of

A) the theory of equivalence levels

B) the theory of regular correspondences

C) the denotative model

D) the transformational model

E) the semantic model

9. Y. Retsker is a representative of

A) the theory of equivalence levels

B) the theory of regular correspondences

C) the denotative model

D) the transformational model

E) the semantic model

10. John Catford is a representative of

A) the theory of equivalence levels

B) the theory of regular correspondences

C) the denotative model

D) the transformational model

E) the semantic model

11. V.G. Gak is a representative of

A) the theory of equivalence levels

B) the theory of regular correspondences

C) the denotative model

D) the transformational model

E) the semantic model

12. E. Nida is a representative of

A) the theory of equivalence levels

B) the theory of regular correspondences

C) the denotative model

D) the transformational model

E) the semantic model

13. O. Kade is a representative of

A) the theory of equivalence levels

B) the theory of regular correspondences

C) the communicational model

D) the transformational model

E) the semantic model

14. Literary translation is…

A) a kind of translation that deals with literary texts, whose main function is to make an emotional and aesthetic impression on the reader.

B) rendering into TL non-literary texts, the main purpose of which is to convey a certain amount of ideas

C) a kind of translation when the translating starts after the original speech or some part of it has been completed

D) a kind of translation when the interpreter is supposed to be able to give his translation while the speaker is uttering the original message.

E) a measure of semantic similarity between source and target texts

15. Informative translation is …

A) a kind of translation that deals with literary texts, whose main function is to make an emotional and aesthetic impression on the reader.

B) rendering into TL non-literary texts, the main purpose of which is to convey a certain amount of ideas

C) a kind of translation when the translating starts after the original speech or some part of it has been completed

D) a kind of translation when the interpreter is supposed to be able to give his translation while the speaker is uttering the original message.

E) a measure of semantic similarity between source and target texts

16. Consecutive translation is …

A) a kind of translation that deals with literary texts, whose main function is to make an emotional and aesthetic impression on the reader.

B) rendering into TL non-literary texts, the main purpose of which is to convey a certain amount of ideas

C) a kind of translation when the translating starts after the original speech or some part of it has been completed

D) a kind of translation when the interpreter is supposed to be able to give his translation while the speaker is uttering the original message.

E) a measure of semantic similarity between source and target texts

17. Simultaneous translation is …

A) a kind of translation that deals with literary texts, whose main function is to make an emotional and aesthetic impression on the reader.

B) rendering into TL non-literary texts, the main purpose of which is to convey a certain amount of ideas

C) a kind of translation when the translating starts after the original speech or some part of it has been completed

D) a kind of translation when the interpreter is supposed to be able to give his translation while the speaker is uttering the original message.

E) a measure of semantic similarity between source and target texts

18. A kind of translation when the interpreter is supposed to be able to give his translation while the speaker is uttering the original message is called…

A) simultaneous translation

B) consecutive translation

C) informative translation

D) literary translation

E) oral translation

19. A kind of translation when the translating starts after the original speech or some part of it has been completed is called…

A) simultaneous translation

B) consecutive translation

C) informative translation

D) literary translation

E) oral translation

20. Rendering into TL non-literary texts, the main purpose of which is to convey a certain amount of ideas is called…

A) simultaneous translation

B) consecutive translation

C) informative translation

D) literary translation

E) oral translation

21. A kind of translation that deals with literary texts, whose main function is to make an emotional and aesthetic impression on the reader

A) simultaneous translation

B) consecutive translation

C) informative translation

D) literary translation

E) oral translation

22. A conventional representation of the translating process describing mental operations by which the ST or some part of it may be translated, irrespective of whether these operations are actually performed by the translator is called…

A) translation

B) translation model

C) translation transformation

D) translation equivalence

E) translation equivalent

23. A means of interlingual communication that makes possible an exchange of information between the users of different languages by producing in the target language a text which has an identical communicative value with the source text is called…

A) translation

B) translation model

C) translation transformation

D) translation equivalence

E) translation equivalent

24. A measure of semantic similarity between source and target texts is called …

A) translation

B) translation model

C) translation transformation

D) translation equivalence

E) translation equivalent

25. The changes caused by lexical and grammatical differences between languages are called …

A) translation

B) translation model

C) translation transformation

D) translation equivalence

E) translation equivalent

26. Translation transformations are….

A) the changes caused by lexical and grammatical differences between languages

B) a conventional representation of the translating process describing mental operations by which the ST or some part of it may be translated, irrespective of whether these operations are actually performed by the translator

C) a means of interlingual communication that makes possible an exchange of information between the users of different languages by producing in the target language a text which has an identical communicative value with the source text

D) a measure of semantic similarity between source and target texts

E) a kind of translation that deals with literary texts, whose main function is to make an emotional and aesthetic impression on the reader

27. Representation of the spelling of the foreign word with the TL letters is…

A)transliteration

B) transcription

C) loan translation

D) concretization

E) generalization

28. Representation of the pronunciation of the foreign word with the TL letters is …

A)transliteration

B) transcription

C) loan translation

D) concretization

E) generalization

29. Formation of a new word or word combination according to the structure of SL word or word combination is …

A)transliteration

B) transcription

C) loan translation

D) concretization

E) generalization

30. The choice of a more specific word in translation which gives a more detailed description of the idea than does the word in the ST is …

A)transliteration

B) transcription

C) loan translation

D) concretization

E) generalization

31. Substitution of the SL word or phrase of a narrow meaning with the TL word or phrase of a broader meaning is …

A)transliteration

B) transcription

C) loan translation

D) concretization

E) generalization

32. Replacing a unit in ST with a TL unit the meaning of which can be logically deduced from it and which is just another way of referring to the same object or an aspect of the same situation is…

A) modulation

B) word-for-word translation

C) partitioning

D) integration

E) grammatical replacement

33. Preservation of the syntactic structure of the ST using the analogous TL grammatical forms is …

A) modulation

B) word-for-word translation

C) partitioning

D) integration

E) grammatical replacement

34. Breaking an original sentence into two parts or replacing a simple sentence in the original with a complex one in the translation, comprising one or several subordinate clauses, is…

A) modulation

B) word-for-word translation

C) partitioning

D) integration

E) grammatical replacement

35. Combining two or more original sentences into one or compressing a complex sentence into a simple one is…

A) modulation

B) word-for-word translation

C) partitioning

D) integration

E) grammatical replacement

36. Translator’s refusal to use analogous grammatical units in TT is …

A) modulation

B) word-for-word translation

C) partitioning

D) integration

E) grammatical replacement

37. Description of the situation from the opposite point of view and rendering an affirmative SL structure by a negative TL one or vice versa is …

A) antonymous translation

B) explicatory translation

C) compensation

D) transposition

E) omission

38. A complex change in which a SL unit is replaced by a TL word combination describing or defining its meaning is …

A) antonymous translation

B) explicatory translation

C) compensation

D) transposition

E) omission

39. A deliberate introduction of some additional elements in translation to make up for the loss of similar elements at the same or an earlier stage is …

A) antonymous translation

B) explicatory translation

C) compensation

D) transposition

E) omission

40. A change in the order of words in phrases and sentences which is often caused by the structural differences in expressing the theme and the rheme in different languages is …

A) antonymous translation

B) explicatory translation

C) compensation

D) transposition

E) omission

41. A transformation opposite to addition and used with the aim to avoid redundant information is …

A) antonymous translation

B) explicatory translation

C) compensation

D) transposition

E) omission

42. Omission is…

A) a transformation opposite to addition and used with the aim to avoid redundant information

B) a change in the order of words in phrases and sentences which is often caused by the structural differences in expressing the theme and the rheme in different languages

C) a deliberate introduction of some additional elements in translation to make up for the loss of similar elements at the same or an earlier stage

D) a complex change in which a SL unit is replaced by a TL word combination describing or defining its meaning

E) description of the situation from the opposite point of view and rendering an affirmative SL structure by a negative TL one or vice versa

43. Transposition is…

A) a transformation opposite to addition and used with the aim to avoid redundant information

B) a change in the order of words in phrases and sentences which is often caused by the structural differences in expressing the theme and the rheme in different languages

C) a deliberate introduction of some additional elements in translation to make up for the loss of similar elements at the same or an earlier stage

D) a complex change in which a SL unit is replaced by a TL word combination describing or defining its meaning

E) description of the situation from the opposite point of view and rendering an affirmative SL structure by a negative TL one or vice versa

44. Antonymous translation is…

A) a transformation opposite to addition and used with the aim to avoid redundant information

B) a change in the order of words in phrases and sentences which is often caused by the structural differences in expressing the theme and the rheme in different languages

C) a deliberate introduction of some additional elements in translation to make up for the loss of similar elements at the same or an earlier stage

D) a complex change in which a SL unit is replaced by a TL word combination describing or defining its meaning

E) description of the situation from the opposite point of view and rendering an affirmative SL structure by a negative TL one or vice versa

45. Explicatory translation is…

A) a transformation opposite to addition and used with the aim to avoid redundant information

B) a change in the order of words in phrases and sentences which is often caused by the structural differences in expressing the theme and the rheme in different languages

C) a deliberate introduction of some additional elements in translation to make up for the loss of similar elements at the same or an earlier stage

D) a complex change in which a SL unit is replaced by a TL word combination describing or defining its meaning

E) description of the situation from the opposite point of view and rendering an affirmative SL structure by a negative TL one or vice versa

46. Compensation is…

A) a transformation opposite to addition and used with the aim to avoid redundant information

B) a change in the order of words in phrases and sentences which is often caused by the structural differences in expressing the theme and the rheme in different languages

C) a deliberate introduction of some additional elements in translation to make up for the loss of similar elements at the same or an earlier stage

D) a complex change in which a SL unit is replaced by a TL word combination describing or defining its meaning

E) description of the situation from the opposite point of view and rendering an affirmative SL structure by a negative TL one or vice versa

47. Modulation is…

A) preservation of the syntactic structure of the ST using the analogous TL grammatical forms

B) replacing a unit in ST with a TL unit the meaning of which can be logically deduced from it and which is just another way of referring to the same object or an aspect of the same situation

C) substitution of the word belonging to one part of speech by a word belonging to another part of speech

D) substitution of one syntactical construction by another one

E) substitution of the SL word or phrase of a narrow meaning with the TL word or phrase of a broader meaning

48. Word-for-word translation is…

A) preservation of the syntactic structure of the ST using the analogous TL grammatical forms

B) replacing a unit in ST with a TL unit the meaning of which can be logically deduced from it and which is just another way of referring to the same object or an aspect of the same situation

C) substitution of the word belonging to one part of speech by a word belonging to another part of speech

D) substitution of one syntactical construction by another one

E) substitution of the SL word or phrase of a narrow meaning with the TL word or phrase of a broader meaning

49. Morphological replacement is …

A) preservation of the syntactic structure of the ST using the analogous TL grammatical forms

B) replacing a unit in ST with a TL unit the meaning of which can be logically deduced from it and which is just another way of referring to the same object or an aspect of the same situation

C) substitution of the word belonging to one part of speech by a word belonging to another part of speech

D) substitution of one syntactical construction by another one

E) substitution of the SL word or phrase of a narrow meaning with the TL word or phrase of a broader meaning

50. Syntactical replacement is…

A) preservation of the syntactic structure of the ST using the analogous TL grammatical forms

B) replacing a unit in ST with a TL unit the meaning of which can be logically deduced from it and which is just another way of referring to the same object or an aspect of the same situation

C) substitution of the word belonging to one part of speech by a word belonging to another part of speech

D) substitution of one syntactical construction by another one

E) substitution of the SL word or phrase of a narrow meaning with the TL word or phrase of a broader meaning

51. Generalization is …

A) preservation of the syntactic structure of the ST using the analogous TL grammatical forms

B) replacing a unit in ST with a TL unit the meaning of which can be logically deduced from it and which is just another way of referring to the same object or an aspect of the same situation

C) substitution of the word belonging to one part of speech by a word belonging to another part of speech

D) substitution of one syntactical construction by another one

E) substitution of the SL word or phrase of a narrow meaning with the TL word or phrase of a broader meaning

52. Define the type of translation transformation

Warner Brothers – Уорнер Бразерс

A) transliteration

B) loan translation

C) transcription

D) word-for-word translation

E) antonymous translation

53. Define the type of translation transformation

White House – Білий Дім

A) transliteration

B) loan translation

C) transcription

D) word-for-word translation

E) antonymous translation

54. Define the type of translation transformation

International Monetary Fund – Міжнародний валютний фонд

A) transliteration

B) loan translation

C) transcription

D) word-for-word translation

E) antonymous translation

55. Define the type of translation transformation

land-based missile – ракета наземного базування

A) transliteration

B) loan translation

C) transcription

D) word-for-word translation

E) antonymous translation

56. Define the type of translation transformation

United Nations Organisation – Організація Об’єднаних Націй

A) transliteration

B) loan translation

C) transcription

D) word-for-word translation

E) antonymous translation

57. Define the type of translation transformation

A girl entered the room. – У кімнату увійшла дівчина.

A) transposition

B) grammatical replacement

C) transcription

D) word-for-word translation

E) antonymous translation

58. Define the type of translation transformation

An old man was sitting be the side of the road. – Біля краю дороги сидів старий.

A) transposition

B) grammatical replacement

C) transcription

D) word-for-word translation

E) antonymous translation

59. Define the type of translation transformation

The boss came in early one morning. – Одного дня шеф рано прийшов на роботу.

A) transposition

B) grammatical replacement

C) transcription

D) word-for-word translation

E) antonymous translation

60. Define the type of translation transformation

I am a very rapid packer. – Я швидко збираю речі.

A) transposition

B) grammatical replacement

C) transcription

D) word-for-word translation

E) antonymous translation

61. Define the type of translation transformation

He is a good runner. – Він гарно бігає.

A) transposition

B) grammatical replacement

C) transcription

D) word-for-word translation

E) antonymous translation

62. Define the type of translation transformation

I saw her standing there. – Я бачив, що вона там стояла.

A) transposition

B) grammatical replacement

C) transcription

D) word-for-word translation

E) antonymous translation

63. Define the type of translation transformation

The Times wrote editorially… – У передовій Таймс писала…

A) transposition

B) grammatical replacement

C) transcription

D) word-for-word translation

E) antonymous translation

64. Define the type of translation transformation

mother-in-law – теща

A) transposition

B) grammatical replacement

C) concretization

D) word-for-word translation

E) antonymous translation

65. Define the type of translation transformation

to have a meal – снідати

A) transposition

B) grammatical replacement

C) concretization

D) word-for-word translation

E) antonymous translation

66. Define the type of translation transformation

I saw a man six feet two inches tall. – Я увидел высокого парня.

A) transposition

B) grammatical replacement

C) generalization

D) word-for-word translation

E) antonymous translation

67. Define the type of translation transformation

My baby is 18 months. – Моїй дитині півтора року.

A) transposition

B) grammatical replacement

C) generalization

D) word-for-word translation

E) antonymous translation

68. Define the type of translation transformation

*Let* a sleeping dog *lie*. – *Не чіпай* лиха, коли воно спить.

A) transposition

B) grammatical replacement

C) generalization

D) word-for-word translation

E) antonymous translation

69. Define the type of translation transformation

I didn’t believe it until I saw it with my own eyes. – Я повірив тільки тоді, коли побачив все на власні очі.

A) transposition

B) grammatical replacement

C) generalization

D) word-for-word translation

E) antonymous translation

70. Define the type of translation transformation

Her bed wasn’t slept in. – ЇЇ ліжко не зім’яте.

A) modulation

B) grammatical replacement

C) generalization

D) word-for-word translation

E) antonymous translation

71. Define the type of translation transformation

June had left her wine-glass full of wine. – Джун навіть не торкнулася вина.

A) modulation

B) grammatical replacement

C) generalization

D) word-for-word translation

E) antonymous translation

76. Define the type of translation transformation

Consider living *our lives* without calendars. – Спробуй уявити *своє життя* без календарів.

A) grammatical replacement

B) generalization

C) differentiation

D) explicatory translation

E) word-for-word translation

77. Define the type of translation transformation

*Consider* living our lives without calendars. – *Спробуй уявити* своє життя без календарів.

A) grammatical replacement

B) generalization

C) differentiation

D) explicatory translation

E) word-for-word translation

78. Define the type of translation transformation

No daily, weekly or monthly planners. – Чи зможете ви планувати щось на день, тиждень, або місяць?

A) syntactical replacement

B) generalization

C) differentiation

D) explicatory translation

E) word-for-word translation

79. Define the type of translation transformation

No daily, weekly or monthly *planners*. – Чи зможете ви *плануват*и щось на день, тиждень, або місяць?

A) morphological replacement

B) generalization

C) differentiation

D) explicatory translation

E) word-for-word translation

80. Define the type of translation transformation

No *daily, weekly or monthly* planners. – Чи зможете ви планувати щось *на день, тиждень, або місяць*?

A) morphological replacement

B) generalization

C) differentiation

D) explicatory translation

E) word-for-word translation

81. Define the type of translation transformation

So don’t look back – the *next* millennium is gaining on us. – Отже, не оглядайтесь – *нове* тисячоліття наздоганяє вас.

A) morphological replacement

B) generalization

C) differentiation

D) explicatory translation

E) word-for-word translation

82. Define the type of translation transformation

So don’t look back – the next millennium is gaining on *us.* – Отже, не оглядайтесь – нове тисячоліття наздоганяє *вас*.

A) morphological replacement

B) generalization

C) differentiation

D) explicatory translation

E) word-for-word translation

83. Define the type of translation transformation

New Year’s Day *was restored* to January 1 after more than 1,000 years of being celebrated in late March. – Новий рік *знову почали* святкувати 1-го січня після тисячолітнього святкування його наприкінці березня.

A) morphological replacement

B) generalization

C) differentiation

D) explicatory translation

E) word-for-word translation

84. Define the type of translation transformation

New Year’s Day was restored to January 1 after more than 1,000 years of being celebrated in *late* March. – Новий рік знову почали святкувати 1-го січня після тисячолітнього святкування його *наприкінці* березня.

A) morphological replacement

B) generalization

C) differentiation

D) explicatory translation

E) word-for-word translation

85. Define the type of translation transformation

*New Year’s Day* was restored to January 1 after more than 1,000 years of being celebrated in late March. – *Новий рік* знову почали святкувати 1-го січня після тисячолітнього святкування його наприкінці березня.

A) word-for-word translation

B) generalization

C) differentiation

D) explicatory translation

E) omission

86. Define the type of translation transformation

He was in London two years ago. – Він був у Лондоні два роки тому.

A) word-for-word translation

B) generalization

C) differentiation

D) explicatory translation

E) omission

87. Define the type of translation transformation

Historians once thought of the history of civilization as being limited to those areas whose influence spread *to other areas*. – Колись історики розглядали історію цивілізації, досліджуючи виключно ті території, які мали вплив *на весь світ.*

A) word-for-word translation

B) generalization

C) differentiation

D) explicatory translation

E) omission

88. Define the type of translation transformation

Historians once thought of the history of civilization as being limited to those areas whose *influence spread* to other areas. – Колись історики розглядали історію цивілізації, досліджуючи виключно ті території, які *мали вплив* на весь світ*.*

A) word-for-word translation

B) generalization

C) differentiation

D) explicatory translation

E) omission

89. Define the type of translation transformation

Historians once thought of the history of civilization as *being limited* to those areas whose influence spread to other areas. – Колись історики розглядали історію цивілізації, досліджуючи *виключно* ті території, які мали вплив на весь світ*.*

A) word-for-word translation

B) generalization

C) differentiation

D) explicatory translation

E) grammatical replacement

90. Define the type of translation transformation

*It was not until* the early part of the twentieth century that Africa came completely within the area of intercommunication. – *І тільки на* початку 20 століття африканські країни стали невід’ємною частиною міжнародної комунікації.

A) modulation

B) grammatical replacement

C) generalization

D) word-for-word translation

E) antonymous translation

**PART 5**

**THE LIST OF RECOMMENDED LITERATURE**

**Basic:**

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