МІНІСТЕРСТВО ОСВІТИ І НАУКИ, МОЛОДІ ТА СПОРТУ УКРАЇНИ
НАЦІОНАЛЬНИЙ ПЕДАГОГІЧНИЙ УНІВЕРСИТЕТ
ІМЕНІ М. П. ДРАГОМАНОВА
ІНСТИТУТ ІНОЗЕМНОЇ ФІЛОЛОГІЇ



НАВЧАЛЬНО-МЕТОДИЧНИЙ КОМПЛЕКС

Дисципліна **ОСНОВИ ПЕРЕКЛАДАЦЬКОГО СКОРОПИСУ**

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Навчально-методичний комплекс розроблений к. ф. н., доц. Анохіною Т.О. на підставі методичних рекомендацій до викладання перекладознавчих дисциплін у ВНЗ та Програми з контролю теоретичної і практичної підготовки студентів та методичних рекомендацій до самостійної роботи з перекладознавчих дисциплін і порівняльної типології / Уклад. І. В. Корунець, С. Є. Максимов, 2004.

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Анохіна Т.О. Навчально-методичний комплекс “Основи перекладацького скоропису” (для студентів 5 курсу спеціальності “Переклад”). – К. : Вид-во НПУ ім. М. П. Драгоманова, 2012. – 64 с.

Навчально-методичний комплекс “Основи перекладацького скоропису” призначено для студентів 5 курсу спеціальності “Переклад”. “Основи перекладацького скоропису” є курсом, покликаним ознайомити студентів з найважливішими поняттями, проблематикою, термінологією перекладацького скоропису. НМК містить пояснювальну записку, тематичні плани лекційних і семінарських занять, матеріали (тексти і вправи) для практичних занять, самостійної і індивідуальної роботи, питання на залік і іспит, список рекомендованої літератури.

ПОЯСНЮВАЛЬНА ЗАПИСКА

Навчально-методичний комплекс із дисципліни «Основи перекладацького скоропису» орієнтовано на сучасні вимоги суспільства в забезпеченні його висококваліфікованими спеціалістами та на формування інтелектуального і культурного потенціалу як найвищої цінності нації. Програма навчальної дисципліни «Основи перекладацького скоропису» орієнтована на сучасні вимоги суспільства в забезпеченні його висококваліфікованими спеціалістами.

Система перекладацького скоропису слугує допоміжним засобом активізації людської пам'яті з метою відтворення значного за обсягом текстового масиву при послідовному перекладі. Перекладацький скоропис вигідно відрізняється від інших систем тим, що ґрунтується на записі думок, а не слів. Крім того, що скорочений запис допомагає відновити при перекладі інформацію, висловлену значно раніше, сам процес запису стимулює інтелектуальну активність студентів.

Метою викладання курсу «Основи перекладацького скоропису» є навчити студентів здійснювати скорочений запис ускладнених речень та текстів з метою подальшого його застосування при усному послідовному перекладі. Цей курс покликаний ознайомити студентів з найважливішими поняттями, проблематикою, термінологією перекладацького скоропису. Курс має на меті продемонструвати основні види і типи перекладу та сфери їх використання.

Завдання курсу полягають у тому, щоб:

- ознайомити студентів із основними принципами здійснення скороченого запису лексем і синтаксем;
- дати студентам змогу розвинути та закріпити навички перекладацького скоропису;
- встановити особливості процесу створення скороченого запису текстів суспільно-політичної лексики;
- активізувати роботу студентів щодо удосконалення скороченої системи записів при перекладі.

Вивчення навчальної дисципліни «Основи перекладацького скоропису» базується на принципах кредитно-модульної системи, яка сприяє систематичній і динамічній роботі студентів над засвоєнням навчального матеріалу з означеної дисципліни, з використанням модульної технології навчання та рейтингового оцінювання якості засвоєння навчального матеріалу.

За навчальним планом спеціальності 8.02030304 «Переклад» вивчення курсу «Основи перекладацького скоропису» передбачено протягом IX-X семестру. На вивчення курсу передбачено – 54 години, з яких семінарських – 10 годин, лекційних – 10 годин; індивідуальна робота – 4 години та самостійна робота – 30 годин. Навчальний матеріал складається з 1-го модуля. У тематичному плані представлено розподіл годин за видами навчальних занять та самостійної роботи студентів. Загальний обсяг дисципліни складає 1 кредит, що об'єднують усі види навчальної діяльності студента: аудиторні заняття, самостійна робота, контрольні заходи (модульний контроль, іспит).

Самостійна робота студентів має дві складові: самостійна підготовка до аудиторних занять та підготовка до модульного контролю.

Поняття перекладацької скоропису

Перекладацький скоропис в контексті сучасної перекладацької практики можна визначити як систему допоміжних записів, які використовує перекладач в процесі виконання різних видів перекладу, в першу чергу – усного послідовного перекладу. У науковій літературі така система перекладацького запису позначається різними термінами: «*перекладацька скоропис*» (Р.К. Міньяр-Бєлоручев), «*універсальна перекладацька скоропис*» (А.П. Чужакін), «*Перекладацька нотація*» (І.С. Алексєєва) або «*перекладацька семантемграфія*»(Є.В. Алікіна), «*семантографія Бліса*» (Ч. Бліс).

Названі терміни часто використовуються як синоніми, однак за своєю внутрішньою формою терміни різні. А саме, термін «*Скоропис*» висуває на перший план високий темп здійснення процесу фіксації інформації; термін «універсальна» підкреслює системний, наділндивідуальних характер основних принципів, якими керується перекладач при веденні запису. Термін «*Семантографія*» підкреслює орієнтацію процесу фіксації інформації перекладачем не на мовну форму повідомлення, а на семантичну, змістовну сторону. Термін «*перекладацька нотація*», що використовуються, зокрема, І.С. Алексєєвої, – фахівцем, що спеціалізується перекладом переважно на матеріалі німецької та російської мов, – являє собою синонім терміна «скоропис», запозиченого в і німецької теорії перекладу, пор.:нім. *Notizentechnik*.

Коротка історія перекладацької скоропису

Як особлива система швидкісної фіксації інформації при перекладі перекладацька скоропис має на сьогоднішній день майже віковую історію, яка досить детально викладена в лінгвістичній літературі в роботах І.С. Алексєєвої, Е.В. Алікиної, А.П. Чужакіна та інших лінгвістів та науковців. Як відзначають дослідники, на початку 20-го століття використання або не використання записи при перекладі вважалося особистою справою кожного перекладача.

Як професійний прийом фіксації інформації при здійсненні усного перекладу скоропис з’являється в 30-х роках 20-го століття під час роботи Ліги Націй. На засіданнях Ліги Націй передбачалися виступи на двох мовах: французькою та англійською, переклад не переривав виступ, а здійснювався відразу після його закінчення. В результаті такої організації засідань підвищилися вимоги до точності перекладу. У 1941 році при Женевському університеті створюється професійна школа перекладачів, представниками якої розробляються основні правила ведення перекладацького скоропису. Найбільш відома російська версія системи перекладацького скоропису була запропонована Р.К. Міньяр-Бєлоручевим в 1969 році. Як показує послідовне вивчення і порівняння цих та деяких інших систем ведення перекладацького скоропису, кожна наступна система ґрунтувалася на провідних принципах попередньої та пропонувала нові способи та стратегії фіксації інформації, засновані на нових наукових досягненнях в галузі лінгвістики, психології та теорії інформації.

Перекладацький скоропис в системі підготовки перекладача

Для чого потрібен перекладацький скоропис? Перш за все, письмове фіксування інформації знижує навантаження на пам'ять та зменшує стрес, викликаний високим психічним та інтелектуальною напругою в процесі здійснення усного послідовного перекладу.

Запозичені знаки та символи для ведення перекладацької скоропису можуть запозичуватися з інших областей науки, з інших мов, формуючи нову семіотичну систему, зрозумілу для фахівця-перекладача. Перекладацький скоропис – це і відповідь на традиційне запитання студентів: «*Де тримати руки в процесі здійснення перекладу*?» Ведення перекладацького скоропису не дозволить ховати руки в кишені, активно жестикулювати або схрещувати руки на грудях. Перекладач, який веде нотацію, виглядає більш «професійно» і відчуває себе більш впевнено.

Необхідно також зазначити, що перекладач, що фіксує мовлення оратора в письмовій формі, обмежений веденням перекладацького запису від сторонньої, зовнішньої, в першу чергу, візуальної інформації, не відноситься до перекладу, і йому легше сконцентруватися на змісті тексту, з яким він працює безпосередньо в даний момент. З вищесказаного логічно випливає, що навчання веденню перекладацького скоропису займає сьогодні значуще місце в системі професійної підготовки перекладача у вищому навчальному закладі.

Основною передумовою успішного оволодіння навичкою перекладацького скоропису в процесі здійснення перекладу є розвинена пам'ять. Отже, навчання перекладацької нотації повинні передувати вправи на мнемотехніку, тобто на розвиток пам'яті і оволодіння різними стратегіями та прийомами запам'ятовування. Таким чином, навик ведення перекладацького скоропису займає значуще місце в структурі професійної компетенції перекладача. Навчання перекладацької скоропису має спиратися на розвиток функції пам'яті та мислення.

Обрання «мови» перекладацького скоропису

При наявності величезної кількості методичних розробок і наукових праць, присвячених техніці перекладацької скоропису, до цього дня співіснують паралельно. Якщо за критерій взяти мову, якою ведеться запис, то, слідом за І.С. Алексєєвої, можна виділити наступні три основні типи ведення перекладацької скоропису:

1. запис, засновану на мові оригіналу;
2. запис, засновану на мові перекладу;
3. фіксацію інформації немовними знаками.

При орієнтації на мову оригіналу почутий текст записується на тій же мові, на якому він був представлений оратором. Переваги такої фіксації: швидкість і відсутність інтелектуальної напруги в процесі ведення запису. Основні недоліки цього способу: можлива втрата або спотворення інформації через безліч скорочень і великі витрати часу на дешифрування тексту.

Рекомендації по розташуванню перекладацького скоропису

Досить зручним у сучасній методиці навчання перекладу вважається східчасто-діагональне розташування записів на папері. Запис кожної смислової структури ведеться в напрямку зверху вниз зліва направо. Як правило, спочатку фіксується семантичний суб'єкт, нижче праворуч – дія, під ним ще правіше – семантичний об'єкт, ще нижче, знову зі зсувом вправо, – обставини.

Хто? (суб'єкт)

Що робить? (дія)

Що? (суб'єкт)

Яким чином? (обставини)

Організація вправ з перекладацького скоропису

На підставі всього вищесказаного можна зробити висновок, що перекладацький скоропис допомагає перекладачеві і полегшує його роботу тільки в тому випадку, коли вона доведена до автоматизму. В іншому випадку ведення перекладацької нотації може лише ускладнити процес перекладу. Іншими словами, перекладацький скоропис слід розглядати не як елементарний, простий допоміжний інструмент, що використовується при здійсненні усного послідовного перекладу, а як особливий навик, формування якого вимагає від студентів певної теоретичної підготовки та практичної тренування. На початковому етапі така підготовка реалізується в системі вправ.

Вправи спрямовані на подолання труднощів, пов'язаних з веденням перекладацького скоропису, а також на формування навичок, що лежать в основі складного процесу декодування перекладацької записи при формулюванні тексту мовою перекладу. Вправи систематизовані і розташовані відповідно за принципом «*від простого до складного*».

Короткий опис вправ з перекладацького скоропису

Вправи, спрямовані на вироблення індивідуальної системи умовних знаків перекладацької нотації:

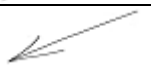
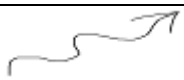
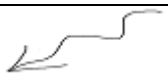
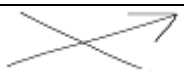
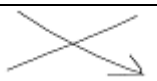
1. Придумайте символи, якими можна позначити наступні предметні поняття: «стіл», «книга», «прапор», потім – для абстрактних: «щастя», «віра», «сумні».
2. Зафіксуйте текст (газетну статтю, публічну промову і т.д.), представлений в письмовій формі рідною або іноземною мовою, знаками перекладацької скоропису.
3. Зафіксуйте текст, представлений в усній формі на рідній/іноземній мові, перекладацької скорописом. Текст може бути прочитаний викладачем або відтворений за допомогою носіїв з радіо- ресурсів або з мережі інтернет.

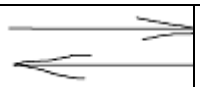
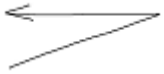
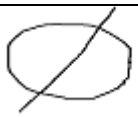
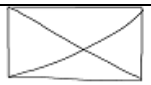
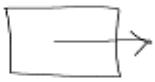
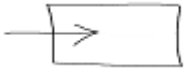
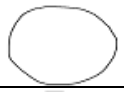
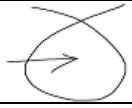
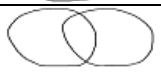
4. Зіставте перекладацький запис одного і того ж тексту на рідній/іноземній мові в робочих групах, проаналізуйте різні варіанти фіксації інформації, обговоріть їх переваги і недоліки, уявіть для студентів інших робочих груп найбільш вдалі «знахідки» вашої групи.

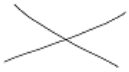
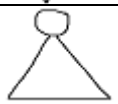
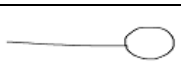
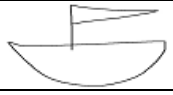
Основні практичні вправи перекладацького скоропису

Зафіксуйте газетну статтю за допомогою перекладацької скоропису. Зафіксуйте текст рідною/іноземною мовою знаками скоропису, обміняйтеся листами/блокнотами, спробуйте відновити текст з опорою на чужу перекладацьку нотацію. Вправа виконується один раз на початку навчання перекладацької скоропису та допомагає усвідомити, що перекладацька нотація – це суто індивідуальні «вузлики на пам'ять», які не можуть і не повинні бути правильно розшифровані іншою людиною.

Використовуємо прості скорочення

	поїхати, полетіти, відправити, здійснити грошовий переказ, віддати, послати
	приїхати, одержати, прийняти, залучити, наблизитися, йти назад
	поліпшити, підвищити, нарощувати, посилювати, розвиватися
	зменшитися, знизитися, погіршитися, скоротитися, втрачати, спадати, опускатися
	поступово збільшуватися, повільно рости, йти вгору
	поступово зменшуватися, повільно спадати
	злетіти, різко піднятися, істотно збільшитися
	впасти, різко знизитися, несподівано зменшити
	стикатися, наближатися, вступати в конфронтацію
	впливати
	контролювати, здійснювати нагляд, перевіряти
	чинити тиск
	перемагати
	програвати
	відставати
	обганяти, випереджати

	замінити, обмінятися чимось
	повернутися, відреагувати
	зараз, сьогодні, в даний момент
	планета, світ, у світовому масштабі (земна куля з віссю)
	країна, місто, федеральна земля, республіка, держава, материк, селище (будь-яка територія, площа)
	округ, федеральна земля, район, область (частина території)
	1. інтернаціональний, міжнародний (тобто охоплює кілька територій) 2. пошта
	експорт, вивезення з країни, вихід на зовнішній ринок
	імпорт, ввезення, закупівля
	енергетика, електрика, електростанція, електропостачання, стрес
	роботодавець (від англійського *work* – працювати)
	виконавець
	переговори, зустріч (круглий стіл)
	офіційні переговори, зустріч на вищому рівні (стіл і прапор на ньому)
	позика, залучення капіталу (мішок з грошима)
	виплати боргів, сплата податків
	напружений час, дефіцит, фінансовий криза
	альянс, фузія, об'єднання підприємств, співробітництво, укладання договору (два кільця як символ шлюбного союзу)

	глава держави, президент, мер, начальник, головлікар, керівник, депутат, шеф, вчитель, завідувач, наставник, науковий керівник, екскурсовод, диригент і т.д. (голова, тобто глава, керівник якої організації)
	Наглядова Рада, члени адміністрації, Педагогічний Рада і т.д. («Верхівка», що складається з декількох чоловік)
	війна, сварка, суперечка, конфлікт, розбіжності (схрещені шпаги)
	закон, документ, укладення, нормативний акт
	сільське господарство
	авіація, літак
	робота (молот)
	чоловік
	жінка
	дитина
	захист навколишнього середовища (квітка під ковпаком)
	хімічна промисловість (колба)
	дослідження, наукомісткі технології (лупа)
	тероризм, загроза (людина з поясом)
	жертва (що лежить чоловік)
	траур (хрест)
	водний транспорт, човен, корабель
	ранок (сонце, що сходить)
	день (сонце в зеніті)
	вечір (промінь сонця за горизонтом)

форма навчання	курс	семестр	лекції	семінари	індиві-дуальні	СРС	всього годин
денна	I	IX	6	5	3	25	39
		X	2	5	6	2	15

НМК «Основи перекладацького скоропису» містить тематичні плани лекційних занять, плани семінарських занять з питаннями, матеріали (тексти і вправи) для практичних занять, завдання для самостійної і індивідуальної роботи, питання на іспит, список рекомендованої літератури, список електронних он-лайн ресурсів для перекладачів.

Курс «Основи перекладацького скоропису» викладається українською мовою. На семінарах студентів заохочують розмовляти також на англійській мові, чому сприяють практичні завдання для семінарських занять. Навчально-методична карта дисципліни представляє структуру навчального курсу за змістом та видами навчальної діяльності в поєднання з графіком навчального процесу, календарного за термінами вивчення та складання окремих модулів.

Рейтингова система оцінювання дозволяє враховувати, як поточну підготовку студентів до аудиторних занять, так і визначати рівень засвоєння навчального матеріалу окремого модуля. Підсумкова (залікова) оцінка визначається за рейтинговими показниками.

Внаслідок вивчення курсу студенти повинні оволодіти наступними знаннями вміннями та навичками:

- розвинути навички аналітичного читання;
- удосконалити вміння здійснювати смисловий аналіз речення;
- розвинути навички скороченого літерного запису лексики;
- закріпити навики розміщення скорописної інформації у вертикальному вигляді, що забезпечує економність і наочність, а також відображає синтаксичні зв’язки, наявні у реченні;
- вивчити та закріпити систему символів узагальненого значення.

Самостійна робота студентів має дві складові: самостійна підготовка до аудиторних занять та підготовка до модульного контролю. Форма контролю модуля здійснюється у вигляді індивідуальних завдань, виконання яких передбачається у письмовому вигляді з наступним захистом.

Рейтингова система оцінювання дозволяє враховувати як поточну підготовку студентів до аудиторних занять, так і визначати рівень засвоєння навчального матеріалу окремого модуля. Підсумкова (залікова, екзаменаційна) оцінка визначається за рейтинговими показниками. Курс «Основи перекладацького скоропису» має допомогти студенту-перекладачу зорієнтуватися у великій кількості теоретичних розробок, досліджень з теорії перекладу, в якій ще досить багато невирішених проблем, спірних суджень, суб’єктивних оцінок, недомовленостей і протиріч, адже процес перекладу є надзвичайно складний аспект людської діяльності, що вимагає комплексного і міждисциплінарного підходу до його вивчення.

ТЕМАТИЧНИЙ ПЛАН

№ п/п	Назви теоретичних блоків	Лекції	Семінарські заняття	Індивідуальні	СРС	Всього
		Кількість годин				
Семестр I Модуль 1						
1	**The Interpreter's Shorthand and Note Taking (NT) skills**	**2**	**2**	1	5	10
2	**Methods of Note Taking System: Developing Skills for Speedy Note Taking**	**2**	**2**	1	5	10
3	**Principles of Vertical/Horizontal Note Taking**	**2**	**2**	1	5	10
Семестр II Модуль 2						
4	**System of Special Symbols in NT**	2	2	1	5	10
5	**Semantography of Bliss (Blissymbolics)**	2	2		10	14
Всього		**10**	**10**	**4**	**30**	**54**

РОЗРАХУНОК РЕЙТИНГОВИХ БАЛІВ

Вид діяльності	*Кількість годин*	*Коефіцієнт вартості*	*Разом*
Лекції	8	4	32
Семінарські заняття	10	5	50
Індивідуальна робота	9	0.5	4,5
Самостійна робота	27	0.5	13.5
Всього на 1 модуль			100

Semester I Module 1

The Grounds of Interpreter's Note Taking

Outline

Lecture No. 1. The Interpreter's Shorthand and Note Taking Skills

1. Note Taking as the Interpreting Mode in Consecutive Interpretation.
2. The Strategy of Note-Taking in Consecutive Interpretation.
3. Note Taking Methods: Charting Method, Outline Method, Sentence Method.

Lecture No. 2. Methods of Note Taking System: Developing Skills for Speedy Note Taking

1. Semantic Interpretation: Noting the Idea and not the Word
2. Overcoming Redundancy: Shortening and Abbreviation.
3. Ways of Adding Emphasis: Symbols

Lecture No. 3. Principles of Vertical/Horizontal Note Taking

1. Plan your Page Layout: Verticality /Horizontality
2. Subject/Predicate/Attribulive Clause Zones
3. Notetaking Columns & Cornell Method Variations

Semester II Module 1

Lecture No. 4. System of Special Symbols

1. Semantography of Bliss
2. Developing Speedy Noting Skills
3. Symbols

Lecture No. 5. NT and Blissymbolics

1. Note taking skills
2. Developing the personal notation
3. Blisssymbols and other ways to make NT

ПЛАНИ СЕМІНАРСЬКИХ ЗАНЯТЬ

SEMINAR NO. 1. Methods of Note Taking

1. Cornell Method.
2. Outline Method.
3. Sentence Method.
4. Mapping Method.
5. Charting Method.

Ask yourself:

1) Can I use complete sentences in Cornell method or key/cue words?
2) Can I outline the main ideas and thoughts? Are my notes clear or confusing in the Outlining Method?
3) Do I capture main points and all subpoints for the Charting Method?
4) Do I streamline using abbreviations and shortcuts?
5) What is Mind Mapping?

The Important Reasons to Take Notes:

1. Notes trigger memories in Consecutive Interpretation (CI);
2. Your notes are the source of valuable clues for the most important information;
3. Taking notes helps you to concentrate for further CI Process.

Ways to Reduce and Streamline Notes:

1. Eliminate small connecting words such as: is, are, was, were, a, an, the, would, this, of.
2. Eliminate pronouns such as: they, these, his, that, them. However, be careful NOT to eliminate these three words: and, in, on.
3. Use symbols to abbreviate, such as:

+, & for and, plus
= for equals
- for minus
for number
x for times
> for greater than, more, larger
< for less than, smaller, fewer than
w/ for with
w/o for without
w/in for within

Further reading: [1], [2], [3], [4];
Individual reading and Seminar Preparation: [19], [20], [21], [22].

SEMINAR NO. 2. Developing Skills for Note Taking

1. Abbreviation of Words: the Rules
2. Shortening: Words are be abbreviated in NT
3. Symbols: Ways to Eliminating Redundancy

Ask yourself:

1) Can I abbreviate words in speedy modes?
2) What is the way of shortening that fits me?
3) Can I invent symbols for NT?
4) What symbols are easy readable?

Abbreviation of words:

The rule of thumb is that unless a word is short (4-5 letters) the interpreter should note it in an abbreviated form. If we have to note "specialized" it is more meaningful and reliable to note *sp*^{ed} than to write *spec*.
Other examples: *Stat.* could be read as "statute" or "statistics" whilst *St*^{ute} and *St*^{ics} are unambiguous. *Prod.* could be read as "production", "producer", "product" or «productivity" while *Pr*^{on}, *Pr*^{er}, *Pr*^{ct}, *Pr*^{vity} are unambiguous. *Com.* could be read as "Commission" or "committee" while *C*^{on} and *C*^{tee} are unambiguous.

Rule: If you have time write a word as completely as possible, however, if a word must be abbreviated, then write some of the first and last letters rather than trying to write as many letters as possible from the start onwards.

Guidelines for Note Taking:

1. Concentrate on the lecture or on the reading material.
2. Take notes consistently.
3. Take notes selectively. Do NOT try to write down every word. Remember that the average lecturer speaks approximately 125-140 words per minute, and the average note taker writes at a rate of about 25 words per minute.
4. Translate ideas into your own words.
5. Organize notes into some sort of logical form.
6. Be brief. Write down only the major points and important information.
7. Write legibly. Notes are useless if you cannot read them later!
8. Don't be concerned with spelling and grammar.

Further reading: [5], [6], [7], [8];
Individual reading and Seminar Preparation: [23-26], [27], [28].

SEMINAR No. 3. Principles of Vertical/Horizontal Note Taking

1. Page Layout: Verticality
2. Page Layout: Horizontality and Sentence Method
3. Subject/Predicate/Attribulive Clause Zones
4. Notetaking Columns & Cornell Method Variations

Ask yourself:

1) Can I develop skills for vertical noting?
2) Can I use horizontal layout?
3) Why should I use note taking techniques?
4) What is Cornell Columns?

Listening Note taking Strategies:

Record everything, moving to a new line every time something new is covered. Students should use their own shorthand to save time and space.
Continue to record. If necessary, leave space for information that is missed and go back later to fill in. Immediately review and edit notes after the lecture so that information may be organized into main topics, sub-topics and supporting details where applicable.

Many of the strategies for reading note taking also apply to listening note taking. However, unlike reading, you can't stop a presenter and review as you listen (unless you have taped the speech).

Therefore preparation prior to listening can greatly improve comprehension.

1. Have a clear purpose;
2. Recognize main ideas;
3. Select what is relevant;
4. You do not need to write down everything that is said.

Notes:	Example:
- Revolution – (~~occurrence~~) → ~~(affects)~~ aspects of life; ~~e.g.~~ - econ., -soc~~., etc.;~~ ~~see txt~~ pg. – 29-30	"A revolution is any occurrence that affects other aspects of life such as economies, social life, and so forth. Therefore revolutions cause change. See pages 29-30 in text."

Further reading: [9], [10], [12], [13];
Individual reading and Seminar Preparation: [29], [30], [31].

SEMINAR No. 4. System of Special Symbols in Note Taking and Blissymbolics

1. Semantography of Bliss
2. Developing Speedy Noting Skills
3. Symbols

Ask yourself:

1) Can I use Bliss symbols?
2) Can I use horizontal layout?
3) Why should I use note taking techniques?
4) What is Cornell Columns?

The use of symbols and abbreviations

Some abbreviations are so well known and widely used that they have become an Acronym – an abbreviation pronounced as a word. For example, the word 'laser' was originally an abbreviation for 'Light Amplification by Stimulation Emission of Radiation'. It now is a noun in its own right!

The use of symbols and abbreviations is useful for speedy noting, when speed is essential. You also need to be familiar with symbols. Develop a system of symbols and abbreviations; some personal, some from your courses. Be consistent when using symbols and abbreviations. Some examples of commonly used symbols and abbreviations are presented in the following tables.

Use Symbols and Abbreviations Symbols for note taking can be as follows: = equals/is equal to/is the same as, ≠ is not equal to/is not the same as, ≡ is equivalent to, + and, more, plus, > more than, greater than, < less than. — less, minus, → gives, causes, leads to, results in, etc.

Abbreviations

These can be classified into three categories:

Common Abbreviations	**Discipline-Specific Abbreviations**	**Personal Abbreviations**
Many are derived from Latin. ***c.f. (confer) = compare*** ***i.e. (id est) = that is*** ***e.g (exempla grate) = for example*** ***NB (nota benne) =note well*** ***no. (numero) = number*** ***etc. (et cetera)= and so on***	In chemistry: ***Au*** for gold ***GM*** for magnesium In the case of quantities and concepts, these are represented by Greek letters in many fields. ***A*** or a (*alpha*) ***B*** or b (*beta*)	Here you can shorten any word that is commonly used ***diff =different*** ***Gov = government*** ***NEC = necessary***

Further reading: [15], [16], [17]; **Individual reading and Seminar Preparation:** [21].

SEMINAR No. 5. NT and Blissymbolics

1. Note taking skills
2. Developing the personal notation
3. Blisssymbols and other ways to make NT

Ask yourself:

5) Can I acquire the needful note taking skills?
6) Can I translate consecutively without notes?
7) How the scheme of the speaker's speech can help me?
8) Can I mind map the main idea of the recorded speech?

Practical suggestions for taking notes. These are some practical suggestions for taking notes, as well as strategies to help you improve your own notetaking abilities. Use a double entry note taking system. Write neatly. Make notes complete and clear enough to understand when you come back to them. Use shorthand ('Fe' for iron, '=' for equals, '@' for at, etc.) and abbreviations. Feel free to develop your own set of abbreviations, but please put a key at the top of the page so your notes can be understood. Highlight important items with asterisks(*) or draw circles or boxes around critical info. Mark important ideas, terms, concepts with different colors, underlines, or asterisks. Indentation, underscoring and starring are also effective for indicating relative importance of items. Show uncertainty with a circled question mark. Leave plenty of white space for later additions. Skip lines. Leave space between main ideas.

What to write: Any info that is emphasized. Ways to emphasize include: tone or gesture, repetition, illustration on board, reference to text, and use of cue words such as: finally, remember, most important, another cause, etc. All numbered or listed items. All terms and definitions. Examples. New words and ideas. When you cannot keep up with the speaker, jot down key nouns and verbs so that you can return to the latter and ask questions/fill in gaps. Leave blanks for words, phrases or ideas you miss. Soon after the presentation, review your notes, rewrite skimpy or incomplete parts, and fill in gaps you remember but didn't record.

Further reading: [30], [31], [32];
Individual reading and Seminar Preparation: [33].

ПРАКТИЧНІ ЗАВДАННЯ

1. Прочитайте і перекладіть текст українською.

EXERCISES FOR CONSECUTIVE INTERPRETING

Practice your ability to repeat sentences and paragraphs of varying lengths, from one to fifty words. You are likely to find a number of sources for practice materials. For example, your local court reporter's office may be willing to let you have draft copies of actual transcripts, or you may find practice materials on the World Wide Web. If necessary, you can ask friends and family members to create samples of "question and answer" formatted transcripts. Say a segment aloud in the source language (or have a friend or family member read the segment out loud for you), then interpret that segment into the target language. Be sure to vary the lengths of the utterances and practice until you are able, with the use of notes if you are trained in note taking skills, to interpret long passages.

For many interpreters, note taking is extremely beneficial in all modes of interpretation, but especially *in the consecutive mode*. If you find that you benefit from note taking, develop an efficient note taking system in order to remember relevant names, dates, places, and figures. It is often essential to develop this skill under the direction of an experienced interpreter or teacher. However, the skill you develop will be your own *personal method of note taking*. Notes might be recorded in the form of simple outlines, charges, diagrams, or graphs. Listing information in the form of a diagram might be helpful while interpreting at a trial during which a particular scenario is repeatedly mentioned. An *effective note taking system* allows you to concentrate on the ideas and concepts contained in the message, not on taking the notes. It is important to adopt
a strategy or strategies that work best for you.

Practice consecutive interpretation until you are able to accurately interpret transcripts that are 850 to 900 words in length, with varying lengths of utterances, within a 20- to 22-minute time frame.

Adapted from © Judicial Council of California.

2. Прочитайте і перекладіть текст українською.

Memorization Techniques for Consecutive Interpreting

How do you remember? Are you a visual or a verbal learner, neither, or both? If you forget something you have heard, try to understand what prevented you from storing or retrieving the information.

Your *short-term memory capacity* is normally limited to between five and nine bits of information (units of memory), and your ability to recall depends on how well you can organize what you have heard by finding patterns. Have someone read a series of seven unrelated numbers to you. As soon as you are able to repeat the series accurately, try to repeat it backwards. To do this, you must be able to retain the series in your short-term memory.

Increase your analytical skills by reading a newspaper or magazine. After finishing each story, try to summarize what you read in a single sentence. *Summarize the main idea in a single sentence*. For the exercises below, have someone read a newspaper or magazine article into a recorder or record talk or interview programs from the radio or television. Limit yourself to nontechnical material. Do not record the news because the newscaster reads from a prepared script. Record increasingly longer texts as your skills improve. You will only repeat the information you hear in the same language and will not interpret it.

Listen to the passage without taking notes and try to repeat as much as possible. Listen to the passage and write down keywords to help you remember the content. Then repeat as much information as possible. Compare the results you achieved with and without notes. Which worked best for you? As you listen to the passage, try to condense it into a few meaningful units.

Organize the information into groups. For example, if a person were to list the schools she had attended and the subjects she studied, you could group the schools by location and the subjects studied by topic. Numbers can be grouped the way people recite phone or social security numbers, in groups of two, three, or four numbers, rather than as a string of unrelated numbers. Please note that when interpreting testimony you

should maintain the speaker's work sequence as spoken, except to accommodate the syntax of the target language.

Do not allow your opinions to color your rendition of a speaker's words, even if you have strong opinions about the subject matter. Pay close attention to your reaction to the text while listening and maintain the same level of language (register) as the speaker. *Note that improving your listening and memory skills is an ongoing and lifelong endeavor*. As you gain experience and confidence, your skills will improve.

Adapted from © Judicial Council of California

3. Прочитайте і перекладіть текст українською.

Use Concept Maps and Diagrams

You can set down information in a concept map or diagram. This presents the information in a visual form and is unlike the traditional linear form of note taking. Information can be added to the concept map in any sequence.

Concept maps can easily become cluttered, so we recommend you use both facing pages of an open A4 note book. This will give you an A3 size page to set out your concept map and allow plenty of space for adding ideas and symbols. Begin in the middle of the page and add ideas on branches that radiate from the central idea or from previous branches.

Arrows and words can be used to show links between parts of the concept map. Colour and symbols are important parts of concept maps, helping illustrate ideas and triggering your own thoughts.

Adapted from: Study Skills for Academic Writing, Phoenix 1994,
in print by Gwyn Jones and Pam Mort.

4. Прочитайте і перекладіть текст українською.

Identify How Information is Organized

Most texts use a range of organizing principles to develop ideas. While most good writing will have a logical order, not all writers will use an organizing principle. Organizing principles tend to sequence information into a logical hierarchy, some of which are: past ideas to present ideas; the steps or stages of a process or event; most important point to least important point; well known ideas to least known ideas; from simple ideas to complex ideas; from general ideas to specific ideas; the largest parts to the smallest parts of something; problems and solutions; causes and results.

Read the text below on 'Underwater Cameras' and then look at how the text is presented in note form. The most important words to include in notes are the information words. These are usually nouns, adjectives and verbs.

Sample Notes from the text "Underwater Cameras"	**Underwater Cameras**
Underwater Cameras 1. Regular Cameras special housing necessary 2. Amphibious a) snapshot models b) Nikonos (35 mm) Lenses i) air & water 35 mm' 90 mm ii) only under water 28 mm15 mm	1. Regular cameras obviously will not function underwater unless specially protected. 2. Though housings are available for waterproofing 35 mm and roll-film cameras, a few special models are amphibious – they can be used above or below the water. 3. Most of these cameras are snapshot models, but one, Nikonos, is a true 35 mm system camera. 3. Though lenses and film must be changed on the surface, the camera will otherwise function normally at depths down to 70 mm. 4. Four lenses are available: two of these, which have focal lengths of 90 mm and 35 mm, will function in air and water; the other two of these, which have focal lengths of 90 mm and 35 mm, will function in air and water; the other two, the 28 and 15 mm lenses, work only under water. 5. Lenses are also available from other manufacturers.

Adapted from: Freeman M. The encyclopedia of practical photography London, Quartro Books 1994, p. 283.

5. Прочитайте та складіть переказ українською та англійською мовами.

THE ROZAN SEVEN PRINCIPLES

The use of a technique is always dependent upon the application of a certain number of principles. This is what we call the instructions. One need not follow the rules recommended in such instructions. Indeed the product, device or system for which they were devised may well work even if they are not observed, but will do so less efficiently. Furthermore, the simpler the instructions, the more likely the users are to follow them. The same applies to note-taking. A few very simple principles give this system its sound base and precision, and make using it straightforward. There are seven of these principles; in order they are:

1. Noting the idea and not the word;
2. The rules of abbreviation;
3. Links;
4. Negation;
5. Adding emphasis;
6. Verticality;
7. Shift.

Some of these principles have already been explained by Jean Herbert in his Interpreter's Handbook[1].

Noting the idea rather than the word

Take any French text and give it to 10 excellent English translators. The result will be ten very well translated texts, but ten very different texts in as far as the actual words used are concerned. The fact that we have ten good translations, but ten different texts, shows that what is important is the translation of the idea and not the word. This is even truer of interpretation since the interpreter must produce a version of the text in another language immediately. He must be free of the often misleading constraints that words represent. It is through the analysis and notation of the ideas that the interpreter will avoid mistakes and a laboured delivery.

The notes will have to be read 20 minutes – even an hour[2] – after the idea was originally expressed. In the first example it would be very easy to make a mistake.

[1] *Адаптовано:* The interpreter's handbook; how to become a conference interpreter. by Jean HerbertGeorg & C[ie], Geneva, 1956.

Having noted *chance* the interpreter might, if the context allowed, render it «there is a chance that" or «by chance". If on the other hand he noted *probable* the mistake cannot be made. The issue of style is also dealt with in the second example where one would automatically say (interpreting into English), «It is probable that", or «it is likely that", or «in all likelihood" whereas in the first example even if the interpreter had correctly recalled the idea that the word *chance* represented he/she will be a prisoner to that word and might easily produce a gallicism[3].

Rule: Whenever taking notes the interpreter must concentrate on the major idea and how this can be noted clearly and simply (preferably in the target language, although this is not essential).

The Rules of Abbreviation

Abbreviation of words

The rule of thumb is that unless a word is short (4-5 letters) the interpreter should note it in an abbreviated form.

If we have to note «specialized" it is more meaningful and reliable to note sp^{ed} than to write *spec*.

Stat. could be read as «statute" or «statistics" whilst St^{ute} and St^{ics} are unambiguous.

Prod. could be read as «production", «producer", «product" or «productivity" while Pr^{on}, Pr^{er}, Pr^{ct}, Pr^{vity} are unambiguous.

Com. could be read as «Commission" or «committee" while C^{on} and C^{tee} are unambiguous.

Rule: If you have time write a word as completely as possible, however, if a word must be abbreviated, then write some of the first and last letters rather than trying to write as many letters as possible from the start onwards.

Indicating gender and tense

Having abbreviated a word or an idea (be it by the use of a symbol or a contraction of its component letters) it can also be very helpful to give an indication of gender[4] and tense).

---

[2] *Коментар:* this was indeed the case when Rozan wrote. Although nowadays 20 minutes is considered a long consecutive speech, his comments still apply.

[3] *Галліцизми, або запозичення з французької (напр. тет-а-тет)*; being unduly influenced by the source language is, of course, not only a problem in French-English interpretation but in all interpretation.

[4] *Коментар:* Rozan was working from and into French. Gender is meaningless for those noting in English, however, the idea could be usefully adapted for use in, for example, the Slavic languages where nouns have gender.

Thus in the expression: «I will come back to this a little later", noting the future tense will render the words *«a little later"* superfluous. We will see below that «I speak" can be noted: *I "*. Therefore we note: *I* ^{ll}*"*

The expression: «those mentioned", must be noted: *rf* ^{d}; because *rf* alone could be read back as «those which mention".

Rule: to indicate gender[5] and number we add ^{e} or ^{s} to the symbol or abbreviation. To indicate tense we add ^{ll} for the future and ^{d} for the past.

Abbreviating the register

The expression "which have contributed to" is long. The word *help* is short. Wherever possible we must abbreviate by using a word which conveys the same meaning but is shorter.

Similarly, «...which are worth looking at" can be noted *int*^{g} (interesting).

"In order to arrive at some conclusions" can be noted *to end.*

"Taking into account the situation at the present time" can be noted *as sit*^{on} *now.*

Links

The part of any speech that is both the most important and the most difficult to note is the sequence of ideas and the links between them. An idea can be distorted completely if its relation to the previous idea is not clearly indicated. When taking notes then, we should never miss out the links. Indeed what we actually see is that if the links are noted well the rest of the idea can be summarized in just a few strokes of the pen.

Noting links becomes very simple if we use the key words that follow. (Over time this will become automatic).

as, why	and that is because, this is the reason why, since, given the fact that, (in some instances) given that; to convey explanation.
tho	although, despite the fact that; to convey opposition
but	on the other hand, but, nevertheless, however; to convey limitations
if	it is possible that, assuming that; to convey supposition.
as to	as far as x is concerned, on the matter of; to convey reference
tfe	therefore, one can then conclude; to convey conclusion.

The three symbols below are also extremely useful.

[5] *Коментар:* Again the 'e' represents the French feminine ending. Any letter can be used and this will depend on the languages involved.

=	the same goes for, one might say the same of; to convey the idea of equality or correspondance
≠	on the other hand, contrary to; to convey the idea of difference or lack of correspondance
in +	in addition, furthermore, if we also take account of; to convey the idea of additional precision.

Linking is not just about representing the idea

1. on the very content of the speech. It is a question of noting
2. quickly and without repetition the group of subject words and the
3. group of complement words to which the idea relates. This problem
4. can be solved quickly and easily by using the recall arrow.

Negation and emphasis

Negation and emphasis are two essential elements of any speech and as such should be noted unambiguously (See Jean Herbert pp46-47).

Negation

Negation might be noted by means of a line running through a word or symbol.
Example:

If we use *OK* to signify «agree", then «disagree" will be ~~*OK*~~ . It is also possible to write the word *no* before the word to be negated (thus in our example we would note *no OK*). This second method is clearer and since «no" is a very short word using it is not a problem.

Emphasis

To emphasize a word we can underline it (twice if we are dealing with a superlative or absolute).
Example:

«(The study) is interesting" : int^{g}
«(The study) is very interesting" : $\underline{int^{g}}$
«(The study) is extremely interesting" : $\underline{\underline{int^{g}}}$

In some cases the line may be replaced by a circumflex to avoid confusion arising from the use of verticality.

Alternatively emphasis can be noted with a dotted line.

Example:

«This report might be useful" : *useful*

The use of underlining to denote nuance allows us to qualify the word (or idea) underlined without noting the qualifier.

Example:

«important question" becomes : *?*

«we should look at this very carefully" becomes : *look at*

«I would like to say in the strongest possible terms" becomes : *I say*

«...an imperfect solution" becomes : *sol*^{tn}

Verticality

It is the principles of Verticality and Shift (described in the next section) which form the backbone of the note-taking system described in this book.

Verticality means taking notes from top to bottom rather than from left to right. This method makes it possible to:

a) group ideas logically, allowing a complete and immediate synthesis when we come to read back our notes,

b) to do away with many links which would otherwise be essential to the clarity of the text.

Stacking

«Stacking[6]" consists of placing different elements of the text above or below one another.

«the report on western Europe"

R^{ort}
W Eur.

«the report on western Europe is an interesting document"

[6] стекінг, складання в стовпчик

$\underline{R^{ort}}$ int^{g}
W Eur.

«Since the French, US and UK delegations....”

«Since the French, US and UK delegations have suggested....”

Fre
As US
UK

Fre
As US suggest^{d}
UK

«The chapters of the report which deal with economic situation in Europe offer additional information and new statistics”

Ch^{rs} *info*
——— *give new*
Ec.Eur *stat*^{ics}

If the sign → is used to denote «offer” and the sign + to denote «additional” and «new” then our notes will look like this:

Ch^{rs} *info*
——— → +
Ec.Eur *stat*^{ics}

See the examples in the practical exercises in part 3 and study them carefully.

Using Brackets

Brackets are an important part of the verticality system. In every speech there will be certain elements, which are mentioned to clarify an idea or to highlight a particular point, but which are not integral to the speaker’s train of thought.

These parts of a speech should be noted in brackets, below the main element to which they refer.

Examples:

«....which leads to new investment, particularly in the transport sector”

→ *+ inv*^{ts}
(T^{ort}*)*

«(We hear that our exports will suffer as a result of increases in factor costs), which will make them less competitive."

(so - comp^{ive})

See also the examples of the use of parentheses given in the practical exercises at the back.

To encourage a natural use of the verticality technique it is recommended that you use relatively large but narrow pieces of paper. This will allow you to note the maximum amount of text on one page whilst automatically bringing your notes back to the left hand side of the page.

Shift

Shift and Verticality[7] are the fundamental principles underlying this note-taking system.

To explain Shift let us take an example: «Over the course of 1954, prices rose, although not to the same extent as income, thus the population's net income increased." Our notes will be as follows (the symbol ↗ denotes increase):

54, prices ↗
but ——— no = ↗ income
so ———Pop^{on} ↗

Word for word on the first line : Over the course of 1954, prices rose,

Word for word on the second line: although not to the same extent as income,
Word for word on the third line: thus the population's net income increased.

Having used Shift to give our notes a vertical layout on the page, noting the links is almost enough to give us an accurate and full version of the text.

Shift means writing notes in the place on a lower line where they would have appeared had the text on the line above been repeated.

The examples below show how notes would be positioned during interpretation, but have not been abbreviated.

«The report on the economic situation in Europe is a fine document which discusses some interesting topics":

[7] східчасто-діагональне та вертикальне розташування записів

*R^ort^* *good*
Ec.Eur
discusses interesting topics

«to understand the program, one must"
to understand the program
one must

«The effectiveness of the Social and Economic Council's efforts at solving....."

effectiveness efforts Ecosoc
at solving.....

«Thus in the Report and the Study we find a theoretical and practical analysis which will help in the adoption of....."

tfe

(in *R^ort^* *)*
Study
theoretical
there is analysis *practical*
which will help in the adoption of

ЗАВДАННЯ ДЛЯ ІНДИВІДУАЛЬНОЇ РОБОТИ

1. Прочитайте, підкресліть ключові слова та скоротіть англомовний текст, підготуйтесь перекладати його скорочену версію на українську мову.

1. The use of *Blissymbols* in Sweden began in 1976 at two regional centers, one in Gothen- and one in Linkijping. In 1977, the Swedish *Blissymbolics* Resource Center was formed.
2. Interest in *Blissymbolics* grew rapidly in all of Scandinavia, and the formation of the Nordic Bliss Communication Committee came about a year later, in 1978.
3. According to the Swedish Institute for the Handicapped, there are about 800 children in Sweden who use *Blissymbolics* in some form; with many of them, it is their primary means of communication.

4. The groups concerned with speech synthesis for some years implementing a "talking Bliss system."
5. There are three different "grammars" which are associated with the use of *Blissymbols*, for instance, it is so-called telegraphic style.
6. The other two are more proper grammars, one is being Bliss syntax and natural spoken language syntax.
7. The telegraphic style is employed by many Bliss users. It is the easiest, shortest style of Bliss paying less attention to word order.
8. *Bliss syntax*, as described by its inventor, *Charles Bliss*, was meant to be simple.
9. His symbol system was intended to choose short effective symbol strings which gave the content of the message.

2. Вивчіть самостійно загальноприйняті символи, використовувані для позначення корисних копалин, зафіксуйте і відновіть в природному темпі запропоновану послідовність смислових одиниць.

Нафта, природний газ, залізні руди, сіль, доломіт, гіпс, вапняк, мармур, кварцові піски, глина, хромітові руди, алюмінієві руди, мідні руди, сірчаний колчедан, кухонна сіль, агат.

3. Вивчіть самостійно загальноприйняті позначення хімічних елементів періодичної системи Д.І. Менделєєва. Зафіксуйте та відновіть в природному темпі запропоновану послідовність смислових одиниць.

Водень, вуглець, натрій, магній, хром, залізо, кобальт, нікель, кисень, гелій, хлор, калій, літій, кальцій, срібло, олово, йод, алюміній, кремній, фосфор, сірка, ксенон, вольфрам, платина, золото, ртуть, бор, миш'як, азот, фтор, мідь, цинк, миш'як, свинець, уран.

4. Вивчіть самостійно загальноприйняті символи, використовувані для позначення базових термінів з області астрономії і дванадцяти знаків зодіаку. Зафіксуйте і відновіть в природному темпі запропоновану послідовність смислових одиниць.

Сонце, Місяць, Венера, Марс, зірка, Всесвіт, планета, Чумацький шлях, Водолій, Овен, Телець, Близнюки, Рак, Лев, Діва, Терези, Скорпіон, Стрілець, Козеріг.

5. Вивчіть самостійно загальноприйняті позначення марок автомобілів. Зафіксуйте і відновіть в природному темпі запропоновану послідовність.

Alfa Romeo, Audi, BMW, Bugatti, Cadillac, Chery, Chevrolet, Chrysler, Citroen, Dacia, Daewoo, Fiat, Ford, Honda, Hummer, Hyundai,Infiniti, Jaguar, Jeep, Kia, Lada, Lancia, Land Rover, Lexus, Mazda, McLaren, Mercury, Mitsubishi, Nissan, Opel, Peugeot, Plymouth, Porsche, Renault, Rolls-Royce, Saab, Skoda, Smart, Subaru, Suzuki, Tatra, Tianma, Toyota, Volkswagen, Volvo, ВАЗ, ГАЗ, ЗАЗ.

6. Вивчіть самостійно загальноприйняті абревіатури, використовувані для позначення країн світу. Зафіксуйте і відновіть в природному темпі на мові оригіналу/перекладу запропоновану послідовність країн.

Японія, Ізраїль, Австралія, В'єтнам, Данія, Єгипет, Китай, Корея, Латвія, Литва, Люксембург, Мексика, Туреччина, Швейцарія, Таїланд, Швеція, України, США, Нідерланди, Монако, Іран, Ірак, Канада, Німеччина, Великобританія, Албанія.

Make notes on the text "Blissymbols in Sweden", using key words marked by *italics*[8]	**Blissymbols in Sweden**
_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	1. The use of *Blissymbols in Sweden* began in *1976* at two regional centers, one in Gothen- and one in Linkijping. In 1977, the Swedish Blissymbolics Resource Center was formed. 2. Interest in Blissymbolics grew rapidly in all of Scandinavia, and the formation of the Nordic Bliss Communication Committee came about a year later, in 1978. 3. According to the Swedish Institute for the Handicapped, there are about 800 children in Sweden who use Blissymbolics in some form; with many of them, it is their primary means of communication. 4. The groups concerned with speech synthesis for some years implementing a "talking Bliss system." 5. There are three different "*grammars*" which are associated with the use of Blissymbols, for instance, it is so-called telegraphic style. 6. The other two are more proper grammars, one is being Bliss syntax and natural spoken language syntax. 7. *The telegraphic style* is employed by many Bliss users. It is the easiest, shortest style of Bliss paying less attention to word order. 8. Bliss syntax, as described by its inventor, *Charles Bliss*, was meant to be simple. 9. His symbol system was intended to choose short effective symbol strings which gave the content of the message.

[8] *курсив*

ЗАВДАННЯ ДЛЯ САМОСТІЙНОЇ РОБОТИ

1. **Підготуйтесь до вертикального запису тексту та перекладу. Текст обсягом 500 знаків буде прочитано тричі.**
2. **Студенти записують незнайомий текст вертикально (*Advanced Level*)/горизонтально (*Upper-Intermediate Level* and above). Потім надається додатковий час для перекладу (1 хвилина – кожне речення).**

2. Диктант-переклад. Студенти нотують незнайомий текст, обравши заздалегідь метод нотування та зазначивши його письмово. Особливу увагу приділити перекладу власних назв та вірної передачі нумеральної інформації.

3. Підготуйте реферат на одну з нижченаведених тем:

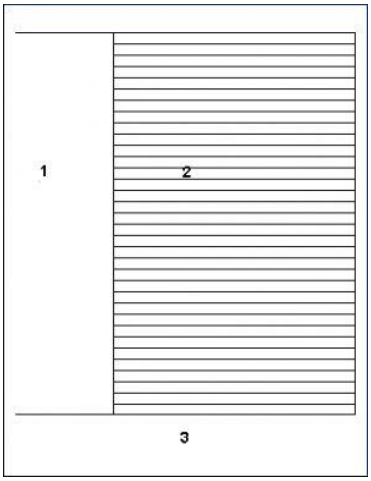
1) Смисловий аналіз тексту при скороченому записі.
2) Скорочення та скорочений літерний запис.
3) Принцип вертикального розташування записів.
4) Функція двокрапки, тире та абзацних пропусків при нотуванні.
5) Семантичне картування при скороченому записі.
6) Схематичні записи при скороченому записі.
7) Метод скороченого запису (горизонтальне розташування).
8) Числівники та нелінійна організація скоропису.
9) Семантографія Бліса.
10) Усний послідовний переклад.
11) Роль скоропису в перекладацькій практиці.
12) Розвиток навичок нотування.
13) Акроніми, скорочення та надлишковість інформації.
14) Адаптація тексту для скороченого запису.
15) Скорочення тексту.
16) Ключові слова в при скороченому записі.
17) Усний переклад та система скороченого запису.
18) Перекладацький скоропис.

ПИТАННЯ НА ЕКЗАМЕН

1. Перекладацький скоропис.
2. Методи скороченого запису в межах усного послідовного перекладу.
3. Семантографія Бліса.
4. Вертикальна система нотування.
5. Використання акронімів та скороченого запису в межах усного послідовного перекладу.
6. Акроніми, скорочення та надлишковість інформації.
7. Адаптація тексту для скороченого запису.
8. Види скороченого перекладу та їх використання у практичній діяльності викладача.
9. Принцип вертикального розташування записів.
10. Функція двокрапки, тире та абзацних пропусків при нотуванні.
11. Семантичне картування при скороченому записі.
12. Схематичні записи при скороченому записі.
13. Метод скороченого запису (горизонтальне розташування).
14. Числівники та нелінійна організація скоропису.

TERMS LIST

1. **The Cornell method:** provides a systematic format for condensing and organizing notes without laborious recopying. After writing the notes in the main space, use the left-hand space to label each idea and detail with a key word or "cue".
2. **The Outlining Method:** Dash or indented outlining is usually used to present the information which is most general begins at the left with each more specific group of facts indented with spaces to the right.
3. **The Mapping Method:** is a method that uses comprehension/concentration skills and evolves in a note taking form which relates each fact or idea to every other fact or idea.
4. **The Charting Method:** you may set up your paper by drawing columns and labeling appropriate headings in a table, record information into the appropriate category.
5. **The Sentence Method:** write every new thought, fact or topic on a separate line, numbering as you progress.
6. **A Mind Map:** is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central key word or idea.
7. **Cornell Column:** The Cornell method provides a systematic format for condensing and organizing notes, dividing the paper into two columns: the note taking column (usually on the right) is twice the size of the questions/key word column (on the left). You should leave five to seven lines at the bottom of the page.



8. **Bliss symbols:** Bliss symbols were developed by the Austrian, Karl Blitz, in the 1940. He was deeply impressed by difficulties in communication among people who spoke different languages, or even the same language with different intentions. While in China, Blitz (Charles Bliss) was inspired by the Chinese ideographs to develop his own set of characters. He hoped they could be used as the basis of a system of world-wide commonality of expression and understanding. This system was set forth in his nearly 1,000-page work, Semantography (Bliss, 1965).

SAMPLE NOTE TAKING SOLUTION

UNDERWATER CAMERAS	**ПІДВОДНІ КАМЕРИ** **(Ключові слова та скорочений запис)**
1. Regular cameras obviously will not function underwater unless specially protected. 2. Though housings are available for waterproofing 35 mm and roll-film cameras, a few special models are amphibious – they can be used above or below the water. 3. Most of these cameras are snapshot models, but one, Nikonos, is a true 35 mm system camera. 4. Though lenses and film must be changed on the surface, the camera will otherwise function normally at depths down to 70 mm. 5. Four lenses are available : two of these , which have focal lengths of 90 mm and 35 mm, will function in air and water; the other two of these, which have focal lengths of 90 mm and 35 mm, will function in air and water; the other two, the 28 and 15 mm lenses, work only under water. 6. Lenses are also available from other manufacturers.	*- Звичайні фотоапарати не працюють під водою без спеціального ~~захисту~~ корпусу.* *- Корпуси для гідроізоляції 35 мм* *- плівковий фотоапарат* *- камери амфібії* *- кілька спеціальних моделей* *- моментальна фотозйомка* *- аматорський фотознімок* *↓WL (Water Level)* *Nikonos* *35 мм* *- нормально функціонувати на глибині до 70 мм.* *- Чотири лінзи доступні: 2 мають фокусну відстань 90 мм і 35 мм,* *- функціонуватиме в ↑↓~~повітрі/води~~, інші два з них, ~~мають фокусну відстань 90 мм і 35 мм~~,* *- буде функціонувати в ↑↓ ~~повітрі і води~~;* *- Дві інші лінзи 28 і 15 мм працюватимуть ↓ ~~тільки під водою.~~* *Лінзи Інших виробників.*

SHORTHAND

Shorthand is any system of rapid handwriting which can be used to transcribe the spoken word. Shorthand systems use a variety of techniques including simplifying existing letters or characters and using special symbols to represent phonemes, words and phrases.

A brief history of shorthand systems

Ever since the invention of writing scribes have used various techniques to enable them to take notes quickly and efficiently.

The Ancient Egyptians devised two scripts, Hieratic and Demotic, as alternatives to their complex Hieroglyphic script, which was used mainly for monumental inscriptions. Both Hieratic and Demotic worked on the same principles as the Hieroglyphs but the symbols were considerably simplified.

During the 4th century BC, the Greeks devised a number of symbol systems which reduced letters to a single stroke and which could also be used to represent common words, suffixes and prefixes. Such systems are generally referred to as stenography (narrow writing), brachygraphy (short writing) or tachygraphy (swift writing). Their purpose was to make writing more compact and/or faster.

One shorthand system popular with the Romans was Tironian Notes or *Notae Tironianae*, which was invented by Cicero's secretary Tiro in order to record Cicero's speeches. It used a combination of simplified letters and special symbols and was used in Europe in various forms until the Middle Ages.

During the Han Dynasty (207BC - 220AD) the Chinese devised two methods of rapid writing known as *xíngshū* (running script) and *cǎoshū* (grass script). In the Running script some of the strokes that make up characters are joined and others are left out. In the Grass script each character is written with a single continuous stroke and there is considerable variation in how this is done. As a result, the Grass script is very difficult to read without special training. Attempts have been made to standardise the way the characters are written in the Grass script but they have not met with popular acclaim.

Modern shorthand systems

There are many different shorthand systems currently in use. The most popular ones include:

Pitman Shorthand

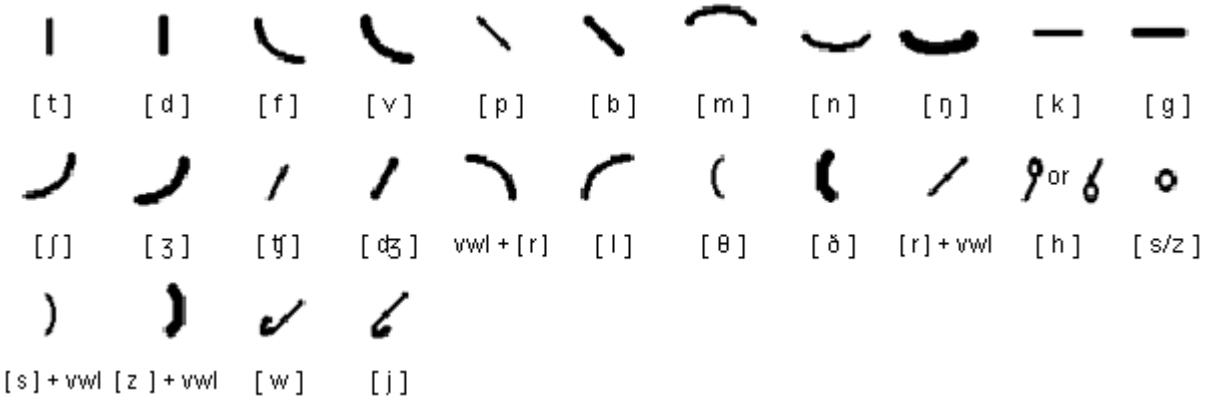
Pitman Shorthand was devised by Sir Isaac Pitman (1813-1897) and was first published in 1837. Over the years is has been gradually improved and has been also adapted for 15 different languages. The system was widely used in the UK and USA by

secretaries, reporters and writers, but lost popularity with the invention of pocket tape recorders.

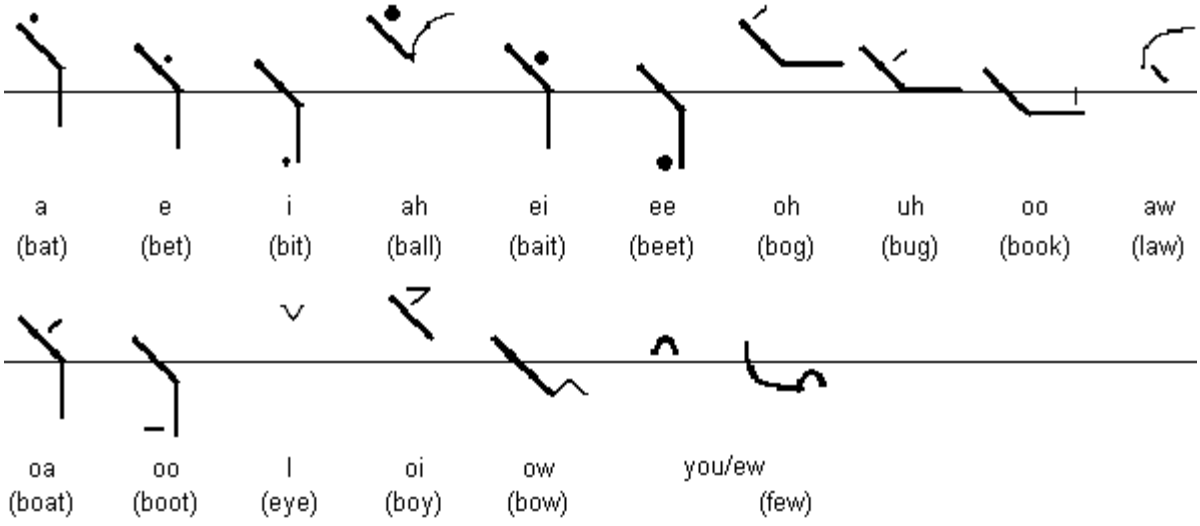
Notable features

1. Pitman is phonetic: it records the sounds of speech rather than the spelling. For example, the sound [f] in **f**orm, ele**ph**ant and rou**gh** is written in the same way for each word.
2. Vowel sounds are optional and are written with small dots, dashes or other shapes next to the main strokes. This helps increase writing speed because most words can be identified from their consonants only.
3. The thickness, length and position of the strokes are all significant.
4. There are many special abbreviations and other tricks to increase writing speed.
5. The record for fast writing with Pitman shorthand is 350 wpm during a two-minute test by Nathan Behrin in 1922.

Pitman consonants



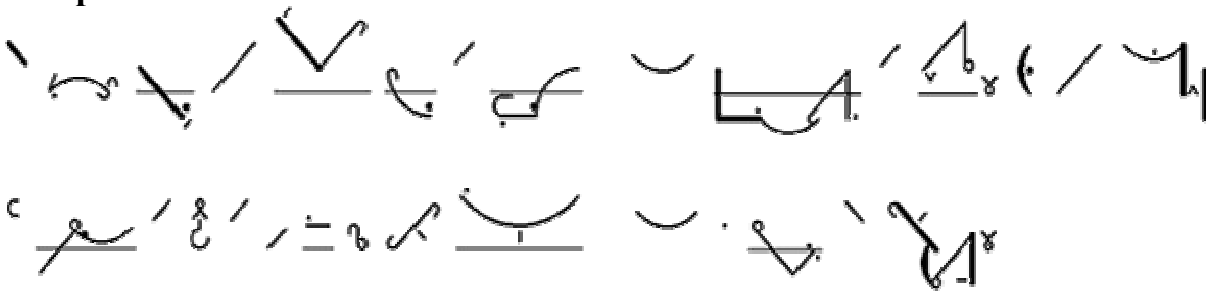
Pitman vowels



Pitman abbreviations



Sample text in Pitman



Translation

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood. *(Article 1 of the Universal Declaration of Human Rights)*

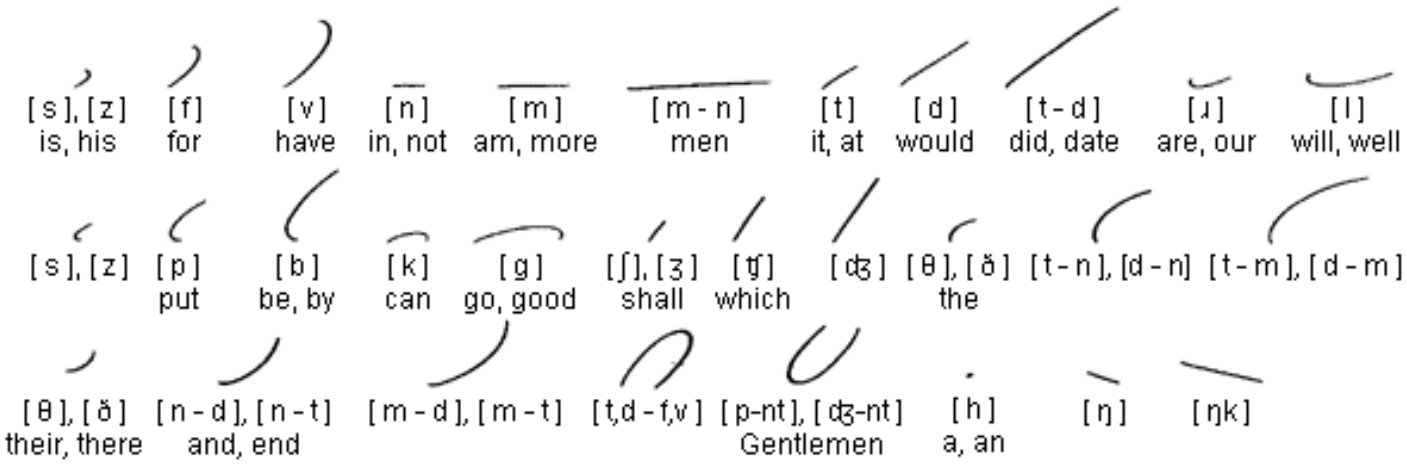
Gregg Shorthand

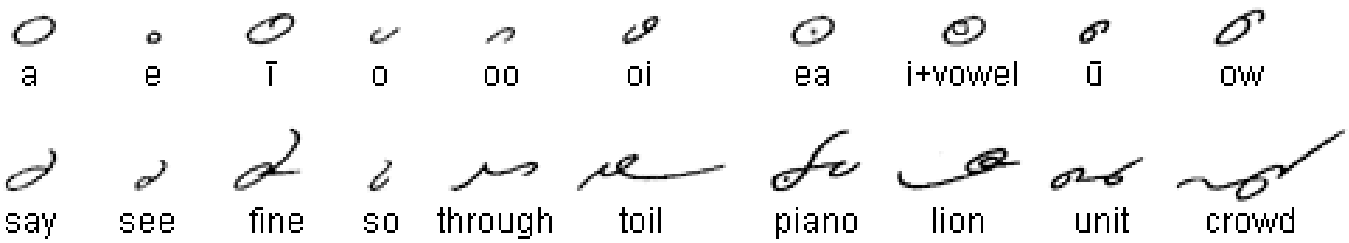
Gregg was invented by John Robert Gregg (1867-1948) and was first published in 1888. Since then many different versions have appeared, including some for languages other than English. Gregg is still used, particularly in the USA.

Notable features

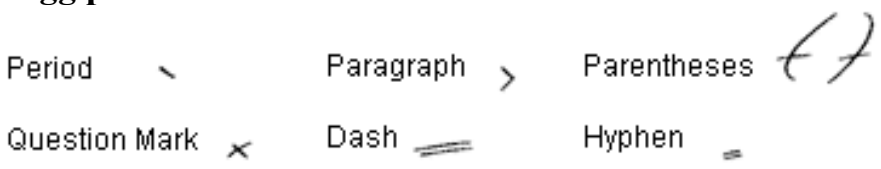
Gregg is phonetic: it records the sounds of speech rather than the spelling. For example, the sound [f] in **f**orm, ele**ph**ant and rou**gh** is written in the same way for each word.Vowels are written as hooks and circles on the consonants.

Gregg consonants & vowels

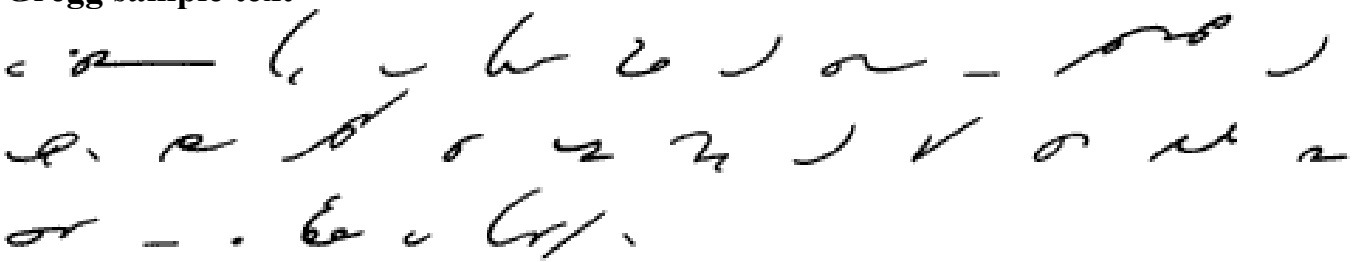




Gregg punctuation



Gregg sample text



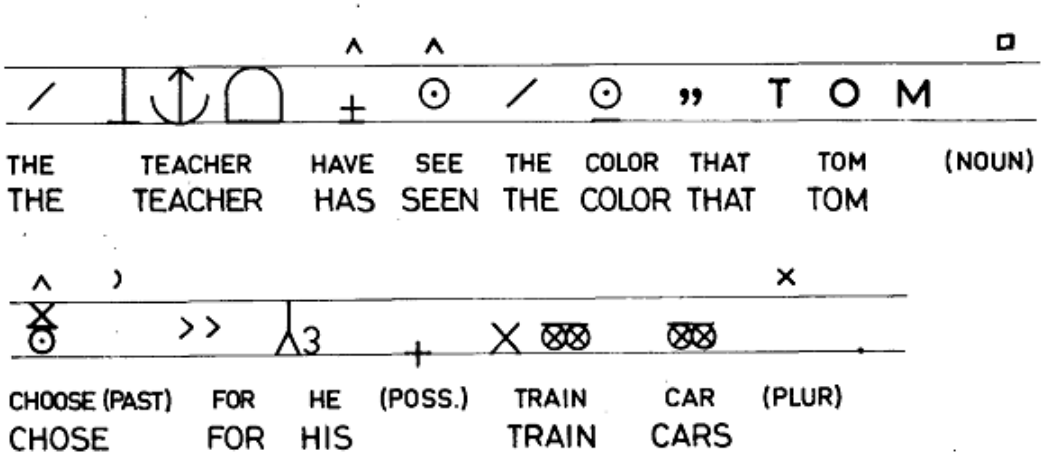
Translation

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood. *(Article 1 of the Universal Declaration of Human Rights)*

Gregg illustrations provided by Andrew Owen.

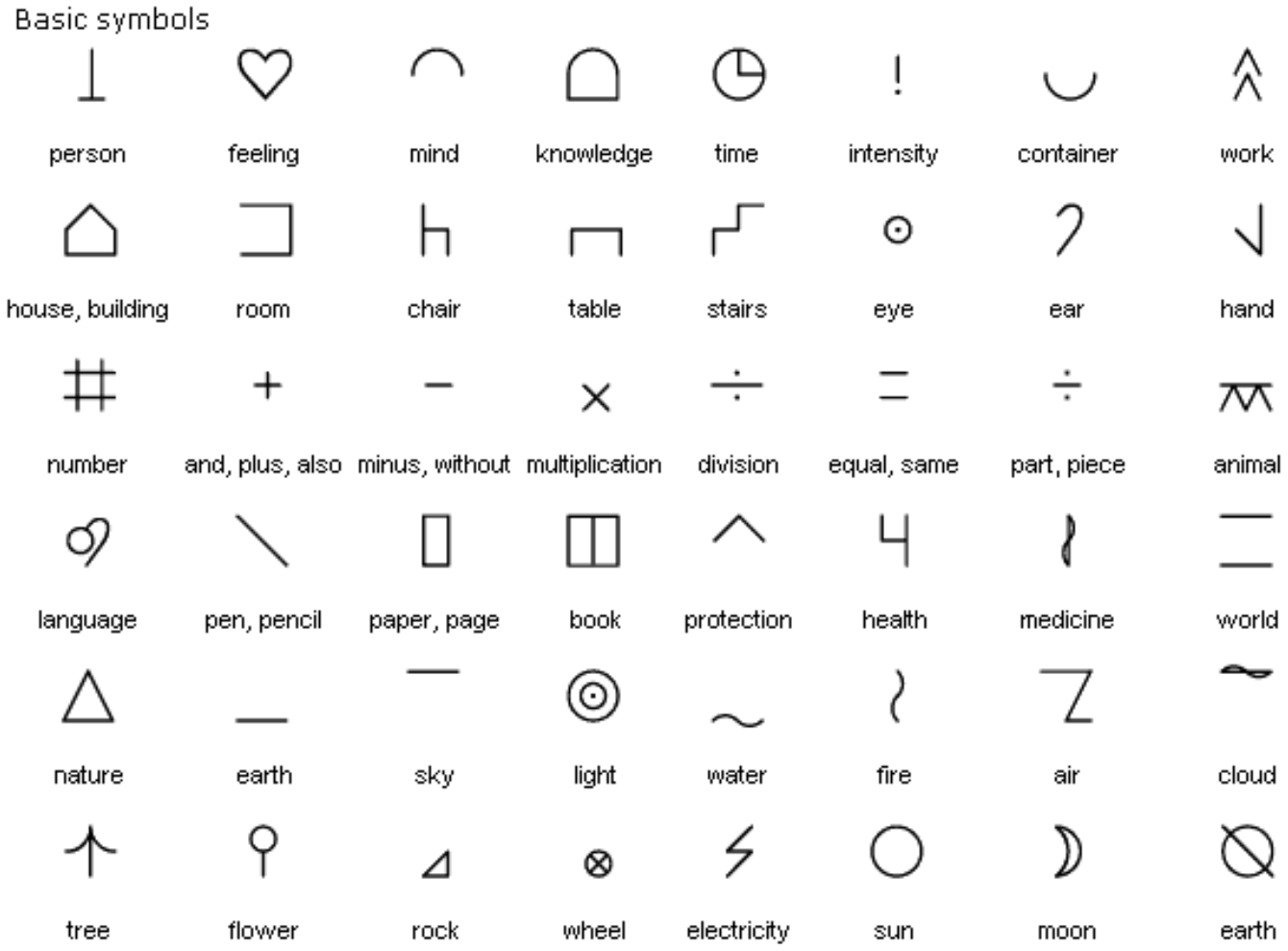
Tower of Babel in Gregg Shorthand

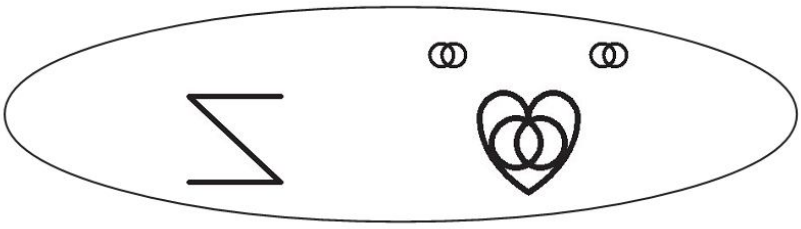
BLISS WORDS



BLISS-CHARACTER

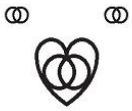
A basic "building block" of Blissymbolics to be encoded as an individual indivisible unit. This can be called character or Blissymbolics character when context requires. Bliss-characters may appear alone with their basic semantic meanings. Bliss-characters may also appear combined with other Bliss-characters to form other words. Examples:







Blissymbolics:
world + writing tool -
writing for the world



connection:
feeling + combination -
joining together *as one,*
through shared ***feeling***

BLISSYMBOLICS

Blissymbolics is a communication system originally developed by Charles K. Bliss (1897-1985) for the purpose of international communication. It was first applied to the communication of children with physical disabilities by an interdisciplinary team led by Shirley McNaughton at the Ontario Crippled Children's Centre (now the Bloorview MacMillan Centre) in 1971.

The Blissymbolics language is currently composed of over 4,000 graphic symbols. Each symbol or Bliss-word is composed of one or more Bliss-characters which can be combined and recombined in endless ways to create new symbols. Bliss-words can be sequenced to form many types of sentences and express many grammatical capabilities. Simple shapes are used to keep the symbols easy and fast to draw and because both abstract and concrete levels of concepts can be represented, Blissymbolics can be applied both to children and adults and are appropriate for persons with a wide range of intellectual abilities.

Blissymbols:
are quick and easy to learn
can be used at a pre-reading level but are sophisticated enough to allow expression of thoughts, ideas and feelings
can be expanded as ability grows
Some symbols are pictographs – they look like the things they represent:

house wheel sun electric



Some symbols are ideographs - they represent ideas:

mind giving knowledge



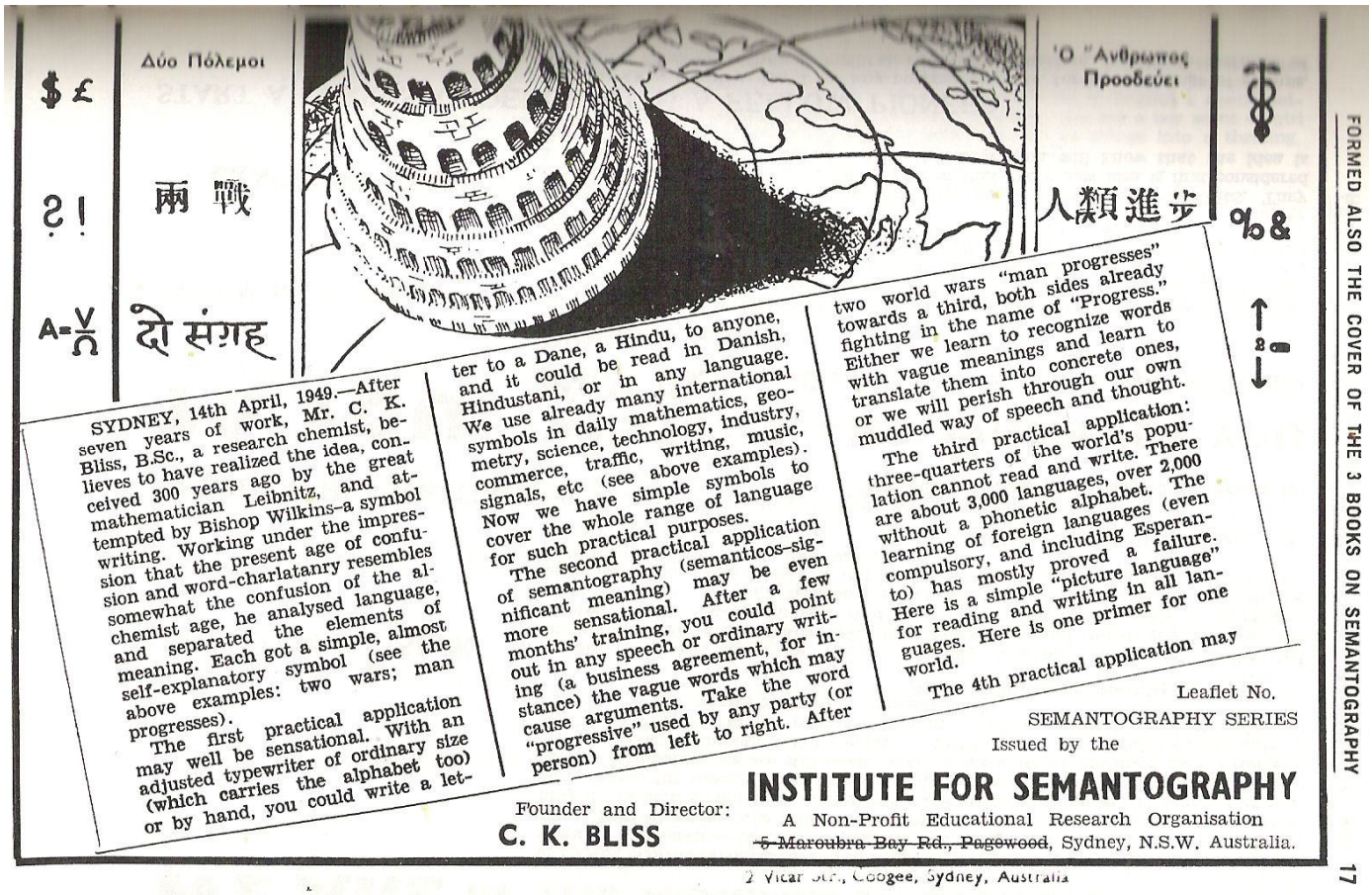
Blissymbols can be combined to create additional meanings:

wheel and sun equals machine



SEMANTOGRAPHY OF BLISS

LOGICAL WRITING FOR ILLOGICAL WORLD



SYDNEY, 14th April, 1949.—After seven years of work, Mr. C. K. Bliss, B.Sc., a research chemist, believes to have realized the idea, conceived 300 years ago by the great mathematician Leibnitz, and attempted by Bishop Wilkins–a symbol writing. Working under the impression that the present age of confusion and word-charlatanry resembles somewhat the confusion of the alchemist age, he analysed language, and separated the elements of meaning. Each got a simple, almost self-explanatory symbol (see the above examples: two wars; man progresses).

The first practical application may well be sensational. With an adjusted typewriter of ordinary size (which carries the alphabet too) or by hand, you could write a letter to a Dane, a Hindu, to anyone, and it could be read in Danish, Hindustani, or in any language. We use already many international symbols in daily mathematics, geometry, science, technology, industry, commerce, traffic, writing, music, signals, etc (see above examples). Now we have simple symbols to cover the whole range of language for such practical purposes.

The second practical application of semantography (semanticos–significant meaning) may be even more sensational. After a few months' training, you could point out in any speech or ordinary writing (a business agreement, for instance) the vague words which may cause arguments. Take the word "progressive" used by any party (or person) from left to right. After two world wars "man progresses" towards a third, both sides already fighting in the name of "Progress." Either we learn to recognize words with vague meanings and learn to translate them into concrete ones, or we will perish through our own muddled way of speech and thought.

The third practical application: three-quarters of the world's population cannot read and write. There are about 3,000 languages, over 2,000 without a phonetic alphabet. The learning of foreign languages (even compulsory, and including Esperanto) has mostly proved a failure. Here is a simple "picture language" for reading and writing in all languages. Here is one primer for one world.

The 4th practical application may

Leaflet No.
SEMANTOGRAPHY SERIES
Issued by the

Founder and Director:
C. K. BLISS

INSTITUTE FOR SEMANTOGRAPHY
A Non-Profit Educational Research Organisation
~~5 Maroubra Bay Rd., Pagewood~~, Sydney, N.S.W. Australia.
2 Vicar St., Coogee, Sydney, Australia

FORMED ALSO THE COVER OF THE 3 BOOKS ON SEMANTOGRAPHY

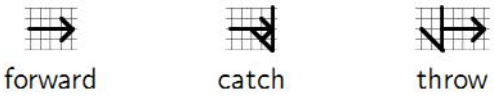
17



SHE SPEAK WITH BLISSYMBOL (PLUR)

"SHE SPEAKS WITH BLISSYMBOLS."

We can put our two hands together. The ! (exclamation point) suffix intensifies the symbol. (Remember the ⇊!! symbol. You will need it later.)



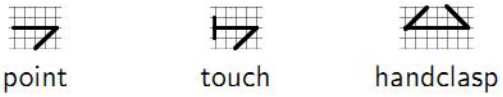
The → (forward) arrow is a very important symbol in Blissym. We can use it to show the action of something coming to the hand↠ (catch) and something leaving the hand ↓↦ (throw).



Each blissymbol can be learned more quickly than a word of a foreign language. Even so, a huge set of unique symbols could be overwhelming. That is why Blissym reuses symbols. For example:



You just learned the blissymbol ↓ (hand). Knowing that, you can learn the blissymbols for features of the hand with no effort. You might even have guessed them.



We can form new symbols by rotation.



It is easier to learn to read and write in blissymbols than it is to learn to read and write in your own native language. I hope to prove this to you in this first lesson.

But first, raise your right hand.



hand

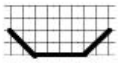
Examine the blissymbol ↿ (hand). There is a long vertical line that represents the fingers, and a short diagonal line that represents the thumb. This is the simplest possible drawing of a hand, yet it is recognizable and memorable. This memorability is what makes the language easy to lean. The simplicity of this blissymbol makes it easy to write, particularly when compared to pictographic languages like Chinese or Egyptian Hieroglyphics. Indeed, this blissymbol is easier to write than most of our letters.

You have learned your first blissymbol: ↿ (hand). You will never forget it. You will remember it every time you look at our own hand.

Many of the blissymbols resemble children's drawings. Again, that means that they are recognizable, easy to remember, and easy to write.



cup



dish



fork



knife



spoon



building



door



window



bed



chair



baggage



eye



ear



sword



wheel



electric



mail



horse



stairs



table



water



ship



siphon



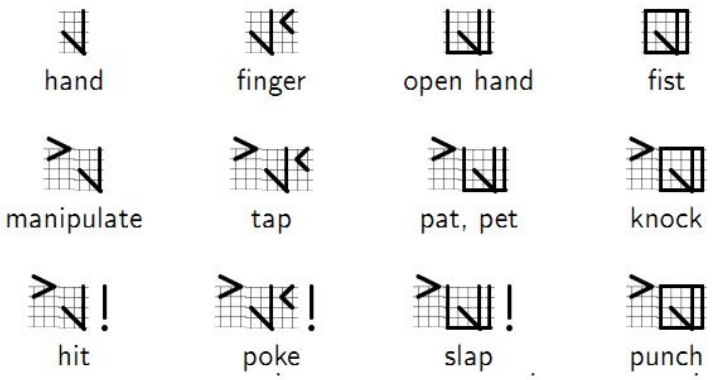
plant



car

The blissymbol ⊔ (open) looks like a box with the lid removed. Knowing ⊔ (open), it is easy to guess the blissymbol ☐ (close). We can combine ☐ (close) and ↙ (hand) to make ◪ (fist).

So far we have mostly looked at nouns. We can change symbols into verbs with a ˃ prefix.



Again, we can use ! (exclamation point) to intensify the symbols.



Many of the blissymbols resemble children's drawings. Again, that means that they are recognizable, easy to remember, and easy to write.



A picture language can be good at representing visible objects, but how can it represent things that cannot be seen, like the sky or the wind? A language must be capabile of representing the unseen as well as the seen.



The blissymbol for ⎺ (sky) is breathtakingly simple. It is a long horizontal line at the top. Its companion, _ (earth), is a line at the baseline, recalling again the ground line of children's drawings.



We can combine ⎺ (sky) and _ (earth) to make 〓 (world). The world is where we live between the earth and the sky.



If you are uncomfortable with a flat 〓 (world), then you may prefer to use ∅ (planet), a large circle with a $22.5°$ axis running through it. We are currently located on ∅3 (Planet Three). (Can you guess the blissymbol for the planet Mercury? Jupiter? The undiscovered planet beyond Pluto?)



Our first experience with gas is as bubbles in water. We live and breathe in a vast ocean of air, but we are generally unaware of it. The blissymbol ⍜ (gas) suggests a rising bubble. We can combine ⎺ (sky) and ⍜ (gas) to make ⎺⍜ (air). We can combine 〓 (world) and ⎺⍜ (air) to make 〓⎺⍜ (atmosphere).



If we rotate ⇞ (gas), giving it a direction, it will ↠ (blow). We put it in the sky and get ⍥ (wind), a blissymbol for something you cannot see. Blissymbols are ideograms, pictures of ideas.

We cannot see emotions, but we can feel them. How can we express emotions and feelings in symbols?



Blissym uses the familiar ♡ symbol as the root symbol for emotion. By combining ♡ with →, we get ♡→ (love), from the heart.



These are just a few of the emotions or feelings we can represent. The suffix (positive/negative or up/down) identifies the emotion.

We can also represent ideas and processes of the mind.



The blissymbol ◠ (mind) comes from the shape of the tops of our heads. The blissymbol ☖ (knowledge) combines ◠ and ⌂ (building), the mind's storehouse.

We have seen lots of things (nouns) and some specific actions like ↓! (hit) and ↓↦ (throw). How do we represent action in the abstract?


legs and feet, walk


action

The symbol ⍙ (walk) comes from Egyptian Hieroglyphics. We further simplify it, producing ⍲ (action).


creation

We combine ⍲ (action) and ⎯ (earth) to make △ (creation).


man


woman


person

Behold ⍲ (man), a standing figure incorporating the blissymbol ⍲ (action). This blissymbol is based on a Chinese character.

Behold ⍋ (woman), a standing figure incorporating the blissymbol △ (creation). It is important to recognize that the triangle shape is not a skirt, but is symbolic of the special role of women in the creation of new life.

Behold ⊥ (person), a man or a woman.

Here is another example of using simplification to produce abstract symbols.


building


shelter


protection

The blissymbol ⌂ (building) can represent any building, even buildings with flat or domed roofs. We remove detail elements to produce ⌒ (shelter) and ^ (protection). A ⌒〰 (tent) is a 〰 (fabric) ⌒. ^ has an important role in symbols about family.

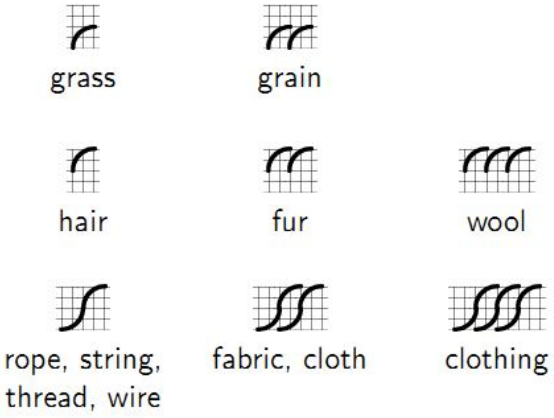

couple


married couple


family

Notice that is larger than , as the people move into important new roles. We can also replace the and with (person) to make alternate, gender-independent symbols: (couple), (married couple), and (family).

New symbols can also be made by repetition.



The blissymbols (grass) and (hair) look similar. The difference is that is on the ground, and is in the sky, perhaps closer to your head. A single blissymbol represents everything which is long, thin, and flexible.

Blissymbols are always used for their meanings, never for their sounds or for their associations with English words. For example, the word bow can have several meanings.



In English, the letters `b o w` can mean a bent standing posture, the front of ship, an archery weapon, and a looping knot. In the Blissym Language, these distinct meanings get distinct symbols.



The Blissym Language was invented in 1942 by Charles K. Bliss. His goal was to design a visual language that could easily be learned by speakers of any language, to be used as an instrument of international peace and understanding. The symbols could be produced on a modified typewriter. While he was developing it he called it *World Writing*. That name survives in the blissymbol (Blissym), formed by combining (pen) and (world). That symbol is reduced in size to make the symbol for (blissymbol).

The Cornell Method

The Cornell method provides a systematic format for condensing and organizing notes without laborious recopying. After writing the notes in the main space, use the left-hand space to label each idea and detail with a key word or "cue."

Method: take down information in the notes area. When the instructor moves to a new point, skip a few lines. Complete phrases and sentences as much as possible. For every significant bit of information, write a cue in the left margin. To review, cover your notes with a card, leaving the cues exposed. Say the cue out loud, then say as much as you can of the material underneath the card.

When you have said as much as you can, move the card and see if what you said matches what is written. If you can say it, you know it. The format provides the perfect opportunity for following through with the 5 points of note-taking. Here they are:

1. **Record.** During the lecture, record in the main column as many meaningful facts and ideas as you can. Write legibly.
2. **Reduce.** As soon after as possible, summarize these ideas and facts concisely in the Recall Column. Summarizing clarifies meanings and relationships, reinforces continuity, and strengthens memory. Also, it is a way of preparing for examinations gradually and well ahead of time.
3. **Recite.** Now cover the column, using only your jottings in the Recall Column as cues or "flags" to help you recall, say over facts and ideas of the lecture as fully as you can, not mechanically, but in your own words and with as much appreciation of the meaning as you can. Then, uncovering your notes, verify what you have said. This procedure helps to transfer the facts and ideas of your long term memory.
4. **Reflect.** Reflective students distill their opinions from their notes. They make such opinions the starting point for their own musings upon the subjects they are studying. Such musings aid them in making sense out of their courses and academic experiences by finding relationships among them. Reflective students continually label and index their experiences and ideas, put them into structures, outlines, summaries, and frames of reference. They rearrange and file them. Best of all, they have an eye for the vital-for the essential. Unless ideas are placed in categories, unless they are taken up from time to time for re-examination, they will become inert and soon forgotten.
5. **Review.** If you will spend 10 minutes every week or so in a quick review of these notes, you will retain most of what you have learned, and you will be able to use your knowledge currently to greater and greater effectiveness. Advantages: Organized and systematic for recording and reviewing notes. Easy format for pulling out major

concept and ideas. Simple and efficient. Saves time and effort. "Do-it-right-in-the-first-place system". Disadvantages: None.

The Outlining Method

Dash or indented outlining is usually best when the information which is most general begins at the left with each more specific group of facts, indented with spaces to the right. The relationships between the different parts are carried out through indenting. No numbers, letters, or Roman numerals are needed.

Method: Listening and then write in points in an organized pattern based on space indention. Place major points farthest to the left. Indent each more specific point to the right. Levels of importance will be indicated by distance away from the major point. Indention can be as simple as or as complex as labelling the indentions with Roman numerals or decimals. Markings are not necessary as space relationships will indicate the major/minor points.

Advantages: Well-organized system if done right. Outlining records content as well as relationships. It also reduces editing and is easy to review by turning main points into questions.

Disadvantages: Requires more thought for accurate organization. This system may not show relationships by sequence when needed. It doesn't lend to diversity of a review attach for maximum learning and question application. This system cannot be used if the lecture is too fast.

When to Use: the outline format can be used if the lecture is presented in outline organization. This may be either deductive (regular outline) or inductive (reverse outline where minor points start building to a major point). Use this format when there is enough time in the lecture to think about and make organization decisions when they are needed. This format can be most effective when your note taking skills are super and sharp and you can handle the outlining regardless of the note taking situation.

Example –

Extrasensory perception

-definition: means of perceiving without use of sense organs.

-three kinds –

-telepathy: sending messages

-clairvoyance: forecasting the future

-psychokinesis: perceiving events external to situation

-current status –

-no current research to support or refute

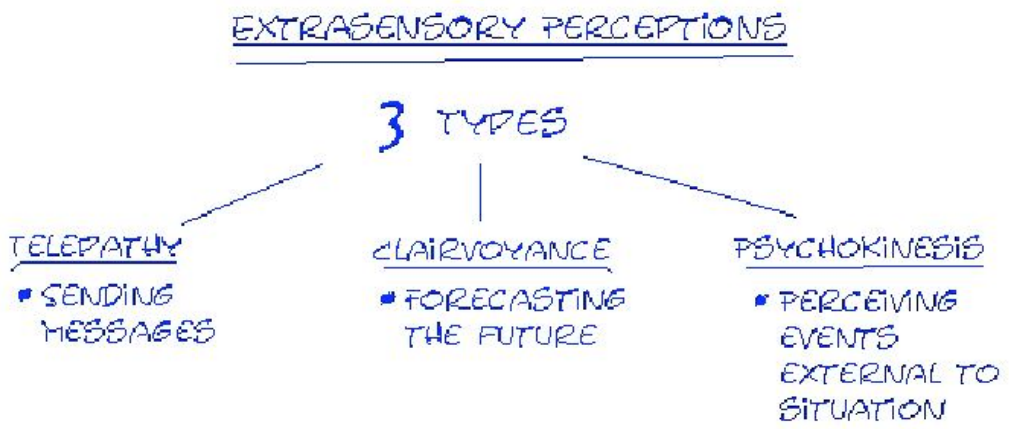
-few psychologists say impossible

The Mapping Method

Mapping is a method that uses comprehension/concentration skills and evolves in a notetaking form which relates each fact or idea to every other fact or idea. Mapping is a graphic representation of the content of a lecture. It is a method that maximizes active participation, affords immediate knowledgeas to its understanding, and emphasizes critical thinking.

Advantages: This format helps you to visually track your lecture regardless of conditions. Little thinking is needed and relationships can easily be seen. It is also easy to edit your notes by adding numbers, marks, and color coding. Review will call for you to restructure thought processes which will force you to check understanding. Review by covering lines for memory drill and relationships. Main points can be written on flash or note cards and pieced together into a table or larger structure ata later date.

Disadvantages: You may not hear changes in content from major points to facts.
When to Use: Use when the lecture content is heavy and well-organized. May also be used effectively when you have a guest lecturer and have no idea how the lecture is going to be presented.
Example –



The Charting Method

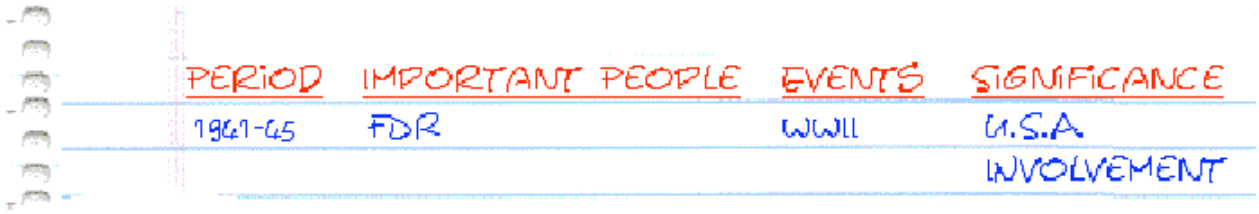
If the lecture format is distinct (such as chronological), you may set up your paper by drawing columns and labeling appropriate headings in a table.

Method: Determine the categories to be covered in lecture. Set up your paper in advance by columns headed by these categories. As you listen to the lecture, record information (words, phrases, main ideas, etc.) into the appropriate category.

Advantages: Helps you track conversation and dialogues where you would normally be confused and lose out on relevant content. Reduces amount of writing necessary. Provides easy review mechanism for both memorization of facts and study of comparisons and relationships.

Disadvantages: Few disadvantages except learning how to use the system and locating the
appropriate categories. You must be able to understand what's happening in the lecture.

When to Use: Test will focus on both facts and relationships. Contents is heavy and presented fast. You want to reduce the amount of time you spend editing and reviewing at test time. You want to get an overview of the whole course on one big paper sequence.



The Sentence Method

Method: Write every new thought, fact or topic on a separate line, numbering as you progress.

Advantages: Slightly more organized than the paragraph. Gets more or all of the information.Thinking to tract content is still limited.

Disadvantages: Can't determine major/minor points from the numbered sequence. Difficult to edit without having to rewrite by clustering points which are related. Difficult to review unless editing cleans up relationship.

When to Use: use when the lecture is somewhat organized, but heavy with content which comes fast. You can hear the different points, but you don't know how they fit together. The instructor tends to present in point fashion, but not in grouping such as "three related points."

Example 1 –

A revolution is any occurrence that affects other aspects of life, such as economic life, social life, and so forth. Therefore revolutions cause change (see page 29 to 30 in your text about this).

Sample Notes –

Revolution – occurrence that affects other aspects of life: e.g., econ., socl. Etc. C.f. text, pp. 29-30

Example 2 –

Melville did not try to represent life as it really was. The language of Ahab, Starbuck, and Ishmael, for instance, was not that of real life.

Sample Notes –

Mel didn't repr. Life as was; e.g. lang. Of Ahab, etc. no of real life.

Example 3 –

At first, Freud tried conventional, physical methods of treatment such as giving baths, massages, rest cures, and similar aids. But when these failed he tried techniques of hypnosis that he had seen used by Jean-Martin Charcot. Finally, he borrowed an idea from Jean Breuer and used direct verbal communication to get an unhypnotized patient to reveal unconscious thoughts.

Sample Notes – Freud 1st

– used phys. trtment; e.g., baths, etc. This fld. 2nd

– used hypnosis (fr. Charcot)

Finally – used vrb. commun. (fr. Breuer) – got unhpynop, patnt to reveal uncons. thoughts.

INTERPRETING NOTES

The interpreter who translates a speech after he has listened to it, either in its whole length or cut in several portions, is said to be working in consecutive mode using notes to help his memory. These notes are not part of any conventional graphic system and everyone is free to develop his own technique. Nevertheless, a certain number of basic rules facilitate the recording of details of the speech, which would by their great number clog the interpreter's memorizing capabilities or could be mixed up during the speech into the translated (target) language.

Contrary to what one might think, it is not appropriate to note the speech in shorthand since this would duplicate the task: First decipher the notes and then translate the language. The notes taken must thus be readable in any language just like pictograms which are understood worldwide (just think of the sketches symbolizing the different disciplines at the Olympic Games) since not related to any specific language.

The interpreter must listen with utmost concentration to the speaker and only write the information which he or she judges sufficient to render the original, respecting its structure like names and titles of person or companies, figures, etc.

Again, it must be understood that the aim of interpreting notes is not to transcribe the speech, i.e. it is not a different form of shorthand. The idea is to write the minimum that will, at a quick glance, elicit in the interpreter's mind the ideas of the speech, so that it can be re-expressed in a different language.

TYPICAL NOTES

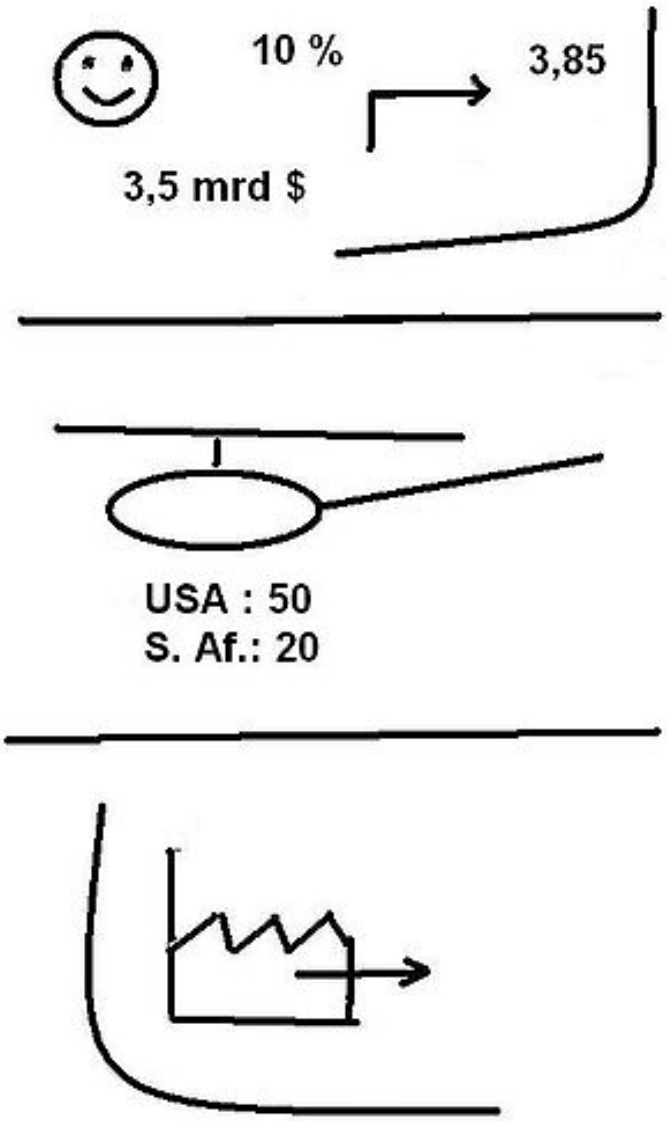
The interpreter must analyse the speech and write the information in abstract form. For instance, the letter "E" laid on its back (like the CyrillicШ = sh) will represent Europe, and one can specify whether eastern, western or central Europe is meant by slashing the relevant upward leg; one horizontal bar with two vertical bars underneath will represent a table as seen from the side, which means a meeting, a conference, etc.

These ideograms are at the same time linked by a simple system of arrows and brackets to render the structure of the sentence. One can consequently note that a sum increased (or decreased according to the arrow's direction) by a certain percentage to reach another value. A bracket before an action (verb) indicates that it will take place in the future and vice versa.

As an example, the notes in the illustration read: "*We are particularly glad to inform you about an important increase in our company's revenues, which rose by 10 percent, from 3.5 to 3.85 billion (*) dollars. This derives from huge sales of helicopters. The United States of America bought 50 and South Africa 20 of them. On the other hand we must relocate parts of our production in these countries."*

(*) a "billion" (bn) is called in most languages "milliard", Md or mrd. Some people have even created complete systems of abbreviations to note all academic titles, administrative functions, military grades, etc. This system has a drawback: it is, just like shorthand, too tightly linked to a given language.

The sentences are usually written vertically in a notebook, each one being separated from the others by a horizontal line. After reading each sentence, the interpreter slashes it (discreetly). This small gesture has an important psychological effect: It's like when you erase data on a computer memory, you make space free for other data.

Sentence	***Note taking template***
"*We are particularly glad to inform you about an important increase in our company's revenues, which rose by 10 percent, from 3.5 to 3.85 billion (*) dollars. This derives from huge sales of helicopters. The United States of America bought 50 and South Africa 20 of them. On the other hand we must relocate parts of our production in these countries."*	

TEN BAD LISTENING HABITS

The business of becoming a good listener primarily consists of getting rid of bad listening habits and replacing them with their counterpart skills.

1. Calling the Subject Dull

Bad listeners often finds a subject too dry and dusty to command their attention and they use this as an excuse to wander off on a mental tangent. Good listeners may have heard a dozen talks on the same subject before, but they quickly decide to see if the speaker has anything that can be of use to them.

The key to good listening is that little three-letter word **use.** Good listeners are sifters, screeners, and winnowers of the wheat from the chaff. They are always hunting for

something practical or worthwhile to store in the back of their mind to put to work in the months and years ahead.

2. Criticizing the Speaker

It's the indoor sport of most bad listeners to find fault with the way a speaker looks, acts, and talks. Good listeners may make a few of the same criticisms but they quickly begin to pay attention to what is said, not how it is said. After a few minutes, good listeners become oblivious to the speaker's mannerisms or his/her faults in delivery. They know that the message is ten times as important as the clothing in which it comes garbed.

3. Getting Overstimulated

Listening efficiency drops to zero when the listeners react so strongly to one part of the presentation that they miss what follows. At the University of Minnesota we think this bad habit is so critical that, in the classes where we teach listening, we put at the top of every blackboard the words: Withhold evaluation until comprehension is complete -- hear the speaker out. It is important that we understand the speaker's point of view fully before we accept or reject it.

4. Listening Only For Facts

I used to think it was important to listen for facts. But I've found that almost without exception it is the poor listeners who say they listen for facts. They do get facts, but they garble a shocking number and completely lose most of them.

Good listeners listen for the main ideas in a speech or lecture and use them as connecting threads to give sense and system to the whole. In the end they have more facts appended to those connecting threads than the catalogers who listen only for facts. It isn't necessary to worry too much about fact as such, for facts have meaning only when principles supply the context.

5. Trying To Outline Everything

There's nothing wrong with making an outline of a speech – provided the speaker is following an outline method of presentation. But probably not more than a half or perhaps a third of all speeches given are built around a carefully prepared outline.

Good listeners are flexible. They adapt their note taking to the organizational pattern of the speaker – they may make an outline, they may write a summary, they may list facts and principles – but whatever they do they are not rigid about it.

6. Faking Attention

The pose of chin propped on hand with gaze fixed on speaker does not guarantee good listening. Having adopted this pose, having shown the overt courtesy of appearing to listen to the speaker, the bad listener feels conscience free to take off on any of a thousand tangents.

Good listening is not relaxed and passive at all. It's dynamic; it's constructive; it's characterized by a slightly increased heart rate, quicker circulation of the blood, and a small rise in bodily temperature. It's energy consuming; it's plain hard work. The best definition I know of the word **attention** is a "collection of tensions that can be resolved only by getting the facts or ideas that the speaker is trying to convey."

7. Tolerating Distraction

Poor listeners are easily distracted and may even create disturbances that interfere with their own listening efficiency and that of others. They squirm, talk with their neighbors, or shuffle papers. They make little or no effort to conceal their boredom.

Good listeners try to adjust to whatever distractions there are and soon find that they can ignore them. Certainly, they do not distract others.

8. Choosing Only What's Easy

Often we find the poor listeners have shunned listening to serious presentations on radio or television. There is plenty of easy listening available, and this has been their choice. The habit of avoiding even moderately difficult expository presentations in one's ensure-time listening can handicap anyone who needs to use listening as a learning tool.

9. Letting Emotion-Laden Words Get In The Way

It is a fact that some words carry such an emotional load that they cause some listeners to tune a speaker right out: such as, affirmative action and feminist-they are fighting words to some people.

I sometimes think that one of the most important studies that could be made would be the identification of the one hundred greatest trouble-making words in the English language. If we knew what these words were, we could ring them out into the open, discuss them, and get them behind us. It's so foolish to let a mere symbol for something stand between us and learning.

10. Wasting the Differential Between Speech and Thought Speed

Americans speak at an average rate of 125 words per minute in ordinary conversation. A speaker before an audience slows down to about 100 words per minute. How fast do listeners listen? Or, to put the question in a better form, how many words a minute do people normally **think** as they listen? If all their thoughts were measurable in words per minute, the answer would seem to be that an audience of any size will average 400 to 500 words per minute as they listen.

However, with training in listening, the difference between thought speed and speech speed can be made a source of tremendous power. Listeners can hear everything the speaker says and not what s/he omits saying; they can listen between the lines and do some evaluating as the speech progresses. To do this, to exploit this power, good listeners must automatically practice three skills in concentration:

Anticipating the next point. Good listeners try to anticipate the points a speaker will make in developing a subject. If they guess right, the speaker's words reinforce their guesses. If they guess wrong, they'll have to do some thinking to discover why they and the speaker failed to agree. In either case, their chances of understanding and remembering what was said is nearly double what it would have been if they had simply listened passively.

Identifying supporting material. Good listeners try to identify a speaker's supporting material. After all, a person can’t go on making points without giving listeners some of the evidence on which the conclusions are based.

Recapitulating. With the tremendous thought speed that everyone has, it is easy to summarize in about five seconds the highlights covered by a speaker in about five minutes. When the speaker stops to take a swallow of water or walks over to the blackboard to write something or even takes a deep breath, the experienced listener makes a mental summary. Half a dozen summaries of the highlights of a fifty-minute talk will easily double the understanding and retention important points in a talk.

TAKING NOTES

When you are taking notes listen carefully and test your understanding. When you are reviewing, notes provide a gauge to what is important in the text. Personal notes are usually easier to remember than the text. The writing down of important points helps you to remember then even before you have studied the material formally.

Each student should develop his or her own method of taking notes, but most students find the following suggestions helpful:

1) Make your notes brief.
2) Never use a sentence where you can use a phrase.
3) Never use a phrase where you can use a word.
4) Use abbreviations and symbols, but be consistent.
5) Put most notes in your own words. However, the following should be noted exactly:

- Formulas;
- Definitions;
- Specific facts.

Use outline form and/or a numbering system. Indention helps you distinguish major from minor points. If you miss a statement, write key words, skip a few spaces, and get the information later. Don't try to use every space on the page. Leave room for coordinating your notes with the text after the lecture. You may want to list key terms in the margin or make a summary of the contents of the page.

SAVING TIME ON NOTETAKING

Here are some hints regarding taking notes on classroom lectures that can save time for almost any student. Some students say that they plan to rewrite or type their notes later. To do so is to use a double amount of time; once to take the original notes and a second to rewrite them. The advice is simple: DO IT RIGHT THE FIRST TIME!

Second, there are some students who attempt to take notes in shorthand. Though shorthand is a valuable tool for a secretary, it is almost worthless for a student doing academic work. Here's why. Notes in shorthand cannot be studied in that form. They must first be transcribed. The act of transcribing notes takes an inordinate amount of time and energy but does not significantly contribute to their mastery. It is far better to have taken the notes originally in regular writing and then spend the time after that in direct study and recitation of the notes.

Third, do not record the lesson on a cassette tape or any other tape. The lecture on tape precludes flexibility. This statement can be better understood when seen in the light of a person who has taken his/her notes in regular writing. Immediately after taking the notes this person can study them in five minutes before the next class as s/he walks toward

the next building, as s/he drinks his/her coffee, or whatever. Furthermore, this student, in looking over his/her notes, may decide that the notes contain only four worthwhile ideas which s/he can highlight, relegating the rest of the lecture to obscurity. Whereas the lecture on tape has to be listened to in its entirety including the worthwhile points as well as the "garbage", handwritten notes may be studied selectively. A student who takes the easy way out – recording the lecture on tape as he or she sits back doing nothing – will box him or herself into inflexibility.

NOTE MAKING

Learning to make notes effectively will help you to improve your study and work habits and to remember important information. Often, students are deceived into thinking that because they understand everything that is said in class they will therefore remember it. This is dead wrong! Write it down.

As you make notes, you will develop skill in selecting important material and in discarding unimportant material. The secret to developing this skill is practice. Check your results constantly. Strive to improve. Notes enable you to retain important facts and data and to develop an accurate means of arranging necessary information.

Here are some hints on note making:

1. Don't write down everything that you read or hear. Be alert and attentive to the main points. Concentrate on the "meat" of the subject and forget the trimmings.
2. Notes should consist of key words or very short sentences. If a speaker gets sidetracked it is often possible to go back and add further information.
3. Take accurate notes. You should usually use your own words, but try not to change the meaning. If you quote directly from an author, quote correctly.
4. Think a minute about your material before you start making notes. Don't take notes just to be taking notes! Take notes that will be of real value to you when you look over them at a later date.
5. Have a uniform system of punctuation and abbreviation that will make sense to you. Use a skeleton outline and show importance by indenting. Leave lots of white space for later additions.
6. Omit descriptions and full explanations. Keep your notes short and to the point. Condense your material so you can grasp it rapidly.
7. Don't worry about missing a point.
8. Don't keep notes on oddly shaped pieces of paper. Keep notes in order and in one place.
9. Shortly after making your notes, go back and rework (not redo) your notes by adding extra points and spelling out unclear items. Remember, we forget rapidly. Budget time for this vital step just as you do for the class itself.
10. Review your notes regularly. This is the only way to achieve lasting memory.

ПОЯСНЮВАЛЬНА ЗАПИСКА **3**
ПОНЯТТЯ ПЕРЕКЛАДАЦЬКОЇ СКОРОПИСУ **5**
КОРОТКА ІСТОРІЯ ПЕРЕКЛАДАЦЬКОЇ СКОРОПИСУ **5**
ПЕРЕКЛАДАЦЬКИЙ СКОРОПИС В СИСТЕМІ ПІДГОТОВКИ ПЕРЕКЛАДАЧА **6**
ОБРАННЯ «МОВИ» ПЕРЕКЛАДАЦЬКОГО СКОРОПИСУ **6**
РЕКОМЕНДАЦІЇ ПО РОЗТАШУВАННЮ ПЕРЕКЛАДАЦЬКОГО СКОРОПИСУ **7**
ОРГАНІЗАЦІЯ ВПРАВ З ПЕРЕКЛАДАЦЬКОГО СКОРОПИСУ **7**
КОРОТКИЙ ОПИС ВПРАВ З ПЕРЕКЛАДАЦЬКОГО СКОРОПИСУ **7**
ОСНОВНІ ПРАКТИЧНІ ВПРАВИ ПЕРЕКЛАДАЦЬКОГО СКОРОПИСУ **8**
ВИКОРИСТОВУЄМО ПРОСТІ СКОРОЧЕННЯ **8**
ТЕМАТИЧНИЙ ПЛАН **12**
ПЛАНИ СЕМІНАРСЬКИХ ЗАНЯТЬ **14**
SEMINAR No. 1. Methods of Note Taking 14
SEMINAR No. 2. Developing Skills for Note Taking 15
SEMINAR No. 3. Principles of Vertical/Horizontal Note Taking 16
SEMINAR No. 4. System of Special Symbols in Note Taking and Blissymbolics 17
SEMINAR NO. 5. NT AND BLISSYMBOLICS **18**
ПРАКТИЧНІ ЗАВДАННЯ **19**
EXERCISES FOR CONSECUTIVE INTERPRETING **19**
MEMORIZATION TECHNIQUES FOR CONSECUTIVE INTERPRETING **20**
USE CONCEPT MAPS AND DIAGRAMS **21**
IDENTIFY HOW INFORMATION IS ORGANIZED **22**
THE ROZAN SEVEN PRINCIPLES **23**
Noting the idea rather than the word 23
The Rules of Abbreviation 24
Abbreviation of words 24
Indicating gender and tense 24
Abbreviating the register 25
Links 25
Linking is not just about representing the idea 26
Negation and emphasis 26
Negation 26
Emphasis 26
Verticality 27

STACKING 27
USING BRACKETS 28
SHIFT 29
ЗАВДАННЯ ДЛЯ ІНДИВІДУАЛЬНОЇ РОБОТИ 30
ЗАВДАННЯ ДЛЯ САМОСТІЙНОЇ РОБОТИ 34
ПИТАННЯ НА ЕКЗАМЕН 34
TERMS LIST 35
SAMPLE NOTE TAKING SOLUTION 36
SHORTHAND 37
PITMAN SHORTHAND 37
GREGG SHORTHAND 39
BLISS WORDS 40
BLISS-CHARACTER 41
BLISSYMBOLICS 42
SEMANTOGRAPHY OF BLISS 43
THE CORNELL METHOD 51
THE OUTLINING METHOD 52
THE MAPPING METHOD 53
THE CHARTING METHOD 54
THE SENTENCE METHOD 54
INTERPRETING NOTES 56
TYPICAL NOTES 56
TEN BAD LISTENING HABITS 57
TAKING NOTES 60
SAVING TIME ON NOTETAKING 60
NOTE MAKING 61
ЛІТЕРАТУРА 64

ЛІТЕРАТУРА

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