

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС
ТАЪЛИМ ВАЗИРЛИГИ**

**ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ
УНИВЕРСИТЕТИ**

**ТАРЖИМАШУНОСЛИК НАЗАРИЯСИ ВА
АМАЛИЁТИ КАФЕДРАСИ**



**АМАЛИЙ ТАРЖИМА ФАНИ БЎЙИЧА III БОСҚИЧ
БАКАЛАВР ТАЛАБАЛАРИГА МЎЛЖАЛЛАНГАН
ЎҚУВ УСЛУБИЙ МАЖМУА**

Билим соҳаси: 100 000 – Гуманитар соҳа

Таълим соҳаси: 120 000 – Гуманитар фанлар

Таълим йўналиши: 5120200 – Таржима назарияси ва амалиёти

Тошкент – 2017

Амалий таржима фанидан ўқув-услубий мажмуа Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги 201__ йил “___” _____даги ___ -сонли буйруғи билан (буйруқнинг ___ -илоvasи) тасдиқланган “Амалий таржима” фани дастури асосида тайёрланган.

Тузувчилар:

Г.П. Курбаназарова – ЎзДЖТУ, Таржимашунослик назарияси ва амалиёти кафедраси катта ўқитувчиси

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Н.М. Қамбаров – ЎзДЖТУ, Таржимашунослик назарияси ва амалиёти кафедраси доценти, филология фанлари номзоди

Амалий таржима фанидан ўқув-услубий мажмуа Ўзбекистон давлат жаҳон тиллари университети Таржима назарияси ва амалиёти факультети кенгашининг 2017 йил “___” _____даги “___” -сонли баёни билан тасдиқланган.

ЎзДЖТУ Таржима назарияси ва амалиёти факультети декани:

2017 йил “___” _____ С.А.Зияева

“Таржимашунослик назарияси ва амалиёти”

кафедраси мудири:

2017 йил “___” _____ О.С.Ахмедов

ЎҚУВ – УСЛУБИЙ МАЖМУА ТАРКИБИ

Кириш

«Амалий таржима» фани бўйича ўхир бир мавзу учун ўқув-методик материал

«Амалий таржима» фани бўйича амалий машғулотларда ўқитиш технологияларини ишлаб чиқишнинг концептуал асослари

«Амалий таржима» фанини ўқитиш техтехнологияси

Иловалар:

«Амалий таржима» фанининг намунавий ўқув дастури

«Амалий таржима» фанининг ишчи ўқув дастури

«Амалий таржима» фани бўйича календарь-тематик режа

Тарқатма материаллар

ЖН, ОН, ЯН бўйича назорат саволлари

Глоссарий

Мустақил таълимнинг мазмуни ва ҳажми

| Ишчи ўқув дастурининг мустақил таълимга оид бўлим ва мавзулари | Мустақил таълимга оид топшириқ ва тавсиялар | Бажарилиш муддатлари | Ҳажми (соатда) |
|--|--|-----------------------------|-----------------------|
| 1 | 2 | 3 | 4 |
| Write about: Types of translation, History of sight translation, practice and test your fast reading skills | Written | September | 4 |
| Find funny street signs, advertisements, street ad-banners, ads on the internet translate in written form | Written, oral | September | 4 |
| Translate in written form samples of CV (curriculum vitae), personal documents, certificates (certificates of birth, etc.) | Written | September | 4 |
| Translation of sample business letters | Written | September | 4 |
| Difficulties of sight translation | Written | October | 4 |
| Group Presentation “UzExpoCenter – practice in sight translation” | Written, orally | October | 4 |
| UNESCO office in Uzbekistan UNESCO’s 2003 Convention on the Safeguarding of Intangible Cultural Heritage | Written, orally | October | 4 |
| UN Charter excerpts- translate in written form | | October | 4 |
| “Climate Risk Management in Uzbekistan” project (CA-CRM) | | October | 4 |
| Environment protect groups, BBC Professional English, PDF, MP3, listen and translate | | October | 4 |
| Text analysis: Chunking and parsing | Written | November | 4 |
| Listen to the text and write down the main content, translate key words and phrases | Written | November | 4 |
| Listen to the text and write down the main content, | Written | November | 4 |

| | | | |
|---|-----------------|----------|---|
| translate key words and phrases | | | |
| Case of a stolen car, role play- consecutive and sight translation | Written, orally | November | 4 |
| Statute of the International Court of Justice, translate excerpts in written form | Written | November | 4 |
| Reforms in medical sphere | Written, orally | November | 4 |
| Listen to the text and write down the main content, translate key words and phrases | Written | December | 4 |
| World Hepatitis Day | Written | December | 4 |
| Essay: I visited MDC in my local area | Written | December | 4 |
| What are neurological disorders? | Written | December | 4 |
| Group presentation: All about WHO | Orally | January | 4 |

Қўшимча:

1. Professional English in Use: Law
2. Professional English in Use: Medicine
3. Headway, Upper –intermediate, Oxford University Press, Liz and John Soars

Интернет манзиллар:

1. <http://esl.about.com/od/intermediatereading>
2. <http://www.myvocabulary.com/m/word-list/law-enforcement-and-police-vocabulary>
3. <http://kraran.com/medical-prescription-terminology-abbreviations>
4. <http://www.webcrawler.com/info>
5. <http://www.who.int>

Амалий таржима фани амалий машғулотининг ўқитиш технологияси

Мавзу№1

| | |
|---|---|
| Вақт: 4соат | Талабаларсони: 10 |
| Ўқув машғулотининг шакли ва тури | Practical class (sight translation) |
| Амалий машғулотнинг режаси | <p>1. Introduction to the topic: What is sight translation? Techniques and exercises in sight translation, Fast reading, text skimming, scanning exercises. 2. Reading aloud, controlling emotions, public speaking exercises.</p> <p>Sight translation of street signs, numbers, newspaper advertisements, street ad-banners, ads on the internet -to discuss the vocabulary box;</p> |

| | |
|--|--|
| | <p>-to provide the translation of the basic terms and word-combinations under the given topic.</p> <p style="text-align: center;">Group discussions of the topic:</p> <p>Sight translation of street signs, numbers, newspaper advertisements, street ad-banners, ads on the internet</p> <ul style="list-style-type: none"> - reading the text;-finding new words; -translating the text; -comparing the translation of the students' <p>3. Introduction of the results and grading of the students.</p> |
| <i>Машғулот мақсади:</i> | To develop writing, listening, reading, speaking skills, techniques and methods of sight translation, to enlarge their vocabulary on the given topic |
| <p><i>Педагогик вазифалар:</i></p> <p>To introduce the main concepts and words, word-combinations according to the topic;</p> <p>To increase the ability of the students to read and sight interpret the text under the given topic;</p> <p>To teach how to grasp the main idea of the topic;</p> <p>To teach techniques and methods of reading and sight translating the given material</p> | <p><i>Ўқув фаолияти натижалари:</i></p> <p>Be able to understand the concepts and words, word-combinations according to the topic;</p> <p>Be able to translate and interpret the text under the given topic;</p> <p>Be able to grasp the main idea of the topic;</p> <p>Be able to read and sight translate the material</p> |
| <i>Ўқитиш услуби ва техникаси</i> | Cluster method; (see Attachment # 2) |
| <i>Ўқитиш шакли</i> | -practical, group work |
| <i>Таълим воситалари</i> | -books Practical course in translation-hand-outs, newspaper, magazine and internet |
| <i>Ўқитиш шарт-шароити</i> | -classroom, ёки компьютер зали. |

1.1 Амалий машғулотнинг технологик картаси (1-машғулот)

| Босқичларв акти | Фаолият мазмуни | |
|-----------------------------|---|---|
| | Ўқитувчи | Талаба |
| 1-босқич. 15 мин | <p>Introductory part:</p> <p>Warm up questions, organizes the class to the selected method: cluster</p> <ul style="list-style-type: none"> - presents What is sight translation? Techniques and exercises in sight translation - comments on the techniques and exercises in sight translation | <ul style="list-style-type: none"> - speaks, shares opinions, discusses ; -works on the cluster |
| 2-босқич. 60 мин | <p>Main part:Sight translation of street signs, numbers, newspaper advertisements, street ad-banners, ads on the internet</p> <p>Pre-translating activities:</p> | <ul style="list-style-type: none"> - asks questions should any arise; -listens, takes notes; |

| | | |
|----------------------------|---|--|
| | <p>Asks the students to guess the meaning of the text according to its title, writes key words on the blackboard</p> <p>While sight-translating activities: Follows, checks students' reading and translating,</p> <p>Post sight-translating activities: comments, points out mistakes, discusses methods and ways of translating; grammatical structures</p> | <p>- reads and translates the text with his/her group;</p> <p>-listens, takes notes, asks questions;</p> <p>- listens to the teachers' comments and takes notes.</p> |
| <p>3-босқич. 5 мин</p> | <p>Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students.</p> | <p>-listens; -asks questions -takes notes of the important points of the class</p> |

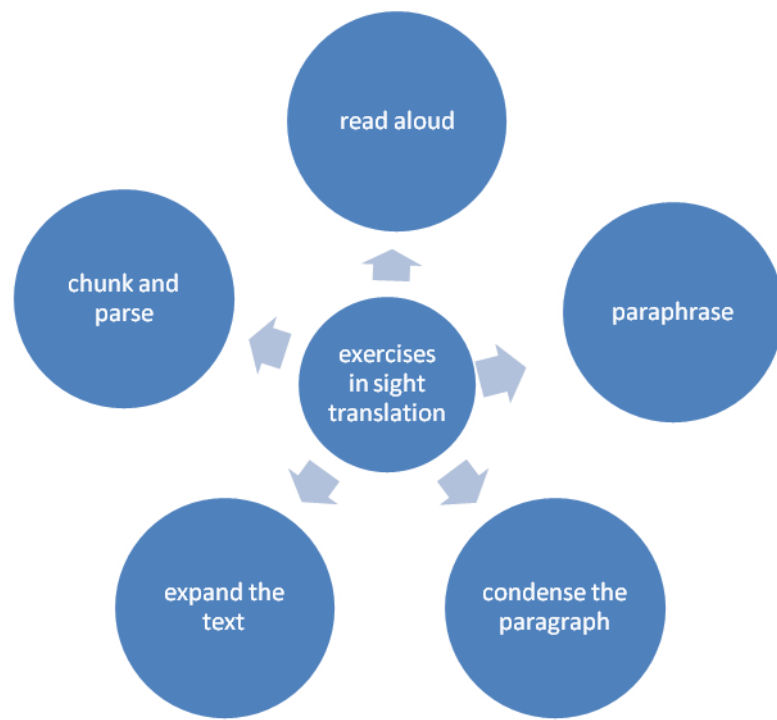
1 **Гурухлар учун топшириқлар:**

Find funny street signs, advertisements, street ad-banners, ads on the internet translate in written form

2 **Answer the questions:**
What is sight translation?

Hand-outs





Мавзу №2

| | |
|---|--|
| Вақт: 4 соат | Талабаларсони: 10 |
| Ўқув машғулотининг шакли ва тури | Practical class (sight translation) |
| Амалий машғулотнинг режаси | <p>1. Introduction to the topic: Sight translation of CV (curriculum vitae), personal documents, certificates (certificates of birth, etc.) -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic.</p> <p>2. Group discussions of the topic: CV (curriculum vitae), personal documents, certificates (certificates of birth, etc.)- reading the text; -finding new words; -translating the text; -comparing the translation with the published one</p> <p>3. Introduction of the results and grading of the students.</p> |
| Машғулот мақсади: | To develop writing, listening, reading, speaking skills, methods and techniques of sight translation, to enlarge their vocabulary on the given topic |
| <p>Педагогик вазифалар:</p> <p>To introduce the main concepts and words, word-combinations according to the topic;</p> <p>To increase the ability of the students to read and interpret the text under the given topic;</p> <p>To teach how to grasp the main idea of the topic;</p> <p>To teach how read and sight translate the given material</p> | <p>Ўқув фаолияти натижалари:</p> <p>Be able to understand the concepts and words, word-combinations according to the topic;</p> <p>Be able to translate and interpret the text under the given topic;</p> <p>Be able to grasp the main idea of the topic;</p> <p>Be able to read and sight translate the material</p> |
| Ўқитиш услуби ва техникаси | Cluster method; (see Attachment # 2) |
| Ўқитиш шакли | -practical, group work |
| Таълим воситалари | -books Practical course in translation-hand-outs, newspaper, magazine and internet |
| Ўқитиш шарт-шароити | -classroom, ёки компьютер зали. |

1.1 Амалий машғулотнинг технологик картаси (1-машғулот)

| | | |
|--------------------------|------------------------|---------------|
| Босқичлар ва ақти | Фаолият мазмуни | |
| | Ўқитувчи | Талаба |

| | | |
|-----------------------------------|---|---|
| 1-босқич. 15 мин | Introductory part: Warm up questions, organizes the class to the selected method: cluster - presents Sight translation of CV (curriculum vitae), personal documents, certificates (certificates of birth, etc.) - comments on the techniques and exercises in sight translation | - speaks, shares opinions, discusses ; -works on the cluster |
| 2-босқич. 60 мин | Main part: Memory training exercises, Sight translation of letters, informal letters, business letters Pre-translating activities: Asks the students to guess the meaning of the text according to its title, writes key words on the blackboard While sight-translating activities: Follows, checks students' reading and translating, Post sight-translating activities: comments, points out mistakes, discusses methods and ways of translating; grammatical structures | - asks questions should any arise; - listens, takes notes; - reads and translates the text with his/her group; - listens, takes notes, asks questions; - listens to the teachers' comments and takes notes. |
| 3-босқич. 5 мин | Closing part: - to summarize the results; - to answer the questions posed by students; - to grade the students. | - listens; - asks questions - makes notes of the important points of the class |

2 Гурuhlар учун топшириклар:

Sight translate samples of CV (curriculum vitae), personal documents, certificates (certificates of birth, etc.)

Translation of sample business letters

3 Answer the questions:

What is the problem of sight translation, what is the role of skimming and scanning?

4. Hand-outs: sample business letters, certificates (birth, marriage, etc.)

CERTIFIED COPY OF AN ENTRY OF BIRTH



GIVEN AT THE GENERAL REGISTER OFFICE

Application Number _____ COL Number _____

| | |
|---|--------------------------------------|
| REGISTRATION DISTRICT | County Name |
| Birth Year BIRTH in the Sub-district of | Sub-district Name in the County Name |

Columns:- 1 2 3 4 5 6 7 8 9 10
 No. When and where born Name, if any Sex Name and surname of father Name, surname and maiden surname of mother Occupation of father Signature, description and residence of informant When registered Signature of registrar Name entered after registration

| Col. No. | Date of Birth Place of Birth | Forename | Sex | Father's Forename and Surname | Mother's Forename and Surname Maiden Name | Father's Occupation | Signature, Description and Residence of Informant | When Registered | Signature of Registrar Registrar |
|----------|------------------------------|----------|-----|-------------------------------|---|---------------------|---|-----------------|----------------------------------|
|----------|------------------------------|----------|-----|-------------------------------|---|---------------------|---|-----------------|----------------------------------|

SAMPLE CERTIFICATE

CERTIFIED to be a true copy of an entry in the certified copy of a Register of Births in the District above mentioned.

Given at the GENERAL REGISTER OFFICE, under the Seal of the said Office, the _____ Day _____ day of _____ Month _____ Year

BXCC 000000

CAUTION: THERE ARE OFFENCES RELATING TO FALSIFYING OR ALTERING A CERTIFICATE AND USING OR POSSESSING A FALSE CERTIFICATE ©CROWN COPYRIGHT
 WARNING: A CERTIFICATE IS NOT EVIDENCE OF IDENTITY.



090627 00007 00001 0901 012011

CERTIFIED COPY OF AN ENTRY OF MARRIAGE



GIVEN AT THE GENERAL REGISTER OFFICE

Application Number _____ COL Number _____

19Year Marriage solemnized at _____ The Register Office _____ in the _____
 District of _____ County Name _____ in the _____ Borough Name _____

| Column | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--------|-----------------|------------------|-----|-----------|--------------------|-----------------------------------|---------------------------|------------------------------|
| No. | When married | Name and surname | Age | Condition | Rank or profession | Residence at the time of marriage | Father's name and surname | Rank or profession of father |
| No. | Date Month Year | Name and Surname | Age | Condition | Job Title | Address | Father's Name and Surname | Father's Profession |
| | | Name and Surname | Age | Condition | Job Title | Address | Father's Name and Surname | Father's Profession |

Married in the _____ Register Office _____ by _____ Register Name _____ me,
 { Groom Signature } in the presence of us, { Witness Signature 1 }
 { Bride Signature } { Witness Signature 2 }

SAMPLE CERTIFICATE

CERTIFIED to be a true copy of an entry in the certified copy of a register of Marriages in the Registration District of _____

Given at the GENERAL REGISTER OFFICE, under the Seal of the said Office, the _____ day of _____

MXD000000

This certificate is issued in pursuance of section 65 of the Marriage Act 1949. Sub-section 3 of that section provides that any certified copy of an entry purporting to be sealed or stamped with the seal of the General Register Office shall be received as evidence of the marriage to which it relates without any further or other proof of the entry, and no certified copy purporting to have been given in the said Office shall be of any force or effect unless it is sealed or stamped as aforesaid.

CAUTION: THERE ARE OFFENCES RELATING TO FALSIFYING OR ALTERING A CERTIFICATE AND USING OR POSSESSING A FALSE CERTIFICATE ©CROWN COPYRIGHT

WARNING: A CERTIFICATE IS NOT EVIDENCE OF IDENTITY.



Sample Complaint Letter to Send to a Business
 REPORTING YOUR COMPLAINT TO A BUSINESS

When you are trying to resolve a complaint against a company, the first step should always be to discuss your concerns with a representative of the business. Try to speak with the manager or owner, and follow up by sending a certified letter confirming all the details of your conversation. Request a return postal receipt so that you will have proof of the letter's delivery; and keep records of all communications between yourself and the business, including phone calls, letters, faxes or e-mails.

Below you will find an example of a letter you can use to send to the business. If you are following up on a previous conversation, be sure to restate any assurances that were made to you at that time.

[Your address]

[Your city, state, zip code]

[Today's date]

[Name of contact person (if available)]

[Title (if available)]

[Company name]

[Consumer Complaint Division (if there is no contact person)]

[Street address]

[City, state, zip code]

Dear [Contact Person]:

This letter is to [notify you *or*] follow up on our conversation of {date} about a problem I am having with the [name of product or service performed] that I [bought, leased, rented or had repaired] at your [name of location] location on [date].

I am dissatisfied with your [service or product] because [describe problem]. I have already attempted to resolve this problem by [describe attempts and actions taken]. I have enclosed copies of my records. *[Include **copies** of receipts, canceled checks, contracts, and other relevant documents]*

Unfortunately, the problem remains unresolved. I am hereby requesting that you: *[List specific actions you want (such as: **refund**, exchange or repair the item)]*

1)

2)

Please contact me within [number of days] days to confirm that you will honor my request. I have prepared a complaint for submission to the proper agencies for investigation. I will not file the complaint if you resolve the problem within this time period I have indicated.

Thank you for your anticipated assistance in resolving my problem. Please contact me at [telephone number and/or e-mail address] if you have any questions.

Sincerely,

[Your signature]

[Your name]

First Sample Letter

Dear Mr. Doe:

Your company is a pioneer in publishing e-books on information technology. Through top-notch innovation and quality processes you've achieved phenomenal success. As an independent e-learning developer with over a decade of experience, I seek to partner with your company for the marketing of an e-learning course – The Internet World – I have developed. If you include it for free with your e-books, as a marketing strategy, I am confident the quality of my e-learning product and of your publications can help us scale greater business heights.

The Internet World has received rich reviews from industry-leading publications for its design and presentation with emphasis on scenario-based learning. I have leveraged animation, audio, video and graphics to create a compelling e-learning experience that fulfills the need of

the beginner- and intermediate-level users of the Internet. The course's interactive and multi-media features make it a great resource to acquire excellent internet knowledge and training. The retail price of The Internet World is \$YY. I will offer it to your company at a great discount of ZZ%. I will also write the intro and FAQ pages on The Internet World for your website without cost. Free technical support through e-mail is also a part of this proposal. You'll also receive any updates to the course, in a year, without charge. Further, your customers can avail WW% discount on the online Web Publishing Workshop I conduct throughout the year.

Please find enclosed the journal reviews, a CD-ROM copy of The Internet World, a brochure with its details and my profile. I will call you on Thursday to discuss my proposal and explain how my e-learning product can be a strategic tool to take the sales of your e-books to a new level.

Sincerely,

John Consultant

Professional E-Learning Developer

Enclosures

First image credit: sxc.hu/mikeecco

Second image credit: sxc.hu/clix

- **Business Proposal Letters - Second Sample**

Second Sample Letter

Dear Mrs. Jane:

In today's unpredictable global economy, there's intense competition for jobs. Who else than your company has a better pulse on the employment scenario? XYZJobs.com, your employment portal with millions of hits every day is a reliable resource with innovative services for job aspirants to launch their job search. PQR Resumes, our firm, wishes to partner with your company to offer high-quality resume and cover letter writing services to job seekers who've registered with your website.

With professionals all of whom are certified by PARW (Professional Association of Resume Writers) / NRWA (Nation Resume Writers' Association) and who have at least five years of experience in diverse business verticals, our resume writing services are a class apart. PQR resume writers first gain an excellent insight into the qualifications and wants of employment seekers and then write a resume with a winning edge. We have written thousands of resumes and cover letters, helping unemployed and those seeking a career transition reach their goals.

Our resume writers craft compelling resumes for persons at any point in their career continuum. Whether it is for a recent graduate or for a CEO, we write powerful resumes with outstanding potential to make recruiters give extra attention and call candidates for an interview.

Here's an outline of how our companies can forge a business relationship: You include resume and cover letter writing in the portfolio of your services. For each resume writing order XYZJobs.com sub-contracts to PQR, it will pay a minimum of X% of the order value as the marketing service fee. We can collaboratively work out the details of the fee structure on a slab basis and operational modalities.

I have enclosed ten sample resumes and cover letters our resume writing professionals have crafted for people with 0 to 45 years of experience. Also, find enclosed testimonials of our customers. Please visit our website, which not only has more samples and testimonials, but also comprehensive information about PQR and its people and our writing and quality control process.

I will call you next week to answer any questions you might have and schedule an appointment with you to discuss how we can work together to harness our expertise for mutual benefit.

Sincerely,
Mark Writer
Chief Business Architect
Enclosures

Мавзу №3

| | |
|--|---|
| Вақт: 4 соат | Талабаларсони: 10 |
| Ўқув машғулотининг шакли ва тури | Practical class (sight translation) |
| Амалий машғулотнинг режаси | <p>1. Introduction to the topic:Sight translation: Read aloud, Chunk and Paraphrase: excerpts of business documents, contracts, company charters Sight translation of International Exhibition titles and materials , Exposition stands, Uzbekistan expo- center exhibitions -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic.</p> <p align="center">Group discussions of the topic: Sight translation of International Exhibition titles and materials , Exposition stands, Uzbekistan expo- center exhibitions</p> <p>- reading the text;-finding new words; -translating the text; -comparing the translation of the students’</p> <p>3. Introduction of the results and grading of the students.</p> |
| Машғулот мақсади: | To develop writing, listening, reading, speaking skills, techniques and methods of sight translation, to enlarge their vocabulary on the given topic |
| <p>Педагогик вазифалар: To introduce the main concepts and words, word-combinations according to the topic; To increase the ability of the students to read and sight interpret the text under the given topic; To teach how to grasp the main idea of the topic; To teach techniques and methods of reading and sight translating the given material</p> | <p>Ўқув фаолияти натижалари: Be able to understand the concepts and words, word-combinations according to the topic; Be able to translate and interpret the text under the given topic; Be able to grasp the main idea of the topic; Be able to read and sight translate the material</p> |
| Ўқитиш услуби ва техникаси | Cluster method; (see Attachment # 2) |
| Ўқитиш шакли | -practical, group work |
| Таълим воситалари | -books Practical course in translation-hand-outs, newspaper, magazine and internet |
| Ўқитиш шарт-шароити | -classroom, ёки компьютер зали. |

1.1Амалий машғулотнинг технологик картаси (1-машғулот)

| Босқичлар в акти | Фаолият мазмуни | |
|-----------------------------|---|---|
| | Ўқитувчи | Талаба |
| 1-босқич. 15 мин | Introductory part: Warm up questions, organizes the class to the selected method: cluster - present excerpts of business documents, contracts, company charters, techniques and exercises in sight translation - comments on the techniques and exercises in sight translation | - speaks, shares opinions, discusses ; - works on the cluster |
| 2-босқич. 60 мин | Main part: Sight translation: Read aloud, Chunk and Paraphrase: excerpts of business documents, contracts, company charters Sight translation of International Exhibition titles and materials , Exposition stands, Uzbekistan expo- center exhibitions Pre-translating activities: Asks the students to guess the meaning of the text according to its title, writes key words on the blackboard While sight-translating activities: Follows, checks students' reading and translating, Post sight-translating activities: comments, points out mistakes, discusses methods and ways of translating; grammatical structures | - asks questions should any arise; - listens, takes notes; - reads and translates the text with his/her group; - listens, takes notes, asks questions; - listens to the teachers' comments and takes notes. |
| 3-босқич. 5 мин | Closing part: - to summarize the results; - to answer the questions posed by students; - to grade the students. | - listens; - asks questions - takes notes of the important points of the class |

1. Гурухлар учун топшириқлар: work in small groups, choose a stand in the international IT exposition, sight translate the information, exchange information with other groups

- 1. Answer the questions: What is the form, structure of business contracts, charters?**

Мавзу №4

| | |
|--|--|
| Вақт: 4 соат | Талабаларсони: 10 |
| Ўқув машғулотининг шакли ва тури | Practical class (sight translation) |
| Амалий машғулотнинг режаси | <p>Introduction to the topic: Sight translation: Read aloud, Paraphrase and Rephrase: Samarkand International Music Festival</p> <p>-to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic.</p> <p>Group discussions of the topic: Samarkand International Music Festival - reading the text; -finding new words; -translating the text; -comparing the translation of the students'</p> <p>3. Introduction of the results and grading of the students.</p> |
| Машғулот мақсади: | To develop writing, listening, reading, speaking skills, techniques and methods of sight translation, to enlarge their vocabulary on the given topic |
| <p>Педагогик вазифалар: To introduce the main concepts and words, word-combinations according to the topic; To increase the ability of the students to read and sight interpret the text under the given topic; To teach how to grasp the main idea of the topic; To teach techniques and methods of reading and sight translating the given material</p> | <p>Ўқув фаолияти натижалари: Be able to understand the concepts and words, word-combinations according to the topic; Be able to translate and interpret the text under the given topic; Be able to grasp the main idea of the topic; Be able to read and sight translate the material</p> |
| Ўқитиш услуби ва техникаси | Cluster method; (see Attachment # 2) |
| Ўқитиш шакли | -practical, group work |
| Таълим воситалари | -books Practical course in translation-hand-outs, newspaper, magazine and internet |
| Ўқитиш шарт-шароити | -classroom, ёки компьютер зали. |

3.1 Амалий машғулотнинг технологик картаси (1-машғулот)

| Босқичларв акти | Фаолият мазмуни | |
|-----------------------------|---|--|
| | Ўқитувчи | Талаба |
| 1-босқич. 15 мин | <p>Introductory part: Warm up : Training concentration and memory; sight , listening- consecutive translation of the text organizes the class to the selected method: - presents- comments on the techniques and exercises in sight translation</p> | <p>- speaks, shares opinions, discusses ;</p> <p>-works on the cluster</p> |
| 2-босқич. 60 мин | <p>Main part:Sight translation: Read aloud, Chunk and Paraphrase: Samarkand International Music Festival Pre-translating activities: Asks the students to guess the meaning of the text according to its title, writes key words on the blackboard While sight-translating activities: Follows, checks students' reading and translating, Post sight-translating activities: comments, points out mistakes, discusses methods and ways of translation; grammatical structures</p> | <p>- asks questions should any arise; -listens, takes notes;</p> <p>- reads and translates the text with his/her group;</p> <p>-listens, takes notes, asks questions;</p> <p>- listens to the teachers' comments and takes notes.</p> |
| 3-босқич. 5 мин | <p>Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students.</p> | <p>-listens; -asks questions -takes notes of the important points of the class</p> |

1.Гурухлар учун топшириқлар: work in groups, sight translate samples of business letters, contracts, charters

2.Answer the questions: What are the methods and techniques of translating Business letters, contracts, charters

Hand-outs

Мавзу №5

| | |
|--|---|
| Вақт: 4 соат | Талабаларсони: 10 |
| Ўқув машғулотининг шакли ва тури | Practical class (sight translation) |
| Амалий машғулотнинг режаси | <p>1. Introduction to the topic:Sight translation: Read aloud, Chunk and Paraphrase: excerpts International organizations: Charters, documents, UN Charter Sight translation: Read aloud, Chunk and Paraphrase: UN Charter excerpts Listen and translate: Building bridges</p> <p>-to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic.</p> <p>Group discussions of the topic:Sight translation: Read aloud, Chunk and Paraphrase: UN Charter excerpts Listen and translate: Building bridges - reading the text;-finding new words; -translating the text; -comparing the translation of the students’</p> <p>3. Introduction of the results and grading of the students.</p> |
| Машғулот мақсади: | To develop writing, listening, reading, speaking skills, techniques and methods of sight translation, to enlarge their vocabulary on the given topic |
| <p>Педагогик вазифалар:</p> <p>To introduce the main concepts and words, word-combinations according to the topic;</p> <p>To increase the ability of the students to read and sight interpret the text under the given topic;</p> <p>To teach how to grasp the main idea of the topic;</p> <p>To teach techniques and methods of reading and sight translating the given material</p> | <p>Ўқув фаолияти натижалари:</p> <p>Be able to understand the concepts and words, word-combinations according to the topic;</p> <p>Be able to translate and interpret the text under the given topic;</p> <p>Be able to grasp the main idea of the topic;</p> <p>Be able to read and sight translate the material</p> |
| Ўқитиш услуби ва техникаси | Cluster method; (see Attachment # 2) |
| Ўқитиш шакли | -practical, group work |
| Таълим воситалари | -books Practical course in translation-hand-outs, newspaper, magazine and internet |
| Ўқитиш шарт-шароити | -classroom, ёки компьютер зали. |

1.1Амалий машғулотнинг технологик картаси (1-машғулот)

| Босқичларв акти | Фаолият мазмуни | |
|---------------------|--|---|
| | Ўқитувчи | Талаба |
| 1-босқич. 15 мин | Introductory part: Warm up questions, organizes the class to the selected method: cluster - presents: UN Charter excerpts Listen and translate: Building bridges Techniques and exercises in sight translation - comments on the techniques and exercises in sight translation | - speaks, shares opinions, discusses ; -works on the cluster |
| 2-босқич. 60 мин | Main part: Listen and translate: Building bridges, BBC Professional English Pre-listening activities: Asks the students to guess the meaning of the text according to its title, writes key words on the blackboard While listening-translating activities: Follows, checks students' listening and translating, Post listening-translating activities: comments, points out mistakes, discusses methods and ways of translating; grammatical structures | - asks questions should any arise; - listens, takes notes; - listens and translates the text ; - listens, takes notes, asks questions; - listens to the teachers' comments and takes notes. |
| 3-босқич. 5 мин | Closing part: - to summarize the results; - to answer the questions posed by students; - to grade the students. | - listens; - asks questions - takes notes of the important points of the class |

1. Гурухлар учун топшириқлар: sight translate the excerpts of UN Charter

2. Answer the questions: What is the main idea of the article Building bridges?
3. Hand outs:

Мавзу №6

| | |
|--|--|
| Вақт: 4 соат | Талабаларсони: 10 |
| Ўқув машғулотининг шакли ва тури | Practical class (sight translation) |
| Амалий машғулотнинг режаси | <p>1. Introduction to the topic: International conferences, meetings, summits: G-20, SCO, WEF materials: SCO summit-13 in Bishkek , Sight translation: Read aloud, Chunk and Paraphrase: SCO Charter excerpts -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic.</p> <p align="center">Group discussions of the topic: Sight translation: Read aloud, Chunk and Paraphrase: SCO Charter excerpts - reading the text; -finding new words; -translating the text; -comparing the translation of the students'</p> <p>3. Introduction of the results and grading of the students.</p> |
| Машғулот мақсади: | To develop writing, listening, reading, speaking skills, techniques and methods of sight translation, to enlarge their vocabulary on the given topic |
| <p>Педагогик вазифалар: To introduce the main concepts and words, word-combinations according to the topic; To increase the ability of the students to read and sight interpret the text under the given topic; To teach how to grasp the main idea of the topic; To teach techniques and methods of reading and sight translating the given material</p> | <p>Ўқув фаолияти натижалари: Be able to understand the concepts and words, word-combinations according to the topic; Be able to translate and interpret the text under the given topic; Be able to grasp the main idea of the topic; Be able to read and sight translate the material</p> |
| Ўқитиш услуби ва техникаси | Cluster method; (see Attachment # 2) |
| Ўқитиш шакли | -practical, group work |
| Таълим воситалари | -books Practical course in translation-hand-outs, newspaper, magazine and internet |
| Ўқитиш шарт-шароити | -classroom, ёки компьютер зали. |

1.1 Амалий машғулотнинг технологик картаси (1-машғулот)

| | | |
|-------------------------|------------------------|---------------|
| Босқичлар в ақти | Фаолият мазмуни | |
| | Ўқитувчи | Талаба |

| | | |
|---|---|---|
| <p>1-босқич. 15 мин</p> | <p>Introductory part: Warm up questions, organizes the class to the selected method: International conferences, meetings, summits: G-20, SCO, WEF materials: SCO summit - presents Techniques and exercises in sight translation - comments on the techniques and exercises in sight translation</p> | <p>- speaks, shares opinions, discusses ; -works on the cluster</p> |
| <p>2-босқич. 60 мин</p> | <p>Main part: Sight translation: Read aloud, Chunk and Paraphrase: SCO Charter excerpts Pre-translating activities: Asks the students to guess the meaning of the text according to its title, writes key words on the blackboard While sight-translating activities: Follows, checks students' reading and translating, Post sight-translating activities: comments, points out mistakes, discusses methods and ways of translating; grammatical structures</p> | <p>- asks questions should any arise; -listens, takes notes; - reads and translates the text with his/her group; -listens, takes notes, asks questions; - listens to the teachers' comments and takes notes.</p> |
| <p>3-босқич. 5 мин</p> | <p>Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students.</p> | <p>-listens; -asks questions -takes notes of the important points of the class</p> |

1.Гурухлар учун топшириклар:

2. Answer the questions:
3. Hand-outs

Мавзу №7

| | |
|--|--|
| Вақт: 4 соат | Талабаларсони: 10 |
| Ўқув машғулотининг шакли ва тури | Practical class (sight translation) |
| Амалий машғулотнинг режаси | <p>Introduction to the topic: Sight translation : Law on the International treaties of the Republic of Uzbekistan, 172-1, 2005, excerpts Uzbekistan and UN Millennium development goals: achievements and perspectives -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic.</p> <p>Group discussions of the topic: Uzbekistan and UN Millennium development goals: achievements and perspectives - reading the text; -finding new words; -translating the text; -comparing the translation of the students'</p> <p>3. Introduction of the results and grading of the students.</p> |
| Машғулот мақсади: | To develop writing, listening, reading, speaking skills, techniques and methods of sight translation, to enlarge their vocabulary on the given topic |
| <p>Педагогик вазифалар: To introduce the main concepts and words, word-combinations according to the topic; To increase the ability of the students to read and sight interpret the text under the given topic; To teach how to grasp the main idea of the topic; To teach techniques and methods of reading and sight translating the given material</p> | <p>Ўқув фаолияти натижалари: Be able to understand the concepts and words, word-combinations according to the topic; Be able to translate and interpret the text under the given topic; Be able to grasp the main idea of the topic; Be able to read and sight translate the material</p> |
| Ўқитиш услуби ва техникаси | Cluster method; (see Attachment # 2) |
| Ўқитиш шакли | -practical, group work |
| Таълим воситалари | -books Practical course in translation-hand-outs, newspaper, magazine and internet |
| Ўқитиш шарт-шароити | -classroom, ёки компьютер зали. |

1.1 Амалий машғулотнинг технологик картаси (1-машғулот)

| Босқичлар ва ақти | Фаолият мазмуни | |
|---------------------|--|---|
| | Ўқитувчи | Талаба |
| 1-босқич. 15 мин | <p>Introductory part: Warm up questions, organizes the class to the selected method: cluster - presents Law on the International treaties of the Republic of Uzbekistan, 172-1, 2005, excerpts Techniques and exercises in sight translation - comments on the techniques and exercises in sight translation</p> | <p>- speaks, shares opinions, discusses ; -works on the cluster</p> |
| 2-босқич. 60 мин | <p>Main part: Uzbekistan and UN Millennium development goals: achievements and perspectives Pre-translating activities: Asks the students to guess the meaning of the text according to its title, writes key words on the blackboard While sight-translating activities: Follows, checks students' reading and translating, Post sight-translating activities: comments, points out mistakes, discusses methods and ways of translating; grammatical structures</p> | <p>- asks questions should any arise; -listens, takes notes; - reads and translates the text with his/her group; -listens, takes notes, asks questions; - listens to the teachers' comments and takes notes.</p> |
| 3-босқич. 5 мин | <p>Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students.</p> | <p>-listens; -asks questions -takes notes of the important points of the class</p> |

3 Гуруҳлар учун топшириқлар:

4. Answer the questions:

Мавзу №8

| | |
|--|---|
| Вақт: 4 соат | Талабаларсони: 10 |
| Ўқув машғулотининг шакли ва тури | Practical class (sight translation) |
| Амалий машғулотнинг режаси | <p>1. Introduction to the topic: UNDP Project “Social Innovation and Volunteerism in Uzbekistan”, National Biodiversity Planning to Support the Implementation of the CBD 2011-2020 Strategic Plan in Uzbekistan (EA-CBD)</p> <p>-to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic.</p> <p>Group discussions of the topic: UNDP Project “Social Innovation and Volunteerism in Uzbekistan”</p> <p>- reading the text; -finding new words; -translating the text; -comparing the translation of the students’</p> <p>3. Introduction of the results and grading of the students.</p> |
| Машғулот мақсади: | To develop writing, listening, reading, speaking skills, techniques and methods of sight translation, to enlarge their vocabulary on the given topic |
| <p>Педагогик вазифалар:</p> <p>To introduce the main concepts and words, word-combinations according to the topic;</p> <p>To increase the ability of the students to read and sight interpret the text under the given topic;</p> <p>To teach how to grasp the main idea of the topic;</p> <p>To teach techniques and methods of reading and sight translating the given material</p> | <p>Ўқув фаолияти натижалари:</p> <p>Be able to understand the concepts and words, word-combinations according to the topic;</p> <p>Be able to translate and interpret the text under the given topic;</p> <p>Be able to grasp the main idea of the topic;</p> <p>Be able to read and sight translate the material</p> |
| Ўқитиш услуби ва техникаси | Cluster method; (see Attachment # 2) |
| Ўқитиш шакли | -practical, group work |
| Таълим воситалари | -books Practical course in translation-hand-outs, newspaper, magazine and internet |
| Ўқитиш шарт-шароити | -classroom, ёки компьютер зали. |

1.1 Амалий машғулотнинг технологик картаси (1-машғулот)

| | | |
|-------------------------|------------------------|---------------|
| Босқичлар в ақти | Фаолият мазмуни | |
| | Ўқитувчи | Талаба |

| | | |
|---|---|---|
| <p>1-босқич. 15 мин</p> | <p>Introductory part: Warm up questions, organizes the class to the selected method: cluster - presents UNDP Project “Social Innovation and Volunteerism in Uzbekistan”- comments on the techniques and exercises in sight translation</p> | <p>- speaks, shares opinions, discusses ; -works on the cluster</p> |
| <p>2-босқич. 60 мин</p> | <p>Main part: UNDP Project “Social Innovation and Volunteerism in Uzbekistan”, National Biodiversity Planning to Support the Implementation of the CBD 2011-2020 Strategic Plan in Uzbekistan (EA-CBD) Pre-translating activities: Asks the students to guess the meaning of the text according to its title, writes key words on the blackboard While sight-translating activities: Follows, checks students’ reading and translating, Post sight-translating activities: comments, points out mistakes, discusses methods and ways of translating; grammatical structures</p> | <p>- asks questions should any arise; -listens, takes notes; - reads and translates the text with his/her group; -listens, takes notes, asks questions; - listens to the teachers’ comments and takes notes.</p> |
| <p>3-босқич. 5 мин</p> | <p>Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students.</p> | <p>-listens; -asks questions -takes notes of the important points of the class</p> |

4 Гурухлар учун топшириқлар:

5. Answer the questions:

Мавзу №9

| | |
|--|--|
| Вақт: 4 соат | Талабаларсони: 10 |
| Ўқув машғулотининг шакли ва тури | Practical class (sight translation) |
| Амалий машғулотнинг режаси | <p>1. Introduction to the topic:Types of law, Sources of law, History of law. Administrative law, exercises in extensive reading, analyzing the content. pp 5-14; Exercises pp 36-66, Sight translation of a court procedure</p> <p>-to discuss the vocabulary box;</p> <p>-to provide the translation of the basic terms and word-combinations under the given topic.</p> <p>Group discussions of the topic:Types of law, Sources of law, History of law. Administrative law, exercises in extensive reading, analyzing the content. pp 5-14; Exercises pp 36-66, Sight translation of a court procedure</p> <p>- reading the text;-finding new words;</p> <p>-translating the text;</p> <p>-comparing the translation of the students'</p> <p>3. Introduction of the results and grading of the students.</p> |
| Машғулот мақсади: | To develop writing, listening, reading, speaking skills, techniques and methods of sight translation, to enlarge their vocabulary on the given topic |
| <p>Педагогик вазифалар:</p> <p>To introduce the main concepts and words, word-combinations according to the topic;</p> <p>To increase the ability of the students to read and sight interpret the text under the given topic;</p> <p>To teach how to grasp the main idea of the topic;</p> <p>To teach techniques and methods of reading and sight translating the given material</p> | <p>Ўқув фаолияти натижалари:</p> <p>Be able to understand the concepts and words, word-combinations according to the topic;</p> <p>Be able to translate and interpret the text under the given topic;</p> <p>Be able to grasp the main idea of the topic;</p> <p>Be able to read and sight translate the material</p> |
| Ўқитиш услуби ва техникаси | Cluster method; (see Attachment # 2) |
| Ўқитиш шакли | -practical, group work |
| Таълим воситалари | -books Practical course in translation-hand-outs, newspaper, magazine and internet |
| Ўқитиш шарт-шароити | -classroom, ёки компьютер зали. |

1.1 Амалий машғулотнинг технологик картаси (1-машғулот)

| Босқичлар в ақти | Фаолият мазмуни | |
|-----------------------------------|--|--|
| | Ўқитувчи | Талаба |
| 1-босқич. 15 мин | <p>Introductory part: Warm up questions, organizes the class to the selected method: cluster - presents Types of law, Sources of law, History of law. Administrative law, exercises in extensive reading, analyzing the content. pp 5-14; Exercises pp 36-66, Sight translation of a court procedure Techniques and exercises in sight translation - comments on the techniques and exercises in sight translation</p> | <p>- speaks, shares opinions, discusses ;</p> <p>- works on the cluster</p> |
| 2-босқич. 60 мин | <p>Main part: Types of law, Sources of law, History of law. Administrative law, exercises in extensive reading, analyzing the content. pp 5-14; Exercises pp 36-66, Sight translation of a court procedure</p> <p>Pre-translating activities: Asks the students to guess the meaning of the text according to its title, writes key words on the blackboard</p> <p>While sight-translating activities: Follows, checks students' reading and translating,</p> <p>Post sight-translating activities: comments, points out mistakes, discusses methods and ways of translating; grammatical structures</p> | <p>- asks questions should any arise; - listens, takes notes;</p> <p>- reads and translates the text with his/her group;</p> <p>- listens, takes notes, asks questions;</p> <p>- listens to the teachers' comments and takes notes.</p> |
| 3-босқич. 5 мин | <p>Closing part: - to summarize the results; - to answer the questions posed by students; - to grade the students.</p> | <p>- listens; - asks questions - takes notes of the important points of the class</p> |

5 Гурухлар учун топшириқлар:

6. Answer the questions:

Мавзу №10

| | |
|--|---|
| Вақт: 4 соат | Талабаларсони: 10 |
| Ўқув машғулотининг шакли ва тури | Practical class (sight translation) |
| Амалий машғулотнинг режаси | <p>1. Introduction to the topic: Read aloud, Paraphrase and Rephrase: Business law, p 16; Sight translation of a court procedure Training exercises pp70-99, Contract, Credit, Debt, Investments, Sight translation of a court procedure: Credit and debt -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic.</p> <p>Group discussions of the topic: Read aloud, Paraphrase and Rephrase: Business law, p 16; Sight translation of a court procedure Training exercises pp70-99, Contract, Credit, Debt, Investments, Sight translation of a court procedure: Credit and debt - reading the text; -finding new words; -translating the text; -comparing the translation of the students'</p> <p>3. Introduction of the results and grading of the students.</p> |
| Машғулот мақсади: | To develop writing, listening, reading, speaking skills, techniques and methods of sight translation, to enlarge their vocabulary on the given topic |
| <p>Педагогик вазифалар: To introduce the main concepts and words, word-combinations according to the topic; To increase the ability of the students to read and sight interpret the text under the given topic; To teach how to grasp the main idea of the topic; To teach techniques and methods of reading and sight translating the given material</p> | <p>Ўқув фаолияти натижалари: Be able to understand the concepts and words, word-combinations according to the topic; Be able to translate and interpret the text under the given topic; Be able to grasp the main idea of the topic; Be able to read and sight translate the material</p> |
| Ўқитиш услуби ва техникаси | Cluster method; (see Attachment # 2) |
| Ўқитиш шакли | -practical, group work |
| Таълим воситалари | -books Practical course in translation-hand-outs, newspaper, magazine and internet |
| Ўқитиш шарт-шароити | -classroom, ёки компьютер зали. |

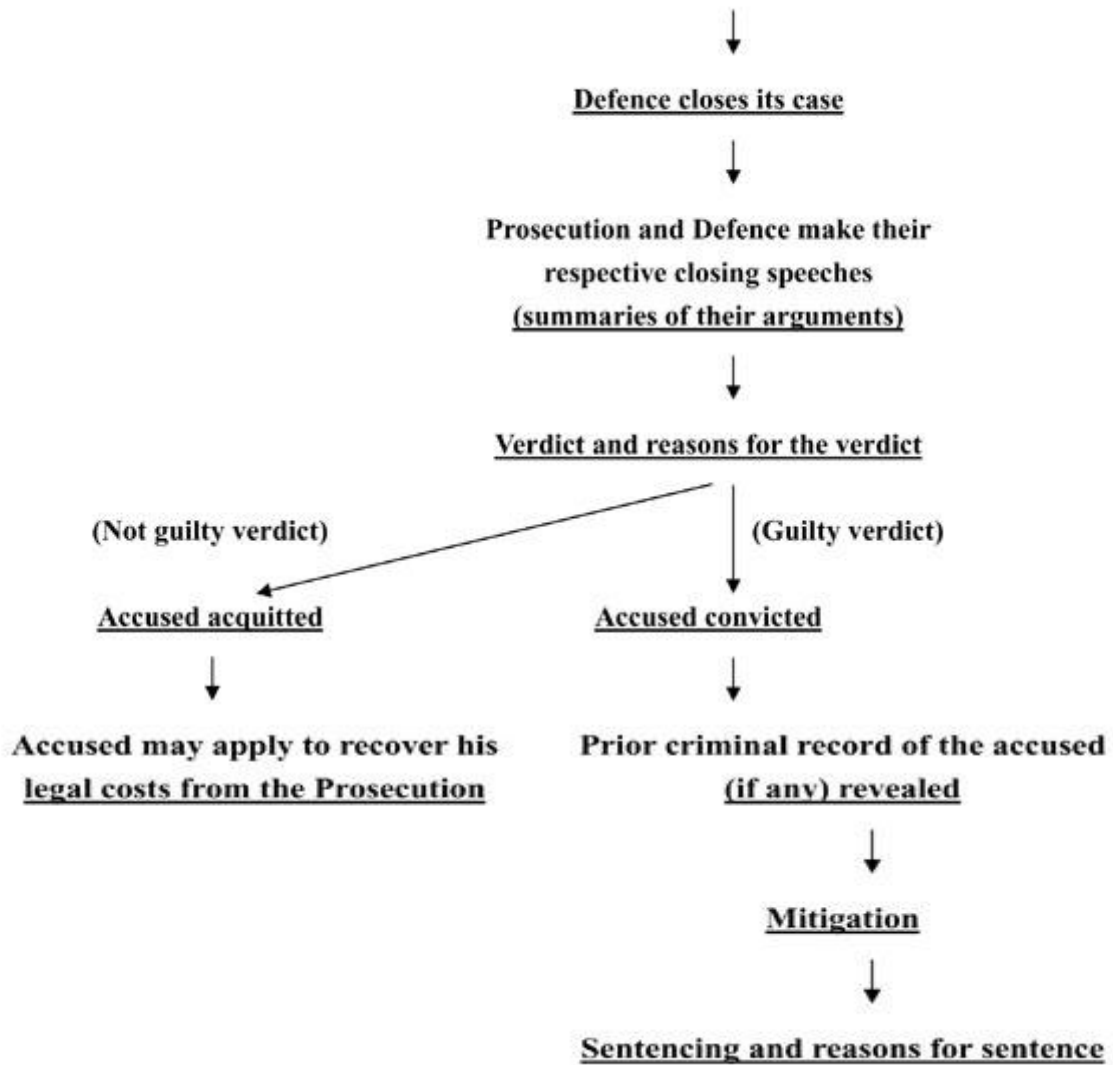
1.1 Амалий машғулотнинг технологик картаси (1-машғулот)

| Босқичлар ва ақти | Фаолият мазмуни | |
|---------------------|--|--|
| | Ўқитувчи | Талаба |
| 1-босқич. 15 мин | <p>Introductory part: Warm up questions, organizes the class to the selected method: cluster - presents Business law, p 16; Sight translation of a court procedure Training exercises pp70-99, Contract, Credit, Debt, Investments, Sight translation of a court procedure: Credit and debt - comments on the techniques and exercises in sight translation</p> | <p>- speaks, shares opinions, discusses ;</p> <p>-works on the cluster</p> |
| 2-босқич. 60 мин | <p>Main part: Read aloud, Paraphrase and Rephrase: Business law, p 16; Sight translation of a court procedure Training exercises pp70-99, Contract, Credit, Debt, Investments, Sight translation of a court procedure: Credit and debt</p> <p>Pre-translating activities: Asks the students to guess the meaning of the text according to its title, writes key words on the blackboard</p> <p>While sight-translating activities: Follows, checks students' reading and translating,</p> <p>Post sight-translating activities: comments, points out mistakes, discusses methods and ways of translating; grammatical structures</p> | <p>- asks questions should any arise;</p> <p>-listens, takes notes;</p> <p>- reads and translates the text with his/her group;</p> <p>-listens, takes notes, asks questions;</p> <p>- listens to the teachers' comments and takes notes.</p> |
| 3-босқич. 5 мин | <p>Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students.</p> | <p>-listens;</p> <p>-asks questions</p> <p>-takes notes of the important points of the class</p> |

6 Гуруҳлар учун топшириқлар:

7. Answer the questions:

What is the procedure during a criminal hearing? The following chart briefly sets out normal court procedure in a criminal



Мавзу №11

| | |
|--|--|
| Вақт: 4 соат | Талабаларсони: 10 |
| Ўқув машғулотининг шакли ва тури | Practical class (sight translation) |
| Амалий машғулотнинг режаси | <p>1. Introduction to the topic: Expand the following text: Civil law, pp 19-21, Sight translation of a court procedure: Civil case, Training exercises, pp 103-125, Copyright, Estate, Patents, Wills -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic.</p> <p>Group discussions of the topic: Expand the following text: Civil law, pp 19-21, Sight translation of a court procedure: Civil case, Training exercises, pp 103-125, Copyright, Estate, Patents, Wills - reading the text; -finding new words; -translating the text; -comparing the translation of the students'</p> <p>3. Introduction of the results and grading of the students.</p> |
| Машғулот мақсади: | To develop writing, listening, reading, speaking skills, techniques and methods of sight translation, to enlarge their vocabulary on the given topic |
| <p>Педагогик вазифалар: To introduce the main concepts and words, word-combinations according to the topic; To increase the ability of the students to read and sight interpret the text under the given topic; To teach how to grasp the main idea of the topic; To teach techniques and methods of reading and sight translating the given material</p> | <p>Ўқув фаолияти натижалари: Be able to understand the concepts and words, word-combinations according to the topic; Be able to translate and interpret the text under the given topic; Be able to grasp the main idea of the topic; Be able to read and sight translate the material</p> |
| Ўқитиш услуби ва техникаси | Cluster method; (see Attachment # 2) |
| Ўқитиш шакли | -practical, group work |
| Таълим воситалари | -books Practical course in translation-hand-outs, newspaper, magazine and internet |
| Ўқитиш шарт-шароити | -classroom, ёки компьютер зали. |

1.1 Амалий машғулотнинг технологик картаси (1-машғулот)

| | | |
|--------------------------|------------------------|---------------|
| Босқичлар ва ақти | Фаолият мазмуни | |
| | Ўқитувчи | Талаба |

| | | |
|---|--|---|
| <p>1-босқич. 15 мин</p> | <p>Introductory part: Warm up questions, organizes the class to the selected method: cluster - presents Civil law , civil cases, Techniques and exercises in sight translation - comments on the techniques and exercises in sight translation</p> | <p>- speaks, shares opinions, discusses ; -works on the cluster</p> |
| <p>2-босқич. 60 мин</p> | <p>Main part:Expand the following text:Civil law, pp 19-21, Sight translation of a court procedure: Civil case , Training exercises, pp 103-125, Copyright, Estate, Patents, Wills</p> <p>Pre-translating activities: Asks the students to guess the meaning of the text according to its title, writes key words on the blackboard</p> <p>While sight-translating activities: Follows, checks students’ reading and translating,</p> <p>Post sight-translating activities: comments, points out mistakes, discusses methods and ways of translating; grammatical structures</p> | <p>- asks questions should any arise; -listens, takes notes;</p> <p>- reads and translates the text with his/her group;</p> <p>-listens, takes notes, asks questions;</p> <p>- listens to the teachers’ comments and takes notes.</p> |
| <p>3-босқич. 5 мин</p> | <p>Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students.</p> | <p>-listens; -asks questions -takes notes of the important points of the class</p> |

7 **Гурухлар учун топшириқлар:**
8. Answer the questions:

Мавзу №12

| | |
|---|---|
| Вақт: 4 соат | Талабаларсони: 10 |
| Ўқув машғулотининг шакли ва тури | Practical class (sight translation) |
| Амалий машғулотнинг режаси | <p>1. Introduction to the topic: Condense the following text: Labor Law, Family law pp22-25; Training exercises, pp 130-148, Employment, Workplace, Marriage, Divorce, Custody</p> <ul style="list-style-type: none"> -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. <p>Group discussions of the topic: Condense the following text: Labor Law, Family law pp22-25; Training exercises, pp 130-148, Employment, Workplace, Marriage, Divorce, Custody</p> <ul style="list-style-type: none"> - reading the text; -finding new words; -translating the text; -comparing the translation of the students' <p>3. Introduction of the results and grading of the students.</p> |
| Машғулот мақсади: | To develop writing, listening, reading, speaking skills, techniques and methods of sight translation, to enlarge their vocabulary on the given topic |
| <p>Педагогик вазифалар:</p> <ul style="list-style-type: none"> To introduce the main concepts and words, word-combinations according to the topic; To increase the ability of the students to read and sight interpret the text under the given topic; To teach how to grasp the main idea of the topic; To teach techniques and methods of reading and sight translating the given material | <p>Ўқув фаолияти натижалари:</p> <ul style="list-style-type: none"> Be able to understand the concepts and words, word-combinations according to the topic; Be able to translate and interpret the text under the given topic; Be able to grasp the main idea of the topic; <p>Be able to read and sight translate the material</p> |
| Ўқитиш услуби ва техникаси | Cluster method; (see Attachment # 2) |
| Ўқитиш шакли | -practical, group work |
| Таълим воситалари | -books Practical course in translation-hand-outs, newspaper, magazine and internet |
| Ўқитиш шарт-шароити | -classroom, ёки компьютер зали. |

1.1 Амалий машғулотнинг технологик картаси (1-машғулот)

| | | |
|-------------------------|------------------------|---------------|
| Босқичлар в ақти | Фаолият мазмуни | |
| | Ўқитувчи | Талаба |

| | | |
|---|--|--|
| <p>1-босқич. 15 мин</p> | <p>Introductory part: Warm up questions, organizes the class to the selected method: cluster - presents Labour law, Family law Techniques and exercises in sight translation - comments on the techniques and exercises in sight translation</p> | <p>- speaks, shares opinions, discusses ; -works on the cluster</p> |
| <p>2-босқич. 60 мин</p> | <p>Main part:Condense the following text: Labor Law, Family law pp22-25;Training exercises,pp 130-148,Employment, Workplace, Marriage, Divorce, Custody Pre-translating activities: Asks the students to guess the meaning of the text according to its title, writes key words on the blackboard While sight-translating activities: Follows, checks students' reading and translating, Post sight-translating activities: comments, points out mistakes, discusses methods and ways of translating; grammatical structures</p> | <p>- asks questions should any arise; -listens, takes notes; - reads and translates the text with his/her group; -listens, takes notes, asks questions; - listens to the teachers' comments and takes notes.</p> |
| <p>3-босқич. 5 мин</p> | <p>Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students.</p> | <p>-listens; -asks questions -takes notes of the important points of the class</p> |

8 **Гурухлар учун топшириқлар:**

9. **Answer the questions:**

Мавзу №13

| | |
|--|---|
| Вақт: 4 соат | Талабаларсони: 10 |
| Ўқув машғулотининг шакли ва тури | Practical class (sight translation) |
| Амалий машғулотнинг режаси | <p>1. Introduction to the topic: Criminal law, Juvenile delinquency, pp28-32, Training exercises pp152-161, rime, Crime 2, Juveniles -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic.</p> <p>Group discussions of the topic: Criminal law, Juvenile delinquency, pp28-32, Training exercises pp152-161, rime, Crime 2, Juveniles - reading the text;-finding new words; -translating the text; -comparing the translation of the students’</p> <p>3. Introduction of the results and grading of the students.</p> |
| Машғулот мақсади: | To develop writing, listening, reading, speaking skills, techniques and methods of sight translation, to enlarge their vocabulary on the given topic |
| <p>Педагогик вазифалар: To introduce the main concepts and words, word-combinations according to the topic; To increase the ability of the students to read and sight interpret the text under the given topic; To teach how to grasp the main idea of the topic; To teach techniques and methods of reading and sight translating the given material</p> | <p>Ўқув фаолияти натижалари: Be able to understand the concepts and words, word-combinations according to the topic; Be able to translate and interpret the text under the given topic; Be able to grasp the main idea of the topic; Be able to read and sight translate the material</p> |
| Ўқитиш услуби ва техникаси | Cluster method; (see Attachment # 2) |
| Ўқитиш шакли | -practical, group work |
| Таълим воситалари | -books Practical course in translation-hand-outs, newspaper, magazine and internet |
| Ўқитиш шарт-шароити | -classroom, ёки компьютер зали. |

1.1 Амалий машғулотнинг технологик картаси (1-машғулот)

| Босқичлар ва ақти | Фаолият мазмуни | |
|-----------------------------|--|-----------------------------------|
| | Ўқитувчи | Талаба |
| 1-босқич. 15 мин | Introductory part: Warm up questions, organizes the class to the | - speaks, shares opinions, |

| | | |
|---|--|---|
| | <p>selected method: cluster</p> <ul style="list-style-type: none"> - presents Criminal law, Juvenile delinquency Techniques and exercises in sight translation - comments on the techniques and exercises in sight translation | <p>discusses ;</p> <p>-works on the cluster</p> |
| <p>2-босқич. 60 мин</p> | <p>Main part: Criminal law, Juvenile delinquency, pp28-32 , Training exercises pp152-161, rime, Crime 2, Juveniles</p> <p>Pre-translating activities: Asks the students to guess the meaning of the text according to its title, writes key words on the blackboard</p> <p>While sight-translating activities: Follows, checks students' reading and translating,</p> <p>Post sight-translating activities: comments, points out mistakes, discusses methods and ways of translating; grammatical structures</p> | <p>- asks questions should any arise;</p> <p>-listens, takes notes;</p> <p>- reads and translates the text with his/her group;</p> <p>-listens, takes notes, asks questions;</p> <p>- listens to the teachers' comments and takes notes.</p> |
| <p>3-босқич. 5 мин</p> | <p>Closing part:</p> <ul style="list-style-type: none"> -to summarize the results; -to answer the questions posed by students; -to grade the students. | <p>-listens;</p> <p>-asks questions</p> <p>-takes notes of the important points of the class</p> |

9 Гурухлар учун топшириқлар:

10. Answer the questions:

Мавзу №14

| | |
|--|---|
| Вақт: 4 соат | Талабаларсони: 10 |
| Ўқув машғулотининг шакли ва тури | Practical class (sight translation) |
| Амалий машғулотнинг режаси | <p>1. Introduction to the topic: Read aloud, Chunk, and Summarize: International law, pp33-35 Statute of the International Court of Justice -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic.</p> <p>Group discussions of the topic: Read aloud, Chunk, and Summarize: International law, pp33-35 Statute of the International Court of Justice - reading the text;-finding new words; -translating the text; -comparing the translation of the students’</p> <p>3. Introduction of the results and grading of the students.</p> |
| Машғулот мақсади: | To develop writing, listening, reading, speaking skills, techniques and methods of sight translation, to enlarge their vocabulary on the given topic |
| <p>Педагогик вазифалар: To introduce the main concepts and words, word-combinations according to the topic; To increase the ability of the students to read and sight interpret the text under the given topic; To teach how to grasp the main idea of the topic; To teach techniques and methods of reading and sight translating the given material</p> | <p>Ўқув фаолияти натижалари: Be able to understand the concepts and words, word-combinations according to the topic; Be able to translate and interpret the text under the given topic; Be able to grasp the main idea of the topic; Be able to read and sight translate the material</p> |
| Ўқитиш услуби ва техникаси | Cluster method; (see Attachment # 2) |
| Ўқитиш шакли | -practical, group work |
| Таълим воситалари | -books Practical course in translation-hand-outs, newspaper, magazine and internet |
| Ўқитиш шарт-шароити | -classroom, ёки компьютер зали. |

1.1 Амалий машғулотнинг технологик картаси (1-машғулот)

| Босқичлар ва ақти | Фаолият мазмуни | |
|-----------------------------|--|-----------------------------------|
| | Ўқитувчи | Талаба |
| 1-босқич. 15 мин | Introductory part: Warm up questions, organizes the class to the | - speaks, shares opinions, |

| | | |
|---|--|---|
| | <p>selected method: cluster</p> <ul style="list-style-type: none"> - presents International law, pp33-35 Statute of the International Court of Justice <p>Techniques and exercises in sight translation</p> <ul style="list-style-type: none"> - comments on the techniques and exercises in sight translation | <p>discusses ;</p> <p>-works on the cluster</p> |
| <p>2-босқич. 60 мин</p> | <p>Main part: Read aloud, Chunk, and Summarize: International law, pp33-35 Statute of the International Court of Justice</p> <p>Pre-translating activities: Asks the students to guess the meaning of the text according to its title, writes key words on the blackboard</p> <p>While sight-translating activities: Follows, checks students' reading and translating,</p> <p>Post sight-translating activities: comments, points out mistakes, discusses methods and ways of translating; grammatical structures</p> | <p>- asks questions should any arise;</p> <p>-listens, takes notes;</p> <p>- reads and translates the text with his/her group;</p> <p>-listens, takes notes, asks questions;</p> <p>- listens to the teachers' comments and takes notes.</p> |
| <p>3-босқич. 5 мин</p> | <p>Closing part:</p> <ul style="list-style-type: none"> -to summarize the results; -to answer the questions posed by students; -to grade the students. | <p>-listens;</p> <p>-asks questions</p> <p>-takes notes of the important points of the class</p> |

- 10 Гурухлар учун топшириқлар:
11. Answer the questions:

Мавзу №15

| | |
|--|---|
| Вақт: 4 соат | Талабаларсони: 10 |
| Ўқув машғулотининг шакли ва тури | Practical class (sight translation) |
| Амалий машғулотнинг режаси | <p>1. Introduction to the topic: Understanding medical prescription; Medical Prescription abbreviation; Read aloud, Chunk, and Summarize: World Health Organization, Medicines: essential medicines Asthma, anemia , Act out the dialogue: Getting Patient Details</p> <p>-to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic.</p> <p>Group discussions of the topic: Understanding medical prescription; Medical Prescription abbreviation; Read aloud, Chunk, and Summarize: World Health Organization , Medicines: essential medicines Asthma, anemia , Act out the dialogue: Getting Patient Details - reading the text;-finding new words; -translating the text; -comparing the translation of the students'</p> <p>3. Introduction of the results and grading of the students.</p> |
| Машғулот мақсади: | To develop writing, listening, reading, speaking skills, techniques and methods of sight translation, to enlarge their vocabulary on the given topic |
| <p>Педагогик вазифалар:</p> <p>To introduce the main concepts and words, word-combinations according to the topic;</p> <p>To increase the ability of the students to read and sight interpret the text under the given topic;</p> <p>To teach how to grasp the main idea of the topic;</p> <p>To teach techniques and methods of reading and sight translating the given material</p> | <p>Ўқув фаолияти натижалари:</p> <p>Be able to understand the concepts and words, word-combinations according to the topic;</p> <p>Be able to translate and interpret the text under the given topic;</p> <p>Be able to grasp the main idea of the topic;</p> <p>Be able to read and sight translate the material</p> |
| Ўқитиш услуби ва техникаси | Cluster method; (see Attachment # 2) |
| Ўқитиш шакли | -practical, group work |
| Таълим воситалари | -books Practical course in translation-hand-outs, newspaper, magazine and internet |
| Ўқитиш шарт-шароити | -classroom, ёки компьютер зали. |

1.1 Амалий машғулотнинг технологик картаси (1-машғулот)

| Босқичларв ақти | Фаолият мазмуни | |
|-----------------------------------|--|---|
| | Ўқитувчи | Талаба |
| 1-босқич. 15 мин | <p>Introductory part: Warm up questions, organizes the class to the selected method: cluster</p> <ul style="list-style-type: none"> - presents Understanding medical prescription; Medical Prescription abbreviation; - comments on the techniques and exercises in sight translation | <ul style="list-style-type: none"> - speaks, shares opinions, discusses ; -works on the cluster |
| 2-босқич. 60 мин | <p>Main part: Understanding medical prescription; Medical Prescription abbreviation; Read aloud, Chunk, and Summarize: World Health Organization , Medicines: essential medicines Asthma, anemia , Act out the dialogue: Getting Patient Details</p> <p>Pre-translating activities: Asks the students to guess the meaning of the text according to its title, writes key words on the blackboard</p> <p>While sight-translating activities: Follows, checks students' reading and translating,</p> <p>Post sight-translating activities: comments, points out mistakes, discusses methods and ways of translating; grammatical structures</p> | <ul style="list-style-type: none"> - asks questions should any arise; -listens, takes notes; - reads and translates the text with his/her group; -listens, takes notes, asks questions; - listens to the teachers' comments and takes notes. |
| 3-босқич. 5 мин | <p>Closing part:</p> <ul style="list-style-type: none"> -to summarize the results; -to answer the questions posed by students; -to grade the students. | <ul style="list-style-type: none"> -listens; -asks questions -takes notes of the important points of the class |

- 11 Гурухлар учун топшириқлар:
12. Answer the questions:

Мавзу №16

| | |
|---|--|
| Вақт: 4 соат | Талабаларсони: 10 |
| Ўқув машғулотининг шакли ва тури | Practical class (sight translation) |
| Амалий машғулотнинг режаси | <p>1. Introduction to the topic:Key messages - World No Tobacco Day 2013;PneumoniaAct out the dialogue:Pain that Comes and Goes , Condense the following text:Cardiovascular diseases, hypertension , rheumatic heart attack, Act out the dialogue:Some Troubling Symptoms</p> <p>-to discuss the vocabulary box;</p> <p>-to provide the translation of the basic terms and word-combinations under the given topic.</p> <p>Group discussions of the topic:Key messages - World No Tobacco Day 2013;PneumoniaAct out the dialogue:Pain that Comes and Goes , Condense the following text:Cardiovascular diseases, hypertension , rheumatic heart attack, Act out the dialogue:Some Troubling Symptoms</p> <p>- reading the text;-finding new words;</p> <p>-translating the text;</p> <p>-comparing the translation of the students'</p> <p>3. Introduction of the results and grading of the students.</p> |
| Машғулот мақсади: | To develop writing, listening, reading, speaking skills, techniques and methods of sight translation, to enlarge their vocabulary on the given topic |
| <p>Педагогик вазифалар:</p> <p>To introduce the main concepts and words, word-combinations according to the topic;</p> <p>To increase the ability of the students to read and sightinterpret the text under the given topic;</p> <p>To teach how to grasp the main idea of the topic;</p> <p>To teach techniques and methods of reading and sight translating the given material</p> | <p>Ўқув фаолияти натижалари:</p> <p>Be able to understand the concepts and words, word-combinations according to the topic;</p> <p>Be able to translate and interpret the text under the given topic;</p> <p>Be able to grasp the main idea of the topic;</p> <p>Be able to read and sight translate the material</p> |
| Ўқитиш услуби ва техникаси | Cluster method; (see Attachment # 2) |
| Ўқитиш шакли | -practical, group work |
| Таълим воситалари | -books Practical course in translation-hand-outs, newspaper, magazine and internet |
| Ўқитиш шарт-шароити | -classroom, ёки компьютер зали. |

1.1Амалий машғулотнинг технологик картаси (1-машғулот)

| Босқичларв акти | Фаолият мазмуни | |
|---------------------|---|---|
| | Ўқитувчи | Талаба |
| 1-босқич. 15 мин | Introductory part: Warm up questions, organizes the class to the selected method: cluster - presents Key messages - World No Tobacco Day 2013; Pneumonia, Cardiovascular diseases, hypertension, rheumatic heart attack Techniques and exercises in sight translation - comments on the techniques and exercises in sight translation | - speaks, shares opinions, discusses ; - works on the cluster |
| 2-босқич. 60 мин | Main part: Key messages - World No Tobacco Day 2013; Pneumonia Act out the dialogue: Pain that Comes and Goes, Condense the following text: Cardiovascular diseases, hypertension, rheumatic heart attack, Act out the dialogue: Some Troubling Symptoms Pre-translating activities: Asks the students to guess the meaning of the text according to its title, writes key words on the blackboard While sight-translating activities: Follows, checks students' reading and translating, Post sight-translating activities: comments, points out mistakes, discusses methods and ways of translating; grammatical structures | - asks questions should any arise; - listens, takes notes; - reads and translates the text with his/her group; - listens, takes notes, asks questions; - listens to the teachers' comments and takes notes. |
| 3-босқич. 5 мин | Closing part: - to summarize the results; - to answer the questions posed by students; - to grade the students. | - listens; - asks questions - takes notes of the important points of the class |

12. Гурухлар учун топшириқлар:
13. Answer the questions:

Мавзу№17

| | |
|--|---|
| Вақт: 4 соат | Талабаларсони: 10 |
| Ўқув машғулотининг шакли ва тури | Practical class (sight translation) |
| Амалий машғулотнинг режаси | <p>1. Introduction to the topic:Arthritis and rheumatism; Act out the dialogue: Joint Pain -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic.</p> <p>Group discussions of the topic: Arthritis and rheumatism; Act out the dialogue: Joint Pain- reading the text;-finding new words; -translating the text; -comparing the translation of the students’</p> <p>3. Introduction of the results and grading of the students.</p> |
| Машғулот мақсади: | To develop writing, listening, reading, speaking skills, techniques and methods of sight translation, to enlarge their vocabulary on the given topic |
| <p>Педагогик вазифалар:</p> <p>To introduce the main concepts and words, word-combinations according to the topic;</p> <p>To increase the ability of the students to read and sight interpret the text under the given topic;</p> <p>To teach how to grasp the main idea of the topic;</p> <p>To teach techniques and methods of reading and sight translating the given material</p> | <p>Ўқув фаолияти натижалари:</p> <p>Be able to understand the concepts and words, word-combinations according to the topic;</p> <p>Be able to translate and interpret the text under the given topic;</p> <p>Be able to grasp the main idea of the topic;</p> <p>Be able to read and sight translate the material</p> |
| Ўқитиш услуби ва техникаси | Cluster method; (see Attachment # 2) |
| Ўқитиш шакли | -practical, group work |
| Таълим воситалари | -books Practical course in translation-hand-outs, newspaper, magazine and internet |
| Ўқитиш шарт-шароити | -classroom, ёки компьютер зали. |

1.1Амалий машғулотнинг технологик картаси (1-машғулот)

| Босқичлар в ақти | Фаолият мазмуни | |
|-------------------------|--|---|
| | Ўқитувчи | Талаба |
| 1-босқич. 15 мин | <p>Introductory part: Warm up questions, organizes the class to the selected method: cluster - presentsArthritis and rheumatism; - comments</p> | - speaks, shares opinions, discusses ; |

| | | |
|-----------------------------|---|---|
| | on the techniques and exercises in sight translation | -works on the cluster |
| 2-босқич. 60 мин | <p>Main part:Arthritis and rheumatism; Act out the dialogue: Joint Pain</p> <p>Pre-translating activities: Asks the students to guess the meaning of the text according to its title, writes key words on the blackboard</p> <p>While sight-translating activities: Follows, checks students' reading and translating,</p> <p>Post sight-translating activities: comments, points out mistakes, discusses methods and ways of translating; grammatical structures</p> | <p>- asks questions should any arise; -listens, takes notes;</p> <p>- reads and translates the text with his/her group;</p> <p>-listens, takes notes, asks questions;</p> <p>- listens to the teachers' comments and takes notes.</p> |
| 3-босқич. 5 мин | <p>Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students.</p> | <p>-listens; -asks questions -takes notes of the important points of the class</p> |

13 **Гурухлар учун топшириқлар:**

14. **Answer the questions:**

Мавзу №18

| | |
|--|--|
| Вақт: 4 соат | Талабаларсони: 10 |
| Ўқув машғулотининг шакли ва тури | Practical class (sight translation) |
| Амалий машғулотнинг режаси | <p>1. Introduction to the topic: Sight translate the text: Tuberculosis, Medicines: essential medicines list -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic.</p> <p>Group discussions of the topic: Sight translate the text: Tuberculosis, Medicines: essential medicines list - reading the text; -finding new words; -translating the text; -comparing the translation of the students'</p> <p>3. Introduction of the results and grading of the students.</p> |
| Машғулот мақсади: | To develop writing, listening, reading, speaking skills, techniques and methods of sight translation, to enlarge their vocabulary on the given topic |
| <p>Педагогик вазифалар: To introduce the main concepts and words, word-combinations according to the topic; To increase the ability of the students to read and sight interpret the text under the given topic; To teach how to grasp the main idea of the topic; To teach techniques and methods of reading and sight translating the given material</p> | <p>Ўқув фаолияти натижалари: Be able to understand the concepts and words, word-combinations according to the topic; Be able to translate and interpret the text under the given topic; Be able to grasp the main idea of the topic; Be able to read and sight translate the material</p> |
| Ўқитиш услуби ва техникаси | Cluster method; (see Attachment # 2) |
| Ўқитиш шакли | -practical, group work |
| Таълим воситалари | -books Practical course in translation-hand-outs, newspaper, magazine and internet |
| Ўқитиш шарт-шароити | -classroom, ёки компьютер зали. |

1.1 Амалий машғулотнинг технологик картаси (1-машғулот)

| Босқичлар в ақти | Фаолият мазмуни | |
|-------------------------|---|---|
| | Ўқитувчи | Талаба |
| 1-босқич. 15 мин | Introductory part: Warm up questions, organizes the class to the selected method: cluster | - speaks, shares opinions, discusses ; |

| | | |
|---|--|---|
| | <p>- presentsSight translate the text: Tuberculosis, Medicines: essential medicines list</p> <p>- comments on the techniques and exercises in sight translation</p> | <p>-works on the cluster</p> |
| <p>2-босқич. 60 мин</p> | <p>Main part:Sight translate the text: Tuberculosis, Medicines: essential medicines list</p> <p>Pre-translating activities: Asks the students to guess the meaning of the text according to its title, writes key words on the blackboard</p> <p>While sight-translating activities: Follows, checks students' reading and translating,</p> <p>Post sight-translating activities: comments, points out mistakes, discusses methods and ways of translating; grammatical structures</p> | <p>- asks questions should any arise;</p> <p>-listens, takes notes;</p> <p>- reads and translates the text with his/her group;</p> <p>-listens, takes notes, asks questions;</p> <p>- listens to the teachers' comments and takes notes.</p> |
| <p>3-босқич. 5 мин</p> | <p>Closing part:</p> <p>-to summarize the results;</p> <p>-to answer the questions posed by students;</p> <p>-to grade the students.</p> | <p>-listens;</p> <p>-asks questions</p> <p>-takes notes of the important points of the class</p> |

14 Гурухлар учун топшириклар:

15. Answer the questions:

Мавзу №19

| | |
|--|---|
| Вақт: 4 соат | Талабаларсони: 10 |
| Ўқув машғулотининг шакли ва тури | Practical class (sight translation) |
| Амалий машғулотнинг режаси | <p>1. Introduction to the topic: World Blood Donor Day Role play: Dental check-up -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic.</p> <p>Group discussions of the topic: World Blood Donor Day Role play: Dental check-up - reading the text;-finding new words; -translating the text; -comparing the translation of the students'</p> <p>3. Introduction of the results and grading of the students.</p> |
| Машғулот мақсади: | To develop writing, listening, reading, speaking skills, techniques and methods of sight translation, to enlarge their vocabulary on the given topic |
| <p>Педагогик вазифалар:</p> <p>To introduce the main concepts and words, word-combinations according to the topic;</p> <p>To increase the ability of the students to read and sight interpret the text under the given topic;</p> <p>To teach how to grasp the main idea of the topic;</p> <p>To teach techniques and methods of reading and sight translating the given material</p> | <p>Ўқув фаолияти натижалари:</p> <p>Be able to understand the concepts and words, word-combinations according to the topic;</p> <p>Be able to translate and interpret the text under the given topic;</p> <p>Be able to grasp the main idea of the topic;</p> <p>Be able to read and sight translate the material</p> |
| Ўқитиш услуби ва техникаси | Cluster method; (see Attachment # 2) |
| Ўқитиш шакли | -practical, group work |
| Таълим воситалари | -books Practical course in translation-hand-outs, newspaper, magazine and internet |
| Ўқитиш шарт-шароити | -classroom, ёки компьютер зали. |

1.1 Амалий машғулотнинг технологик картаси (1-машғулот)

| Босқичлар в ақти | Фаолият мазмуни | |
|-------------------------|---|---|
| | Ўқитувчи | Талаба |
| 1-босқич. 15 мин | Introductory part: Warm up questions, organizes the class to the selected method: cluster | - speaks, shares opinions, discusses ; |

| | | |
|-----------------------------|--|---|
| | <ul style="list-style-type: none"> - presents World Blood Donor Day - comments on the techniques and exercises in sight translation | -works on the cluster |
| 2-босқич. 60 мин | <p>Main part: World Blood Donor Day Role play: Dental check-up</p> <p>Pre-translating activities: Asks the students to guess the meaning of the text according to its title, writes key words on the blackboard</p> <p>While sight-translating activities: Follows, checks students' reading and translating,</p> <p>Post sight-translating activities: comments, points out mistakes, discusses methods and ways of translating; grammatical structures</p> | <ul style="list-style-type: none"> - asks questions should any arise; -listens, takes notes; - reads and translates the text with his/her group; -listens, takes notes, asks questions; - listens to the teachers' comments and takes notes. |
| 3-босқич. 5 мин | <p>Closing part:</p> <ul style="list-style-type: none"> -to summarize the results; -to answer the questions posed by students; -to grade the students. | <ul style="list-style-type: none"> -listens; -asks questions -takes notes of the important points of the class |

- 15 Гурухлар учун топшириқлар:
16. Answer the questions:

АМАЛИЙ (БАДИЙ) ТАРЖИМА ФАНИ БЎЙИЧА ЎҚУВ-МЕТОДИК МАТЕРИАЛЛАР

1-мавзу

LEXICAL TRANSFORMATIONS AND METHODS OF CREATION OF CONTEXTUAL SUBSTITUTES.

1. Kinds of Lexical Transformations.

Work of a translator on a word and a word-combination doesn't add up to finding of equivalent or variant correspondence only. It involves also the work on lexical reforms or transformations. There are three kinds of lexical transformations:

- 1) additions;
- 2) omissions;
- 3) substitutes.

1.1. Additions. Semantic additions are inadmissible in translation. A translator can do semantic additions, i.e. explanations, only out of TT, in his/her notes that are taken outside of a text by footnotes. However, a translator has sometimes to add some words into the text so as not to break the norms of the Russian language.

Over the chimney-piece was an old copy of Lawrence's portrait of Kemble as Hamlet. (Ch.1, p.14). – Над камином висела старая копия портрета Кембла в роли Гамлета кисти Лоренса. (С.18). (Лоренс Томас (1769-1830) – английский живописец-портретист – а footnote is at the foot of the page).

They opened with a failure and this was succeeded by another. (Ch.9, p.77).

Пьеса, которой они открыли тот сезон, потерпела фиаско, то же произошло и со следующей. (С.63).

She bustled Julia upstairs. (Ch.10, p.84). – Эви выпроводила Джулию из комнаты и погнала ее наверх. (С.69).

1.2. Omissions. Sometimes, a translator can do some omissions if it's necessary in order to avoid breaking of linguistic or stylistic norms of the Russia language. However, every omission must be justified. It's not allowed to abuse this rule and omit everything that is difficult to translate.

It is typical of the English language using of paired synonyms. One of equivalent synonyms is omitted in translation as well as semantically surplus words. (The treaty was pronounced null and void. – Договор признан недействительным.).

...if he had been an actor who loved her so much and had loved her so long... (Ch.11, p.97). – Будь он, скажем, актером и люби ее так давно и сильно,... (С.78).

...and then went into the bathroom to wash her face and eyes. (Ch.11, p.96). - ...и пошла в ванную комнату умыться. (С.78).

She leant back in the chair and turned her head aside. (Ch.11, p.95). – Она откинулась в кресле и отвернулась. (С.77).

1.3. Substitutes. Substitutes can be lexical and contextual. Lexical substitute is replacement of single concrete words or word-combinations of SL with that of TL which are not their lexicographic correspondence, i.e. they have other lexical meaning than the words of ST. Characteristics of the context can force a translator refuse to use both variant and equivalent correspondences in translation. In that case he/she looks for the variant of translation that suits for the concrete case. That kind of translation is named contextual substitute.

...he held himself with an arched back to keep his belly from sagging. (Ch.9, p.81). - ...и держался неестественно прямо, чтобы не отвисал живот. (С.67).

“Oh, well, it’s no good crying over spilt milk.” (Ch.10, p.83). – “Потерянного не воротишь.”(С.69).

Nature of a contextual substitute depends on characteristics of individual context and a translator has every time to look for special ways of translation. This task requires creative solution, therefore, it’s not possible to have fundamental. Nevertheless, there are same methods which are used for creating of contextual substitutes:

- 1) method of concretization;
- 2) method of generalization;
- 3) method of antonymic translation;
- 4) method of compensation;
- 5) method of semantic development;
- 6) method of complete interpretation.

Таржима учун машқ: ***Translate the following passage into your mother tongue and analyze the lexical problems of translation:***

Martin Eden, a strong man and talented worker, belongs to a working-class family. He meets Ruth Morse, a girl from a rich bourgeois family, and falls in love with her. He decides to become her equal in knowledge and culture. He must make a career for himself and become famous. He begins to read and study and Ruth helps him.

A week of heavy reading had passed since the evening he first met Ruth Morse, and still he did not dare to go and see her. He was afraid of making mistakes in speech and manners.

Martin tried to read books that required years of preparatory work. One day he read a book on philosophy, and the next day a book on art. He read poetry, he read books by Karl Marx. He did not understand what he was reading but he wanted to know. He had become interested in economy, industry and politics. He sat up in bed and tried to read, but the dictionary was in front of him more often than the book. He looked up so many new words that when he saw them again, he had forgotten their meaning and had to look them up again. He decided to write the words down in a note-book, and filled page after page with them. And still he could not understand what he was reading. Poetry was not so difficult. He loved poetry and beauty, and there he found beauty, as he found it in music.

At last Martin Eden had enough courage to go and see Ruth. She met him at the door herself and took him into the living-room. They talked first of the books he had borrowed from her, then of poets. He told her of his plans to educate himself.

"You should go back and finish grammar school, and then go through the high school and university," Ruth said.

"But that takes money," he said.

"Oh!" she cried. "I had not thought of that. But then you have relatives, somebody who could help you?"

He shook his head...

2. METHODS OF CREATING OF CONTEXTUAL SUBSTITUTES.

2.1. Method of Concretization. Concretization represents substitution of a word of ST with more large meaning on the word of TL with narrower one. There are a lot of words in the English language with general wide meaning which should be concretized in translation. For example:

come – прибывать, приезжать, приходиться, подходить, прилетать и т.д.

leave – уезжать, покидать, уходить, оставлять, улетать, вылетать и т.д.

provide – заготавливать, сберегать, снабжать, доставлять, обеспечивать, давать средства, принимать меры, готовиться, предусматривать, обуславливать и т.д.

...two of her front teeth were missing but, notwithstanding Julia's offer, repeated for years, to provide her with new ones she would not have them replaced. (Ch.10, p.84).

...у нее не хватало спереди двух зубов, но, несмотря на неоднократное предложение Джулии дать ей деньги на новые зубы, Эви не желала их вставлять. (С.69).

By the example of the word thing that is met quite often in the novel it is seen how this word is concretized in different contexts.

"Extravagant little thing, aren't you?..." (Ch.6, p.56). – "Мотовочка, вот ты кто." (С.49).

"We know a thing or two about financing plays now." (Ch.8, p.69). – "Мы с тобой уже хорошо знаем, при каких условиях финансируются пьесы." (С.58).

...and she thought of him as a nice old thing. (Ch.11, p.93). - ...и она думала о нем, как о добром старом дядюшке. (С.75).

If he tried that sort of thing she'd play the outrage heroine on him, ... (Ch.11, p. 93). – Если он попробует с ней такие штучки, она разыграет оскорбленную добродетель... (С.76).

Then Julia did a disgraceful thing. (Ch.11, p.94). – И тут Джулия совершила позорный поступок. (С.77).

When tempers were frayed his good humour, his real kindness, smoothed thing over. (Ch.9, p.79). – Когда у них начинали сдавать нервы, его добродушие, его искренняя доброжелательность сглаживали все острые углы. (С.66).

But he was not a man who let a thing drop when he had set his mind to it. (Ch.8, p.69). – Но Майкл был не из тех, кто легко отступает от того, что задумал. (С.58).

2.2. Method of Generalization. Generalization is substitution of a word with more narrow meaning on the word with larger one. This method is opposite to the method of concretization.

...but he wanted to be his own master and now in the last year of his articles he had broken away and taken this tiny flat. (Ch.11, p.102). - ...но он захотел быть сам себе хозяином и сейчас, в последний год учения, отделился от семьи и снял эту крошечную квартиру. (С.82).

The word article as a noun has the meanings статья, параграф, пункт, соглашение, договор, вещь, предмет, артикль. The meaning договор suits more because there is also a verb article – отдавать по контракту в учение. Combined these meanings the translator extended the meaning of the word article and translated it as учение though this word has its own translation in English: studies, learning, and apprenticeship.

2.3. Method of antonymic translation. The essence of this method is replacement of affirmative construction with negative one and vice versa that is accompanied by corresponding lexical substitute of SL unit with its antonym in TL.

"Oh, my love, don't you know there isn't anything in the world I wouldn't do for you?..." (Ch.8, p.72). – "Ах, моя любовь, разве вы не знаете, что я сделала бы для вас все на свете!" (С.60).

Julia wondered why servants stayed with them. (Ch.8, p.76). – Джулия не понимала, почему прислуга их не бросает. (С.62).

“Oh, I know people always lie about their debts,” she said with a laugh. (Ch.14, p.129). – “О, я знаю, люди никогда не признаются, сколько они задолжали,” – сказала она со смехом. (С.101).

Metaphrase (or literal translation) of these sentences would contradict to stylistic norms of the Russian language and do them clumsy.

He was a trifle excited – but that is not unusual with him. – Он был несколько взволнован, но он почти всегда такой.

Here we have litotes – an affirmative utterance in a negative form. Litotes is widespread in the English language owing to a good deal of negative prefixes. It can be translated literally not always as in the Russian language the negative не and the negative prefix не- coincide in sounding. The words with the prefix не- go rarely together with the negative particle не because of such combination is discordant.

2.4. Method of Compensation. This method is applied in that case when some linguistic phenomenon can't be conveyed in TL. Compensating for loss which arises in translation because of some linguistic unit of ST can't be translated a translator conveys the same information by the other means. Compensation is often used where it's necessary to convey merely linguistic characteristics of ST (dialectisms, individual features of speech, incorrect linguistic forms, pun, etc.) that have not always correspondences in TL. In translation of contaminative speech a translator can substitute for one linguistic means by others (grammatical – lexical, phonetic – grammatical and so on, in compliance with the Russian language norms).

“For the little I eat I've got all the teeth I want. It'd only fidget me to 'ave a lot of elephant's tusks in me mouth.”(Ch.10, p.84) – the words of Julia's maid who was a cockney.

«Сколько я ем, для того и моих зубов много. Только мешать будет, коли напихашь себе полон рот слоновьих клыков.» (С.69).

Method of compensation illustrates clearly one of the basic positions of theory of translation – not single elements should be translated adequately but all text as a whole. In other words, there are untranslatable particulars but there are not untranslatable texts.

2.5. Method semantic development. Using in translation of a word or a word-combination, whose meaning is logical development of the meaning of a translating unit, is named semantic development. It means deviation from direct lexical correspondence of given word or word-combination. Thus, fundamentally semantic development doesn't differ from more simple methods of lexical transformation, concretization and generalization. Distinction is only in nature and degree of complexity of the method.

It's necessary to have in view that semantic development always applies to not a single word but to a word-combination or a semantic group. Most often the meanings of such words and word-combinations in ST and TT are connected by cause-effect relations. At that substitution of cause by its effect (or vice versa) doesn't break exactness of translation and, quite the contrary, is the best (at times the only) way of adequate conveying of ST content.

Mrs. De Vries was a widow. She was a short stout woman with a fine Jewish nose and fine Jewish eyes, a great deal of energy, a manner at once effusive and timid, and a somewhat virile air. She had a passion for the stage. (Ch.8, p.68).

Долли де Фриз была вдова. Эта низенькая, тучная, несколько мужеподобная женщина, с красивым орлиным носом, красивыми темными глазами, неумной энергией, экспансивная и вместе с тем неуверенная в себе, обожала театр. (С.57).

On the other hand if he was shattered and tongue-tied, she'd be all tremulous herself,... (Ch.11, p.93). – С другой стороны, если он будет скован, не сможет выдать из себя путного слова от смущения и расстройства чувств, она и сама будет робка и трепетна... (С.76).

2.6. Method of complete interpretation. This method is used when there is not possible to proceed from lexical correspondences or contextual meanings of single words of SL but there is a need to understand semantic meaning of the whole and “re-express” it into TL by other words. This is one of the most difficult methods of transformational translation.

This method is wide used in translation of PUs which reflect specificity of the English live spoken language (help yourself, please – угощайтесь (а не помогайте себе); good riddance! – скатертью дорога! тем лучше! (а не просто счастливое избавление), etc.).

He had tact and a pleasant manner, and he knew how to pull strings adroitly; it was inevitable that he should get on the staff of some general. (Ch.7, p.62).

Майкл был тактичен, умел себя вести и искусно пускал в ход свои связи, он просто неминуемо должен был попасть в свиту какого-нибудь генерала. (С.53).

Though they said he drove them like slaves, and they never had a moment to themselves, flash and blood couldn't stand it, it gave them a sort of horrible satisfaction to comply with his outrageous demands. (Ch.2, p.19).

Они говорили, что он дерет с них три шкуры, у них минутки нет свободной, такой жизни даже скотина не выдержит, и при этом им доставляло какое-то особое удовольствие выполнять его непомерные требования. (С.21).

But the same phrase flash and blood couldn't stand it (Ch.11, p.95) was translated кто бы мог устоять? (С.77)

V. Conclusion.

Language is a basic means of expression of any fiction. Nevertheless, the main task and difficulty of literary translation is not reproduction of linguistic, especially structurally-linguistic elements of a foreign speech but, taking into account inequality of linguistic system, to recreate artistically totality of ST images.

For a translator of fiction language is especially important just in literary respect, regarding its stylistic, figurative and expressive means which are provided by its particular literary function. A translator should not oppose language to literature but use both in the interests of literary translation.

Таржима учун машк: ***Translate the following passage into your mother tongue and analyze the lexical problems of translation:***

MARTIN EDEN (extract) by J. London

Part II

A few months after Martin had started to educate himself, he had to go to sea again as all his money was spent. He went as a sailor on a ship that was going to the South Sea.

The captain of the ship had a complete Shakespeare, which he never read. Martin had washed his clothes for him and in return was allowed to read the books. For a time all the world took the form of Shakespearean tragedy or comedy; even Martin's thoughts were expressed in the language of Shakespeare. This trained his ear and gave him a feeling for good English.

The eight months were spent well; he learned to understand Shakespeare and speak correctly, and what was most important, he learned much about himself. Now he knew that he could do more than he had done. He wanted to show Ruth the beauty of the South Sea and decided to do it in his letters.

And then the great idea came to him. He would describe the beauty of the world not only for Ruth but for other people as well. He could do it. He would be one of the eyes through which the world saw, one of the ears through which the world heard, one of the hearts through which it felt. He would be a writer. He would write – everything – poetry and prose, novels and descriptions, and plays like Shakespeare. There was career and the way to win Ruth.

For the first time he saw the aim of his life, and saw it in the middle of the great sea. Martin decided to begin writing when he comes back. He would describe the voyage to the

South Sea and sell it to some San Francisco newspaper. He would go on studying, and then, after some time, when he had learned and prepared himself, he would write great things

Мавзу -3

NATURE OF LANGUAGE:

Language is essentially a set of signs and symbols which have certain fixed meanings, evolved in each society. It is this fixed denotation which makes languages so essential and crucial.

The signs or symbols may be sounds, words, light signals, gestures, facial expressions, geometrical signs, and body postures. These signs can be verbal or non-verbal, visual or auditory, animate or inanimate. Thus a traffic light is an inanimate visual sign.

The telephone bell is an inanimate and auditory symbol while the expression of a dancer is a visual and animate symbol. When you get up to interrupt your teacher while he is teaching, he makes a gesture and you sit down. This is visual and animate. Thus, we see that when we talk of a language, it is just not the mere verbal language that we mean though that represents the most complex and advanced form of language behavior.

It is obvious that any language can develop only in a society or social context. So, the nature of the society and social interactions play a very crucial role in determining several aspects of language, particularly the linguistic form of language. This is true both at a collective level, the evolution of a language, and also at the level of an individual, the acquisition of language abilities.

Of course, there is a view that certain forms of language structure are universal and innate and that even some animals exhibit some sort of language behavior. But, even if there are innate and universal language structures, it is undeniable that verbal language is very much a product of social life interaction and social evolution.

It is estimated that human beings have used some form or the other of a spoken language for more than a million years or even three million years. However, written language is estimated to be only about 7,000 years old. This latter perhaps is an underestimation, and even written language is probably older than this.

This clearly shows that language behavior in a spoken or written form has been very closely associated with the whole evolution of human societies. Languages appear to have played a very crucial role in social evolution, the emergence of civilization and unfolding of social life in all its aspects including social degeneration.

If an individual who lived in this world a million years ago and who was speaking some language of his period were to come alive again, he will be amazed at the complexity of modern languages. Perhaps, he will not be able to recognize them as languages. Thus, modern languages have become much more complex, complicated, rich in vocabulary and above all show variance from one language to another, some with a long vocabulary. Idioms and sentences are combinations

and re-combinations of a limited number of basic sound units called phonemics corresponding to vowels and sentences though not exactly the same.

The number of basic phonemics used by different languages in the world are limited and range between 15 to 85, the English language using about 45 such phonemics. Combination of these phonemics in different ways and manners leads to the formation of morphemes which some linguists compare to words though morphemes are not exactly similar to words and certainly not identical.

Таржима учун машқ: *Translate the following passage into your mother tongue and analyze the grammar substitution:*

MARTIN EDEN (extract) by J. London

Part III

When Martin Eden returned to San Francisco, he began to write. He sent his works to newspapers and magazines, but the editors sent his manuscripts back. Martin continued to write and study at the same time.

Martin lived in a small room where he slept, studied, wrote and cooked his meals. Before the window there was the kitchen table that served as desk and library. The bed occupied two-thirds of the room. Martin slept five hours; only a man in very good health could work for nineteen hours a day. He never lost a moment. On the looking-glass were lists of words: when he was shaving or combing his hair, he learned these words. Some lists were on the wall over the kitchen table, and he studied them while he was cooking or washing the dishes. New lists were always put there in place of the old ones. Every new word he met in his reading was marked and later put down on paper and pinned to the wall or looking-glass. He even carried them in his pockets and looked them through in the street or in the shop.

The weeks passed. All Martin's money was spent and publishers continued to send his manuscripts back. Day by day he worked on and day by day the postman delivered to him his manuscripts. He had no money for stamps, so the manuscripts lay on the floor under the table. Martin pawned his overcoat, then his watch.

One morning the postman brought him a short thin envelope. There was no manuscript in that envelope, therefore, Martin thought, they had taken the story. It was "The Ring of Bells". In the letter the editor of a San Francisco magazine said that the story was good. They would pay the author five dollars for it. And he would receive the check when the story was published.

Мавзы – 4

FUNCTIONS OF LANGUAGE:

If language is such an important part of human life, then it certainly must have served human beings very well and also useful purposes. What are the various functions of language? Essentially, as a common man sees, language has two obvious functions; first it serves a person to express oneself and then communicate.

Through an expression one is able to inform, request, persuade, threaten or influence others. This means one is able to relate one's experiences, fears, wishes, to others and similar experiences of others. This is the beginning of social life. When people are able to express to each other, naturally they are able to interact with each other and understand what others are saying or doing. Based on such an interpretation there is the beginning of action.

Communication:

One of the basic functions of language is communication. Communication plays a very important role in our lives. We communicate with members of our family who are living with us, with our friends, with our colleagues, with our bosses and everyone including a pet-dog. Let us not forget that we communicate with ourselves.

Of course, this is not the same as talking to oneself. We communicate with people who are present with us. Thus, when your mother, or the father or the teacher says something to you, this is called direct communication.

Communication serves many functions. Some of these are:

1. It helps us to express our ideas, feelings, reactions, hopes, etc. Pure verbal language may not serve this purpose in all situations of life. For example, children may not have acquired vocabulary to express their feelings and express through body language. In fact, the pet dog communicates its feelings very effectively.

2. To transmit or convey information to others.

3. To change the attitudes, behaviors and actions of others, and respond or reciprocate in such a way as to achieve something or accomplish something, reach a goal or target.

4. To establish bonds, relationship with others in terms of authority, control, camaraderie, etc.

5. To establish order and predictability in behavior where a number of people are involved as in the case of organizations.

6. To hold together, a society, a group, or organization's culture and values which are essential to provide meaning and usefulness to actions of people. Communication, therefore, is another most important function which differentiates living from the non-living and human from sub-human.

Today we know that very crucial developments in science and technology are taking place in the field of communication and the importance of such developments is very obvious. If one should think of any single distinct characteristic of contemporary human society, certainly it is communication. Modern society is a communicating society, though it may not be rational as Aristotle thought or pleasure-seeking as other philosophers thought.

An important development these days is the rapid advances in communication technology. The information or message can be passed on in no time. In fact, the occurrence of event and its awareness are almost simultaneous. Further today one often finds more emphasis on communication.

A few years ago one could not have thought of a teleconference or a continuous chat with an astronaut who is orbiting in the outer space. Communication is probably the lifeline of society. This is now more true of modern society which is increasingly becoming an information based society.

Таржима учун машқ: ***Translate the piece of literary work into your mother tongue and indicate to some of the translation tools you use in translation:***

At five o'clock in the following day old Jolyon sat alone, a cigar between his lips and on a table by his side a cup of tea. He was tired, and before he had finished his cigar he fell asleep. A fly settled on his hair, his breathing sounded heavy in the drowsy silence, his upper lip under the white moustache puffed in and out. From between the fingers of his veined and wrinkled hand the cigar, dropping on the empty earth, burned itself out.

The gloomy little study, with windows of stained glass to exclude the view, was full of dark green velvet and heavily-carved mahogany – suit of which old Jolyon was wont to say: "Shouldn't wonder if it made a big price some day!"

It was pleasant to think that in the after life he could get more for things than he had given.

In the rich brown atmosphere peculiar to back rooms in mansion for a Forsyte, the Rembrandtesque effect of his great head, with its white hair, against the cushion of his high-backed seat, was spoiled by the moustache, which imparted a somewhat military look to his face. An old clock that had been with him since before marriage fifty years ago kept with its ticking a jealous record of the seconds slipping away for ever from its old master.

He had never cared for this room, hardly going into it from one year's end to another, except to take cigars from the Japanese cabinet in the corner, and the room now had its revenge.

Мавзы – 5

NOTE-TAKING IN TRANSLATION:

Some examples of the symbols used in the note-taking:

MP – Member of Parliament

VIP – Very Important Person

G-7 – Group of seven

Common used abbreviations:

CIS – СНГ (Commonwealth of Independent States)

EU – European Union

RF – Russian Federation

US – United States

UK – United Kingdom

UN – ООН (United Nations Organization)

MOW – Moscow

NY – New York

LON – London

CEO – chief executive officer

JV – joint venture

FTZ – Free trade zone

P – President

VP – Vice President

I/V – investment

↑I – growth of inflation

E – employment

⊖ – unemployment

D/B – budget deficit

Usage of contracted words:

pro – professional

demo – demonstration

info – information

Letter division information such as proper names and geographical names is written only by means of consonants. Numeral division information like days of a week and months is written by numbers.

e.g. ⑤ – Friday, 11 – November

dates: current decade – 2008 = ‘8

current century – 1995 = .95

current millennium – 1812 = .812

numbers from 1100 to 10000 is to be written by hundreds

e.g. 17H = 1700

17t = 17 thousand

17m = 17 million

17b = 17 billion

17tr = 17 trillion

Marking of semantic ties between the symbols is the most important and rather difficult point. Especially when the interdivter is voicing his notation. Speaking is marked with : after the

subject group; emphasis is marked with :! (claimed, referred, accused, offered). The symbol (:) means divss-conference, divss-release, statement.

approval – OK

disapproval – ~~OK~~

plural – sign of square; e.g. MP² = Members of Parliament

m² = millions

repeat = R with an arrow with the place which is repeated

> - more, < - less

↑ - growth, rise; increase; improvement; future

↓ - decrease, fall, degradation; past

Δ - state, country

→ lines: → departure; E - export; address to

←← arrival; I - import

Exdivssion of modality:

possibility: m – may; m? – might

c – can; c? – could

doubt: ? or ?!

necessity: d (must, to be to, should) – from debere (lat.)

Comparative and Superlative degrees of Adjectives: signs of square and cube

e.g. big² – bigger, big³ – the biggest

“Speaking” symbols:

○ – congress, meeting

X – war, conflict

Мавзы – 6
TRANSLARION OF RIDDLES

What's so special about the riddles and why they are in many cases difficult to translate?

The translation of riddles does not always cause confusion. We do translate them and the listener or answerer guesses its answer easily or almost easily. That means, that riddles of this kind has nothing to do with the language itself! The example can be the followings:

1. *Which word in the dictionary is spelled incorrectly?*

Answer: Incorrectly.

Translation: Qaysi so'z lug'atda noto'g'ri yoziladi?

Javob: Noto'g'ri.

2. *I'm strong enough to smash ships, but I fear the sun. who am I?*

Answer: Ice.

Translation: Vaqti kelsa kemani ham halok qilaman, ammo quyosh taftidan qo'rqaman.

Javob: Muz.

3. *Whats a sheep`s favourite game ?*

Answer: Baa-dminton.

Translation: qo'ylarning sevimli o'yini nima?

Javob: Baa-dminton

4. *Which month has 28 days?*

Answer: All 12 months.

Translation: Qaysi oyda 28 kun bor?

Javob: Hamma oylarda.

At the same time, while translating riddles from one language into another, everyone faces a lot of difficulties mainly because of language features. All the languages differ from each other phonetically, morphologically and syntactically. We can start even with the number of letters in the alphabet, the structure of vowels and consonants and so on. A very simple example to the above-mentioned problem could be this riddle:

What starts with a 'P' and ends with an 'e', and it has thousands of letters inside?

The answer to this riddle is: 'Post Office'

Imagine an English learning student trying to guess it. He is sure to translate it into his mother tongue before he thinks of its answer! And that translation will be: ***'P' bilan boshlanadi 'e' bilan tugaydi, ichida minglab harflar mavjud. Bu nima? Javob: 'Pochta'.***

There when we translated the riddle it turned into something dull! So while doing the translation, should we make it word for word or make it somehow guessable for the listener or reader? In other way, if we make the riddle sound like ***‘P’ bilan boshlanadi ‘a’ bilan tugaydi, ichida minglab harflar mavjud. Bu nima?*** It is again something difficult to give the answer for. The reason is – the riddle has a *pun* in it- ‘letter’, which gives two options in translation. The first is ‘harf’, and the second one- ‘xat’. Here is the key to the answer! Now, when we change our riddle into ***‘P’ bilan boshlanadi ‘a’ bilan tugaydi, ichida minglab xatlar mavjud, bu nima?’*** *it became easier to understand an, of course, to guess the answer. But, in our opinion, the authentic riddle lost the intrigue it contained!*

We can give the numerous examples to this kind of difficulties in the translation of riddles. Let us look at these riddles and try to guess their answers:

1. Which room doesn't have windows and doors?
2. What day does an Easter egg hate the most?
3. Which is faster heat or cold? Why?
4. What food leaves at the beach?
5. Why didn't the skeleton go to the dance?
6. What begins with T ends with T and has T in it?
7. What ship has two mates, but no captain?
8. What kind of tree can you carry in your hand?
9. Name four days of the week that start the letter "t"
10. Where do you find a birthday present for a cat?

Let us look through the translations of these riddles in Uzbek. Qanday xonada na eshik van a derazalar bor? Or Qanday daraxtni qo'lda olib yurish mumkin?, or ‘t’ harfi bilan boshlanuvchi haftadagi 4 kunning nomlarini ayting, or one more riddle: Mushukning tug'ilgan kuniga sovg'ani qaerdan olish mumkin?

Yes, asked this kind of curious questions, people, especially children, try to find some answer to them. But they may seem just uninteresting or meaningless. They can easily say: you are free to buy any kind of present to a cat anywhere!

Мавзы – 7
PHRASEOLOGICAL PROBLEMS OF TRANSLATION:

THE SCHOLARSHIP from “*Green Years*” by A. J. Cronin

... Robert Shannon will be able to continue his studies only if he gets the scholarship founded by Sir John Marshall, but his best friend Gavin becomes his rival.

It was the first day of the Easter Holidays. I was going fishing with Gavin. The last pleasure I allowed myself before beginning to prepare for the Marshall.

We met early in the morning. Gavin was waiting for me. Impossible to describe the silent joy of our meeting... We walked side by side through the quiet village to the lake.

“No fishing until evening, I am afraid”, Gavin murmured. “No wind and the day is too bright”.

Until the sun went down, Gavin and I sat on an upturned boat, outside his father's fishing hut. We spoke very little. At seven o'clock, after Mrs. Glen, the woman of the cottage had given us some tea and boiled eggs and milk, we pushed the boat into the water. I took the oars. When we were far from the shore, Gavin spoke, hidden by the growing darkness.

“I understand you are sitting the Marshall, Robie?”

I was greatly surprised. “Yes... How did you know?”

“Mrs. Keith told my sister”, Gavin paused, breathing heavily. “I am trying for it too”.

I looked at him in silence. I was shocked and confused.

“But Gavin... You do not need the money!”

Gavin frowned. "You'll be surprised." He spoke slowly. "My father has had trouble in the business". He paused. "He has done so much for me... now then he is worried, I would like to do something for him."

I was silent. I knew that Gavin adored his father; and I had heard whispers that all was not well with the Mayor's business. Yet his words came as an unexpected blow.

"All the cleverest boys in the country are competing," he continued. "One more won't make much difference. Besides there is the honour of the town. It is twelve years since a Levenford boy took the scholarship." He drew a deep breath. "One of us must win it".

“You may be the one, Gavin”, I said in a low voice; I knew he was a fine scholar.

Gavin replied slowly. “I would like to win for my father’s sake. But I think you have a better chance”. He paused. “If you win, will you go on to be a doctor?”

Gavin was the only person on earth to whom I could tell the truth. I said: “I wish with all my heart to be a medical biologist, you know, a doctor who does research”. There was a long pause.

“Yes”, Gavin said thoughtfully. “It is bad that we have to fight each other over the scholarship. But, it will not affect our friendship, of course”.

Yet I felt a sudden sadness in my heart. I thought: “Gavin and I... One of us must be defeated”.

Мавзы – 8
PHRASEOLOGICAL PROBLEMS OF TRANSLATION

WORDS AND EXPRESSIONS WITH THE WORD “**BOOK**”

#1 – a bookworm

= a person who loves reading and reads a lot

*My daughter's a real **bookworm** – she reads at least 10 books a month!*

#2 – hit the books

= to study

*I have a final exam tomorrow, so I need to **hit the books** tonight.*

#3 – do something by the book

= follow the rules exactly

*The new manager does everything **by the book** and expects all employees to do the same.*

#4 – take/borrow a leaf/page out of someone's book

= to imitate another person's actions because they are successful

*Jim buys his wife flowers every day. I wish my husband would **take a leaf out of his book!***

#5 – try/use every trick in the book

= try everything possible (including clever/dishonest ways) to accomplish something that you want to do

*The journalist **tried every trick in the book** to get an interview with the actress.*

#6 – cook the books

= to record false financial information in the accounts of an organization

*The company's accountant was fired for **cooking the books**.*

#7 – one for the record books

= something that sets a new record, or something that is remarkable

*My mother danced for 5 hours straight at the wedding – that was **one for the record books!***

#8 – an open book

= describing a person as “an open book” means that the person is easy to understand and doesn't hide their thoughts or emotions

*Everyone knows the details of Maria's personal life – she's **an open book**.*

A similar expression is saying that you “**can read (someone) like a book**” – that means you know the person extremely well and can perceive their feelings and thoughts.

#9 – wrote the book on (topic)

= to have very comprehensive knowledge about a particular area

*If you're interested in an acting career, you should talk to Tom. He **wrote the book on** getting started in the film industry.*

#10 – don't / you can't judge a book by its cover

= don't form an opinion about someone/something based only on external appearances

*Just because my boyfriend has a lot of tattoos doesn't mean he's a troublemaker. **You can't judge a book by its cover!***

- a coffee table book
- a turn-up for the book(s)
- an open book
- balance the books
- bankbook
- be a closed book
- be an open book
- be in good books
- bell, book, and candle things that are miraculous or that signal that
- black book
- blot (one's) copy book
- blue book
- book in
- book on
- book on out
- book out
- book through
- book up
- bring to book
- by the book
- close the book on
- close the books
- close the books on
- a closed book,
- coffee-table book
- cook the accounts
- cook the books
- crack a book
- cuddle up with a book
- dirty joke
- every trick in the book
- get in (someone's) good books
- go by the book
- Good Book
- good books
- have more chins than a Chinese phone book
- have name inscribed in the book of life
- have nose in a book
- hit the books
- in (someone's) bad books
- in (someone's) black books
- in book
- in my book
- in one's book
- in someone's bad graces
- in someone's good graces
- judge a book by its cover
- know every trick in the book
- know like a book
- know like the palm of hand
- like a book
- little black book

- make book
- make book on
- make book on something
- have one's nose in a book,
- Not in my book
- not judge a book by its cover
- off the books
- on record
- on the books
- one for the books
- open book
- pound the books
- read like a book
- sing from the same hymnbook
- sing from the same songbook
- sing off the same hymnbook
- sing off the same songbook
- take a leaf from (someone's) book
- take a leaf out of book
- take a leaf out of someone's book
- take a page from (someone's) book
- take a page from someone's book
- take a page out of (someone's) book
- that's a turn-up for the book(s)
- That's one for the books
- the oldest trick in the book
- there's a turn-up for the book(s)
- there's one for (record) the book(s)
- throw the book at
- throw the book at someone
- use every trick in the book
- wish book
- write the book on
- wrote the book on
- You can't judge a book by its cover

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PROBLEMS OF LITERARY TRANSLATION

Translation plays a special role in the literary process as each literary genre demands certain kind of translation. The translation of literature needs literary translation, which is a special kind of translation, because it is not accurate transfer of meaning and reflection of the feelings and views of the author's prose or poetic tone through the use of another language.

In modern life all is set to exchange information. Mankind is making every efforts to direct its development in one direction. Successful nations demonstrate their achievements in all the fields with literature holding a special place among the arts. Sometimes literary work faces barriers to the reader of another language. Here we refer to the help of translator, his creativeness that holds a special place in literature. Translation as a literary phenomenon has a long history, but the modern translation as an independent science emerged mostly in the second half of the last century, as the postwar expansion of international contacts in all spheres of human communication led to increased demand for translation and translators.

Literary translation - one of illustrative manifestations interliteral (and therefore somehow intercultural) interaction. In fact, it is a major part of the national literary process. Literary translation is not dealing with the communicative function of language, and its aesthetic function, since the word appears as "primary element" literature. This requires an interpreter particular diligence and scholarship. In the art work displayed not only certain events, but also aesthetic and philosophical views of its author, who either are coherent system - or a mixture of fragments of different theories. The translator must have, if not profound, at least sufficient to transfer knowledge in philosophy, aesthetics, ethnography (as in some works display details of everyday life heroes), geography, botany, navigation, astronomy, history, arts and others. [2]

Another problem of literary translation - the ratio of the author context and the interpreter context. In the literary translation the context of recent is very close to the first context. The criterion matches, or, alternatively, differences both contexts is a measure of the ratio of data validity and data taken from the literature. The writer goes on to reality and his perception of words assigned to the image. In other words, if the real data is dominated, then talking about the author's work. Translator goes from existing text and playing in the imagination of reality through its "secondary," "cited" the perception of the new figurative embodiment, embodied in the translated text. That is, if the literary origin data is dominated, it is then a context interpreter.

It should be noted that literary translation is due not only to objective factors (specific historical literary canon, regulatory custom) but also subjective (poetry translation). No translation can not be entirely accurate, since the whole language system receiving literature in its objective data can not perfectly convey the meaning of the original, which inevitably leads to the loss of a certain amount of information.

In the literary translation to the above factors add more personality and translator who to some extent is also the author of the work. He can produce elements of the content, transmit or not transmit all features of the original. Each language element works, using a variety of associative connections, influences creative thinking the speakers and creates in his mind certain images. Logical that during the translation of the work into another language, because of language differences, these associative is largely destroyed. To work is not lost its value in the new language environment, the interpreter must take over the functions of the author and even somewhat replicate the creative process of its creation, a work filled with new associative links that would cause new images peculiar to a particular language media. [3]

Imagine there is a bank account that credits your account each morning with \$86,400. It carries over no balance from day to day. Every evening the bank deletes whatever part of the balance you failed to use during the day. What would you do? Draw out every cent, of course?

Each of us has such a bank. Its name is TIME. Every morning, it credits you with 86,400 seconds. Every night it writes off as lost, whatever of this you have failed to invest to a good purpose. It carries over no balance. It allows no over draft. Each day it opens a new account for you. Each night it burns the remains of the day.

If you fail to use the day's deposits, the loss is yours. There is no drawing against "tomorrow."

You must live in the present on today's deposits. Invest it so as to get from it the utmost in health, happiness and success!

The clock is running!! Make the most of today.

To realize the value of ONE YEAR, ask a student who failed a grade.

To realize the value of ONE MONTH, ask a mother who has given birth to a premature baby.

To realize the value of ONE WEEK, ask the editor of a weekly newspaper.

To realize the value of ONE HOUR, ask the lovers who are waiting to meet.

To realize the value of ONE MINUTE, ask a person who just missed a train.

To realize the value of ONE SECOND, ask someone who just avoided an accident.

To realize the value of ONE MILLISECOND, ask the person who won a silver medal at the Olympics.

Treasure every moment that you have! And treasure it more because you shared it with someone special, special enough to spend your time with. And remember time waits for no one.

Yesterday is history. Tomorrow is a mystery. Today is a gift. That's why it's called the *present*.

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Мавзы – 10

THE WAYS OF TRANSLATION OF POEMS OF MODERN STYLE

ABC'S for CHILDREN & OTHER PEACE PROMOTING PEOPLE

Advocate Amicable Actions

Build Bridges of Benevolence

Cultivate Constructive Communication

Do away with Destructive Devices

Engage in Earth-saving Efforts

Foster Fidelity to Freedom

Govern with Global Guarantees

Halt Harm & Humiliation

Implement International Interconnectedness

Join forces for the Joy of Justice

Kindle your Kindness to Kids

Lead with Love & Liberty

Multiply Measures against Misery

Nourish a No! to Nuclear weapons

Open Organizations to cross-cultural Orientations

Promote Peace Psychology

Question Quixotic Queries

Redistribute Richness Realistically

Support Safety & Security

Treat Tensions Tactfully

Unite our nations for Unparalleled Universal peace

Veto Villainy & Violence

Work for a World Without Wars

X-in diversity and X-out Xenophobia

Yell Yes! to justice in all Yards

Zoom Zealously to a Zenith of Peace!

Peace is possible, think it. Plan it. Do it.

GRAMMATICAL PROBLEMS OF TRANSLATION IN THE WORKS BY O' HENRY

Henry's stories frequently have surprise endings. In his day he was called the American answer to Guy de Maupassant. While both authors wrote plot twist endings, O. Henry's stories were considerably more playful, and are also known for their witty narration.

Most of O. Henry's stories are set in his own time, the early 20th century. Many take place in New York City and deal for the most part with ordinary people: policemen, waitresses, etc.

The story "The Gift of the Magi" is about a young couple, Jim and Della, who are short of money but desperately want to buy each other Christmas gifts. Unbeknownst to Jim, Della sells her most valuable possession, her beautiful hair, in order to buy a platinum fob chain for Jim's watch; while unbeknownst to Della, Jim sells his own most valuable possession, his watch, to buy jeweled combs for Della's hair. The essential premise of this story has been copied, re-worked, parodied, and otherwise re-told countless times in the century since it was written.

THE GIFT OF THE MAGI

by O. Henry

One dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. Pennies saved one and two at a time by bulldozing the grocer and the vegetable man and the butcher until one's cheeks burned with the silent imputation of parsimony that such close dealing implied. Three times Della counted it. One dollar and eighty-seven cents. And the next day would be Christmas.

There was clearly nothing to do but flop down on the shabby little couch and howl. So Della did it. Which instigates the moral reflection that life is made up of sobs, sniffles, and smiles, with sniffles predominating.

While the mistress of the home is gradually subsiding from the first stage to the second, take a look at the home. A furnished flat at \$8 per week. It did not exactly beggar description, but it certainly had that word on the lookout for the mendicancy squad.

In the vestibule below was a letter-box into which no letter would go, and an electric button from which no mortal finger could coax a ring. Also appertaining thereunto was a card bearing the name "Mr. James Dillingham Young."

The "Dillingham" had been flung to the breeze during a former period of prosperity when its possessor was being paid \$30 per week. Now, when the income was shrunk to \$20, though, they were thinking seriously of contracting to a modest and unassuming D. But whenever Mr. James Dillingham Young came home and reached his flat above he was called "Jim" and greatly hugged by Mrs. James Dillingham Young, already introduced to you as Della. Which is all very good.

Della finished her cry and attended to her cheeks with the powder rag. She stood by the window and looked out dully at a gray cat walking a gray fence in a gray backyard. Tomorrow would be Christmas Day, and she had only \$1.87 with which to buy Jim a present. She had been saving every penny she could for months, with this result. Twenty dollars a week doesn't go far. Expenses had been greater than she had calculated. They always are. Only \$1.87 to buy a present for Jim. Her Jim. Many a happy hour she had spent planning for something nice for him. Something fine and rare and sterling--something just a little bit near to being worthy of the honor of being owned by Jim.

There was a pier-glass between the windows of the room. Perhaps you have seen a pier-glass in an \$8 flat. A very thin and very agile person may, by observing his reflection in a rapid

sequence of longitudinal strips, obtain a fairly accurate conception of his looks. Della, being slender, had mastered the art.

Suddenly she whirled from the window and stood before the glass. Her eyes were shining brilliantly, but her face had lost its color within twenty seconds. Rapidly she pulled down her hair and let it fall to its full length.

Now, there were two possessions of the James Dillingham Youngs in which they both took a mighty pride. One was Jim's gold watch that had been his father's and his grandfather's. The other was Della's hair. Had the queen of Sheba lived in the flat across the airshaft, Della would have let her hair hang out the window some day to dry just to [depreciate](#) Her Majesty's jewels and gifts. Had King Solomon been the janitor, with all his treasures piled up in the basement, Jim would have pulled out his watch every time he passed, just to see him pluck at his beard from envy.

So now Della's beautiful hair fell about her rippling and shining like a cascade of brown waters. It reached below her knee and made itself almost a garment for her. And then she did it up again nervously and quickly. Once she faltered for a minute and stood still while a tear or two splashed on the worn red carpet.

On went her old brown jacket; on went her old brown hat. With a whirl of skirts and with the brilliant sparkle still in her eyes, she fluttered out the door and down the stairs to the street.

Where she stopped the sign read: "Mne. Sofronie. Hair Goods of All Kinds." One flight up Della ran, and collected herself, panting. Madame, large, too white, chilly, hardly looked the "Sofronie."

"Will you buy my hair?" asked Della.

"I buy hair," said Madame. "Take yer hat off and let's have a sight at the looks of it."

Down rippled the brown cascade.

"Twenty dollars," said Madame, lifting the mass with a practised hand.

"Give it to me quick," said Della.

Oh, and the next two hours tripped by on rosy wings. Forget the hashed metaphor. She was ransacking the stores for Jim's present.

She found it at last. It surely had been made for Jim and no one else. There was no other like it in any of the stores, and she had turned all of them inside out. It was a platinum [fob](#) chain simple and chaste in design, properly proclaiming its value by substance alone and not by [meretricious](#) ornamentation--as all good things should do. It was even worthy of The Watch. As soon as she saw it she knew that it must be Jim's. It was like him. Quietness and value--the description applied to both. Twenty-one dollars they took from her for it, and she hurried home with the 87 cents. With that chain on his watch Jim might be properly anxious about the time in any company. Grand as the watch was, he sometimes looked at it on the sly on account of the old leather strap that he used in place of a chain.

When Della reached home her intoxication gave way a little to prudence and reason. She got out her curling irons and lighted the gas and went to work repairing the ravages made by generosity added to love. Which is always a tremendous task, dear friends--a mammoth task.

Within forty minutes her head was covered with tiny, close-lying curls that made her look wonderfully like a [truant](#) schoolboy. She looked at her reflection in the mirror long, carefully, and critically.

"If Jim doesn't kill me," she said to herself, "before he takes a second look at me, he'll say I look like a Coney Island chorus girl. But what could I do--oh! what could I do with a dollar and eighty-seven cents?"

At 7 o'clock the coffee was made and the frying-pan was on the back of the stove hot and ready to cook the chops.

Jim was never late. Della doubled the fob chain in her hand and sat on the corner of the table near the door that he always entered. Then she heard his step on the stair away down on the first flight, and she turned white for just a moment. She had a habit for saying little silent prayer

about the simplest everyday things, and now she whispered: "Please God, make him think I am still pretty."

The door opened and Jim stepped in and closed it. He looked thin and very serious. Poor fellow, he was only twenty-two--and to be burdened with a family! He needed a new overcoat and he was without gloves.

Jim stopped inside the door, as immovable as a setter at the scent of quail. His eyes were fixed upon Della, and there was an expression in them that she could not read, and it terrified her. It was not anger, nor surprise, nor disapproval, nor horror, nor any of the sentiments that she had been prepared for. He simply stared at her fixedly with that peculiar expression on his face.

Della wriggled off the table and went for him.

"Jim, darling," she cried, "don't look at me that way. I had my hair cut off and sold because I couldn't have lived through Christmas without giving you a present. It'll grow out again--you won't mind, will you? I just had to do it. My hair grows awfully fast. Say 'Merry Christmas!' Jim, and let's be happy. You don't know what a nice-- what a beautiful, nice gift I've got for you."

"You've cut off your hair?" asked Jim, laboriously, as if he had not arrived at that patent fact yet even after the hardest mental labor.

"Cut it off and sold it," said Della. "Don't you like me just as well, anyhow? I'm me without my hair, ain't I?"

Jim looked about the room curiously.

"You say your hair is gone?" he said, with an air almost of idiocy.

"You needn't look for it," said Della. "It's sold, I tell you--sold and gone, too. It's Christmas Eve, boy. Be good to me, for it went for you. Maybe the hairs of my head were numbered," she went on with sudden serious sweetness, "but nobody could ever count my love for you. Shall I put the chops on, Jim?"

Out of his trance Jim seemed quickly to wake. He enfolded his Della. For ten seconds let us regard with discreet scrutiny some inconsequential object in the other direction. Eight dollars a week or a million a year--what is the difference? A mathematician or a wit would give you the wrong answer. The magi brought valuable gifts, but that was not among them. This dark assertion will be illuminated later on.

Jim drew a package from his overcoat pocket and threw it upon the table.

"Don't make any mistake, Dell," he said, "about me. I don't think there's anything in the way of a haircut or a shave or a shampoo that could make me like my girl any less. But if you'll unwrap that package you may see why you had me going a while at first."

White fingers and nimble tore at the string and paper. And then an ecstatic scream of joy; and then, alas! a quick feminine change to hysterical tears and wails, necessitating the immediate employment of all the comforting powers of the lord of the flat.

For there lay The Combs--the set of combs, side and back, that Della had worshipped long in a Broadway window. Beautiful combs, pure tortoise shell, with jewelled rims--just the shade to wear in the beautiful vanished hair. They were expensive combs, she knew, and her heart had simply craved and yearned over them without the least hope of possession. And now, they were hers, but the tresses that should have adorned the coveted adornments were gone.

But she hugged them to her bosom, and at length she was able to look up with dim eyes and a smile and say: "My hair grows so fast, Jim!"

And then Della leaped up like a little singed cat and cried, "Oh, oh!"

Jim had not yet seen his beautiful present. She held it out to him eagerly upon her open palm. The dull precious metal seemed to flash with a reflection of her bright and ardent spirit.

"Isn't it a dandy, Jim? I hunted all over town to find it. You'll have to look at the time a hundred times a day now. Give me your watch. I want to see how it looks on it."

Instead of obeying, Jim tumbled down on the couch and put his hands under the back of his head and smiled.

"Dell," said he, "let's put our Christmas presents away and keep 'em a while. They're too nice to use just at present. I sold the watch to get the money to buy your combs. And now suppose you put the chops on."

The magi, as you know, were wise men--wonderfully wise men--who brought gifts to the Babe in the manger. They invented the art of giving Christmas presents. Being wise, their gifts were no doubt wise ones, possibly bearing the privilege of exchange in case of duplication. And here I have lamely related to you the uneventful chronicle of two foolish children in a flat who most unwisely sacrificed for each other the greatest treasures of their house. But in a last word to the wise of these days let it be said that of all who give gifts these two were the wisest. Of all who give and receive gifts, such as they are wisest. Everywhere they are wisest. They are the magi.

GRAMMATICAL PROBLEMS OF TRANSLATION IN THE WORKS BY O' HENRY

Grammar

Sometimes your tools are purely grammatical:

- **Transposition** is when you translate the words but apply a transformative grammar to it. For example, when bringing words from English to French you often have to change them from singular to plural.
- **Modulation** refers to an established table of substitutions that are universally recognised when a literal translation isn't pragmatic. These are generally standardised and get used over and over again by professional translators around the world.

Finally, of course, the go-to tool that almost every translator in the world falls back on is to simply add to the text, bringing in some explanatory and supporting material that clarifies and makes the final product readable, even if it's not a literal translation any more.

So you see, translators have a large quiver of tools to use – and choosing the right one in the right place is where our experience and training comes into play.

Newmark (1988b) mentions the difference between translation methods and translation procedures. He writes that, "[w]hile translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language" (p.81). He goes on to refer to the following methods of translation:

- *Word-for-word translation*: in which the SL word order is preserved and the words translated singly by their most common meanings, out of context.
- *Literal translation*: in which the SL grammatical constructions are converted to their nearest TL equivalents, but the lexical words are again translated singly, out of context.
- *Faithful translation*: it attempts to produce the precise contextual meaning of the original within the constraints of the TL grammatical structures.
- *Semantic translation*: which differs from 'faithful translation' only in as far as it must take more account of the aesthetic value of the SL text.
- *Adaptation*: which is the freest form of translation, and is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the SL culture is converted to the TL culture and the text is rewritten.
- *Free translation*: it produces the TL text without the style, form, or content of the original.
- *Idiomatic translation*: it reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.
- *Communicative translation*: it attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership (1988b: 45-47).

Таржима учун машқ: *Analyse the grammar transformations in the translation of the following piece of text:*

A philosophy professor stood before his class with some items on the table in front of him. When the class began, wordlessly he picked up a very large and empty mayonnaise jar and proceeded to fill it with rocks, about 2 inches in diameter.

He then asked the students if the jar was full. They agreed that it was.

So the professor then picked up a box of pebbles and poured them into the jar. He shook the jar lightly. The pebbles, of course, rolled into the open areas between the rocks.

He then asked the students again if the jar was full. They agreed it was.

The professor picked up a box of sand and poured it into the jar. Of course, the sand filled up the remaining open areas of the jar.

He then asked once more if the jar was full. The students responded with a unanimous “Yes.”

“Now,” said the professor, “I want you to recognize that this jar represents your life. The rocks are the important things – your family, your partner, your health, your children – things that if everything else was lost and only they remained, your life would still be full. The pebbles are the other things that matter – like your job, your house, your car. The sand is everything else, the small stuff.”

“If you put the sand into the jar first,” he continued, “there is no room for the pebbles or the rocks. The same goes for your life. If you spend all your time and energy on the small stuff, you will never have room for the things that are important to you. Pay attention to the things that are critical to your happiness. Play with your children. Take your partner out dancing. There will always be time to go to work, clean the house, give a dinner party, or fix the disposal.”

“Take care of the rocks first – the things that really matter. Set your priorities. The rest is just sand.”

ADVENTURES OF 'OLIVER TWIST' BY CHARLES DICKENS

CHAPTER I

TREATS OF THE PLACE WHERE OLIVER TWIST WAS BORN AND OF THE
CIRCUMSTANCES ATTENDING HIS BIRTH

Among other public buildings in a certain town, which for many reasons it will be prudent to refrain from mentioning, and to which I will assign no fictitious name, there is one anciently common to most towns, great or small: to wit, a workhouse; and in this workhouse was born; on a day and date which I need not trouble myself to repeat, inasmuch as it can be of no possible consequence to the reader, in this stage of the business at all events; the item of mortality whose name is prefixed to the head of this chapter.

For a long time after it was ushered into this world of sorrow and trouble, by the parish surgeon, it remained a matter of considerable doubt whether the child would survive to bear any name at all; in which case it is somewhat more than probable that these memoirs would never have appeared; or, if they had, that being comprised within a couple of pages, they would have possessed the inestimable merit of being the most concise and faithful specimen of biography, extant in the literature of any age or country.

Although I am not disposed to maintain that the being born in a workhouse, is in itself the most fortunate and enviable circumstance that can possibly befall a human being, I do mean to say that in this particular instance, it was the best thing for Oliver Twist that could by possibility have occurred.

The fact is, that there was considerable difficulty in inducing Oliver to take upon himself the office of respiration,— a troublesome practice, but one which custom has rendered necessary to our easy existence; and for some time he lay gasping on a little flock mattress, rather unequally poised between this world and the next: the balance being decidedly in favour of the latter. Now, if, during this brief period, Oliver had been surrounded by careful grandmothers, anxious aunts, experienced nurses, and doctors of profound wisdom, he would most inevitably and indubitably have been killed in no time. There being nobody by, however, but a pauper old woman, who was rendered rather misty by an unwonted allowance of beer; and a parish surgeon who did such matters by contract; Oliver and Nature fought out the point between them. The result was, that, after a few struggles, Oliver breathed, sneezed, and proceeded to advertise to the inmates of the workhouse the fact of a new burden having been imposed upon the parish, by setting up as loud a cry as could reasonably have been expected from a male infant who had not been possessed of that very useful appendage, a voice, for a much longer space of time than three minutes and a quarter.

Мавзу-14

STYLISTIC DEVICES AND THEIR TRANSLATION INTO UZBEK/ RUSSIAN

Мисоллар:

1. *“She stood by the window and looked out dully at a grey cat walking a grey fence in a grey backyard”* (repetition)

-“U deraza oldida turib rangsiz hovli panjarasidan ketayotgan mushukka qarardi”

2. *“- her hair Della’s beautiful hair fell like a cascade of brown water”*. (simile)

“- uning , Dellaning sochlari huddi sharsharaga o’xshardi”

3. *“-two hours tripped by on rosy wings. The chain to the watch had to be perfect, because Jim's watch were very wonderful and valuable,* “(metaphor)

“- ikki soat kam bir zumda o’tdi. Soatning zanjiri be kamu ko’st bo’lishi kerak edi chunki Jimning soati juda ajoyib va qimmatbaxo edi.”

4. *“- And then an ecstatic scream of joy;”* (antithesis)

“ – va songra telbanamo qichqiriq eshitildi”

“The last leaf”

This story is about two young ladies, Jonsy and Sue, who were fond of art and lived together in a studio. Johnsy had fallen ill and was dying of pneumonia. She watched the leaves fall from a vine outside the window of her room, and decided that when the last leaf would drop, she would die too. An old, frustrated artist named Behrman lived below Johnsy and Sue. He had been claiming that he would paint a masterpiece, even though he had never even attempted to start. Sue went to him, and told him that her friend was dying of pneumonia, and that Johnsy claimed that when the last leaf would fall off of a vine outside her window, she would die. Behrman scoffs at this as foolishness, but—as was protective of the two young artists—he decided to see Johnsy and the vine. In the night, a very bad storm comes and wind was howling and rain was splattering against the window. Sue closed the curtains and told Johnsy to go to sleep, even though there had been still one leaf left on the vine. Johnsy protested but Sue insisted on doing so because she didn’t want Johnsy to see the last leaf fall. In the morning, Johnsy wanted to see the vine, to be sure that all the leaves were gone, but to their surprise, there was still one leaf left.

While Johnsy was surprised that it was still there, she insisted it would fall that day. But it didn’t, nor did it fall through neither the night nor the next day. Johnsy believed that the leaf stayed there to show how wicked she was, and that she sinned in wanting to die. She regained her will to live, and made a full recovery throughout the day.

In the afternoon, a doctor had a talk to Sue. The doctor said that Mr. Behrman had come down with pneumonia and, as there was nothing to be done for him, he was being taken to the hospital to be made comfortable in his final hours. A janitor had found him helpless with pain, and his shoes and clothing were wet and icy cold. The janitor couldn't figure out where he had

been on that stormy night, though she had found a lantern that was still lit, a ladder that had been moved, some scattered brushes, and a palette with green and yellow colors mixed on it. But Sue explained Johnsy that the last leaf wasn't real. Mr. Behrman painted it for Johnsy to make her believe in herself. And that was his real masterpiece at last.

This story is written in bookish style with the elements of colloquial words or phrases. With the help of the author's stylistic devices and expressive means we can understand that the general tone of the story is serious. For instance, when the author describes the weather he uses such euphemisms as "my patient begins to count the carriages in her funeral procession", "I must go", "It gets dark" speaking about Johnsy's mood and her plans to die. To make the atmosphere more dramatic the author uses such epithets as "a bare, dreary yard", "the cold breath of autumn", "a persistent, cold rain".

The story is written in the form of narration with the dialogues.

There are three main characters in the story Johnsy, Sue and Mr. Behrman.

To describe its characters the author uses a lot of colorful and vivid stylistic devices. About Johnsy we can read that she is "a little woman with blood thinned". She faced such a terrible disease as Pneumonia and wasn't able to struggle the cold, she was ready to die because of the last vine leaf would soon fall off the tree. She imagined that she like that ivy leaf wasn't ready to come over her destiny. But her friend Sue was strong enough to help her friend. The author doesn't give us any descriptive expressions to understand her personality but we can realize it through her actions. She didn't give up her friend for a minute, she was eager to help her mentally not even physically. She tried to make her believe in herself and forget the silly idea about the last leaf. Mr. Behrman, the third character, was able to help Johnsy to recover. At the expense of his life he painted the leaf and put it on the ivy vine to make Johnsy think that she can pull her round as the last leaf could be stable to horrible weather conditions. Mr. Behrman died but his long-desired masterpiece was painted. Here the author uses antonomasia, the word "*masterpiece*" meaning not a picture but his brave action in order to save person's life. Describing Mr. Behrman the author uses such vivid epithets as "a fierce little old man", "a horrid old - old flibbertigibbet". In old man's speech we can find a lot of interjections "Vass!", "Ach", "Gott!", it tells us about his strong and emotional personality. After analyzing all these information we can come to the conclusion that instead of author's words to Mr. Behrman we see that he is very noble person having strong character.

At the beginning of the story the author presents us to another character that takes part in the action. Mr. Pneumonia is a terrible disease. In this case the author uses a very strong stylistic device as personification. He describes it with the help of epithets "old gentleman", "unseen stranger". It "stalked about the colony", "touching one here and there with its icy fingers" (epithet). It was also "the red-fisted, short-breathed old duffer".

In the text we can also find such stylistic devices as:

Oxymoron: "*magnificent scorn*",

- "Mudhish sharmandalik"

Antonomasia: "*way to Art, way to Literature*",

- "adabiyotga sanatga yo'l"

Zeugma: "*and found their taste to art, chicory salad and bishop sleeves*"

"- va ularning ta'mini san'tga, hindiba salatiga va episkop qozonlariga joytlashtirdi

Comparisons: “*Johnsy as a fallen statue*”, “*just like one of those poor, tired leaves*”, “*she was light and fragile as a leaf herself*”

“ – Jonsi xuddi yiqilgan haykalga, osha bechora barglar singari behold edi”

There a number of epithets towards the ivy wine tree: “*an old, old ivy wine*”, “*a confounded vine*”, “*the lone ivy*”, “*silly ivy leaves*”

“ – *eski vino ; - aynigan vino; bechora barglar.*”

Мавзу-15

ANALYSIS OF TRANSLATIONS OF UZBEK/RUSSIAN FAMOUS WORKS OF LITERATURE (ABDULLA QAHHOR, ABDULLA QODIRIY, ODIL YOQUBOV, O'TKIR HOSHIMOV AND OTHERS)

The analysis of translation of alliteration “Sunrays make shadow”. We know Uzbek literature has the root stretched as far back as the 9th century. Since this long period in Uzbek literature were written dozen works and novels that are spread not only in Central Asia, but took attention of the whole World's readers. Currently translators are making endeavor to render all kinds of literary works of our nation into other languages. Transference of alliteration is rather new field in this way. Poets can call attention to certain words in a line of poetry or prose that are used with the same consonant at the beginning of the words.

Alliterative names can also help you stand out in the crowd and can make you more memorable. For example, both fictional characters and real people may stand out in your head as a result of the alliterative effect of their name. In the following lines, the proper name “*Sayfi Soqiyevich*” is alliteration of the letters “S” used to attract the readers attention:

“Univermagda ishlarkan-da”. Sherzod shoshilmasdan kinarkan, Sayfi Soqiyevich tomonga qarab qo'ydi.

Keyin doktor opaga qarab: “Chiqib ketsam maylimi?” deb imo qildi. Doktor ohista bosh irg'adi. Sherzod karovatini g'ichirlatmaslikka harakat qilib o'rnidan turdi-da yo'lakka chiqdi.

“Ok I see, he works in department store.” Putting his clothe on he slowly glanced at Sayfi Soqiyevich.

Than staring at doctor woman: gestured as if he was asking permission to leave out. Doctor nod head let him leave. Sherzor tried not to make bad creak while getting out of it.

In these lines letter “B” is alliteration to imply surprise in character's words.

“Balo-ku!”- Serzod unga diqqat bilan tikilb qoldi. – amallab o'qiganmi, boshqami, bari bir baloni biladi!” (Pp.26)

“Oh, Wonderful!” Sherzod gave him a long stare attentively. Whether studied hardly or not, in any case he knows everything!

In these lines the whole words are not in alliterative line, but only three words begin with the same consonant, “T”.

U tarelkasini olib chol o'tirgan stolning bir chekkasiga joylashdi-da, endi o'rtadagi nonga qo'l uzatgan edi, to'satdan cholning qoshig'i stol tagiga taraq lab tushdi. (Pp.29)

Bringing his plate he took a place at the edge of the table in which elderly person was sitting, now that he was about to take bread suddenly elderly person's spoon fall down making loud voice.

In these lines we may see **Assonance**, that refers to repetition of sounds produced by vowels within a sentence or phrase. In this regard assonance can be understood to be a kind of alliteration.

“Tabiat ham qiziq, – deb o’yladi Sherzo Vestiblyuning oynavand eshigi oldida turarkan. Xotinlarning bayramida bir tegajog’lik qilmasa, ko’ngli joyiga tushmaydi. Har yili sakkizinchi martda **yo** qor **yo**g’adi, **yo** yomg’ir.” (Pp.30)

“The nature is amazing”–thought Sherzod keeping stand before the glass door of lobby. It never lets people to celebrate their party happily. Every year it rains or it snows.

In these lines there is alliteic numbers of words: turli-tuman odamlar tikilib turgani.

U suv sachratmaslik uchun ehtiyotlab qadam tashlar, shu topda palatalardan o’ziga turli-tuman odamlar tikilib turganini his etardi. (Pp.31)

Мавзу- 16

TRANSLATION OF LEGENDS OF DIFFERENT FOLKS. 'HEATHER ALE' BY ROBERT STEVENSON

HEATHER ALE A GALLOWAY LEGEND

1. From the bonny bells of heather
They brewed a drink long-syne,
Was sweeter far than honey,
Was stronger far than wine.
They brewed it and they drank it,
And lay in a blessed swound
For days and days together
In their dwellings underground.
2. There rose a king in Scotland,
A fell man to his foes,
He smote the Picts in battle,
He hunted them like roes.
Over miles of the red mountain
He hunted as they fled,
And strewed the dwarfish bodies
Of the dying and the dead.
3. Summer came in the country,
Red was the heather bell;
But the manner of the brewing
Was none alive to tell.
In graves that were like children's
On many a mountain head,
The Brewsters of the Heather
Lay numbered with the dead.
4. The king in the red moorland
Rode on a summer's day;
And the bees hummed, and the curlews
Cried beside the way.
The king rode, and was angry,
Black was his brow and pale,
To rule in a land of heather
And lack the Heather Ale.
5. It fortun'd that his vassals,
Riding free on the heath,
Came on a stone that was fallen
And vermin hid beneath.
Rudely plucked from their hiding,
Never a word they spoke:
A son and his aged father -

Last of the dwarfish folk.

6. The king sat high on his charger,
He looked on the little men;
And the dwarfish and swarthy couple
Looked at the king again.
Down by the shore he had them;
And there on the giddy brink -
"I will give you life, ye vermin,
For the secret of the drink."

7. There stood the son and father
And they looked high and low;
The heather was red around them,
The sea rumbled below.
And up and spoke the father,
Shrill was his voice to hear:
"I have a word in private,
A word for the royal ear.

8. "Life is dear to the aged,
And honour a little thing;
I would gladly sell the secret,"
Quoth the Pict to the King.
His voice was small as a sparrow's,
And shrill and wonderful clear:
"I would gladly sell my secret,
Only my son I fear.

9. "For life is a little matter,
And death is nought to the young;
And I dare not sell my honour
Under the eye of my son.
Take him, O king, and bind him,
And cast him far in the deep;
And it's I will tell the secret
That I have sworn to keep."

10. They took the son and bound him,
Neck and heels in a thong,
And a lad took him and swung him,
And flung him far and strong,
And the sea swallowed his body,
Like that of a child of ten; -
And there on the cliff stood the father,
Last of the dwarfish men.

11. "True was the word I told you:
Only my son I feared;
For I doubt the sapling courage
That goes without the beard.
But now in vain is the torture,

Fire shall never avail:
Here dies in my bosom
The secret of Heather Ale."

Талабалар таржималаридан айрим лавхалар:

1. Чиройли чечакнинг япроқларидан
Узиб қайнатдилар узоқ вақт муддат
Тотли бўлди малҳам ҳаттоки болдан
Шаробдан кучлироқ ундаги қувват.
Қайнатиб ичдилар яна малҳамни
Ўтиб, азиз ерга айтиб шукрона
Кунлар давомида сақлаб бирликни
Маконларин асраб ернинг остида...

11. Ҳақиқатни сўзладим сизга
Ва лек мўйлаби сабза урмаган
Фарзандимдан хавотирландим
Азобларга чидолмас дея,
Бардошига шубҳаландим мен
Менга эса азоб оғир ботмагай
Ҳеч бир оташ мени қўрқитолмажак
Юрагимда боқий дунёга
Рихлат қилгай илоҳий сирим-
Ўша азиз Арчагул болим...

GREEK MYTHS AND LEGENDS, THEIR TRANSLATION PROBLEMS.

THE BOX OF PANDORA

Pandora's Box

In ancient Greece there were two brothers named Epimetheus and Prometheus. They upset the gods and annoyed the most powerful of all Gods, Zeus, in particular. This was not the first time humans had upset Zeus, and once before, as punishment, he had taken from humans the ability to make fire. This meant they could no longer cook their meat and could not keep themselves warm.

However, Prometheus was clever and he knew that, on the Isle of Lemnos, lived Hephaestus, the blacksmith. He had a fire burning to keep his forge hot. Prometheus travelled to Lemnos and stole fire from the blacksmith. Zeus was furious and decided that humans had to be punished once and for all for their lack of respect.

Zeus came up with a very cunning plan to punish the two brothers. With the help of Hephaestus, he created a woman from clay. The goddess Athene then breathed life into the clay, Aphrodite made her very beautiful and Hermes taught her how to be both charming and deceitful. Zeus called her Pandora and sent her as a gift to Epimetheus.

His brother Prometheus had warned him not to accept any gifts from the gods but Epimetheus was completely charmed by the woman and thought Pandora was so beautiful that she could never cause any harm, so he agreed to marry her.

Zeus, pleased that his trap was working, gave Pandora a wedding gift of a beautiful box. There was one very, very important condition however, that she must never open the box. Pandora was very curious about the contents of the box but she had promised that she would never open it.

All she could think about was; what could be in the box? She could not understand why someone would send her a box if she could not see what was in it. It seemed to make no sense at all to her and she could think of nothing else but of opening the box and unlocking its secrets. This was just what Zeus had planned.

Finally, Pandora could stand it no longer. When she knew Epimetheus was out of sight, she crept up to the box, took the huge key off the high shelf, fitted it carefully into the lock and turned it. But, at the last moment, she felt a pang of guilt, imagined how angry her husband would be and quickly locked the box again without opening the lid and put the key back where she had found it. Three more times she did this until, at last, she knew she had to look inside or she would go completely mad!

She took the key, slid it into the lock and turned it. She took a deep breath, closed her eyes and slowly lifted the lid of the box. She opened her eyes and looked into the box, expecting to see fine silks, gowns or gold bracelets and necklaces or even piles of gold coins.

But there was no gleam of gold or treasure. There were no shining bracelets and not one beautiful dress! The look of excitement on her face quickly turned to one of disappointment and then horror. For Zeus had packed the box full of all the terrible evils he could think of. Out of the box poured disease and poverty. Out came misery, out came death, out came sadness - all shaped like tiny buzzing moths.

The creatures stung Pandora over and over again and she slammed the lid shut. Epimetheus ran into the room to see why she was crying in pain. Pandora could still hear a voice calling to her from the box, pleading with her to be let out. Epimetheus agreed that nothing inside the box could be worse than the horrors that had already been released, so they opened the lid once more.

All that remained in the box was Hope. It fluttered from the box like a beautiful dragonfly, touching the wounds created by the evil creatures, and healing them. Even though Pandora had released pain and suffering upon the world, she had also allowed Hope to follow them.

GREEK MYTHS AND LEGENDS, THEIR TRANSLATION PROBLEMS.

PERSEPHONE

The Greek goddess, Persephone, was the child of Demeter, the goddess of earth's fertility and harvest, and Zeus, the king of all the Olympians. Demeter was the most nurturing of goddesses and, in turn, was the most nurturing of mothers. She cared as deeply for her daughter Persephone as she did the earth. Persephone lived a happy, fruitful childhood, playing with the other Olympian children and spending time in the gardens of Olympus.

On one occasion however, as Persephone was picking the flower, narcissus, with a group of her favourite flora nymphs, the earth suddenly opened up. Out of the deep, dark blackness Hades emerged.

From his place in the Underworld, he had seen Persephone's innocent beauty grow to radiance. He desperately wanted her to be his Queen of the Underworld. So, one day he approached Zeus asking for permission to take Persephone as his Queen. With little concern for how Demeter would respond to such a request, Zeus agreed and Hades was given consent.

Now, Hades, at the sight of Persephone's natural but rich beauty took hold of her and carried her gently down with him to the Underworld. Persephone cried out for her dear mother Demeter but to no avail. Now in the Underworld, Persephone was under Hades' control.



Demeter approached the gardens where Persephone usually played with the nymphs but could no longer find her daughter anywhere. She found one particular nymph in a grove, usually boasting morning glory flowers in her hair, sobbing; the flowers lay strewn along the lush grass. Demeter gently asked her where Persephone was. The nymph, in anguish, would not answer.

Stricken with grief, Demeter scoured the earth in search of her daughter. Her immense sorrow caused the earth to grow dark, cold, and barren. The once lush meadows yellowed. The trees curled and furred. The rain stopped.

Having searched the entire living land, Demeter finally contacted Zeus. He informed her of Persephone's marriage to Hades in the Underworld. Demeter grew into a motherly rage. She demanded Zeus to return Persephone to her care.

But Zeus refused.

Demeter left Olympus and watched as the earth began to decay without her nurture. She sought to punish Zeus for betraying her and their daughter. The now yellow meadows blackened and decomposed to dust. The trees began to shrink into the hard dirt. The rivers shriveled up, and the lakes froze over.

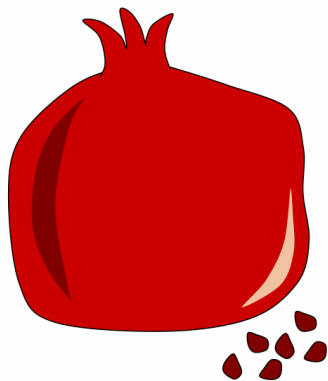
Zeus had no other choice but to agree to Demeter's demands.

He told Hermes, the messenger, to bring Persephone back up to Demeter's care.

In the Underworld, Persephone had grown to love Hades, who treated her with compassion and loved her as his Queen. As she would have up in Olympus, she remained eternally beautiful in the Underworld. Hades admired her kind and nurturing nature. However, Persephone missed her dear mother greatly and wished to spend time on earth with her.

When Hermes reached the Underworld, he requested that Persephone come back to earth with him to rejoin her mother and father. Hades knew he could not refuse the commands of Zeus, but he also could not part from his beloved Persephone.

Before she departed from the Underworld, Hades offered Persephone a pomegranate as a farewell. This was, however, a cunning move by Hades. All the Olympians knew that if anyone ate or drank anything in the Underworld they would be destined to remain there for eternity, as the Fates had cautioned. Even Demeter had warned Persephone of this fate and instructed her never to eat or drink anything.



Thinking of her mother, Persephone decided to, instead, eat the small seeds of the pomegranate – assuming that these would not count as consumption. Little did Persephone know, this was exactly why Hades had given her the pomegranate. After eating six of the seeds, Persephone was approached by the Fates, who told her she would forever remain in the Underworld as Hades' Queen.

Hermes sadly went back up to Zeus and Demeter, who anxiously sat awaiting her daughter's return. Upon the sight of Hermes alone Demeter spiraled into a fit of immense grief and sobbing – she knew what Hades must have done to keep Persephone there.

However, Zeus, being the mighty king of all gods, could *not* allow his beloved land to become decayed and barren; and so, he met with Hades himself. With the help of Hermes the infamous deal was struck.

Because Hades had deceptively tricked the young Persephone into eating the pomegranate, he was commanded to allow Persephone to visit her poor mother above his domain. In return, Zeus promised a binding deal that allowed Hades to have Persephone a month for each seed she had

eaten. Thus, for half of each year, Persephone was to sit on the throne of the Underworld beside Hades.

During Persephone's six months on earth reunited with her mother, the land was fertile, beautiful, and warm. The meadows were lush and of the deepest green. The trees were tall, sturdy, and fruitful. The rains came often and drought was unseen.

However, when Persephone left the land and entered Hades' domain, earth experienced a cold, dark period with no growth. Demeter grieved for her daughter and had little time to nurture the land.

Thus, according to Greek mythology, the seasons were created – the autumn and winter months were when Persephone sat on the throne of the Underworld beside Hades, and the spring and summer months were when Persephone was reunited with her dear mother, Demeter.

TRANSLATION OF MODERN EPOCH
'HARRY POTTER' BY J. ROWLING

HARRY POTTER AND THE PHILOSOPHER'S STONE
Chapter 1 The Boy Who Lived

Mr. and Mrs. Dursley, of number four, Privet Drive, were proud to say that they were perfectly normal, thank you very much. They were the last people you'd expect to be involved in anything strange or mysterious, because they just didn't hold with such nonsense.

Mr. Dursley was the director of a firm called Grunnings, which made drills. He was a big, beefy man with hardly any neck, although he did have a very large mustache. Mrs. Dursley was thin and blonde and had nearly twice the usual amount of neck, which came in very useful as she spent so much of her time craning over garden fences, spying on the neighbors. The Dursleys had a small son called Dudley and in their opinion there was no finer boy anywhere.

The Dursleys had everything they wanted, but they also had a secret, and their greatest fear was that somebody would discover it. They didn't think they could bear it if anyone found out about the Potters. Mrs. Potter was Mrs. Dursley's sister, but they hadn't met for several years; in fact, Mrs. Dursley pretended she didn't have a sister, because her sister and her good-for-nothing husband were as unDursleyish as it was possible to be. The Dursleys shuddered to think what the neighbors would say if the Potters arrived in the street. The Dursleys knew that the Potters had a small son, too, but they had never even seen him. This boy was another good reason for keeping the Potters away; they didn't want Dudley mixing with a child like that.

When Mr. and Mrs. Dursley woke up on the dull, gray Tuesday our story starts, there was nothing about the cloudy sky outside to suggest that strange and mysterious things would soon be happening all over the country. Mr. Dursley hummed as he picked out his most boring tie for work, and Mrs. Dursley gossiped away happily as she wrestled a screaming Dudley into his high chair.

None of them noticed a large, tawny owl flutter past the window.

At half past eight, Mr. Dursley picked up his briefcase, pecked Mrs. Dursley on the cheek, and tried to kiss Dudley good-bye but missed, because Dudley was now having a tantrum and throwing his cereal at the walls.

"Little tyke," chortled Mr. Dursley as he left the house. He got into his car and backed out of number four's drive.

It was on the corner of the street that he noticed the first sign of something peculiar -- a cat reading a map. For a second, Mr. Dursley didn't realize what he had seen -- then he jerked his head around to look again. There was a tabby cat standing on the corner of Privet Drive, but there wasn't a map in sight. What could he have been thinking of? It must have been a trick of the light. Mr. Dursley blinked and stared at the cat. It stared back. As Mr. Dursley drove around the corner and up the road, he watched the cat in his mirror. It was now reading the sign that said Privet Drive -- no, looking at the sign; cats couldn't read maps or signs. Mr. Dursley gave himself a little shake and put the cat out of his mind. As he drove toward town he thought of nothing except a large order of drills he was hoping to get that day.

But on the edge of town, drills were driven out of his mind by something else. As he sat in the usual morning traffic jam, he couldn't help noticing that there seemed to be a lot of strangely dressed people about. People in cloaks. Mr. Dursley couldn't bear people who dressed in funny clothes -- the getups you saw on young people! He supposed this was some stupid new fashion. He drummed his fingers on the steering wheel and his eyes fell on a huddle of these weirdos standing quite close by. They were whispering excitedly together. Mr. Dursley was enraged to see that a couple of them weren't young at all; why, that man had to be older than he was, and wearing an emerald-green cloak! The nerve of him! But then it struck Mr. Dursley that this was

probably some silly stunt -- these people were obviously collecting for something... yes, that would be it. The traffic moved on and a few minutes later, Mr. Dursley arrived in the Grunnings parking lot, his mind back on drills.

Mr. Dursley always sat with his back to the window in his office on the ninth floor. If he hadn't, he might have found it harder to concentrate on drills that morning. He didn't see the owls swooping past in broad daylight, though people down in the street did; they pointed and gazed open-mouthed as owl after owl sped overhead. Most of them had never seen an owl even at nighttime. Mr. Dursley, however, had a perfectly normal, owl-free morning. He yelled at five different people. He made several important telephone calls and shouted a bit more. He was in a very good mood until lunchtime, when he thought he'd stretch his legs and walk across the road to buy himself a bun from the bakery.

He'd forgotten all about the people in cloaks until he passed a group of them next to the baker's. He eyed them angrily as he passed. He didn't know why, but they made him uneasy. This bunch were whispering excitedly, too, and he couldn't see a single collecting tin. It was on his way back past them, clutching a large doughnut in a bag, that he caught a few words of what they were saying.

"The Potters, that's right, that's what I heard--"

"-- yes, their son, Harry--"

Mr. Dursley stopped dead. Fear flooded him. He looked back at the whisperers as if he wanted to say something to them, but thought better of it.

THE STYLE OF STEVEN KING, ITS TRANSLATION

Jim Norman's wife had been waiting for him since two, and when she saw the car pull up in front of their apartment building, she came out to meet him. She had gone to the store and bought a celebration meal—a couple of steaks, a bottle of Lancer's, a head of lettuce, and Thousand Island dressing. Now, watching him get out of the car, she found herself hoping with some desperation (and not for the first time that day) that there was going to be something to celebrate.

Миссис Норман ждала мужа с двух часов, и когда его автомобиль наконец подъехал к дому, она поспешила навстречу. Стол уже был празднично накрыт: бефстроганов, салат, гарниры «Блаженные острова» и бутылка «Лансэ». Видя, как он выходит из машины, она в душе попросила Бога (в который раз за этот день), чтобы ей и Джиму Норману было что праздновать.

He came up the walk, holding his new briefcase in one hand and four texts in the other. She could see the title of the top one—Introduction to Grammar. She put her hands on his shoulder and asked, “How did it go?” And he smiled.

Он шел по дорожке к дому, в одной руке нес новенький кейс, в другой - школьные учебники. На одном из них она прочла заголовок: «Введение в грамматику». Миссис Норман положила руки на плечо мужа и спросила: «Ну как прошло?»

В ответ он улыбнулся.

But that night, he had the old dream for the first time in a very long time and woke up sweating, with a scream behind his lips.

His interview had been conducted by the principal of Harold Davis High School and the head of the English Department. The subject of his breakdown had come up.

He had expected it would.

А ночью ему приснился давно забытый сон, и он проснулся в холодном поту, с рвущимся из легких криком. В кабинете его встретили директор школы Фентон и заведующий английским отделением Симмонс. Разговор зашел о его нервном срыве.

Он ждал этого вопроса...

The principal, a bald and cadaverous man named Fenton, had leaned back and looked at the ceiling. Simmons, the English head, lit his pipe. “I was under a great deal of pressure at the time,” Jim Norman said. His fingers wanted to twist about in his lap, but he wouldn't let them.

Директор, лысый мужчина с изможденным лицом, разглядывал потолок, откинувшись на спинку стула. Симмонс раскуривал трубку. - Мне выпали трудные испытания... - сказал Джим Норман.

“I think we understand that,” Fenton said, smiling. “And while we have no desire to pry, I'm sure we'd all agree that teaching is a pressure occupation, especially at the high-school level. You're on-stage five periods out of seven, and you're playing to the toughest audience in the world. That's why,” he finished with some pride, “teachers have more ulcers than any other professional group, with the exception of air-traffic controllers.”

- Да-да, конечно, - улыбнулся Фентон. - Вы можете ничего не говорить. Любой из присутствующих, я думаю, со мной согласится, что преподаватель - трудная профессия, особенно в школе. По пять часов в день воевать с этими оболтусами. Не случайно учителя держат второе место по язвенной болезни, - заметил он не без гордости. - После авиадиспетчеров.

Jim said, “The pressures involved in my breakdown were extreme.”

Fenton and Simmons nodded noncommittal encouragement, and Simmons clicked his lighter open to rekindle his pipe. Suddenly the office seemed very tight, very close. Jim had the queer sensation that someone had just turned on a heat lamp over the back of his neck. His fingers were twisting in his lap, and he made them stop.

- Трудности, которые привели к моему срыву были... особого рода, - сказал Джим.

Фентон и Симмонс вежливо покивали в знак сочувствия: последний щелкнул зажигалкой, чтобы раскурить потухшую трубку. В кабинете вдруг стало нечем дышать. Джиму даже показалось, что ему в затылок ударил свет мощной лампы. Пальцы у него сами забегали на коленях.

“I was in my senior year and practice teaching. My mother had died the summer before—cancer—and in my last conversation with her, she asked me to go right on and finish. My brother, my older brother, died when we were both quite young. He had been planning to teach and she thought ..

- Я заканчивал учебу и проходил педагогическую практику. Незадолго до этого, летом, умерла от рака моя мать, ее последние слова были: «Я верю в тебя, сынок». Мой брат - старший - погиб подростком. Он собирался стать учителем, и перед смертью мама решила...

2

He could see from their eyes that he was wandering and thought: God, I'm making a botch of this. I did as she asked,” he said, leaving the tangled relation-ship of his mother and his brother Wayne—poor, murdered Wayne—and himself behind. “During the second week of my intern teaching, my fiancee was involved in a hit-and-run accident. She was the hit part of it. Some kid in a hot rod.. . they never caught him.”

По их глазам Джим увидел, что его «занесло», и подумал: «Господи, надо же самому все запороть!» - Я сделал все, чтобы оправдать ее ожидания, - продолжал он, уже не вдаваясь в подробности запутанных семейных отношений. - Шла вторая неделя практики, когда мою невесту сбила машина. Тот, кто ее сбил, скрылся. Какой-то лихач... его так и не нашли.

Simmons made a soft noise of encouragement.

“I went on. There didn't seem to be any other course. She was in a great deal of pain—a badly broken leg and four fractured ribs—but no danger. I don't think I really knew the pressure I was under.”

Симмонс что-то ободряюще гукнул.

- Я держался. А что мне оставалось? Она очень мучилась - сложный перелом ноги и четыре сломанных ребра, - но ее жизнь была вне опасности. Я, кажется, сам не понимал, сколько мне всего выпало.

Careful now. This is where the ground slopes away.

“I interned at Center Street Vocational Trades High,” Jim said.

Стоп. Эта тема для тебя гроб.

- Я пришел стажером в профессиональное училище на Сентер-стрит, - сказал Джим.

АМАЛИЙ ТАРЖИМА
(кетма-кет, бадий ва синхрон таржима)
ФАНИ БЎЙИЧА ИШЧИ ЎҚУВ ДАСТУРИ
(3 курс)

| | | |
|-------------------------|---------|-------------------------------|
| Таълим соҳаси: | 120 000 | Гуманитар фанлар |
| Таълим йўналиши: | 5120200 | Таржима назарияси ва амалиёти |

Умумий ўқув соати – 530 соат

Шу жумладан:

Амалий машғулотлар – 380 соат (5 семестр - 190 соат; 6 семестр – 190 соат)

Мустақил таълим – 150 соат (5 семестр - 70 соат; 6 семестр –80 соат)

Тошкент – 2017

Фаннинг ишчи ўқув дастури Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги 201__ йил “__” _____даги ____ -сонли буйруғи билан (буйруқнинг ____ - иловаси) тасдиқланган “Амалий таржима” фани дастури асосида тайёрланган.

Фан дастури Ўзбекистон давлат жаҳон тиллари университети Кенгашининг 2017 йил “__” _____даги “__” -сонли баёни билан тасдиқланган.

Тузувчилар:

Г.П.Курбаназарова - ЎзДЖТУ, “Таржимашунослик назарияси ва амалиёти” кафедраси катта ўқитувчиси

А.Ф.Рашидова - ЎзДЖТУ, “Таржимашунослик назарияси ва амалиёти” кафедраси катта ўқитувчиси

С.Н.Султонова - ЎзДЖТУ, “Таржимашунослик назарияси ва амалиёти” кафедраси катта ўқитувчиси

Такризчи:

О.М.Мўминов ЎзДЖТУ, “Таржимашунослик назарияси ва амалиёти” кафедраси профессори, филология фанлари номзоди

Турдош такризчи:

Э.Д.Муратова ЎзДЖТУ, “Лингвистика ва инглиз адабиёти” кафедраси доценти, филология фанлари номзоди

ЎзДЖТУ, Таржима назарияси ва амалиёти
факультети декани:
2017 йил “__” _____ С.А.Зияева
(имзо)

ЎзДЖТУ, “Таржимашунослик назарияси ва амалиёти”
кафедраси мудири:
2017 йил “__” _____ О.С.Ахмедов
(имзо)

1. Ўқув фани ўқитилиши бўйича услубий кўрсатмалар.

“Амалий таржима” фани ўз ичига кетма-кет, бадий ва синхрон таржималарни олиб, унда турли жанрлардаги матнларни таржима қилиш усуллари, нотик нутқини инглиз тилидан ўзбек ва рус тилларига ёки ўзбек ва рус тилларидан инглиз тилига таржима қилиш, билим, кўникма ва малакаларига эга бўлиш, турли хил таржима усуллари мақсади, вазибалари ва уларнинг бир-биридан фарқини англаш; бадий таржимада сўз бойлигининг аҳамияти; ҳар иккала тилнинг семантик хусусиятлари ва талабанинг сўз бойлиги;

Синхрон ва кетма-кет таржима амалий таржиманинг оғзаки шакли бўлиб, турли соҳаларга оид анжуманларда, расмий ва ижтимоий учрашувларда амалга оширилади. Кетма-кет ва синхрон таржима бўлажак таржимоннинг нутқини ўстириш ва билмини шакллантиришда етакчи рол ўйнайди. Синхрон ва кетма-кет таржимада лексик бирликларни ишлатиш йўллари; синтактик боғланишни берилиши; категорияли семантик компонентлар; синхрон таржима оғзаки таржиманинг энг юқори кўриниши эканлиги; матннинг асосий мазмунини ифода этувчи сўзлар ва ибораларни топиш йўллари; таржима жараёнида хотирани ривожлантириш; сўзлар бирикишида тахминий мазмунни аниқлаш; гапнинг семантик мазмунини курилишини идрок этиш; синхрон таржимадаги коммуникатив вазият ва ҳолат; анжуман, расмий ва ижтимоий учрашувларга оид мавзулар ва муаммолар билан танишиш услубиятини қўллашни ўргатиш вазибаларини бажаради. Шу билан бирга, синхрон таржима талабаларни замонавий илғор техника воситалари билан ишлаш малакаларини шакллантиради.

Бадий таржима амалий таржиманинг ёзма шакли бўлиб, унда наср, шеърят, асарлар, ҳикоялар, мақола ва тезисларнинг инглиз тилидан ўзбек ва рус тилларига, ўзбек ва рус тилларидан инглиз тилига таржима қилиш маҳоратлари, ва усуллари ўз ичига олади.

Фан бўйича талабаларнинг билим, кўникма ва малакаларига кўйидаги талаблар қўйилади. **Талаба:**

–инглиз тилига ва ундан она тилига таржима қилиш, она тилидан олинган билимларни чуқурлаштириш, матнлар ва мавзулар таржимасида икки тилдаги сўз, бирикма, фразеологик бирикмалар, мақол ва маталлар каби бирликларни тўғри аниқлаш тўғрисида **тасаввурга эга бўлиши;**

–она, яъни рус ёки ўзбек тилига ҳамда ундан инглиз тилига таржима қилиш, ҳамда оммавий ахборот материалларини ёзма таржима қилиш усуллари, она тилининг хусусиятларини ва услубий жиҳатларини, сўз танлашни ва таржиманинг турли техникаларидан хабардор бўлиб, ундан унумли ва тўғри фойдаланишни **билиши ва улардан фойдалана олиши;**

– бу фанда кундалик, сиёсий, маънавий, фан ва санъат, иқтисод, бадий адабиёт таржимаси ва шу каби мавзуларга бағишланган матнларни таржима қилиш, мавзунини яхши ўрганиб, уни кейинги мавзу билан тўлдириб, шу йўсинда ўзида таржима кўникмасини ҳосил қилиш ва мустаҳкамлаш **қўникмаларига эга бўлиши керак.**

2. Амалий таржима (кетма-кет) фанининг ҳажми ва мазмуни

5 семестр

1- жадвал

| Хафта | Фаннинг бўлими ва мавзуси, маъруза мазмуни | Амалий машғулотлар соат |
|-------|---|-------------------------|
| 1. | Unit 1 Consecutive Translation and its peculiarities Unit 1 Development of mankind | 4 |

| | | |
|-----|--|--------|
| 2. | Unit 1 Consecutive Translation and its peculiarities Unit 1 Development of mankind | 4 |
| 3. | Unit 1 Consecutive Translation and its peculiarities Unit 1 Development of mankind | 4 |
| 4. | Unit 1 Consecutive Translation and its peculiarities Unit 1 Development of mankind Unit 2 Interpreting Business Talks Unit 2 Clash of civilizations | 2 2 |
| 5. | Unit 2 Interpreting Business Talks Unit 2 Clash of civilizations | 4 |
| 6. | Unit 2 Interpreting Business Talks Unit 2 Clash of civilizations | 4 |
| 7. | Unit 2 Interpreting Business Talks Unit 2 Clash of civilizations | 4 |
| 8. | Unit 3 Interpreting Talks at the Briefings Unit 3 International relations | 4 |
| 9. | Unit 3 Interpreting Talks at the Briefings Unit 3 International relations | 4 |
| 10. | Unit 3 Interpreting Talks at the Briefings Unit 3 International relations | 4 |
| 11. | Unit 3 Interpreting Talks at the Briefings Unit 3 International relations | 4 |
| 12. | Unit 4 Interpreting at the Conference Unit 4 Globalization | 4 |
| 13. | Unit 4 Interpreting at the Conference Unit 4 Globalization | 4 |
| 14. | Unit 4 Interpreting at the Conference Unit 4 Globalization | 4 |
| 15. | Unit 4 Interpreting at the Conference Unit 4 Globalization | 4 |
| 16. | Unit 4 Interpreting at the Conference Unit 5 International law | 4 |
| 17. | Unit 4 Interpreting at the Conference Unit 5 International law | 4 |
| 18. | Unit 4 Interpreting at the Conference Unit 5 International law | 4 |
| 19. | Unit 4 Interpreting at the Conference Unit 5 International law | 4 |

Жами: 76 соат

**6 семестр
2- жадвал**

| | | |
|--------------|---|---------------|
| Хафта | Фаннинг бўлими ва мавзуси, маъруза мазмуни | Амалий |
|--------------|---|---------------|

| | | МАШГУЛОТЛАР СӨАТ |
|------------|---|-------------------------|
| 1. | Unit 5 Interpreting negotiations Unit 6 Human rights | 4 |
| 2. | Unit 5 Interpreting negotiations Unit 6 Human rights | 4 |
| 3. | Unit 5 Interpreting negotiations Unit 7 Interpreting of Addresses Unit 7 Recent history | 4 |
| 4. | Unit 7 Interpreting of Addresses Unit 7 Recent history Unit 8 Armed forces | 4 |
| 5. | Unit 7 Interpreting of Addresses Unit 8 Armed forces | 4 |
| 6. | Unit 8 Interpreting in accompanying a delegation Unit 9 Macroeconomics | 4 |
| 7. | Unit 8 Interpreting in accompanying a delegation Unit 9 Macroeconomics | 4 |
| 8. | Unit 8 Interpreting in accompanying a delegation Unit 10 World economy | 4 |
| 9. | Unit 9 Interpreting customs, traditions, holidays Unit 10 World economy | 4 |
| 10. | Unit 9 Interpreting customs, traditions, holidays Unit 11 Mass culture | 4 |
| 11. | Unit 9 Interpreting customs, traditions, holidays Unit 11 Mass culture | 4 |
| 12. | Unit 10 Interpreting cooperation Unit 12 Mass media | 4 |
| 13. | Unit 10 Interpreting cooperation Unit 12 Mass media | 4 |
| 14. | Unit 11 Interpreting presentations Unit 13 Information society | 4 |
| 15. | Unit 11 Interpreting presentations Unit 13 Information society | 4 |
| 16. | Unit 11 Interpreting presentations Unit 14 Biotechnology | 4 |
| 17. | Unit 12 Interpreting at the Embassies Unit 13 Interpreting activities of UN Unit 14 Biotechnology | 4 |
| 18. | Unit 13 Interpreting activities of UN Unit 15 Conquering space | 4 |

| | | |
|------------|---|----------|
| 19. | Unit13 Interpreting activities of UN Unit 16 Olympic Games | 4 |
|------------|---|----------|

Жами: 76 соат

Жами: 5-6 семестр 152 соат

Амалий машғулотлар мультимедиа воситалари билан жиҳозланган аудиторияда ҳар бир академик гуруҳга алоҳида ўтилади. Машғулотлар фаол ва интерфаол усуллар ёрдамида ўтилади, “Кейс-стади”, “балиқ скелети”, “Нилуфар гули” технологиялари ишлатилади, кейслар мазмуни ўқитувчи томонидан белгиланади. Кўргазмали материаллар ва ахборотлар мультимедиа қурилмалари ёрдамида узатилади

3. Мустақил таълим

4 -жадвал

| Ишчи ўқув дастурининг мустақил таълимга оид бўлим ва мавзулари | Мустақил таълимга оид топшириқ ва тавсиялар | Бажарилиш муддати | Ҳажми (соатда) |
|--|---|--------------------------|-----------------------|
| 1 | 2 | 3 | 4 |
| 1. Listen to the radio or watch TV news and translate on your mind what you hear; 2. Find lexical units in English which semantically correspond to the Uzbek verbose word groups using dictionaries; 3. Record into the disk the translations of interpreters and discuss with your class-mates; 4. Make up symbols or abbreviations for the active vocabulary of Unit 1. “Consecutive translation and its peculiarities”; 5. Compile your dictionary with words of common semantic component for Unit 1. “Consecutive translation and its peculiarities”; 6. Organize a debate on methods of consecutive translation training | Oral discussion with the group Written translation | сентябр | 3 |
| 1. Listen to the radio or watch TV news about business talk and translate on your mind what you hear. 2. Find lexical units in English which semantically correspond to the Uzbek verbose word groups using dictionaries; 3. Record into the disk the speeches of businessmen and your translation; 4. Make up symbols or abbreviations for the active vocabulary of Unit 2. “ Interpreting business talk”; 5. Compile your dictionary with words of common semantic component for Unit 2. “ Interpreting business talk”; 6. Organize a debate on business problems in Uzbekistan. | Discussion orally with the group Written translation | Октябр | 3 |
| 1. Listen to the radio or watch TV news and translate on your mind what you hear. 2. Find lexical units in English which semantically correspond to the Uzbek verbose word groups using dictionaries; | Discussion orally with the group | Ноябр | 2 |

| | | | |
|---|--|---------------|-------------------|
| <p>3. Record into the disk the speeches of state leaders and your translation;</p> <p>4. Make up symbols or abbreviations for the active vocabulary of Unit 3. “ Interpreting of leaders’ talks”;</p> <p>5. Compile your dictionary with words of common semantic component for Unit 3. “ Interpreting at the Briefings”;</p> <p>6. Organize a debate on interpretation of leaders’ talk.</p> | <p>Written translation</p> | | <p>3</p> |
| <p>1. Listen to the radio or watch TV news about conferences and translate on your mind what you hear.</p> <p>2. Find lexical units in English which semantically correspond to the Uzbek verbose word groups using dictionaries;</p> <p>3. Record into the disk the speeches of delegates at the conferences and your translation;</p> <p>4. Make up symbols or abbreviations for the active vocabulary of Unit 4. “ Interpreting at the conferences”;</p> <p>5. Compile your dictionary with words of common semantic component for Unit 4. “ Interpreting at the conferences”;</p> | <p>Discussion orally with the group</p> <p>Written translation</p> | <p>Декабр</p> | |
| <p>Listen to the radio or watch TV news and translate on your mind what you hear;</p> <p>3. Record into the disk the translations of interpreters and discuss with your class-mates;</p> <p>4. Make up symbols or abbreviations for the active vocabulary of Unit 5</p> <p>5. Compile your dictionary with words of common semantic component for Unit 5</p> | <p>Discussion orally with the group</p> <p>Written translation</p> | <p>декабр</p> | <p>3</p> <p>3</p> |
| <p>11. Listen to the radio or watch TV news and translate on your mind what you hear.</p> <p>3. Record into the disk the speeches and your translation;</p> <p>4. Make up symbols or abbreviations for the active vocabulary of Unit7</p> <p>5. Compile your dictionary with words of common semantic component for Unit 7</p> | <p>Discussion orally with the group</p> <p>Written translation</p> | <p>Январ</p> | <p>2</p> <p>3</p> |
| <p>1. Listen to the radio or watch TV news and translate on your mind what you hear.</p> <p>2. Find lexical units in English which semantically correspond to the Uzbek verbose word groups using dictionaries;</p> <p>3. Record into the disk the speeches of state leaders and your translation;</p> <p>4. Make up symbols or abbreviations for the active vocabulary of Unit 8</p> | <p>Discussion orally with the group</p> <p>Written translation</p> | <p>Феврал</p> | <p>3</p> <p>2</p> |
| <p>1. Listen to the radio or watch TV news and translate on your mind what you hear.</p> <p>2. Record into the disk the speeches of state leaders and your translation;</p> <p>3. Make up symbols or abbreviations for the active vocabulary of Unit 9</p> <p>4. Compile your dictionary with words of common</p> | <p>Discussion orally with the group</p> <p>Written translation</p> | <p>Феврал</p> | <p>3</p> <p>3</p> |

| | | | |
|---|---|-------|------------|
| semantic component for Unit 9 5. Organize a debate on interpretation. | | | |
| 1. Listen to the radio or watch TV news about conferences and translate on your mind what you hear. 2. Find lexical units in English which semantically correspond to the Uzbek verbose word groups using dictionaries; 3. Record into the disk the speeches of delegates at the conferences and your translation; 4. Make up symbols or abbreviations for the active vocabulary of Unit 10 5. Compile your dictionary with words of common semantic component for Unit 10 | Discussion orally with the group Written translation | март | 3 3 |
| 1. Listen to the radio or watch TV news and translate on your mind what you hear; 2. Find lexical units in English which semantically correspond to the Uzbek verbose word groups using dictionaries; 3. Record into the disk the translations of interpreters and discuss with your class-mates; 4. Make up symbols or abbreviations for the active vocabulary of Unit 11 5. Compile your dictionary with words of common semantic component for Unit 11 | Discussion orally with the group Written translation | Апрел | 3 3 |
| 1. Listen to the radio or watch TV news and translate on your mind what you hear. 2. Find lexical units in English which semantically correspond to the Uzbek verbose word groups using dictionaries; 3. Record into the disk the speeches of state leaders and your translation; 4. Make up symbols or abbreviations for the active vocabulary of Unit 12 5. Compile your dictionary with words of common semantic component for Unit 12 6. Organize a debate on interpretation | Discussion orally with the group Written translation | Май | 3 3 |
| 1. Listen to the radio or watch TV news about conferences and translate on your mind what you hear. 2. Find lexical units in English which semantically correspond to the Uzbek verbose word groups using dictionaries; 3. Record into the disk the speeches of delegates at the conferences and your translation; 4. Make up symbols or abbreviations for the active vocabulary of Unit 13 5. Compile your dictionary with words of common semantic component for Unit 13 6. Organize an international conference | Discussion orally with the group Written translation | Июн | 3 3 |

Жами: 60 соат

Мустақил ўзлаштириладиган мавзулар бўйича талабалар томонидан рефератлар тайёрланади ва уни тақдимоти ташкил қилинади.

4. Амалий таржима (бадий ва ёзма) фанининг амалий машғулоти**5- семестр****6 –жадвал**

| № | Мавзу номи | Дарс соатлари ҳажми |
|-----|---|---------------------|
| 1 | Introduction | 4 |
| 2 | Lexical problems of translation. | 4 |
| 3 | Phraseological problems of translation. | 4 |
| 4 | Grammatical problems of translation. | 4 |
| 5 | Exercises on lexical problems of translation | 4 |
| 6 | Exercises on phraseological problems of translation. | 4 |
| 7 | Exercises on grammatical problems of translation. | 4 |
| 8 | Revision Exercises of 4mixed type. | 4 |
| 9 | The empire of the Great MUGHALS (extract from the book) | 4 |
| 10 | Theodore Dreiser “The Financier” (extract from the book) | 4 |
| 11 | Wales Collins “Lady in White”. (extract from the book) | 4 |
| 12. | “The language of birds”. (extract from the book) | 4 |
| 13. | List of proverbs and the analyses of their meanings. | 4 |
| 14. | The Escape by Somerset Maugham | 4 |
| 15. | Jane Austen “Pride and Prejudice” | 4 |
| 16. | Sister Carry by Theodor Dreiser | 4 |
| 17. | The Forsyte Saga by John Galsworthy | 4 |
| 18. | Translation of Folk tales | 4 |
| 19. | Revision all types of translation | 4 |

Жами: 76 соат**6 – семестр****7 –жадвал**

| № | Мавзу номи | Дарс соатлари ҳажми |
|----|--|---------------------|
| 1 | Translation of English riddles and difficulties in their translation | 4 |
| 2 | The role of equivalent method of translation in belles-lettres | 4 |
| 3 | ‘Finansist’ by Theodore Dreiser | 4 |
| 4 | ‘Wuthering height’ by Emilia Bronte | 4 |
| 5 | The ways of translation of poems of modern style | 4 |
| 6 | Charles Dickens’s works and their translation | 4 |
| 7 | Lexical problems in the translation of Jane Austen | 4 |
| 8 | Adventures of ‘Oliver Twist’ by Charles Dickens | 4 |
| 9 | Analysis of translations of Uzbek/Russian famous works of literature (Abdulla Qahhor, Abdulla Qodiriy, Odil Yoqubov and others) | 4 |
| 10 | Grammatical problems of translation in the works by O’ Henry | 4 |

| | | |
|-----|--|---|
| 11. | Grammatical problems of translation in the works by O' Henry | 4 |
| 12. | Stylistic Devices and their translation into Uzbek/ Russian | 4 |
| 13. | Translation of Advertisements, translation ways and discussion | 4 |
| 14. | The language of songs, rhyming | 4 |
| 15. | The language of Shakespeare, lexical problems in their translation | 4 |
| 16. | Translation of legends of different folks. 'Heather Ale' by Robert Stevenson | 4 |
| 17. | Translation of modern epoch | 4 |
| 18. | 'Harry Potter' by J. Rowling | 4 |
| 19. | The style of Steven King, its translation | 4 |

Жами: 76 соат

Жами 5-6 семестр: 152 соат

Амалий машғулотлар мультимедиа воситалари билан жиҳозланган аудиторияда ҳар бир академик гуруҳга алоҳида ўтилади. Машғулотлар фаол ва интерфаол усуллар ёрдамида ўтилади, “Кейс-стади” технологияси ишлатилади, кейслар мазмуни ўқитувчи томонидан белгиланади. Кўргазмали материаллар ва ахборотлар мультимедиа курулмалари ёрдамида узатилади.

5. Мустақил таълим

8 –жадвал

| Ишчи ўқув дастурининг мустақил таълимга оид бўлим ва мавзулари | Мустақил таълимга оид топшириқ ва тавсиялар | Бажарилиш муддати | Ҳажми (соатда) |
|--|---|-------------------|----------------|
| 1 | 2 | 3 | 4 |
| Educational achievement | Written | September | 2 |
| English as a global language of international communication | Written | September | 2 |
| Conflict of opinions between teenagers and parents | Written | October | 2 |
| Organic Food | Written | October | 3 |
| The importance of biodiversity | Written | November | 3 |
| The greatest threats to the environment | Written | November | 2 |
| The most important inventions | Written | December | 2 |
| Career prospects | Written | December | 3 |
| Health problems | Written | January | 3 |
| Solar system | Written | January | 3 |
| Antisocial behavior | Written | November | 2 |
| Death penalty | Written | February | 3 |
| Таржимоннинг вазифаси. Бадиий таржиманинг талаблари | Group discussion information | February | 2 |
| Лексик бирликлар ва таржима. Бадиий ҳикоя таржимаси ва таҳлили | Written information | February | 3 |
| Бадиий асарларда идиомаларнинг таржимаси ва таҳлили | Group discussion | March | 2 |
| Бадиий асарлар таржимасида контекстнинг ўрни ва аҳамияти. Бадиий ҳикоя | Презентация | March | 2 |

| | | | |
|--|------------------------------------|-------|---|
| таржимаси | | | |
| Мақоллар ва маталларнинг таржима усуллари | Written information | March | 3 |
| Таржимонни чалғитувчи сўзлар таржимаси | Written information | April | 2 |
| Таржима қилиб бўлмайдиган сўзларни ўгириш муаммолари (хаё, виждон, андиша) | Written information | April | 3 |
| Бадиий асарларда фразеологик бирликларнинг таржималари ва таҳлили | Written information Презентация | April | 3 |
| Таржимада сўз ўйини | Written information | May | 2 |
| Таржимада миллий маданий хусусиятлар | Written information | May | 3 |
| Таржима турлари | Group discussion | May | 2 |
| Jane Austen "Pride and Prejudice" Translating into the native language making a scene | Presentation | June | 3 |

Жами: 60 соат

Мустақил ўзлаштириладиган мавзулар бўйича талабалар томонидан рефератлар тайёрланади ва уни тақдироти ташкил қилинади.

6. Амалий таржима (синхрон ва визуал) фанидан ўтиладиган амалий машғулотлар
5 –семестр
10 -жадвал

| № | Амалий машғулотлар мавзулари | Дарс соатлари хажми |
|----|--|---------------------|
| 1 | What is sight translation? Techniques and exercises in sight translation, Fast reading, text skimming, scanning exercises. Reading aloud, controlling emotions, public speaking exercises. Sight translation of street signs, numbers, newspaper advertisements, street ad-banners, ads on the internet | 2 |
| 2 | Reading aloud, controlling emotions, public speaking exercises. Sight translation of street signs, numbers, newspaper advertisements, street ad-banners, ads on the internet | 2 |
| 3 | Sight translation of CV (curriculum vitae), personal documents, certificates (certificates of birth, etc.) | 2 |
| 4 | Memory training exercises, Sight translation of letters, informal letters, business letters | 2 |
| 5 | Sight translation: Read aloud, Chunk and Paraphrase: excerpts of business documents, contracts, company charters | 2 |
| 6 | Sight translation of International Exhibition titles and materials, Exposition stands, Uzbekistan expo- center exhibitions | 2 |
| 7 | Training concentration and memory; sight, listening- consecutive translation of the text | 2 |
| 8 | International organizations: Charters, documents, UN Charter | 2 |
| 9 | Sight translation: Read aloud, Chunk and Paraphrase: UN Charter excerpts Listen and translate: Building bridges | 2 |
| 10 | International conferences, meetings, summits: G-20, SCO, WEF materials: | 2 |

| | | |
|----|--|---|
| | SCO summit-13 in Bishkek | |
| 11 | Sight translation: Read aloud, Chunk and Paraphrase: SCO Charter excerpts | 2 |
| 12 | Sight translation : Law on the International treaties of the Republic of Uzbekistan, 172-1, 2005, excerpts | 2 |
| 13 | Uzbekistan and UN Millennium development goals: achievements and perspectives | 2 |
| 14 | UNDP Project “Social Innovation and Volunteerism in Uzbekistan” | 2 |
| 15 | National Biodiversity Planning to Support the Implementation of the CBD | 2 |
| 16 | 2011-2020 Strategic Plan in Uzbekistan (EA-CBD) | 2 |
| 17 | Types of law, Sources of law, History of law. Administrative law, exercises in extensive reading, analyzing the content. pp. 5-14; | 2 |
| 18 | Exercises pp. 36-66, Sight translation of a court procedure | 2 |
| 19 | Read aloud, Paraphrase and Rephrase: Business law, p 16; Sight translation of a court procedure | 2 |

Жами: 38 соат

6 семестр
11 -жадвал

| № | Амалий машғулотлар мавзулари | Дарс соатлари хажми |
|----|--|---------------------|
| 1 | Training exercises pp70-99, Contract, Credit, Debt, Investments, Sight translation of a court procedure: Credit and debt | 2 |
| 2 | Expand the following text: Civil law, pp. 19-21, Sight translation of a court procedure: Civil case | 2 |
| 3 | Training exercises, pp. 103-125, Copyright, Estate, Patents, Wills | 2 |
| 4 | Condense the following text: Labor Law, Family law pp22-25; | 2 |
| 5 | Training exercises, pp. 130-148, Employment, Workplace, Marriage, Divorce, Custody | 2 |
| 6 | Criminal law, Juvenile delinquency, pp28-32 | 2 |
| 7 | Training exercises pp152-161, rime, Crime 2, Juveniles | 2 |
| 8 | Read aloud, Chunk, and Summarize: International law, pp33-35 Statute of the International Court of Justice | 2 |
| 9 | Revision | 2 |
| 10 | Understanding medical prescription; Medical Prescription abbreviation; Read aloud, Chunk, and Summarize: World Health Organization | 2 |
| 11 | Medicines: essential medicines Asthma, anemia , Act out the dialogue: Getting Patient Details | 2 |
| 12 | Key messages - World No Tobacco Day 2013;PneumoniaAct out the dialogue: Pain that Comes and Goes | 2 |
| 13 | Condense the following text: Cardiovascular diseases, hypertension, rheumatic heart attack. | 2 |
| 14 | Act out the dialogue: Some Troubling Symptoms | 2 |
| 15 | Arthritis and rheumatism; Act out the dialogue: Joint Pain | 2 |
| 16 | Sight translate the text: Tuberculosis | 2 |
| 17 | Medicines: essential medicines list | 2 |
| 18 | World Blood Donor Day | 2 |
| 19 | Role play: Dental check-up | 2 |

Жами: 38 соат

Жами 5-6 семестр : 76 соат

Амалий машғулотлар мультимедиа воситалари билан жиҳозланган аудиторияда ҳар бир академик гуруҳга алоҳида ўтилади. Машғулотлар фаол ва интерфаол усуллар ёрдамида ўтилади, турли технологиялар ишлатилади, кейслар мазмуни ўқитувчи томонидан белгиланади. Кўргазмали материаллар ва ахборотлар мультимедиа қурулмалари ёрдамида узатилади

7. Мустақил таълим

12 - жадвал

| Ишчи ўқув дастурининг мустақил таълимга оид бўлим ва мавзулари | Мустақил таълимга оид топшириқ ва тавсиялар | Ҳажми (соатда) |
|--|---|----------------|
| 1 | 2 | 3 |
| Write about: Types of translation, History of sight translation, practice and test your fast reading skills | Written | 2 |
| Find funny street signs, advertisements, street ad-banners, ads on the internet translate in written form | Written, oral | 2 |
| Translate in written form samples of CV (curriculum vitae), personal documents, certificates (certificates of birth, etc.) | Written | 2 |
| Translation of sample business letters | Written | 2 |
| Difficulties of sight translation | Written | 2 |
| Group Presentation “UzExpoCenter – practice in sight translation” | Written, orally | 2 |
| UNESCO office in Uzbekistan UNESCO’s 2003 Convention on the Safeguarding of Intangible Cultural Heritage | Written, orally | 2 |
| UN Charter excerpts- translate in written form | orally | 2 |
| “Climate Risk Management in Uzbekistan” project (CA-CRM) | orally | 2 |
| Environment protect groups, BBC Professional English, PDF, MP3, listen and translate | orally | 2 |
| Text analysis: Chunking and parsing | Written | 2 |
| Listen to the text and write down the main content, translate key words and phrases | Written | 2 |
| Listen to the text and write down the main content, translate key words and phrases | Written | 2 |
| Case of a stolen car, role play- consecutive and sight translation | Written, orally | 2 |
| Statute of the International Court of Justice, translate excerpts in written form | Written | 2 |
| Reforms in medical sphere | Written, orally | 2 |
| Listen to the text and write down the main content, translate key words and phrases | Written | 2 |
| World Hepatitis Day | Written | 2 |
| Essay: I visited MDC in my local area | Written | 2 |
| What are neurological disorders? | Written | 2 |
| Group presentation: All about WHO | Orally | 2 |

Жами: 30 соат
Умумий соатлар: 150

Мустақил ўзлаштириладиган мавзулар бўйича талабалар томонидан рефератлар тайёрланади ва уни тақдироти ташкил қилинади.

8. Фан бўйича талабалар билимини баҳолаш ва назорат қилиш меъзонлари

| <i>Балл</i> | <i>Баҳо</i> | <i>Талабанинг билим даражаси</i> |
|-------------|-------------|---|
| 86-100 | Аъло | Кўриб таржима қила олиш Ижодий фикрлай олиш. Мустақил мушоҳада юритиш. Амалда қўллай олиш. Моҳиятини тушуниш. Билиш, айтиб бериш. Тасаввурга эга бўлиш. |
| 71-85 | Яхши | Мустақил мушоҳада юритиш. Амалда қўллай олиш. Моҳиятини тушуниш. Билиш, айтиб бериш. Тасаввурга эга бўлиш. |
| 55-70 | Қониқарли | Моҳиятини тушуниш. Билиш, айтиб бериш. Тасаввурга эга бўлиш. |
| 0-54 | Қониқарсиз | Аниқ тасаввурга эга эмаслик. Билмаслик. |

9. Асосий ва қўшимча ўқув адабиётлар ҳамда ахборот манбалари

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ФЙДАЛИ МАСЛАХАТЛАР

Determining the Differences

- 1. What is the difference between sight and written translation?
 - As opposed to written translation, which is the written rendering of a document from one language into another, sight translation is the oral rendering of a document from one language into another.
- What is the difference between sight translation and interpreting?
 - As opposed to interpreting, which is the oral rendering of a speech from one language into another, sight translation is the oral rendering of a document from one language into another.

Notes on Sight Translation

Definition: oral translation of a written text

Sight translation is just as difficult as simultaneous interpretation and involves some of the same mental processes. The input is visual (written word) rather than oral (spoken word), but the interpreter still has to process a thought in the source language and generate the target language version of that thought while simultaneously processing the next source language thought and so on. Because the message is written in black and white, some interpreters may have more trouble focusing on meaning rather than words. Reading comprehension is an important element of sight translation, and the need to improve and maintain reading comprehension is one reason why court and prospective court interpreters should read as much and as widely as possible

- Another aspect of sight translation that should be emphasized is delivery. It is very important that the interpreter speak loudly and enunciate clearly, with proper intonation and voice modulation. Smooth pacing is also essential; sudden starts and stops and long pauses while the interpreter figures out a difficult translation problem are distracting to the listener. Ideally, a sight translation should sound as if the interpreter were merely reading a document written in the target language.
- In general, the texts that court interpreters are called upon to sight translate from English into another language contain bureaucratic language, which is characterized by technical jargon (that of the police, courts, public agencies), abbreviations, long adjective-noun clusters, and the passive voice.
- Texts to be sight translated from a second language into English are generally of two types: legal documents from other countries, sometimes characterized by long, convoluted sentences and technical legal terms; and handwritten or typed documents that are written by unsophisticated people who may be unfamiliar with the rules of grammar and punctuation in their own language. Try to obtain examples of both legal and handwritten documents in your second language and use those documents for additional sight translation practice.
- Paraphrasing is a helpful exercise that develops the mental agility you need for sight translation. It forces you to read ahead and solve problems quickly; it also helps you focus on meaning rather than words, thus avoiding stilted, literal translations. Paraphrasing is a good vocabulary building exercise that you should continue to do periodically even after you feel you are adept at sight translation. Moreover, paraphrasing is a good problem-solving technique; if you have trouble translating a phrase in a sight translation text, try paraphrasing it mentally in the source language first, and it may trigger a solution in the target language. It is important to remember, however, that paraphrasing is a valuable learning tool and mental exercise; you should never paraphrase when you are actually interpreting in court.

1. Conservation: the interpreter should conserve the register of the source language text (complex vs. simple, formal vs. informal)

2. Written language:

- Written material is more densely packed with information than spoken language.
- Punctuation may serve the function of intonation.
- **Reading Comprehension:** Interpreters must be adept at grasping the meaning of written texts and understanding the material explicitly and implicitly (interrelationships of ideas)
- **Prediction:** Interpreters should be able to predict the outcome of an incomplete message and also be versed in the various writing styles—legal documents, personal and business correspondence, technical reports so they can be alert to common constructions that may pose translation problems.

Skills required for sight translation

- Complete command of working languages at all levels of usage
- Good public speaking: voice projection, clear enunciation, good posture and smooth pacing

Mental agility and flexibility in order to work on two channels at once (simultaneously processing the source language while speaking in the target language)

Settings for Sight Translation

- Hospitals/Clinics: medical reports, waivers, consent forms
- Court documents: waivers, probation and police reports, docs. of a case file, affidavits
- Public/private schools: records
- Adoption agencies: birth/death/marriage certificated
- Workforce: forms, reports

Process of Sight Translation

1. Scan the document to determine the subject matter, context, style, and country of origin.
2. Make a mental note of common pitfalls unique to the source language.
3. Skim the passages quickly and identify key features, commas, parentheses, etc.
4. Translate sentence by sentence, focusing on one unit of meaning at a time.
5. Maintain a steady pace, translating as smoothly as possible.

Strategies for Interpreting a Sight Translation

READING COMPREHENSION: is an important element of sight translation. Interpreters should read as much and as widely as possible.

PACING: The interpreter must translate the document quickly without omitting anything. Going too fast results in translation error or in sudden stops and long pauses while the interpreter figures out a difficult translation problem. That sort of jerkiness can be distracting to the listener. But going too slowly is disruptive for providers and patients alike. The interpreter should be familiar with the terminology and phrasing of medical/court documents so that the translation sounds as if the interpreter were merely reading a document written in the target language.

Strategies

- Translate as smoothly as possible.
- Look up and keep a glossary of any difficult terms.
- Practice out loud always, with or without an audience.
- Record yourself on audio (or videotape) so that you know how you sound (and look) to your audience.
- Practice with a variety of typefaces and formats: patient information forms, consent forms, letters, consumer education documents, court transcripts, etc.
- Other strategies?

Documentation

Interpreters need to look carefully at documents they are asked to sign. Interpreters may be asked to sign on a consent form that the patient understands the procedure. *Discuss why this is not appropriate and the possible ramifications.* In some cases the hospital may need documentation (a signature) that the consent form was interpreted for the patient. *How could this be accomplished appropriately?*

Learning Exercises

The following are learning exercises designed to build mental agility, linguistic flexibility, and analytical skills and to heighten awareness of language usage. In actual sight translation, the interpreter does not paraphrase, summarize, or change the register of the original text.

Exercises for Sight Translation

1. **Reading Aloud:** Stand in front of a mirror and read passages aloud from any book, newspaper, or magazine. A legal textbook, code book, or other legal text is useful for familiarizing yourself with legal language. Record or videotape yourself and analyze the outcome critically. Pay attention to your voice, pitch, tone, hesitations, signs, projection, enunciation, and posture.
2. **Extensive Reading:** Build up your reading speed and your vocabulary by reading as much as possible in many different fields.
3. **Deciphering Handwriting:** Obtain texts written by hand (e.g., personal letters) and practice deciphering the handwriting on the first oral reading.
4. **Chunking:** Choose a text and mark off the units of meaning in it. Example: I was getting ready / to go out to lunch / with my mother-in-law when /, all of a sudden, / I felt sick to my stomach. / It occurred to me / that it might be something psychosomatic, / but later I found out / that I was simply allergic to the perfume / she always wore.
5. **Completing phrases:** Complete the phrases and determine whether the resulting sentences convey the same idea as that of your partner.
6. **Paraphrasing:** Read a text aloud and rephrase it as you go along, taking care not to change the meaning.
7. **Manipulating the Register:** Read a text aloud and alter the register or language level as you go along, being careful not to stray from the original meaning.
8. **Sight translate:** the attached document into your other language. Discuss the accuracy of marked words or phrases, delivery, and fluency. When you are ready, set your timer to 5 minutes, turn to the handout and begin. It is a good idea to review the document before you begin interpreting.

Active listening / analysis

3.1 Concentration. When listening to a speech or news broadcast in the foreign language concentrate on "hearing out" every single word / syllable without allowing your attention to wander to, say, your plans for the weekend.

It is difficult to concentrate as intensely as the interpreter does and requires some practice. It is all too easy to listen inattentively to a language when we understand it well. This exercise should help us balance that out. This is useful at an early stage in the course.

3.2 Make summaries of speeches. How many ideas did a speech contain? Summarise in your own words, first very briefly and later in more detail.(p212 Gile)

In doing this you are training yourself to listen for message and meaning, the essence, rather than the individual words used.

3.3 Analyse written texts - highlight keywords (ideas) and links between them. > Annex 1.2 + 1.3 "Note-taking".

3.4 Practice notetaking from articles, noting only the link words in the margin (or only link words plus one word per paragraph). Reproduce as speech. > Annex 1.2. > Annex 1.3.

It is worth consulting with other students and teachers to see whether they agree with your choices as to the key/ link words. This will help develop your analytical skills as you are forced to justify your choices to others and they offer you their viewpoint..

3.5 One student prepares a short speech containing say 5 clear ideas – listeners agree to note only five words while listening to the speech and interpret on the basis of those notes.

Students must listen and analyse in order to decide which 5 words best represent the core ideas of the speech.

All reformulation exercises, to a greater or lesser extent, force the interpreter to analyse the text

more carefully.

3.7 When note-taking try to maximize the time-lag between hearing the original and noting anything.

This exercise will allow and indeed enforce a more thorough analyse of the text. If we simply write what we hear when we hear it we are not “listening” in the analytical sense of the word. N.B. Staying along way behind the speaker is not a goal in itself, it merely facilitates, by stealth if you like, analysis of the original speech.

3.8 One student reads part of a text or speech aloud and stops mid paragraph. The remaining students must offer possible conclusions to the passage in question.

Only if one is paying attention to the message of the speech as a whole and not listening to the individual words will one be able to make an intelligent guess at what comes next.

3.9 Create structure diagrams of given texts, breaking the text of a speech down into its component structural parts, regardless of content.

1. An analytical breakdown of the speech might look like this...

Mr Speaker! Ladies and Gentlemen of the House! The subject of today’s debate, Poland’s integration with the European Union, should and will be the most important political topic of the next 12 and more months. This is clear from : the timetable for the current negotiations; the urgent tasks of introducing and implementing legislation and of exploiting assistance funds, but above all from the setting of 1st January 2003 as the date for Poland’s entry into the European Union.

It has been almost six months since this House debated european integration in September. Since then there have been a number of significant events that may affect our path to the European Union, for example the Summit in Helsinki. Work was undertaken to adapt to the demands of union membership; negotiations continued; discussions were held between the subsequent Presidencies of the Union, Finland and Portugal, the Foreign Minister and myself personally. We also sought to further our cause through diplomatic channels. It is time therefore that we in this House took stock of how far down road to the European Union we are and where we go from here as a continuation of the debate on Europe begun here in September, a debate on the return of Europe to Poland and Poland to Europe.

What are we talking about?

Why? (list of 3)

*Events preceding this debate.....
(list of 5)*

We conclude from this that we must....

3.10 On a word processor remove the paragraph divisions from a text. Read through the unbroken text and hit return twice every time you get to a logical break in the text. The sections of speech you now have should represent what you note one “section” of your notes (or in between the horizontal lines across your page if you use them). Note about 2 sections on a page.

› Annex 4.2

Practising the analysis of texts without the time pressure of interpreting isolates the activity

interpreters complete as one of many and can help students to automatize the task before they go into the booth.

3.11 Listen to a speech without taking notes. When the speech has been completed, make some notes that will help in reproducing the speech. Reproduce the speech.[1] (Weber)

By hearing the whole speech first and only then making notes we have a picture of the entire speech which we must analyse in order to make the most useful notes possible. Our notes are therefore much more likely to reflect structure and ideas than the individual words that we often get hung up on.

3.12 Have the speaker of speeches used in practice mumble a few words incomprehensibly at certain stages in the speech. On the basis of logical analysis and extension the listeners must fill in the gaps and offer plausible interpretations. (Van Dam)

3.13 While listening to a speech take notes as per usual. At the end of the speech put your notes to one side and try to reproduce the speech from memory.

The fact that this is difficult will demonstrate very clearly how much attention we devote to our notes when in fact we should be listening to the speaker more carefully. Repeat, listening more carefully to the speaker.

3.14 Read a text once through. Highlight the most important ideas (and only these) with a marker pen. Now cover the entire text and try to recreate it from memory. As a continuation of this exercise now sight translate the same part of the text. Finally sight translate a further as yet unread part of the text. (Kalina, 2000. p179)

In the first part of this set of exercises Kalina offers a very interesting combination of analysis and memory skills. The continuation exercises are a useful and gradual progression towards fuller sight translation and therefore eventually interpreting.

3.15 Take a text or an Overhead Projection of a text with all but the first sentence covered. Uncover sections of the text (initially whole sentences then ever smaller segments) as sight translation is already underway. Here we train our ability to anticipate and infer.

SELF ASSESSMENT

Although I often like to picture my students as readers when I blog, this post is in particular for you, dear students. The idea came after a very pleasant lunch with an aspiring interpreter. We shared ideas and experiences; personally I was probably very close to a perfect personification of the benevolent granny: "I remember when I was..." Anyhow, I realized that my future colleague could use a few hints on self assessment and out of classroom practice. I have touched upon practice and learning consecutive earlier. But this post is particularly aimed at giving tips on practice and self assessment.

If you are going to improve and grow as an interpreter practice and self-evaluation is essential. You have to listen to yourself critically, identify areas that can be improved and work on them. Here's my own step-by-step guide to how to do it. This guide assumes you have gotten basic notions of interpreting and what interpreting teachers are looking for. I will give you ideas on how to correct yourself, but you can probably not follow this guide as a DIY interpreting school. I should also say that there are a million ways to practice and assess yourself, these hints are just a few of my personal ideas that have worked well for me and for my students (or so they tell me). They are a mix of tips I got myself and things that I found out worked for me.

One - Equipment

Get yourself a good mp3 memory, small in size but big in memory. It should be small, with a good mike and good recording quality. Always carry your memory (charged or with extra batteries) with you.

Two - When and how much?

Take every opportunity to practice. If you're lucky enough to get into a dummy booth, just take out your memory and interpret away. But don't forget to put on your mp3 memory. If you find

yourself in a situation where you can take consecutive notes, and then do. Maybe you will have the opportunity to interpret just a little later from your notes. And by all means have your friends, girl/boyfriends, and family give you speeches. And practice often! Every day in short units. But don't overdo it either; your brain needs some rest as well.

Three - Get the original

Ideally you would want to get the original speech to compare to your own interpreting. There are several ways to do this: a) ask a friend to read speeches to you that you take off the Internet. The Internet is such a wealth of speeches; for instance, most governments and organizations post speeches from their front figures on the web for the press to use. But remember that if your friend reads it, s/he has to adapt the speed. Read speeches can literally be impossible. b) Use the internet and listen to uploaded speeches, news, interviews that you can interpret either simultaneously or consecutively - think YouTube. c) News flashes on the radio. 3 minutes every hour or half-hour and unless something big happens they tend to be the same several times in a row. You can interpret one and then listen to the next one and compare your notes and interpreting (again, remember it's fast).

Four - Assess

The most painful part of this exercise is to listen to yourself. The first thing here is to get used to listen to your own voice, most people are not used to listen to themselves and find it difficult. You just have to get over it, just like ballet dancers have to get over looking at themselves in the mirror. Then you have to get used to listen critically, and now we are getting to the really crucial point about self assessment.

1) Listen to the overall presentation. One of my friends once complimented another colleague by saying, you sound like a skilled story teller reading from a book. This is what you want it to sound like. No "ahms" or "uhms", no excessive use of "ands and buts", any extra sounds. If you're not producing real words you close your mouth - full stop. And speaking of full stops - finish your sentences! You don't want to leave your listeners wondering what's coming next. You can break up the speaker's sentence in several shorter ones, but make sure to finish them. Also listen to how you come across when it comes to intonation, do you sound sure of what you say or unsure? Do you give a trustworthy impression or not? Do you take your listeners by the hand and guide them through the presentation?

2) Now you have to listen to what you actually convey. Do you interpret what the speaker says or something else? You listen for terminology of course, but also for nuances. Do you interpret what the speaker says or are you perhaps changing the message slightly. This is NOT about using all the words and the same words. I guess we already agree that a word for word interpreting is not the ideal here. You want to say exactly what the speaker says, but in your language and your own words.

Five - Keep a log

Keep a log book of your evaluation. Doesn't have to be very detailed, but you want to keep a record of what type of speeches (e.g. general politics, easy, 10 min, French>English), your goal (e.g. interpret without interruption for 10 minutes/use a political register/avoid using "and" in the beginning of the sentences) and how you succeeded.

Six - Ask for feedback

Ask your fellow students to help you, ask your family to listen to you, and, if you have the possibility, ask a professional interpreter.

Seven - Set goals for your improvement

Based on your assessment you set goals for the next exercise. Tangible goals such as: "I'm going to interpret without interruption for five minutes" or "I'm not going to use any extra-sounds this time" or "I will use the new vocabulary (word X, Y and Z) or the new set phrases I've learned". And a final word, you start with easy texts and as you feel more confident you add difficulty. If you are aiming for a conference interpreter test you will want to be able to interpret effortlessly in consecutive for more than six minutes and in simultaneous mode for 20 minutes.

And remember the old story about the tourist in New York who was lost and unknowingly asked Arthur Rubinstein "How do you get to Carnegie Hall? » Rubinstein answered: "Practice, practice, practice."
Good luck and Go for it!

Training of Interpreters: Some Suggestions on Sight Translation Teaching

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Key Words: Sight translation, interpreter training, teaching methods, simultaneous interpretation, consecutive interpretation.

Abstract: Sight translation has been considered as a part of simultaneous and consecutive interpretation. However, due to recent developments in the fields of business, finance, international trade, science and technology and due to changing market demands, sight translation has gained an extra place beyond consecutive and simultaneous interpretation. This paper aims at laying groundwork for teaching sight translation, based on concepts and strategies of skill training.

Introduction

Recent developments in many fields such as international relations, business, trade, social sciences, and technology and the need for accessing information in the shortest possible time necessitate an active and effective communication medium. Translation, notably interpretation, is one of those communication media.

The term "interpretation" generally brings simultaneous, consecutive or liaison interpretation to mind. Sight translation has mostly been considered as a supportive interpretation method for simultaneous and consecutive interpretation. Jean Herbert (1952) characterized sight translation as a type of simultaneous interpreting. For many scholars, sight translation is just a pedagogical exercise for getting started in the techniques of consecutive interpreting and simultaneous interpreting, an exercise by which interpreter trainees can learn to react quickly and improve their oral skills (Spilka 1966; Curvers et al. 1986; Weber 1990; Falbo 1995; Viaggio 1995). However, sight translation, consecutive interpreting and simultaneous interpreting are performed under different conditions. Even though there are similarities in the mental process, the overall process is different. In sight translation, the translator reads a written text, whereas the interpreter, in both consecutive and the simultaneous modes, listens to a speaker. Due to the differences in the process, the methods and strategies that an interpreter trainee uses in sight translation will change.

This paper will present some suggestions for sight translation teaching. However, sight translation will not be considered as a supportive method for simultaneous and consecutive interpretation but a sole interpretation method

that can be used by the interpreter trainees in various fields.

Pre-Exercises

Sight Translation (ST) is generally taught in the second semester of the second year or in the first semester of the third year in the departments of translation and interpretation in Turkey. The main reason is that general skills such as reading, writing, textual analysis and vocabulary are taught in the first two years. The first exercises to be used in a sight translation course will be directly related with those basic skills.

The first two weeks of the semester can be devoted to fast reading, skimming, scanning and reading comprehension activities. Those activities will enable students to speed up their reading and get the gist of the text that they are working on in the shortest possible time.

Exercise 1

In the beginning, the students are given a text (250-300 words) in their native language and are asked to read the whole text in 20-30 seconds. Then, they are asked general questions about the subject of the text. In the second phase, they are asked more specific questions (such as names, dates, place, etc.) before they are asked to read the text for the second time. This time, they are given 10-15 seconds to find the specific information. Lastly, the students are given enough time to read the text thoroughly. This time, they are asked comprehension questions. The same exercise is repeated with the texts written in L2. The aim of this exercise is to develop reading comprehension and fast reading skills.

Exercise 2

In the following weeks, the instructor chooses texts from various fields and gives only the titles of the texts and asks students to use their passive knowledge on the subject. For example, the instructor asks students what they expect from a text entitled "Painful changeover to Euro". The students produce key words by brainstorming on the subject. In the beginning they may wander from the subject and produce irrelevant keywords. However, as they begin to use their passive knowledge and make logical connections they will come to the point. Then, the instructor randomly chooses keywords from the text and asks students to make logical connections between those keywords and form a bold outline of the text. The aim of this exercise is to enable the students to use their passive knowledge and make logical connections between the facts. Following this exercise, the students are handed out the original text and are asked to check if their outline and assumptions are correct. Then they read the text one more time by using fast reading techniques and mark the unknown words. However, the instructor does not explain those unknown words at this stage.

Exercise 3

The same text used in the previous exercise will be used in this exercise. This time, the students are asked to analyze the text in detail. What is the type of the text? Is it informative? Is it vocative? How is the form of the text? Does it include titles, subtitles, articles, tables, graphs, etc? What is the message of the text? Does the text include technical words, jargon, abbreviations, etc? Are the sentences complex? Those questions will prepare the student for the

translation process. The following exercises will enable students to develop their own strategies to deal with language-specific problems.

Exercise 4

One of the problems that perplex students is the presence of unknown words. This problem also slows down the reading speed of students and disables them to deal with other problems they face in sight translation. In fast reading process, when the student encounters an unknown word, or a word that is difficult to pronounce, his/her reading speed will slow down. However, in a slow and meaningful reading process, he/she either will be able to guess the meaning of the unknown word by using contextual clues or will realize that the word is not crucial for understanding the message of the whole text. In some cases, however, the word may be directly related to the message and it may cause problems in translation if the word is omitted or ignored. Bearing this in mind, the lecturer may choose texts that may help students to deal with unknown words. The following strategies can be applied on the sample texts:

- a. To focus on the message of the sentence/paragraph rather than the meaning of the word.

Sample text: "If anyone is asked to *rate* a person, whom he knows sufficiently well, on a number of personality variables, he will tend to be influenced by his general opinion of the person. If he has a *high opinion* of the person he will tend to rate him high on all desirable qualities, and vice versa if he has a *low opinion*. (C.J. Adcock: Fundamentals of Psychology)

- b. To guess the meaning of the word by using contextual clues

Sample text: If you were to place a human brain on a table in front of you, you would notice that it is divided neatly into two halves vertically from front to back: these are the right and left *cerebral hemispheres*. And each hemisphere is further divided into four so-called lobes: the one at the front (the frontal lobe) is responsible for controlling movement and for some aspects of emotions; the *occipital lobe* (at the back) deals with sight, the lobe at the side (the temporal lobe) is an important memory store; and the *parietal lobe* (at the top) has a vital role in comparing and integrating information that flows into the brain through the sensory channels of vision, hearing, smell and touch. (Richard Leakey and Robert Lewin: People of the Lake)

Exercise 5:

Another language-specific problem that may cause problems in the process of sight translation is complex sentence structures. Long, complex and compound sentence structures generally slow down the reading speed and increase the risk of wrong interpretation. Using "parsing" and "chunking" methods may eliminate this problem.

For this exercise, the students are handed out texts, which are written in complex sentence structures. The students are asked to parse each sentence in order to work out to what grammatical type each word and clause belongs. Then, they are asked to determine the smallest semantic units in each sentence. Depending on the sentence structure of the language they are translating into, they restructure their sentences. However, it should be noted that the aim of this exercise is to analyze the sentence structure and to reformulate it in the target language. The aim is not to use the same

grammatical structure but to give the same message in the target language.

Exercise 6:

This exercise will help students to focus on the meaning rather than the structure and the words of a given text. The students are given texts written in their native language and they are asked to "paraphrase" each sentence. They are expected to use their own words to give the same message. They try to re-express each sentence in 2-3 different ways without changing the meaning. They are allowed to make additions and omissions, to break a long sentence into smaller sentences, to combine short sentences and make a longer sentence and to change the sentence structure (e.g. active sentences to passive, passive sentences to active sentences). The only rule is **not to change the meaning**.

Suggestions

The above-mentioned exercises aim at enabling students to produce correct, coherent and fluent translations. However, all those exercises are in-class activities. It is obvious that real-life conditions will be different and sometimes more difficult. Therefore, the students should be prepared to solve various problems before they work in real-world conditions. For example:

The text to be sight translated may be handwritten. Hence, in order to familiarize the student with various handwritings, in-class activities should include handwritten texts.

The text to be sight translated may involve ungrammatical sentence structures and poor punctuation. Therefore, texts written by non-native-speakers who are unfamiliar with the rules of grammar and punctuation should also be included in the exercises to make students familiarize with that kind of texts.

The text to be sight translated may be incoherent, or poorly organized. In such a case, the student should be able to detect shortcomings and correct them in the shortest time.

The text to be sight translated may involve graphs, tables, pictures or diagrams. The students should be able to read and interpret those visual-aided texts.

In order to expose the students to different styles of writing and document structures, texts of considerable difficulty and complexity should be chosen. Though text types and topics may vary according to market demand, a sight translation course syllabus design should include the following text types: Commercial and economic texts, e.g. real-world texts on current world economic and financial issues, international trade and business, scientific and technical texts, e.g. medicine, environment, computer science, journal articles, manuals, and patents, political and legal texts.

In conclusion, it should be noted that training time is the time to introduce students to the real-life process of translation. They should be made aware of the fact that there are many factors which may act as constraints on the process. Their role is to make certain decisions in order to maneuver among those factors.

Here are four different kinds of reading.

Skimming - running the eyes over quickly, to get the gist

Scanning - looking for a particular piece of information

Extensive reading - longer texts for pleasure and needing global understanding

Intensive reading - shorter texts, extracting specific information, accurate reading for

detail.

Exercise

Using these descriptions, how would you read the following? Match the different types of reading with the categories below. Decide which one requires you to skim or to scan the text. Which one needs detailed Intensive reading? What type of text do you read Extensively - for pleasure?

The 'What's on' section of the local paper:

Skimming

Scanning

Extensive

Intensive

A novel:

Skimming

Scanning

Extensive

Intensive

A newspaper:

Skimming

Scanning

Extensive

Intensive

A text in class:

Skimming

Scanning

Extensive

Intensive

A poem:

Skimming

Scanning

Extensive

Intensive

The telephone directory:

Skimming

Scanning

Extensive

Intensive

A postcard:

Skimming

Scanning

Extensive

Intensive

A train timetable:

Skimming

Scanning

Extensive

Intensive

A recipe:

Skimming

Scanning

Extensive

Intensive

A travel brochure:

Skimming

Scanning

Extensive

Intensive

What types of translation do you know?

Oral and written, oral having the types of visual, consecutive, and simultaneous. Besides, translation is divided into types according to its sphere, field, method and genre: literal, scientific-technical, publicist and poetic translation and so on. There are eight types of translation: word-for-word translation, literal translation, faithful translation, adaptive translation, free translation, idiomatic translation

Word For Word translation: The SL word order is preserved and the words translated by their most common meanings. Cultural words are translated literally. Mainly this method is used as a pre-translation process.

Literal translation: The SL grammatical constructions are converted to their nearest TL equivalents but the lexical items are again translated out of context. As pre-translation process Literal translation seeks as far as possible to capture the precise wording of the original text and the personal style of each writer. Literal translation is where the forms of the original are retained as much as possible, even if those forms are not the most natural forms to preserve the original meaning. Literal translation is sometimes called word-for-word translation (as opposed to thought-for-thought translation)

Faithful translation: It attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It transfers cultural words and preserves the degree of grammatical and lexical deviation from SL norms. It attempts to be completely faithful to the intentions and the text-realization of the SL writer.

Idiomatic translation: It reproduces the message of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms.

Free translation: Usually it is a paraphrase much longer than the original. Free translation is one which preserves the meaning of the original but uses natural forms of the target language, including normal word order and syntax, so that the translation can be naturally understood. Free translation is a kind of idiomatic translation.

Adaptation: This is the freest form of translation mainly used for plays and poetry: themes/ characters/ plots preserved, SL culture converted to TL culture & text is rewritten.

Machine translation (MT) is a procedure whereby a computer program analyzes a source text and produces a target text without further human intervention.

Meaning-based translation (MB) Meaning based translation properly focuses on the critical need for translation to preserve meaning. Adequate translation cannot always preserve forms of the original, but it must always preserve the meaning of the original.

Sight translation involves the transposition of a text written in one language into a text delivered orally in another language. Since both aural and visual information processing are involved, sight translation could be defined as a specific type of written translation as well as a variant of oral interpretation.

ST is an ideal tool, which at this stage of preparation the interpreter can use to assimilate technical terms in context, and develop the instantaneous translation reflexes to use tech terminology in a field in which he (student) is no expert. These reflexes may cover difficulties ranging from pronunciation to developing a certain ease in the use of terms. This exercise will build up the interpreter's muscle memory. Moreover ST allows the interpreter to prepare the more difficult passage of speech quite thoroughly and provides a rehearsal before the actual conference. The faster the interpreter is able to sight translate, the more effective his interpretation will be. Just as a consecutive interpretation is ideal preparation for simultaneous translation, sight translation may be equally useful as a preparation for both types of interpretation. Students should work standing practicing ST, must learn how to think on feet, master stage fright

What are the peculiarities of simultaneous interpretation?

Simultaneous interpreting (large conferences, forums) – the interpreter sits in an interpreting booth, listening to the speaker through a head set and interprets into a microphone while listening. SI is also done by signed language interpreters (for the deaf), standing in the conference room. Whispered interpreting is a form of SI in which the interpreter sits next to the delegates whispers the target language version of the speech in the delegate's ears (business meeting). Conference interpreters work in real time, they should be able to cope with speeches of any length; they should develop the techniques of interpreting. It is also clear that the conference interpreters work in real time. In simultaneous they cannot take longer than the original speaker, except for odd seconds. Even in consecutive they are expected to react immediately after the speaker has finished, and their interpretation must be fast and efficient. This means that must have not only to analyze and resynthesise ideas, but also to do it very quickly. Simultaneous interpretation takes up less time than consecutive. Moreover, with simultaneous it is much more feasible to provide multilingual interpreting, with as 6 languages (UN) or even 11 languages (European Union). Methods and techniques of training to ST: shadowing, sight translation.

Listening and memory training

It was born during World War 1, and widespread after Nuremberg trials 1945-46, Tokyo trials 1945-68

What methods are used in translating realia (national words)?

Realiae are words denoting objects, phenomena and so on, which are typical of a people. In order to render them correctly it is necessary to know the tenor of life epoch and specific features of the country depicted in the original work. Realiae can be regarded as having no equivalents. There are 3 principal ways of translating denoting specific realiae: 1. transliteration (complete or partial) the direct use of a word denoting realiae or its root in the spelling or in combination with suffixes of the mother tongue(каб , дўппи , сандал, изба) ; 2. Creation of new single or complex word for denoting an object on the basis of elements or morphological relationship in the mother tongue (skyscraper-осмонўпар небоскеб); 3. Use of a word denoting something close to realiae of another language It represents an approximate translation specified by the context, which is sometimes on the verge of description(Pedlar- таркатўвчи, торговец-разносчик)

The 9th Asia-Europe Meeting Summit of Heads of State and Government (ASEM9) was hosted

by Laos (5-6 November 2012). The theme for the Summit was **Friends for Peace, Partners for Prosperity**.

This year marks the 16th anniversary of the establishment of Asia-Europe Meeting (ASEM). Since its inception in 1996, the ASEM process has remarkably evolved. It has expanded its membership from 26 partners in 1996 to present 48 partners from Asia and Europe, thus reflecting the deepening cooperation between the two regions. The ASEM process has made significant contribute to the promotion of mutual understanding, peace, stability, development and prosperity of Asia and Europe.

Throughout these years, ASEM has gone through the period of complex and rapid changes. It has faced with many challenges such as climate change, economic and financial crisis, high prices of food and energy, natural disasters, outbreak of infectious diseases and others, which have negatively impacted the socio-economic development of the two regions. Despite the challenges, today ASEM remains relevant and continues to be an important forum for ASEM partners to share their thoughts, exchange views and explore ways and means in promoting better understanding and enhancing cooperation between Asia and Europe and in addressing the various challenges.

The Summit provided yet another important occasion for Leaders of Asia and Europe to discuss regional and international issues of common interest and concern, including, among others, food and energy security, sustainable development, financial and economic crisis, climate change, natural disaster response, socio-cultural cooperation and future direction of ASEM.

Besides the hosting of ASEM 9, the Lao PDR will also organize other important ASEM sideline events, namely Asia-Europe People's Forum (AEPF), Asia-Europe Parliamentary Partnership Meeting (ASEP) and for leaders of Asia-Europe Business Forum (AEBF) in Vientiane in 2012. The Government and multi-ethnic people of the Lao PDR feel honored to have been entrusted to host the ASEM 9 and related events and are looking forward to warmly welcoming all ASEM Leaders and delegates to Vientiane in 2012.

ASEM 8 SUMMIT

04 - 05 October 2010 Brussels, Belgium

Since the inception of the ASEM process in 1996, Asia and Europe have kept their biennial appointment with remarkable regularity. Both regions have grown out of a long and turbulent history, both pride themselves of age-old traditions and both present a wealth in cultural diversity. They have a common predilection for organised and structured relationships between nations, which by experience fosters security and stability. Both regions also strive for an economic model that is balanced between consumption, saving and investment and which can be sustainable over the long term. Similarly, both regions consider human development as central to their policies as well as favour multilateral and equitable governance of the world, rather than spheres of influence and relationships based on power.

The ASEM Summit in Brussels which took place on 4th and 5th October 2010 was the eighth privileged occasion to give expression to the common views of Asia and Europe. Representing 58 % of global population, 50 % of global GDP and over 60% of global trade, this gathering sought to inspire the world community. Indeed, a month later, the first G-20 meeting to take

place in a non G-8 country gathered in Seoul, Republic of Korea. This meeting aimed at helping to shape the policies required in the face of the financial and economic crisis. A few weeks later, the 16th Conference of the Parties of the Climate Change Convention met in Cancun, Mexico, pursuing efforts started at the Copenhagen Summit of December in 2009.

In Brussels, ASEM Leaders addressed these and other global challenges and also focussed on the relationship between the two regions. They sought to strengthen their political dialogue, enhance their trade and investment relationship, expand people to people and cultural exchanges and further develop ASEM as their common strategic asset. Russia and Australia joined in the proceedings for the first time, after the ASEM Leaders welcomed the membership of Australia, New Zealand and Russia.

In the lead-up to this Summit, preparations were intense. Under the principle of ‘issue based leadership’, one of the most dynamic features of ASEM, Asian and European partners were able to organise a dozen events of high relevance to then evolving Summit agenda. The process of collectively defining the agenda was done in all transparency and through an inclusive process of consultation involving every ASEM partner.

In addition, the Summit also featured other constituent parts of the ASEM process. The Asia-Europe People’s Forum, the Asia-Europe Business Forum, and the Asia-Europe Parliamentary Partnership Meeting were held in parallel to the gathering of Heads of States and Governments. ASEM’s only institution, the Asia-Europe Foundation, also organised the “Connecting Civil Societies of Asia and Europe” Conference on the margins of the Summit. Host country Belgium certainly played its part and was enthusiastic about all these initiatives. These endeavours were evidence of the spirit of dialogue and cooperation, which makes ASEM so worthwhile.

The Organization's history

As early as 1942, in wartime, the governments of the European countries, which were confronting Nazi Germany and its allies, met in the United Kingdom for the Conference of Allied Ministers of Education (CAME). The Second World War was far from over, yet those countries were looking for ways and means to reconstruct their systems of education once peace was restored. Very quickly, the project gained momentum and soon took on a universal note. New governments, including that of the United States, decided to join in.

Upon the proposal of CAME, a United Nations Conference for the establishment of an educational and cultural organization (ECO/CONF) was convened in London from 1 to 16 November 1945. Scarcely had the war ended when the conference opened. It gathered together the representatives of forty-four countries who decided to create an organization that would embody a genuine culture of peace. In their eyes, the new organization must establish the “intellectual and moral solidarity of mankind” and, in so doing, prevent the outbreak of another world war.

At the end of the conference, thirty-seven countries founded the United Nations Educational, Scientific and Cultural Organization. The Constitution of UNESCO, signed on 16 November 1945, came into force on 4 November 1946 after ratification by twenty countries: Australia, Brazil, Canada, China, Czechoslovakia, Denmark, Dominican Republic, Egypt, France, Greece, India, Lebanon, Mexico, New Zealand, Norway, Saudi Arabia, South Africa, Turkey, United Kingdom and United States. The first session of the General Conference of UNESCO was held in Paris from 19 November to 10 December 1946 with the participation of representatives from 30 governments entitled to vote.

The political divisions of the Second World War marked the composition of the founding Member States of UNESCO. It was not until 1951 that Japan and the Federal Republic of

Germany became Members, and Spain was accepted in 1953. Other major historical factors, such as the Cold War, the decolonization process and the dissolution of the USSR, also left their trace on UNESCO. The USSR joined UNESCO in 1954 and was replaced by the Russian Federation in 1992 alongside 12 former Soviet republics. Nineteen African states became Members in the 1960s.

As a consequence of its entry into the United Nations, the People's Republic of China has been the only legitimate representative of China at UNESCO since 1971. The German Democratic Republic was a Member from 1972 to 1990, when it joined the Federal Republic of Germany. Some countries withdrew from the Organization for political reasons at various points in time, but they have today all rejoined UNESCO. South Africa was absent from 1957 to 1994, the United States of America between 1985 to 2003, the United Kingdom of Great Britain and Northern Ireland from 1986 to 1997 and Singapore from 1986 to 2007.

Origins of UNESCO

The main predecessors of UNESCO were:

The International Committee of Intellectual Co-operation (CICI), Geneva 1922-1946, and its executing agency, the International Institute of Intellectual Co-operation (IICI), Paris, 1925-1946;

The International Bureau of Education (IBE), Geneva, 1925-1968; since 1969 IBE has been part of the UNESCO Secretariat under its own statutes.

UNICEF is the world's leading organization working for children and child rights.

We work in more than 190 countries with families, local communities, business partners and governments, to help every child reach their full potential.

We're ready to respond rapidly when emergencies strike, delivering life-saving help for children within 48 hours. In everything we do, the most vulnerable children have priority.

In the UK, UNICEF UK raises funds for emergency and development work, and works to change government policies that restrict child rights in the UK and abroad.

UNICEF is the only organization specifically named in the UN Convention on the Rights of the Child as a source of expert assistance and advice on which governments can call.

UNICEF UK is a registered charity. We are funded by voluntary contributions and receive no funding from the UN budget.

Thanks to our supporters, UNICEF UK raised £95 million for our work with children in 2011, including over £48 million helping children in emergencies.

Our mission in the UK is to raise money for UNICEF's global work for children and their rights, and to advocate for those rights to be realized for all children worldwide.

UNICEF is the world's leading organization for children, working in over 190 countries. We do whatever it takes to make a lasting difference to children's lives. In everything we do, the most disadvantaged children are our priority.

All our work is based on the UN Convention on the Rights of the Child, which sets out the rights of every child, no matter who they are or where they live, to grow up safe, happy and healthy.

UNICEF is the largest global organization working specifically for children and their rights.

UNICEF works for children in more than 190 countries. We believe that every child, no matter who they are or where they live, has the right to grow up safe, happy and healthy.

In 1989, the world's leaders officially recognized the human rights of all children and young people under 18 by signing the UN Convention on the Rights of the Child.

The Convention is the basis of all our work. UNICEF is the only organization working for children recognized by the Convention.

The Convention says that every child has:

The right to a **childhood** (including protection from harm)

The right to be **educated** (including all girls and boys completing primary school)

The right to be **healthy** (including having clean water, nutritious food and medical care)

The right to be treated **fairly** (including changing laws and practices that are unfair on

children)

The right to be **heard** (including considering children's views)

It's the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history.

All UN member states except for the United States, South Sudan and Somalia have approved the Convention. The UK signed it on 19 April 1990 and ratified it on 16 December 1991. It came into force in the UK on 15 January 1992.

In 1989, governments worldwide promised all children the same rights by adopting the UN Convention on the Rights of the Child. These rights are based on what a child needs to survive, grow, participate and fulfill their potential. They apply equally to every child, regardless of who they are, or where they are from.

Every day these rights are denied. Millions of children are dying from preventable diseases. Millions more don't go to school, or have food, shelter and clean water. Children are subjected to violence, abuse and discrimination, and go unheard. This is wrong.

UNICEF works with families, communities and governments in more than 190 countries to put it right. We protect and promote the rights of all children to an education, to be healthy, to a childhood, to be treated fairly and to be heard. UNICEF has more than 60 years' experience working for children. We are the only organization specifically named in the Convention on the Rights of the Child as a source of expert assistance and advice.

Our staff and partners on the ground distribute lifesaving supplies such as water kits and mosquito nets, and provide support and training for parents, professionals and community volunteers. We create opportunities for young people to participate and make their voices heard. We use our influence at the highest levels of government to ensure that laws and policies work in the best interests of children.

Today, more children than ever before are immunized against killer diseases and growing numbers are enrolled in school. However, we must do more to reach the most remote and marginalized to ensure that every child has the best possible start in life. Fulfilling the rights of every child means ensuring that neither HIV and AIDS, global recession, nor the growing threat of climate change reverse the progress we have already made for children.

UNICEF works with families, communities and governments in more than 190 countries worldwide to protect and promote the rights of all children.

We help governments to build schools, train teachers and provide textbooks so that every child can get an education.

We support families and communities to care for children and protect them against exploitation and abuse, fulfilling their right to a childhood. We work with partners to ensure that every child has the opportunity to take part in sport and play.

We support governments to build and equip health systems, train health workers and provide food and clean water, so every child can be as healthy as possible.

UNICEF is the world's largest distributor of vaccines to the developing world. Right now, we supply vaccines for 36 per cent of the world's children in over 190 countries. In 2010 UNICEF procured over 2.5 billion doses of traditional and new vaccines worth £470 million.

We aim to involve children at every level of decision-making, from school councils to international summits, upholding their right to be heard. Working at the highest levels of government and through local staff and partners on the ground, we work to address poverty and discrimination so that every child is treated fairly.

In 2000, 189 leaders from around the world adopted the Millennium Declaration and committed themselves to achieving eight Millennium Development Goals (MDGs) by 2015. The MDGs outline a comprehensive and ambitious plan to deal with some of the world's most pressing development issues.

UNICEF is mandated by the world's governments to promote and protect children's rights and wellbeing. Along with other UN agencies and global partners, UNICEF has taken the MDGs as part of its mandate. Each UNICEF action is a step towards achieving an MDG, and creating a world fit for children.

With the 2015 MDGs deadline approaching, a global conversation is underway about what the development agenda should look like "post-2015". This discussion is an important opportunity to look at what progress has been achieved, and what more needs to be done; and which important issues need to be prioritised and addressed. UNICEF is advocating for children and their rights to be at the heart of the post-2015 framework.

We believe that it is vital for children and young people to have an active and ongoing say in the discussions about what the post-2015 framework should look like. To achieve this, UNICEF UK recently consulted with children and young people in the UK about which issues they think are important, and about the kind of world that they want to live in.

**STATUTE
OF THE
INTERNATIONAL COURT OF JUSTICE
TABLE OF CONTENTS:
Chapter I: Organization of the Court (Articles 2 - 33)
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Chapter V: Amendment (Articles 69 & 70)**

Article 1

The International Court of Justice established by the Charter of the United Nations as the principal judicial organ of the United Nations shall be constituted and shall function in accordance with the provisions of the present Statute.

CHAPTER I - ORGANIZATION OF THE COURT

Article 2

The Court shall be composed of a body of independent judges, elected regardless of their nationality from among persons of high moral character, who possess the qualifications required in their respective countries for appointment to the highest judicial offices, or are jurisconsults of recognized competence in international law.

Article 3

1. The Court shall consist of fifteen members, no two of whom may be nationals of the same state.
2. A person who for the purposes of membership in the Court could be regarded as a national of more than one state shall be deemed to be a national of the one in which he ordinarily exercises civil and political rights.

Article 4

1. The members of the Court shall be elected by the General Assembly and by the Security Council from a list of persons nominated by the national groups in the Permanent Court of Arbitration, in accordance with the following provisions.
2. In the case of Members of the United Nations not represented in the Permanent Court of Arbitration, candidates shall be nominated by national groups appointed for this purpose by their governments under the same conditions as those prescribed for members of the Permanent Court of Arbitration by Article 44 of the Convention of The Hague of 1907 for the pacific settlement of international disputes.
3. The conditions under which a state which is a party to the present Statute but is not a Member of the United Nations may participate in electing the members of the Court shall, in the absence of a special agreement, be laid down by the General Assembly upon recommendation of the

Security Council.

Article 5

1. At least three months before the date of the election, the Secretary-General of the United Nations shall address a written request to the members of the Permanent Court of Arbitration belonging to the states which are parties to the present Statute, and to the members of the national groups appointed under Article 4, paragraph 2, inviting them to undertake, within a given time, by national groups, the nomination of persons in a position to accept the duties of a member of the Court.
2. No group may nominate more than four persons, not more than two of whom shall be of their own nationality. In no case may the number of candidates nominated by a group be more than double the number of seats to be filled.

Article 6

Before making these nominations, each national group is recommended to consult its highest court of justice, its legal faculties and schools of law, and its national academies and national sections of international academies devoted to the study of law.

Article 7

1. The Secretary-General shall prepare a list in alphabetical order of all the persons thus nominated. Save as provided in Article 12, paragraph 2, these shall be the only persons eligible.
2. The Secretary-General shall submit this list to the General Assembly and to the Security Council.

Article 8

The General Assembly and the Security Council shall proceed independently of one another to elect the members of the Court.

Article 9

At every election, the electors shall bear in mind not only that the persons to be elected should individually possess the qualifications required, but also that in the body as a whole the representation of the main forms of civilization and of the principal legal systems of the world should be assured.

Article 10

1. Those candidates who obtain an absolute majority of votes in the General Assembly and in the Security Council shall be considered as elected.
2. Any vote of the Security Council, whether for the election of judges or for the appointment of members of the conference envisaged in Article 12, shall be taken without any distinction between permanent and non-permanent members of the Security Council.
3. In the event of more than one national of the same state obtaining an absolute majority of the votes both of the General Assembly and of the Security Council, the eldest of these only shall be considered as elected.

Article 11

If, after the first meeting held for the purpose of the election, one or more seats remain to be filled, a second and, if necessary, a third meeting shall take place.

Article 12

1. If, after the third meeting, one or more seats still remain unfilled, a joint conference consisting of six members, three appointed by the General Assembly and three by the Security Council, may be formed at any time at the request of either the General Assembly or the Security Council, for the purpose of choosing by the vote of an absolute majority one name for each seat still vacant, to submit to the General Assembly and the Security Council for their respective acceptance.
2. If the joint conference is unanimously agreed upon any person who fulfills the required conditions, he may be included in its list, even though he was not included in the list of nominations referred to in Article 7.
3. If the joint conference is satisfied that it will not be successful in procuring an election, those

members of the Court who have already been elected shall, within a period to be fixed by the Security Council, proceed to fill the vacant seats by selection from among those candidates who have obtained votes either in the General Assembly or in the Security Council.

4. In the event of an equality of votes among the judges, the eldest judge shall have a casting vote.

Article 13

1. The members of the Court shall be elected for nine years and may be re-elected; provided, however, that of the judges elected at the first election, the terms of five judges shall expire at the end of three years and the terms of five more judges shall expire at the end of six years.

2. The judges whose terms are to expire at the end of the above-mentioned initial periods of three and six years shall be chosen by lot to be drawn by the Secretary-General immediately after the first election has been completed.

3. The members of the Court shall continue to discharge their duties until their places have been filled. Though replaced, they shall finish any cases which they may have begun.

4. In the case of the resignation of a member of the Court, the resignation shall be addressed to the President of the Court for transmission to the Secretary-General. This last notification makes the place vacant.

Article 14

Vacancies shall be filled by the same method as that laid down for the first election, subject to the following provision: the Secretary-General shall, within one month of the occurrence of the vacancy, proceed to issue the invitations provided for in Article 5, and the date of the election shall be fixed by the Security Council.

Article 15

A member of the Court elected to replace a member whose term of office has not expired shall hold office for the remainder of his predecessor's term.

Article 16

1. No member of the Court may exercise any political or administrative function, or engage in any other occupation of a professional nature.

2. Any doubt on this point shall be settled by the decision of the Court.

Article 17

1. No member of the Court may act as agent, counsel, or advocate in any case.

2. No member may participate in the decision of any case in which he has previously taken part as agent, counsel, or advocate for one of the parties, or as a member of a national or international court, or of a commission of enquiry, or in any other capacity.

3. Any doubt on this point shall be settled by the decision of the Court.

Article 18

1. No member of the Court can be dismissed unless, in the unanimous opinion of the other members, he has ceased to fulfill the required conditions.

2. Formal notification thereof shall be made to the Secretary-General by the Registrar.

3. This notification makes the place vacant.

Article 19

The members of the Court, when engaged on the business of the Court, shall enjoy diplomatic privileges and immunities.

Article 20

Every member of the Court shall, before taking up his duties, make a solemn declaration in open court that he will exercise his powers impartially and conscientiously.

Article 21

1. The Court shall elect its President and Vice-President for three years; they may be re-elected.

2. The Court shall appoint its Registrar and may provide for the appointment of such other officers as may be necessary.

Article 22

1. The seat of the Court shall be established at The Hague. This, however, shall not prevent the Court from sitting and exercising its functions elsewhere whenever the Court considers it desirable.

2. The President and the Registrar shall reside at the seat of the Court.

Article 23

1. The Court shall remain permanently in session, except during the judicial vacations, the dates and duration of which shall be fixed by the Court.

2. Members of the Court are entitled to periodic leave, the dates and duration of which shall be fixed by the Court, having in mind the distance between The Hague and the home of each judge.

3. Members of the Court shall be bound, unless they are on leave or prevented from attending by illness or other serious reasons duly explained to the President, to hold themselves permanently at the disposal of the Court.

Article 24

1. If, for some special reason, a member of the Court considers that he should not take part in the decision of a particular case, he shall so inform the President.

2. If the President considers that for some special reason one of the members of the Court should not sit in a particular case, he shall give him notice accordingly.

3. If in any such case the member of the Court and the President disagree, the matter shall be settled by the decision of the Court.

Article 25

1. The full Court shall sit except when it is expressly provided otherwise in the present Statute.

2. Subject to the condition that the number of judges available to constitute the Court is not thereby reduced below eleven, the Rules of the Court may provide for allowing one or more judges, according to circumstances and in rotation, to be dispensed from sitting.

3. A quorum of nine judges shall suffice to constitute the Court.

Article 26

1. The Court may from time to time form one or more chambers, composed of three or more judges as the Court may determine, for dealing with particular categories of cases; for example, labour cases and cases relating to transit and communications.

2. The Court may at any time form a chamber for dealing with a particular case. The number of judges to constitute such a chamber shall be determined by the Court with the approval of the parties.

3. Cases shall be heard and determined by the chambers provided for in this article if the parties so request.

Article 27

A judgment given by any of the chambers provided for in Articles 26 and 29 shall be considered as rendered by the Court.

Article 28

The chambers provided for in Articles 26 and 29 may, with the consent of the parties, sit and exercise their functions elsewhere than at The Hague.

Article 29

With a view to the speedy dispatch of business, the Court shall form annually a chamber composed of five judges which, at the request of the parties, may hear and determine cases by summary procedure. In addition, two judges shall be selected for the purpose of replacing judges who find it impossible to sit.

Article 30

1. The Court shall frame rules for carrying out its functions. In particular, it shall lay down rules of procedure.

2. The Rules of the Court may provide for assessors to sit with the Court or with any of its chambers, without the right to vote.

Article 31

1. Judges of the nationality of each of the parties shall retain their right to sit in the case before the Court.
2. If the Court includes upon the Bench a judge of the nationality of one of the parties, any other party may choose a person to sit as judge. Such person shall be chosen preferably from among those persons who have been nominated as candidates as provided in Articles 4 and 5.
3. If the Court includes upon the Bench no judge of the nationality of the parties, each of these parties may proceed to choose a judge as provided in paragraph 2 of this Article.
4. The provisions of this Article shall apply to the case of Articles 26 and 29. In such cases, the President shall request one or, if necessary, two of the members of the Court forming the chamber to give place to the members of the Court of the nationality of the parties concerned, and, failing such, or if they are unable to be present, to the judges specially chosen by the parties.
5. Should there be several parties in the same interest, they shall, for the purpose of the preceding provisions, be reckoned as one party only. Any doubt upon this point shall be settled by the decision of the Court.
6. Judges chosen as laid down in paragraphs 2, 3, and 4 of this Article shall fulfill the conditions required by Articles 2, 17 (paragraph 2), 20, and 24 of the present Statute. They shall take part in the decision on terms of complete equality with their colleagues.

Article 32

1. Each member of the Court shall receive an annual salary.
2. The President shall receive a special annual allowance.
3. The Vice-President shall receive a special allowance for every day on which he acts as President.
4. The judges chosen under Article 31, other than members of the Court, shall receive compensation for each day on which they exercise their functions.
5. These salaries, allowances, and compensation shall be fixed by the General Assembly. They may not be decreased during the term of office.
6. The salary of the Registrar shall be fixed by the General Assembly on the proposal of the Court.
7. Regulations made by the General Assembly shall fix the conditions under which retirement pensions may be given to members of the Court and to the Registrar, and the conditions under which members of the Court and the Registrar shall have their travelling expenses refunded.
8. The above salaries, allowances, and compensation shall be free of all taxation.

Article 33

The expenses of the Court shall be borne by the United Nations in such a manner as shall be decided by the General Assembly.

CHAPTER II - COMPETENCE OF THE COURT

Article 34

1. Only states may be parties in cases before the Court.
2. The Court, subject to and in conformity with its Rules, may request of public international organizations information relevant to cases before it, and shall receive such information presented by such organizations on their own initiative.
3. Whenever the construction of the constituent instrument of a public international organization or of an international convention adopted there under is in question in a case before the Court, the Registrar shall so notify the public international organization concerned and shall communicate to it copies of all the written proceedings.

Article 35

1. The Court shall be open to the states parties to the present Statute.
2. The conditions under which the Court shall be open to other states shall, subject to the special provisions contained in treaties in force, be laid down by the Security Council, but in no case shall such conditions place the parties in a position of inequality before the Court.
3. When a state which is not a Member of the United Nations is a party to a case, the Court shall

fix the amount which that party is to contribute towards the expenses of the Court. This provision shall not apply if such state is bearing a share of the expenses of the Court

Article 36

1. The jurisdiction of the Court comprises all cases which the parties refer to it and all matters specially provided for in the Charter of the United Nations or in treaties and conventions in force.
2. The states parties to the present Statute may at any time declare that they recognize as compulsory ipso facto and without special agreement, in relation to any other state accepting the same obligation, the jurisdiction of the Court in all legal disputes concerning:
 - a. the interpretation of a treaty;
 - b. any question of international law;
 - c. the existence of any fact which, if established, would constitute a breach of an international obligation;
 - d. the nature or extent of the reparation to be made for the breach of an international obligation.
3. The declarations referred to above may be made unconditionally or on condition of reciprocity on the part of several or certain states, or for a certain time.
4. Such declarations shall be deposited with the Secretary-General of the United Nations, who shall transmit copies thereof to the parties to the Statute and to the Registrar of the Court.
5. Declarations made under Article 36 of the Statute of the Permanent Court of International Justice and which are still in force shall be deemed, as between the parties to the present Statute, to be acceptances of the compulsory jurisdiction of the International Court of Justice for the period which they still have to run and in accordance with their terms.
6. In the event of a dispute as to whether the Court has jurisdiction, the matter shall be settled by the decision of the Court.

Article 37

Whenever a treaty or convention in force provides for reference of a matter to a tribunal to have been instituted by the League of Nations, or to the Permanent Court of International Justice, the matter shall, as between the parties to the present Statute, be referred to the International Court of Justice.

Article 38

1. The Court, whose function is to decide in accordance with international law such disputes as are submitted to it, shall apply:
 - a. international conventions, whether general or particular, establishing rules expressly recognized by the contesting states;
 - b. international custom, as evidence of a general practice accepted as law;
 - c. the general principles of law recognized by civilized nations;
 - d. subject to the provisions of Article 59, judicial decisions and the teachings of the most highly qualified publicists of the various nations, as subsidiary means for the determination of rules of law.
2. This provision shall not prejudice the power of the Court to decide a case *ex aequo et bono*, if the parties agree thereto.

CHAPTER III - PROCEDURE

Article 39

1. The official languages of the Court shall be French and English. If the parties agree that the case shall be conducted in French, the judgment shall be delivered in French. If the parties agree that the case shall be conducted in English, the judgment shall be delivered in English.
2. In the absence of an agreement as to which language shall be employed, each party may, in the pleadings, use the language which it prefers; the decision of the Court shall be given in French and English. In this case the Court shall at the same time determine which of the two texts shall be considered as authoritative.
3. The Court shall, at the request of any party, authorize a language other than French or English

to be used by that party.

Article 40

1. Cases are brought before the Court, as the case may be, either by the notification of the special agreement or by a written application addressed to the Registrar. In either case the subject of the dispute and the parties shall be indicated.
2. The Registrar shall forthwith communicate the application to all concerned.
3. He shall also notify the Members of the United Nations through the Secretary-General, and also any other states entitled to appear before the Court.

Article 41

1. The Court shall have the power to indicate, if it considers that circumstances so require, any provisional measures which ought to be taken to preserve the respective rights of either party.
2. Pending the final decision, notice of the measures suggested shall forthwith be given to the parties and to the Security Council.

Article 42

1. The parties shall be represented by agents.
2. They may have the assistance of counsel or advocates before the Court.
3. The agents, counsel, and advocates of parties before the Court shall enjoy the privileges and immunities necessary to the independent exercise of their duties.

Article 43

1. The procedure shall consist of two parts: written and oral.
2. The written proceedings shall consist of the communication to the Court and to the parties of memorials, counter-memorials and, if necessary, replies; also all papers and documents in support.
3. These communications shall be made through the Registrar, in the order and within the time fixed by the Court.
4. A certified copy of every document produced by one party shall be communicated to the other party.
5. The oral proceedings shall consist of the hearing by the Court of witnesses, experts, agents, counsel, and advocates.

Article 44

1. For the service of all notices upon persons other than the agents, counsel, and advocates, the Court shall apply direct to the government of the state upon whose territory the notice has to be served.
2. The same provision shall apply whenever steps are to be taken to procure evidence on the spot.

Article 45

The hearing shall be under the control of the President or, if he is unable to preside, of the Vice-President; if neither is able to preside, the senior judge present shall preside.

Article 46

The hearing in Court shall be public, unless the Court shall decide otherwise, or unless the parties demand that the public be not admitted .

Article 47

1. Minutes shall be made at each hearing and signed by the Registrar and the President.
2. These minutes alone shall be authentic.

Article 48

The Court shall make orders for the conduct of the case, shall decide the form and time in which each party must conclude its arguments, and make all arrangements connected with the taking of evidence.

Article 49

The Court may, even before the hearing begins, call upon the agents to produce any document or to supply any explanations. Formal note shall be taken of any refusal.

Article 50

The Court may, at any time, entrust any individual, body, bureau, commission, or other organization that it may select, with the task of carrying out an enquiry or giving an expert opinion.

Article 51

During the hearing any relevant questions are to be put to the witnesses and experts under the conditions laid down by the Court in the rules of procedure referred to in Article 30.

Article 52

After the Court has received the proofs and evidence within the time specified for the purpose, it may refuse to accept any further oral or written evidence that one party may desire to present unless the other side consents.

Article 53

1. Whenever one of the parties does not appear before the Court, or fails to defend its case, the other party may call upon the Court to decide in favour of its claim.
2. The Court must, before doing so, satisfy itself, not only that it has jurisdiction in accordance with Articles 36 and 37, but also that the claim is well founded in fact and law.

Article 54

1. When, subject to the control of the Court, the agents, counsel, and advocates have completed their presentation of the case, the President shall declare the hearing closed.
2. The Court shall withdraw to consider the judgment.
3. The deliberations of the Court shall take place in private and remain secret.

Article 55

1. All questions shall be decided by a majority of the judges present.
2. In the event of an equality of votes, the President or the judge who acts in his place shall have a casting vote.

Article 56

1. The judgment shall state the reasons on which it is based.
2. It shall contain the names of the judges who have taken part in the decision.

Article 57

If the judgment does not represent in whole or in part the unanimous opinion of the judges, any judge shall be entitled to deliver a separate opinion.

Article 58

The judgment shall be signed by the President and by the Registrar. It shall be read in open court, due notice having been given to the agents.

Article 59

The decision of the Court has no binding force except between the parties and in respect of that particular case.

Article 60

The judgment is final and without appeal. In the event of dispute as to the meaning or scope of the judgment, the Court shall construe it upon the request of any party.

Article 61

1. An application for revision of a judgment may be made only when it is based upon the discovery of some fact of such a nature as to be a decisive factor, which fact was, when the judgment was given, unknown to the Court and also to the party claiming revision, always provided that such ignorance was not due to negligence.
2. The proceedings for revision shall be opened by a judgment of the Court expressly recording the existence of the new fact, recognizing that it has such a character as to lay the case open to revision, and declaring the application admissible on this ground.
3. The Court may require previous compliance with the terms of the judgment before it admits proceedings in revision.
4. The application for revision must be made at latest within six months of the discovery of the

new fact.

5. No application for revision may be made after the lapse of ten years from the date of the judgment.

Article 62

1. Should a state consider that it has an interest of a legal nature which may be affected by the decision in the case, it may submit a request to the Court to be permitted to intervene.

2 It shall be for the Court to decide upon this request.

Article 63

1. Whenever the construction of a convention to which states other than those concerned in the case are parties is in question, the Registrar shall notify all such states forthwith.

2. Every state so notified has the right to intervene in the proceedings; but if it uses this right, the construction given by the judgment will be equally binding upon it.

Article 64

Unless otherwise decided by the Court, each party shall bear its own costs.

CHAPTER IV - ADVISORY OPINIONS

Article 65

1. The Court may give an advisory opinion on any legal question at the request of whatever body may be authorized by or in accordance with the Charter of the United Nations to make such a request.

2. Questions upon which the advisory opinion of the Court is asked shall be laid before the Court by means of a written request containing an exact statement of the question upon which an opinion is required, and accompanied by all documents likely to throw light upon the question.

Article 66

1. The Registrar shall forthwith give notice of the request for an advisory opinion to all states entitled to appear before the Court.

2. The Registrar shall also, by means of a special and direct communication, notify any state entitled to appear before the Court or international organization considered by the Court, or, should it not be sitting, by the President, as likely to be able to furnish information on the question, that the Court will be prepared to receive, within a time-limit to be fixed by the President, written statements, or to hear, at a public sitting to be held for the purpose, oral statements relating to the question.

3. Should any such state entitled to appear before the Court have failed to receive the special communication referred to in paragraph 2 of this Article, such state may express a desire to submit a written statement or to be heard; and the Court will decide.

4. States and organizations having presented written or oral statements or both shall be permitted to comment on the statements made by other states or organizations in the form, to the extent, and within the time-limits which the Court, or, should it not be sitting, the President, shall decide in each particular case. Accordingly, the Registrar shall in due time communicate any such written statements to states and organizations having submitted similar statements.

Article 67

The Court shall deliver its advisory opinions in open court, notice having been given to the Secretary-General and to the representatives of Members of the United Nations, of other states and of international organizations immediately concerned.

Article 68

In the exercise of its advisory functions the Court shall further be guided by the provisions of the present Statute which apply in contentious cases to the extent to which it recognizes them to be applicable.

CHAPTER V - AMENDMENT

Article 69

Amendments to the present Statute shall be effected by the same procedure as is provided by the Charter of the United Nations for amendments to that Charter, subject however to any provisions which the General Assembly upon recommendation of the Security Council may adopt concerning the participation of states which are parties to the present Statute but are not Members of the United Nations.

Article 70

The Court shall have power to propose such amendments to the present Statute as it may deem necessary, through written communications to the Secretary-General, for consideration in conformity with the provisions of Article 69.

The EU meets Eastern Partnership foreign ministers ahead of November summit

2013 is expected to be a significant year for the Eastern Partnership. Ahead of the summit in November, High Representative for Foreign Affairs and Security Policy/Vice-President of the Commission Catherine Ashton and Commissioner Štefan Füle together with foreign ministers of Visegrad countries met foreign ministers from the Partnership countries in Krakow on 17 May to discuss progress towards key milestones.

The Eastern Partnership was created to strengthen ties with six countries to the east of the EU: Armenia, Azerbaijan, Belarus, Georgia, Moldova and Ukraine. It is based on a commitment to international law and fundamental values, such as democracy and respect for human rights. The November summit in Vilnius will come four years after the launch of the Eastern Partnership, and will be an opportunity to take stock of progress in areas such as mobility and internal reforms. Hopefully the summit will also bring new momentum to the relationship, provided there is sufficient progress also on the side of the Eastern partners.

In Vilnius the EU is hoping to see the signature of the Association Agreement with Ukraine, provided the benchmarks set in December 2012 are met. The EU also wants to see the finalisation of negotiations on Association Agreements, including Deep and Comprehensive Free Trade Areas, with Moldova, Georgia and Armenia which could lead to the initialling of the Association Agreements by Vilnius. Furthermore the EU hopes to conclude Visa Facilitation and Readmission Agreements with Armenia and Azerbaijan by the time of the Summit. And the offer to negotiate similar agreements with Belarus remains on the table.

Once new agreements have been signed, implementation will follow, making political association and economic integration irreversible and enhancing relations between the EU and its partners.

At the end of the meeting in Krakow HRVP Ashton said: "In Krakow we confirmed our commitment to our Eastern Partners and expressed our aspirations for a successful summit to be hosted in Vilnius later this year. It is really important to ensure that we continue to work closely together to ensure that our partners to the East see the strength of our commitment to them, our belief that they should have a strong and deep relationship with the European Union. I hope that the Vilnius summit will be successful and will give us opportunity to move forward with all the agreements. But it depends on the commitment and willingness of our partners to the East to address the open issues."

The EU will continue to encourage and support the partners in the run-up to the Vilnius summit. All foreign ministers of the EU will meet the foreign ministers of the Eastern partners in July of this year to assess the progress and prepare the Vilnius summit.

Phases of Clinical Trials

A clinical trial of pharmaceutical product is a long-term process. A study can take several years. Depending on stage of development, it is divided into phases. There are four main phases of clinical trials:

Phase I

Phase I is the first test of a drug in humans, generally in healthy volunteers (no less than 10 subjects). These trials are often called clinical pharmacological trials as they are designed to establish the safety, tolerability, therapeutic action, pharmacokinetic and pharmacodynamic characteristics, and sometimes the initial efficacy rate in humans.

Phase II

In **Phase II**, a drug is evaluated for its efficacy and safety in patients with specific diseases. As a rule, these are placebo - controlled trials. Sometimes, **Phase II** of a clinical trial is divided into phases **IIa** and **IIb**. The purposes of **Phase II** trial are to evaluate short-term safety of a drug (**IIa**) and to confirm clinical efficacy of a drug and determine the therapeutic dose range (**IIb**).

Phase III

In **Phase III** clinical trials, the study drug is given to large groups of patients (thousands of subjects) of different age groups, with different concomitant diseases. These trials are conducted at multiple scientific research sites in different countries. **Phase III** trials are often randomized controlled studies. These trials investigate all aspects of treatment including assessment of risk / benefit ratio. According to the results of **Phase III** clinical trials, the decision on registration of the drug product or refusal in its registration is made. **Phase III** of a clinical trial may be divided into phases **IIIa** and **IIIb** as well.

Phase IV

A **Phase IV** clinical trial is performed after a drug product has been approved. These trials are often called post-marketing (post-registration) studies. The purposes of these trials are to identify differences between a new pharmaceutical product and other drugs in this pharmacological group, to compare its efficacy with already marketed analogs, and to demonstrate a new drug benefit in relation to health economics and to identify and determine previously unknown or ill-considered side effects as well. As a result, the safety and efficacy of a drug may be reviewed periodically according to new clinical data on its use.

Medicines have turned frequent in our lives; hence, it is essential to understand medical prescription. But most people do not know how to understand doctor's prescription. Though, usually doctors provide comprehensible instruction, sometimes due to their writing style and medical terminologies it becomes difficult to understand your dosages. Hence, understanding medical shorthand will help you to understand prescription provided to you by your doctor. This will not only help you understand what drugs you are taking but will also aid you in asking questions to your health care expert related to prescribed doses. Let us see further why understanding medical prescriptions are important and how to do it.

Advantages of Understanding medical prescription:

Doctors usually use medical abbreviations to write prescriptions, the more you understand medical prescription the lesser is the chances of medicinal errors. There are chances that attendant at the pharmacy may not be well versed with the medical shorthand writing; hence, you can ensure that the provided medication is appropriate according to what is prescribed. It is a smart practice to double check your medications in order to ensure that the supplied medications are correct.

If you do not know how to understand doctor's prescription then do not hesitate to ask your doctor for instructions and assistance. This will certainly help you avoid medical issues related to your dosages and medications. To understand medical prescription better ask your health care provider to mention the use of medication and the condition it is prescribed for. For instance, the drug name, when to take it and for what physical or psychological malfunction it is prescribed.

Reading doctor's instructions:

When most people ask how to understand doctor's prescription they actually mean how to read a prescription proffered by a health care expert. The first thing that you may notice on a prescription is your doctor's name, clinical address and number etc, which will be in printed

format. Doctors usually write their prescription on such pads to evidence that the prescription is provided by them. A prescription may contain the following information for sure:

- Medication name
- Dosage of medication to be administered
- Time of dosage administration
- Mode of administration

Medical Prescription abbreviation: How many times to take medication

- prn ad lib – Taking medication as required
- q- means ‘every’
- q3h- means every three hours
- q4h- means every four hours and so on
- qd- means medicine should be taken every day
- qod- means medication should be taken every other day
- tid- means three times during a day
- bid- two dosages in a day
- qid- means four times a day.

Medical abbreviation: Exactly when to take medication

- ‘Before meal’ abbreviated as ‘ac’
- ‘At bedtime’ is abbreviated as ‘hs’
- ‘Between meals’ is abbreviated as ‘int’
- ‘After meal’ is abbreviated as ‘pc’

Medical Abbreviation: Measurement for medication

- Drops are referred to as ‘gtt’
- Capsules are abbreviated as ‘caps’
- ‘Mg’ represents milligram
- Milliliter is denoted as ‘ml’
- ‘SS’ means one half
- ‘Tabs’ is short of tablets
- ‘Tbsp’ represents one tablespoon which is 15ml
- ‘Tsp’ is teaspoon which is 5 ml

The aforementioned terms are some of the important abbreviations which are frequently used in medical industry and may help you understand medical prescription better.

Text

Arthritis and rheumatism are general names for approximately 100 diseases that produce inflammation or degeneration of connective tissue. Some of these diseases are infectious and primarily affect younger people. Rheumatic fever, for example, is a bacterial infection that occurs mostly in children or teenagers. Rheumatoid arthritis predominantly strikes women between 20 and 60. However, the most common rheumatic disease is a noninfectious, noninflammatory degenerative joint disease - osteoarthritis. To some degree, it affects nearly all older adults, causing swelling, pain, and stiffness in joints. Treatment may include heat, exercises, and drugs that reduce pain and inflammation.

Besides osteoarthritis, many other noninfectious diseases can limit the activities of the elderly. Osteoporosis (a condition in which bone loss exceeds bone replacement so that the bones become less dense, more porous, and more brittle) often leads to fractures, especially of the hipbone. Many conditions conspire to decrease the sensory perception of the elderly. Cataracts are created when the lens of the eye - or a portion of it - becomes opaque and sometimes swells or shrinks and interferes with vision. Deterioration of nerves in the inner ear causes the characteristic old-age hearing loss, most severe in the high-pitched tones. The senses of taste and smell also deteriorate in old age.

Questions

A. Answer True or False to the following statements:

1. Rheumatic fever is a viral infection.

2. Osteoporosis is the most common arthritic disease.
 3. Elderly people's senses are less acute than when they were younger.
 4. Cataracts are transparent.
 5. Three terms associated with osteoporosis are dense, porous and brittle.
- B. Please complete the following sentences by choosing the most correct term (s):
1. Osteoarthritis is an example of a/an _____ disease
 - a) infectious
 - b) incurable
 - c) noninfectious
 2. A condition in which bone loss exceeds bone replacement is called _____
 - a) rheumatoid arthritis
 - b) osteoporosis
 - c) rheumatism
 3. As mentioned in this article, sensory perception of the elderly relates to _____:
 - a) sight, hearing and touch
 - b) taste, smell and hearing
 - c) hearing, smell, taste and sight
 4. _____ primarily affects younger people, while rheumatoid arthritis predominantly strikes _____ between the ages of 20 and 60.
 - a) Rheumatic fever; women
 - b) Osteoporosis; hearing loss
 - c) Cataracts; males

Answers

- A1. False
 A2. False
 A3. True
 A4. False
 A5. True
 B1. c)
 B2. b)
 B3. c)
 B4. a)

What is the procedure during a criminal hearing? The following chart briefly sets out normal court procedure in a criminal

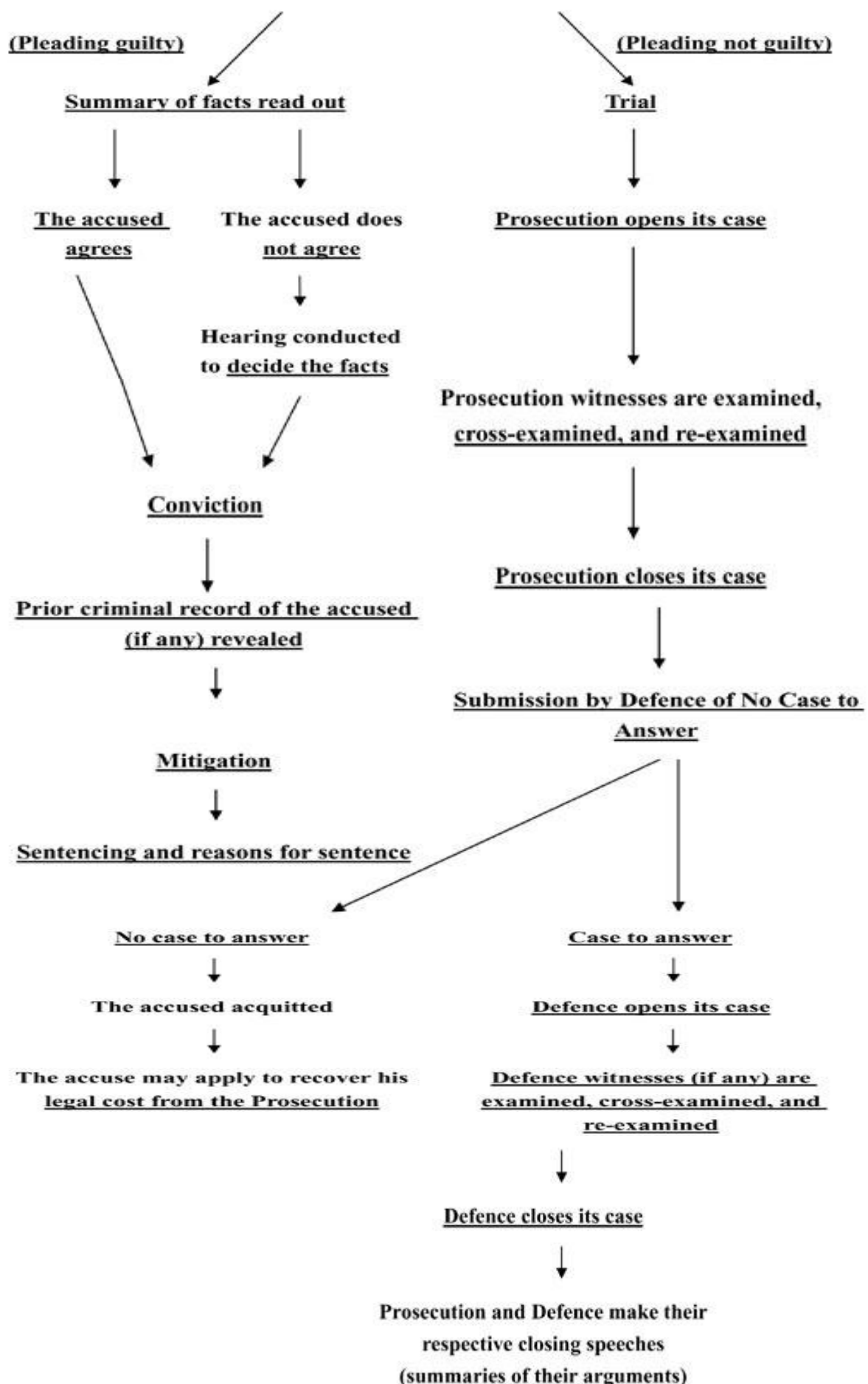
First Hearing (in Magistrates' Court)

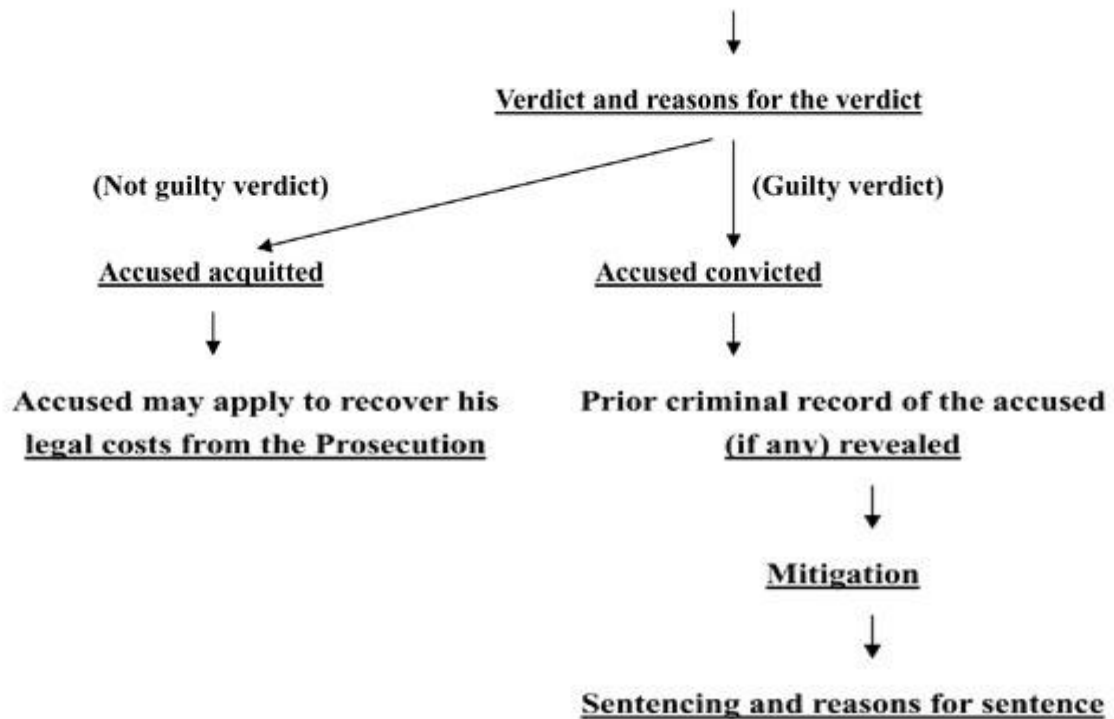
↓ (This case may be transferred to a higher court, or adjourned to allow the prosecution to complete the investigation or seek legal advice)

Charge(s) read out,

the accused pleads guilty or not guilty

case:





First Hearing

No matter how serious the offence is, the accused person will in general be brought to a Magistrates' Court to attend the first hearing. If the prosecution needs further time to investigate or seek legal advice, or if the prosecution decides to transfer the case for trial in the District Court or the Court of First Instance of the High Court, then the prosecutor will seek an adjournment (to postpone the hearing). Otherwise, the charge is read to the accused person at the first hearing, who is then asked to plead guilty or not guilty to the offence. If the accused person pleads not guilty, then the case will usually be adjourned to another date for trial. Upon adjournment of the case, the accused person may apply to the Magistrate for bail. Bail should generally be granted by the Magistrate unless there is substantial ground for believing that the accused will fail to appear at the next scheduled hearing, or commit other offences whilst on bail, or interfere with witnesses or the investigation. The accused person has the right to submit an application for bail on further appearances before the Magistrate if bail was refused at the previous hearing(s). He may also apply to the Court of First Instance of the High Court for bail upon refusal by the Magistrate.

Plea of Guilty (the accused admits guilt)

The accused person who pleads guilty is not yet convicted of the offence until he is formally convicted by the Court. On a plea of guilty, the brief facts of the case on which the accused is to be convicted will be read in open court. If the accused agrees with the brief facts, then the Court will formally convict him (unless the Court is not satisfied that the agreed brief facts show the commission of the offence). Where the accused does not agree with the prosecution's brief facts (or part of them), the Court will hear evidence from the prosecution and the accused to decide the facts. Such a hearing is called a "Newton Hearing". After the Court has made a decision on the facts, it will formally convict the accused (unless the Court is not satisfied that the decided facts show the commission of the offence).

Upon conviction, the prosecution will inform the Court the relevant background of the accused person in particular whether he has any previous criminal records. The Court will then allow the accused person or his lawyer to tell the Court matters which may persuade the Court to impose a more lenient sentence. This process is called a **plea in mitigation**. The Court may then pass a sentence (i.e. decide the penalty) on the accused person or it may call for some reports (e.g.

probation report, Community Service Order report or psychiatric report etc) before it decides the proper sentence.

Plea of Not Guilty (the accused does not admit guilt) On a plea of not guilty, the case will be adjourned for trial. A number of procedures may take place before the trial e.g. for application for bail, for amendment to the charge, pre-trial review, etc.

Well in advance of the trial, the prosecution must provide the accused person (or his lawyer) with all documents and materials which are or possibly relevant to the case, whether they are for or against the prosecution's case. In general, these materials include all the written statements and criminal records of the prosecution witnesses; all written statements given by other persons to the law enforcement agencies whom the prosecution does not intend to call as a witness at the trial; all materials which the prosecution intends to rely on at the trial; and all materials which the prosecution does not intend to use but which may assist the accused in his defence. The prosecution however has no duty to disclose materials which only affect the credibility of a defence witness (e.g. Immigration records which show that a defence witness was in Macau at the time when he said he met the accused person in Hong Kong). Any failure by the prosecution to provide the accused with the relevant materials before trial may be a valid ground of appeal against any conviction.

Trial The prosecution opens its case and adduces/submits evidence. The prosecutor will call witnesses one by one to give evidence to establish the offence. Each witness will first be questioned by the prosecutor (examination-in-chief by the prosecution). The witness will then be questioned by the accused or his lawyer (cross-examination by the defense). If necessary, that witness may be re-examined by the prosecutor afterwards. After all the prosecution witnesses have given evidence, the prosecution closes its case.

The defense may then make a submission of "**no case to answer**", which is an argument that the prosecution's evidence is insufficient to make out a prima facie case. If this submission is accepted by the Court, **the accused is acquitted**. The accused may then apply to the Court to recover his legal costs from the prosecution.

If the Court finds that there is a "**case to answer**" (i.e. the prosecutor has established a prima facie case), the defense will open its case and call its witnesses. The accused can:

- a) Give evidence personally and call other witnesses;
- b) choose not to give evidence personally but only call other witnesses to give evidence; OR
- c) choose to do neither of the above.

The accused person usually needs to decide whether or not to give evidence personally before any defense witness is called. This is because the accused is generally required to testify before other defense witnesses.

Where witnesses are called by the defense, the defense witnesses are examined in chief by the defense. They may then be cross-examined by the prosecution, and may be re-examined by the defense. After all the defense witnesses have given their evidence, the defense closes its case.

Other than those witnesses called by the prosecution or the defense, the Court has the discretion to order that someone must be called as an additional witness. However, this discretion is rarely exercised.

Closing Submissions and Verdict The trial will then proceed to the closing speeches by both the prosecution and the defense, (although the prosecution often does not make a closing speech) after which the Court will deliver its verdict (i.e. decision). The Court will either convict or acquit the accused and give reasons for its decision. In general, the reasons given by the Magistrate will be rather brief at this stage. The Magistrate will provide fuller reasons with more detailed analysis at a later stage if the accused appeals against the conviction. If the accused is acquitted, he may apply to the Court to recover his legal costs from the prosecution. If the accused is convicted, the case will proceed to mitigation and sentencing.

Hearings in District Court or Court of First Instance of the High Court

The trial process in the District Court is similar to that in the Magistrates' Courts. However, **the trial in the Court of First Instance of the High Court is conducted by the Judge sitting together with the jury**, and so there are some differences in the process. If the accused does not admit guilt, a jury will be empanelled. The members of the jury are ordinary citizens in Hong Kong selected by lottery from the jury pool. Both the prosecution and the defense may object to any member of the jury pool becoming empanelled as a juror. The defense can object to no more than five potential jurors without giving reasons and can object to any additional ones if valid reasons are given. Normally seven jurors are selected, although for long or complex trials a jury of nine members can be formed.

The trial then proceeds in similar manner as in the Magistrates' Court or District Court. **The jury is responsible for deciding whether or not the accused person is guilty**, while the Judge determines the law and procedures. Hence, the Judge of the Court of First Instance will regulate the conduct of the trial procedures and the jury will generally sit there listening attentively to the evidence given by the witnesses (through examination-in-chief, cross-examination, and re-examination conducted by the prosecution and the defense). Sometimes the Judge will ask the jury to leave the courtroom if there are any legal issues or arguments that need to be resolved without the presence of the jury (e.g. whether the jury should be allowed to hear certain evidence, or whether the defense's submission of no case to answer is successful).

After closing speeches have been made to the jury by the prosecution and the defense, the Judge will sum up the case to the jury (summarizing the evidence and the arguments made by both sides). The Judge will usually explain to the jury what the prosecution must establish before the accused can be convicted. But in general the Judge must leave it for the jury to decide who is telling the truth and whether the accused is guilty of the offence. In certain exceptional cases, the Judge may direct the jury to acquit the accused if he is satisfied that it is not safe to convict the accused based on the available evidence.

The jury will then retire to consider its verdict (i.e. to decide whether or not the accused is guilty of the offence). Based on the verdict of the jury, the Judge will formally convict or acquit the accused. If the accused is acquitted, he may apply to the Court to recover his legal costs from the prosecution. If the accused is convicted, the case will proceed to mitigation and sentencing. It is the Judge instead of the jury who is responsible for sentencing the convicted offender.

ФЙДАЛИ МАСЛАХАТЛАР

Active listening / analysis (is often overlooked in practice)

3.1 Concentration. When listening to a speech or news broadcast in the foreign language concentrate on "hearing out" every single word / syllable without allowing your attention to wander to, say, your plans for the weekend.

It is difficult to concentrate as intensely as the interpreter does and requires some practice. It is all too easy to listen inattentively to a language when we understand it well. This exercise should help us balance that out. This is useful at an early stage in the course.

3.2 Make summaries of speeches. How many ideas did a speech contain? Summarise in your own words, first very briefly and later in more detail.(p212 Gile)

In doing this you are training yourself to listen for message and meaning, the essence, rather than the individual words used.

3.3 Analyse written texts - highlight keywords (ideas) and links between them. > Annex 1.2 + 1.3 "Note-taking".

3.4 Practice notetaking from articles, noting only the link words in the margin (or only link words plus one word per paragraph). Reproduce as speech. > Annex 1.2. > Annex 1.3.

It is worth consulting with other students and teachers to see whether they agree with your choices as to the key/ link words. This will help develop your analytical skills as you are forced to justify your choices to others and they offer you their viewpoint..

3.5 One student prepares a short speech containing say 5 clear ideas – listeners agree to note only

five words while listening to the speech and interpret on the basis of those notes.

Students must listen and analyse in order to decide which 5 words best represent the core ideas of the speech.

All reformulation exercises, to a greater or lesser extent, force the interpreter to analyse the text more carefully.

3.7 When note-taking try to maximize the time-lag between hearing the original and noting anything.

This exercise will allow and indeed enforce a more thorough analyse of the text. If we simply write what we hear when we hear it we are not “listening” in the analytical sense of the word. N.B. Staying along way behind the speaker is not a goal in itself, it merely facilitates, by stealth if you like, analysis of the original speech.

3.8 One student reads part of a text or speech aloud and stops mid paragraph. The remaining students must offer possible conclusions to the passage in question.

Only if one is paying attention to the message of the speech as a whole and not listening to the individual words will one be able to make an intelligent guess at what comes next.

3.9 Create structure diagrams of given texts, breaking the text of a speech down into its component structural parts, regardless of content.

1. An analytical breakdown of the speech might look like this...

| | |
|--|--|
| <p>Mr Speaker! Ladies and Gentlemen of the House! The subject of today’s debate, Poland’s integration with the European Union, should and will be the most important political topic of the next 12 and more months. This is clear from : the timetable for the current negotiations; the urgent tasks of introducing and implementing legislation and of exploiting assistance funds, but above all from the setting of 1st January 2003 as the date for Poland’s entry into the European Union.</p> <p>It has been almost six months since this House debated european integration in September. Since then there have been a number of significant events that may affect our path to the European Union, for example the Summit in Helsinki. Work was undertaken to adapt to the demands of union membership; negotiations continued; discussions were held between the subsequent Presidencies of the Union, Finland and Portugal, the Foreign Minister and myself personally. We also sought to further our cause through diplomatic channels. It is time therefore that we in this House took stock of how far down road to the European Union we are and where we go from here as a continuation of the debate on Europe begun here in September, a debate on the return of Europe to Poland and Poland to Europe.</p> | <p><i>What are we talking about? Why? (list of 3)</i></p> <p><i>Events preceding this debate..... (list of 5)</i></p> <p><i>We conclude from this that we must...</i></p> |
|--|--|

3.10 On a word processor remove the paragraph divisions from a text. Read through the unbroken text and hit return twice every time you get to a logical break in the text. The sections

of speech you now have should represent what you note one "section" of your notes (or in between the horizontal lines across your page if you use them). Note about 2 sections on a page.
> Annex 4.2

Practising the analysis of texts without the time pressure of interpreting isolates the activity interpreters complete as one of many and can help students to automatize the task before the go into the booth.

3.11 Listen to a speech without taking notes. When the speech has been completed, make some notes that will help in reproducing the speech. Reproduce the speech.[1] (Weber)
By hearing the whole speech first and only then making notes we have a picture of the entire speech which we must analyse in order to make the most useful notes possible. Our notes are therefore much more likely to reflect structure and ideas than the individual words that we often get hung up on.

3.12 Have the speaker of speeches used in practice mumble a few words incomprehensibly at certain stages in the speech. On the basis of logical analysis and extension the listeners must fill in the gaps and offer plausible interpretations. (Van Dam)

3.13 While listening to a speech take notes as per usual. At the end of the speech put your notes to one side and try to reproduce the speech from memory.

The fact that this is difficult will demonstrate very clearly how much attention we devote to our notes when in fact we should be listening to the speaker more carefully. Repeat, listening more carefully to the speaker.

3.14 Read a text once through. Highlight the most important ideas (and only these) with a marker pen. Now cover the entire text and try to recreate it from memory. As a continuation of this exercise now sight translate the same part of the text. Finally sight translate a further as yet unread part of the text. (Kalina, 2000. p179)

In the first part of this set of exercises Kalina offers a very interesting combination of analysis and memory skills. The continuation exercises are a useful and gradual progression towards fuller sight translation and therefore eventually interpreting.

3.15 Take a text or an Overhead Projection of a text with all but the first sentence covered. Uncover sections of the text (initially whole sentences then ever smaller segments) as sight translation is already underway. Here we train our ability to anticipate and infer.

SELF ASSESSMENT

Although I often like to picture my students as readers when I blog, this post is in particular for you, dear students. The idea came after a very pleasant lunch with an aspiring interpreter. We shared ideas and experiences, personally I was probably very close to a perfect personification of the benevolent granny: "I remember when I was..." Anyhow, I realized that my future colleague could use a few hints on self assessment and out of classroom practice. I have touched upon practice and learning consecutive earlier. But this post is particularly aimed at giving tips on practice and self assessment.

If you are going to improve and grow as an interpreter practice and self-evaluation is essential. You have to listen to yourself critically, identify areas that can be improved and work on them. Here's my own step-by-step guide to how to do it. This guide assumes you have gotten basic notions of interpreting and what interpreting teachers are looking for. I will give you ideas on how to correct yourself, but you can probably not follow this guide as a DIY interpreting school. I should also say that there are a million ways to practice and assess yourself, these hints are just a few of my personal ideas that have worked well for me and for my students (or so they tell me). They are a mix of tips I got myself and things that I found out worked for me.

One - Equipment
Get yourself a good mp3 memory, small in size but big in memory. It should be small, with a good mike and good recording quality. Always carry your memory (charged or with extra batteries) with you.

Two - When and how much?

Take every opportunity to practice. If you're lucky enough to get into a dummy booth, just take out your memory and interpret away. But don't forget to put on your mp3 memory. If you find yourself in a situation where you can take consecutive notes, then do. Maybe you will have the opportunity to interpret just a little later from your notes. And by all means have your friends, girl/boyfriends, and family give you speeches. And practice often! Every day in short units. But don't overdo it either, your brain needs some rest as well.

Three - Get the original
Ideally you would want to get the original speech to compare to your own interpreting. There are several ways to do this: a) ask a friend to read speeches to you that you take off the Internet. The Internet is such a wealth of speeches, for instance, most governments and organizations post speeches from their front figures on the web for the press to use. But remember that if your friend reads it, s/he has to adapt the speed. Read speeches can literally be impossible. b) Use the internet and listen to uploaded speeches, news, interviews that you can interpret either simultaneously or consecutively - think YouTube. c) News flashes on the radio. 3 minutes every hour or half-hour and unless something big happens they tend to be the same several times in a row. You can interpret one and then listen to the next one and compare your notes and interpreting (again, remember it's fast).

Four - Assess
The most painful part of this exercise is to listen to yourself. The first thing here is to get used to listen to your own voice, most people are not used to listen to themselves and find it difficult. You just have to get over it, just like ballet dancers have to get over looking at themselves in the mirror. Then you have to get used to listen critically, and now we are getting to the really crucial point about self assessment.

1) Listen to the overall presentation. One of my friends once complimented another colleague by saying, you sound like a skilled story teller reading from a book. This is what you want it to sound like. No "ahms" or "uhms", no excessive use of "ands and buts", no extra sounds. If you're not producing real words you close your mouth - full stop. And speaking of full stops - finish your sentences! You don't want to leave your listeners wondering what's coming next. You can break up the speaker's sentence in several shorter ones, but make sure to finish them. Also listen to how you come across when it comes to intonation, do you sound sure of what you say or unsure? Do you give a trustworthy impression or not? Do you take your listeners by the hand and guide them through the presentation?

2) Now you have to listen to what you actually convey. Do you interpret what the speaker say or something else? You listen for terminology of course, but also for nuances. Do you interpret what the speaker says or are you perhaps changing the message slightly. This is NOT about using all the words and the same words. I guess we already agree that a word for word interpreting is not the ideal here. You want to say exactly what the speaker says, but in your language and your own words.

Five - Keep a log
Keep a log book of your evaluation. Doesn't have to be very detailed, but you want to keep a record of what type of speeches (e.g. general politics, easy, 10 min, French>English), your goal (e.g. interpret without interruption for 10 minutes/use a political register/avoid using "and" in the beginning of the sentences) and how you succeeded.

Six - Ask for feedback
Ask your fellow students to help you, ask your family to listen to you, and, if you have the possibility, ask a professional interpreter.

Seven - Set goals for your improvement
Based on your assessment you set goals for the next exercise. Tangible goals such as: "I'm going to interpret without interruption for five minutes" or "I'm not going to use any extra-sounds this time" or "I will use the new vocabulary (word X,Y and Z) or the new set phrases I've learned".
And a final word, you start with easy texts and as you feel more confident you add difficulty. If

you are aiming for a conference interpreter test you will want to be able to interpret effortlessly in consecutive for more than six minutes and in simultaneous mode for 20 minutes.

And remember the old story about the tourist in New York who was lost and unknowingly asked Arthur Rubinstein "How do you get to Carnegie Hall?". Rubinstein answered: "Practice, practice, practice."

Good luck and Go for it!

Training of Interpreters: Some Suggestions on Sight Translation Teaching

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Key Words: Sight translation, interpreter training, teaching methods, simultaneous interpretation, consecutive interpretation.

Abstract: Sight translation has been considered as a part of simultaneous and consecutive interpretation. However, due to recent developments in the fields of business, finance, international trade, science and technology and due to changing market demands, sight translation has gained an extra place beyond consecutive and simultaneous interpretation. This paper aims at laying groundwork for teaching sight translation, based on concepts and strategies of skill training.

Introduction

Recent developments in many fields such as international relations, business, trade, social sciences, and technology and the need for accessing information in the shortest possible time necessitate an active and effective communication medium. Translation, notably interpretation, is one of those communication media.

The term "interpretation" generally brings simultaneous, consecutive or liaison interpretation to mind. Sight translation has mostly been considered as a supportive interpretation method for simultaneous and consecutive interpretation. Jean Herbert (1952) characterized sight translation as a type of simultaneous interpreting. For many scholars, sight translation is just a pedagogical exercise for getting started in the techniques of consecutive interpreting and simultaneous interpreting, an exercise by which interpreter trainees can learn to react quickly and improve their oral skills (Spilka 1966; Curvers et al. 1986; Weber 1990; Falbo 1995; Viaggio 1995). However, sight translation, consecutive interpreting and simultaneous interpreting are performed under different conditions. Even though there are similarities in the mental process, the overall process is different. In sight translation, the translator reads a written text, whereas the interpreter, in both consecutive and the simultaneous modes, listens to a speaker. Due to the differences in the process, the methods and strategies that an interpreter trainee uses in sight translation will change.

This paper will present some suggestions for sight translation teaching.

However, sight translation will not be considered as a supportive method for simultaneous and consecutive interpretation but a sole interpretation method that can be used by the interpreter trainees in various fields.

Pre-Exercises

Sight Translation (ST) is generally taught in the second semester of the second year or in the first semester of the third year in the departments of translation and interpretation in Turkey. The main reason is that general skills such as reading, writing, textual analysis and vocabulary are taught in the first two years. The first exercises to be used in a sight translation course will be directly related with those basic skills.

The first two weeks of the semester can be devoted to fast reading, skimming, scanning and reading comprehension activities. Those activities will enable students to speed up their reading and get the gist of the text that they are working on in the shortest possible time.

Exercise 1

In the beginning, the students are given a text (250-300 words) in their native language and are asked to read the whole text in 20-30 seconds. Then, they are asked general questions about the subject of the text. In the second phase, they are asked more specific questions (such as names, dates, place, etc.) before they are asked to read the text for the second time. This time, they are given 10-15 seconds to find the specific information. Lastly, the students are given enough time to read the text thoroughly. This time, they are asked comprehension questions. The same exercise is repeated with the texts written in L2. The aim of this exercise is to develop reading comprehension and fast reading skills.

Exercise 2

In the following weeks, the instructor chooses texts from various fields and gives only the titles of the texts and asks students to use their passive knowledge on the subject. For example, the instructor asks students what they expect from a text entitled "Painful changeover to Euro". The students produce key words by brainstorming on the subject. In the beginning they may wander from the subject and produce irrelevant keywords. However, as they begin to use their passive knowledge and make logical connections they will come to the point. Then, the instructor randomly chooses keywords from the text and asks students to make logical connections between those keywords and form a bold outline of the text. The aim of this exercise is to enable the students to use their passive knowledge and make logical connections between the facts. Following this exercise, the students are handed out the original text and are asked to check if their outline and assumptions are correct. Then they read the text one more time by using fast reading techniques and mark the unknown words. However, the instructor does not explain those unknown words at this stage.

Exercise 3

The same text used in the previous exercise will be used in this exercise. This time, the students are asked to analyze the text in detail. What is the type of the text? Is it informative? Is it vocative? How is the form of the text? Does it include titles, subtitles, articles, tables, graphs, etc? What is the message of

the text? Does the text include technical words, jargon, abbreviations, etc? Are the sentences complex? Those questions will prepare the student for the translation process. The following exercises will enable students to develop their own strategies to deal with language-specific problems.

Exercise 4

One of the problems that perplex students is the presence of unknown words. This problem also slows down the reading speed of students and disables them to deal with other problems they face in sight translation. In fast reading process, when the student encounters an unknown word, or a word that is difficult to pronounce, his/her reading speed will slow down. However, in a slow and meaningful reading process, he/she either will be able to guess the meaning of the unknown word by using contextual clues or will realize that the word is not crucial for understanding the message of the whole text. In some cases, however, the word may be directly related to the message and it may cause problems in translation if the word is omitted or ignored. Bearing this in mind, the lecturer may choose texts that may help students to deal with unknown words. The following strategies can be applied on the sample texts:

- c. To focus on the message of the sentence/paragraph rather than the meaning of the word.

Sample text: "If anyone is asked to *rate* a person, whom he knows sufficiently well, on a number of personality variables, he will tend to be influenced by his general opinion of the person. If he has a *high opinion* of the person he will tend to rate him high on all desirable qualities, and vice versa if he has a *low opinion*. (C.J. Adcock: Fundamentals of Psychology)

- d. To guess the meaning of the word by using contextual clues

Sample text: If you were to place a human brain on a table in front of you, you would notice that it is divided neatly into two halves vertically from front to back: these are the right and left *cerebral hemispheres*. And each hemisphere is further divided into four so-called lobes: the one at the front (the frontal lobe) is responsible for controlling movement and for some aspects of emotions; the *occipital lobe* (at the back) deals with sight, the lobe at the side (the temporal lobe) is an important memory store; and the *parietal lobe* (at the top) has a vital role in comparing and integrating information that flows into the brain through the sensory channels of vision, hearing, smell and touch. (Richard Leakey and Robert Lewin: People of the Lake)

Exercise 5:

Another language-specific problem that may cause problems in the process of sight translation is complex sentence structures. Long, complex and compound sentence structures generally slow down the reading speed and increase the risk of wrong interpretation. Using "parsing" and "chunking" methods may eliminate this problem.

For this exercise, the students are handed out texts, which are written in complex sentence structures. The students are asked to parse each sentence in order to work out to what grammatical type each word and clause belongs. Then, they are asked to determine the smallest semantic units in each sentence. Depending on the sentence structure of the language they are translating into, they restructure their sentences. However, it should be noted

that the aim of this exercise is to analyze the sentence structure and to reformulate it in the target language. The aim is not to use the same grammatical structure but to give the same message in the target language.

Exercise 6:

This exercise will help students to focus on the meaning rather than the structure and the words of a given text. The students are given texts written in their native language and they are asked to "paraphrase" each sentence. They are expected to use their own words to give the same message. They try to re-express each sentence in 2-3 different ways without changing the meaning. They are allowed to make additions and omissions, to break a long sentence into smaller sentences, to combine short sentences and make a longer sentence and to change the sentence structure (e.g. active sentences to passive, passive sentences to active sentences). The only rule is **not to change the meaning**.

Suggestions

The above-mentioned exercises aim at enabling students to produce correct, coherent and fluent translations. However, all those exercises are in-class activities. It is obvious that real-life conditions will be different and sometimes more difficult. Therefore, the students should be prepared to solve various problems before they work in real-world conditions. For example:

The text to be sight translated may be handwritten. Hence, in order to familiarize the student with various handwritings, in-class activities should include handwritten texts.

The text to be sight translated may involve ungrammatical sentence structures and poor punctuation. Therefore, texts written by non-native-speakers who are unfamiliar with the rules of grammar and punctuation should also be included in the exercises to make students familiarize with that kind of texts.

The text to be sight translated may be incoherent, or poorly organized. In such a case, the student should be able to detect shortcomings and correct them in the shortest time.

The text to be sight translated may involve graphs, tables, pictures or diagrams. The students should be able to read and interpret those visual-aided texts.

In order to expose the students to different styles of writing and document structures, texts of considerable difficulty and complexity should be chosen. Though text types and topics may vary according to market demand, a sight translation course syllabus design should include the following text types: Commercial and economic texts, e.g. real-world texts on current world economic and financial issues, international trade and business, scientific and technical texts, e.g. medicine, environment, computer science, journal articles, manuals, and patents, political and legal texts.

In conclusion, it should be noted that training time is the time to introduce students to the real-life process of translation. They should be made aware of the fact that there are many factors which may act as constraints on the process. Their role is to make certain decisions in order to maneuver among those factors.

Here are four different kinds of reading.

Skimming - running the eyes over quickly, to get the gist

Scanning - looking for a particular piece of information

Extensive reading - longer texts for pleasure and needing global understanding

Intensive reading - shorter texts, extracting specific information, accurate reading for detail.

Exercise

Using these descriptions, how would you read the following? Match the different types of reading with the categories below. Decide which one requires you to skim or to scan the text. Which one needs detailed Intensive reading? What type of text do you read Extensively - for pleasure?

The 'What's on' section of the local paper:

Skimming

Scanning

Extensive

Intensive

A novel:

Skimming

Scanning

Extensive

Intensive

A newspaper:

Skimming

Scanning

Extensive

Intensive

A text in class:

Skimming

Scanning

Extensive

Intensive

A poem:

Skimming

Scanning

Extensive

Intensive

The telephone directory:

Skimming

Scanning

Extensive

Intensive

A postcard:

Skimming

Scanning

Extensive

Intensive

A train timetable:

Skimming
Scanning
Extensive

Intensive

A recipe:

Skimming
Scanning
Extensive

Intensive

A travel brochure:

Skimming
Scanning
Extensive
Intensive

What types of translation do you know?

Oral and written, oral having the types of visual, consecutive, and simultaneous. Besides, translation is divided into types according to its sphere, field, method and genre: literal, scientific-technical, publicist and poetic translation and so on. There are eight types of translation: word-for-word translation, literal translation, faithful translation, adaptive translation, free translation, idiomatic translation

Word For Word translation: The SL word order is preserved and the words translated by their most common meanings. Cultural words are translated literally. Mainly this method is used as a pre-translation process.

Literal translation: The SL grammatical constructions are converted to their nearest TL equivalents but the lexical items are again translated out of context. As pre-translation process literal translation seeks as far as possible to capture the precise wording of the original text and the personal style of each writer. Literal translation is where the forms of the original are retained as much as possible, even if those forms are not the most natural forms to preserve the original meaning. Literal translation is sometimes called word-for-word translation (as opposed to thought-for-thought translation)

Faithful translation: It attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It transfers cultural words and preserves the degree of grammatical and lexical deviation from SL norms. It attempts to be completely faithful to the intentions and the text-realization of the SL writer.

Idiomatic translation: It reproduces the message of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms.

Free translation: Usually it is a paraphrase much longer than the original. Free translation is one which preserves the meaning of the original but uses natural forms of the target language, including normal word order and syntax, so that the translation can be naturally understood. Free translation is a kind of idiomatic translation.

Adaptation: This is the freest form of translation mainly used for plays and poetry: themes/ characters/ plots preserved, SL culture converted to TL culture & text is rewritten.

Machine translation (MT) is a procedure whereby a computer program analyzes a source text and produces a target text without further human intervention.

Meaning-based translation (MB) Meaning based translation properly focuses on the critical need for translation to preserve meaning. Adequate translation cannot always preserve forms of the original, but it must always preserve the meaning of the original.

Sight translation involves the transposition of a text written in one language into a text delivered orally in another language. Since both aural and visual information processing are involved, sight translation could be defined as a specific type of written translation as well as a variant of oral interpretation.

ST is an ideal tool, which at this stage of preparation the interpreter can use to assimilate technical terms in context, and develop the instantaneous translation reflexes to use tech terminology in a field in which he (student) is no expert. These reflexes may cover difficulties ranging from pronunciation to developing a certain ease in the use of terms. This exercise will build up the interpreter's muscle memory. Moreover ST allows the interpreter to prepare the more difficult passage of speech quite thoroughly and provides a rehearsal before the actual conference. The faster the interpreter is able to sight translate, the more effective his interpretation will be. Just as a consecutive interpretation is ideal preparation for simultaneous translation, sight translation may be equally useful as a preparation for both types of interpretation. Students should work standing practicing ST, must learn how to think on feet, master stage fright

What are the peculiarities of simultaneous interpretation?

Simultaneous interpreting (large conferences, forums) – the interpreter sits in an interpreting booth, listening to the speaker through a head set and interprets into a microphone while listening. SI is also done by signed language interpreters (for the deaf), standing in the conference room. Whispered interpreting is a form of SI in which the interpreter sits next to the delegates whispers the target language version of the speech in the delegate's ears (business meeting). Conference interpreters work in real time, they should be able to cope with speeches of any length; they should develop the techniques of interpreting. It is also clear that the conference interpreters work in real time. In simultaneous they cannot take longer than the original speaker, except for odd seconds. Even in consecutive they are expected to react immediately after the speaker has finished, and their interpretation must be fast and efficient. This means that must have not only to analyze and resynthesize ideas, but also to do it very quickly. Simultaneous interpretation takes up less time than consecutive. Moreover, with simultaneous it is much more feasible to provide multilingual interpreting, with as 6 languages (UN) or even 11 languages (European Union). Methods and techniques of training to ST: shadowing, sight translation. Listening and memory training

It was born during World War 1, and widespread after Nuremberg trials 1945-46, Tokyo trials 1945-68

What methods are used in translating realia (national words)?

Realiae are words denoting objects, phenomena and so on, which are typical of a people. In order to render them correctly it is necessary to know the tenor of life epoch and specific features of the country depicted in the original work. Realiae can be regarded as having no equivalents. There are 3 principal ways of translating denoting specific realiae: 1. transliteration (complete or partial) the direct use of a word denoting realiae or its root in the spelling or in combination with suffixes of the mother tongue(сав ,дўппи, сандал, изба); 2. Creation of new single or complex word for denoting an object on the basis of elements or morphological relationship in the mother tongue (skyscraper-осмонўпарнебокеб); 3. Use of a word denoting something close to realiae of another language It represents an approximate translation specified by the context, which is sometimes on the verge of description(Педлар-тарқатўвчи, торговец-разносчик)

Determining the Differences

- 1. What is the difference between sight and written translation?
 - As opposed to written translation, which is the written rendering of a document from one

language into another, sight translation is the oral rendering of a document from one language into another.

- What is the difference between sight translation and interpreting?

– As opposed to interpreting, which is the oral rendering of a speech from one language into another, sight translation is the oral rendering of a document from one language into another.

Notes on Sight Translation

Definition: oral translation of a written text

Sight translation is just as difficult as simultaneous interpretation and involves some of the same mental processes. The input is visual (written word) rather than oral (spoken word), but the interpreter still has to process a thought in the source language and generate the target language version of that thought while simultaneously processing the next source language thought and so on. Because the message is written in black and white, some interpreters may have more trouble focusing on meaning rather than words. Reading comprehension is an important element of sight translation, and the need to improve and maintain reading comprehension is one reason why court and prospective court interpreters should read as much and as widely as possible

- Another aspect of sight translation that should be emphasized is delivery. It is very important that the interpreter speak loudly and enunciate clearly, with proper intonation and voice modulation. Smooth pacing is also essential; sudden starts and stops and long pauses while the interpreter figures out a difficult translation problem are distracting to the listener. Ideally, a sight translation should sound as if the interpreter were merely reading a document written in the target language.

- In general, the texts that court interpreters are called upon to sight translate from English into another language contain bureaucratic language, which is characterized by technical jargon (that of the police, courts, public agencies), abbreviations, long adjective-noun clusters, and the passive voice.

- Texts to be sight translated from a second language into English are generally of two types: legal documents from other countries, sometimes characterized by long, convoluted sentences and technical legal terms; and handwritten or typed documents that are written by unsophisticated people who may be unfamiliar with the rules of grammar and punctuation in their own language. Try to obtain examples of both legal and handwritten documents in your second language and use those documents for additional sight translation practice.

- Paraphrasing is a helpful exercise that develops the mental agility you need for sight translation. It forces you to read ahead and solve problems quickly; it also helps you focus on meaning rather than words, thus avoiding stilted, literal translations. Paraphrasing is a good vocabulary building exercise that you should continue to do periodically even after you feel you are adept at sight translation. Moreover, paraphrasing is a good problem-solving technique; if you have trouble translating a phrase in a sight translation text, try paraphrasing it mentally in the source language first, and it may trigger a solution in the target language. It is important to remember, however, that paraphrasing is a valuable learning tool and mental exercise; you should never paraphrase when you are actually interpreting in court.

1. **Conservation:** the interpreter should conserve the register of the source language text (complex vs. simple, formal vs. informal)

2. **Written language:**

- Written material is more densely packed with information than spoken language.

- Punctuation may serve the function of intonation.

- **Reading Comprehension:** Interpreters must be adept at grasping the meaning of written texts and understanding the material explicitly and implicitly (interrelationships of ideas)

- **Prediction:** Interpreters should be able to predict the outcome of an incomplete message and also be versed in the various writing styles—legal documents, personal and business correspondence, technical reports so they can be alert to common constructions that may pose translation problems.

Skills required for sight translation

- Complete command of working languages at all levels of usage
- Good public speaking: voice projection, clear enunciation, good posture and smooth pacing

Mental agility and flexibility in order to work on two channels at once (simultaneously processing the source language while speaking in the target language)

Settings for Sight Translation

- Hospitals/Clinics: medical reports, waivers, consent forms
- Court documents: waivers, probation and police reports, docs. of a case file, affidavits
- Public/private schools: records
- Adoption agencies: birth/death/marriage certificated
- Workforce: forms, reports

Process of Sight Translation

6. 1. Scan the document to determine the subject matter, context, style, and country of origin.
7. Make a mental note of common pitfalls unique to the source language.
8. Skim the passages quickly and identify key features, commas, parentheses, etc.
9. Translate sentence by sentence, focusing on one unit of meaning at a time.
10. Maintain a steady pace, translating as smoothly as possible.

Strategies for Interpreting a Sight Translation

READING COMPREHENSION: is an important element of sight translation. Interpreters should read as much and as widely as possible.

PACING: The interpreter must translate the document quickly without omitting anything. Going too fast results in translation error or in sudden stops and long pauses while the interpreter figures out a difficult translation problem. That sort of jerkiness can be distracting to the listener. But going too slowly is disruptive for providers and patients alike. The interpreter should be familiar with the terminology and phrasing of medical/court documents so that the translation sounds as if the interpreter were merely reading a document written in the target language.

Strategies

- Translate as smoothly as possible.
- Look up and keep a glossary of any difficult terms.
- Practice out loud always, with or without an audience.
- Record yourself on audio (or videotape) so that you know how you sound (and look) to your audience.
- Practice with a variety of typefaces and formats: patient information forms, consent forms, letters, consumer education documents, court transcripts, etc.
- Other strategies?

Documentation

Interpreters need to look carefully at documents they are asked to sign. Interpreters may be asked to sign on a consent form that the patient understands the procedure. *Discuss why this is not appropriate and the possible ramifications.* In some cases the hospital may need documentation (a signature) that the consent form was interpreted for the patient. *How could this be accomplished appropriately?*

Learning Exercises

The following are learning exercises designed to build mental agility, linguistic flexibility, and analytical skills and to heighten awareness of language usage. In actual sight translation, the interpreter does not paraphrase, summarize, or change the register of the original text.

Exercises for Sight Translation

6. **Reading Aloud:** Stand in front of a mirror and read passages aloud from any book, newspaper, or magazine. A legal textbook, code book, or other legal text is useful for

familiarizing yourself with legal language. Record or videotape yourself and analyze the outcome critically. Pay attention to your voice, pitch, tone, hesitations, signs, projection, enunciation, and posture.

7. ***Extensive Reading***: Build up your reading speed and your vocabulary by reading as much as possible in many different fields.

8. ***Deciphering Handwriting***: Obtain texts written by hand (e.g., personal letters) and practice deciphering the handwriting on the first oral reading.

9. ***Chunking***: Choose a text and mark off the units of meaning in it. Example: I was getting ready / to go out to lunch / with my mother-in-law when /, all of a sudden, / I felt sick to my stomach. / It occurred to me / that it might be something psychosomatic, / but later I found out / that I was simply allergic to the perfume / she always wore.

10. ***Completing phrases***: Complete the phrases and determine whether the resulting sentences convey the same idea as that of your partner.

6. ***Paraphrasing***: Read a text aloud and rephrase it as you go along, taking care not to change the meaning.

7. ***Manipulating the Register***: Read a text aloud and alter the register or language level as you go along, being careful not to stray from the original meaning.

8. ***Sight translate***: the attached document into your other language. Discuss the accuracy of marked words or phrases, delivery, and fluency. When you are ready, set your timer to 5 minutes, turn to the handout and begin. It is a good idea to review the document before you begin interpreting.

The 9th Asia-Europe Meeting Summit of Heads of State and Government (ASEM9) was hosted by Laos (5-6 November 2012). The theme for the Summit was **Friends for Peace, Partners for Prosperity**.

This year marks the 16th anniversary of the establishment of Asia-Europe Meeting (ASEM). Since its inception in 1996, the ASEM process has remarkably evolved. It has expanded its membership from 26 partners in 1996 to present 48 partners from Asia and Europe, thus reflecting the deepening cooperation between the two regions. The ASEM process has made significant contribute to the promotion of mutual understanding, peace, stability, development and prosperity of Asia and Europe.

Throughout these years, ASEM has gone through the period of complex and rapid changes. It has faced with many challenges such as climate change, economic and financial crisis, high prices of food and energy, natural disasters, outbreak of infectious diseases and others, which have negatively impacted the socio-economic development of the two regions. Despite the challenges, today ASEM remains relevant and continues to be an important forum for ASEM partners to share their thoughts, exchange views and explore ways and means in promoting better understanding and enhancing cooperation between Asia and Europe and in addressing the various challenges.

The Summit provided yet another important occasion for Leaders of Asia and Europe to discuss regional and international issues of common interest and concern, including, among others, food and energy security, sustainable development, financial and economic crisis, climate change, natural disaster response, socio-cultural cooperation and future direction of ASEM.

Besides the hosting of ASEM 9, the Lao PDR will also organize other important ASEM sideline events, namely Asia-Europe People's Forum (AEPF), Asia-Europe Parliamentary Partnership Meeting (ASEP) and for leaders of Asia-Europe Business Forum (AEBF) in Vientiane in 2012. The Government and multi-ethnic people of the Lao PDR feel honored to have been entrusted to host the ASEM 9 and related events and are looking forward to warmly welcoming all ASEM Leaders and delegates to Vientiane in 2012.

ASEM 8 SUMMIT

04 - 05 October 2010 Brussels, Belgium

Since the inception of the ASEM process in 1996, Asia and Europe have kept their biennial appointment with remarkable regularity. Both regions have grown out of a long and turbulent history, both pride themselves of age-old traditions and both present a wealth in cultural diversity. They have a common predilection for organised and structured relationships between nations, which by experience fosters security and stability. Both regions also strive for an economic model that is balanced between consumption, saving and investment and which can be sustainable over the long term. Similarly, both regions consider human development as central to their policies as well as favour multilateral and equitable governance of the world, rather than spheres of influence and relationships based on power.

The ASEM Summit in Brussels which took place on 4th and 5th October 2010 was the eighth privileged occasion to give expression to the common views of Asia and Europe. Representing 58 % of global population, 50 % of global GDP and over 60% of global trade, this gathering sought to inspire the world community. Indeed, a month later, the first G-20 meeting to take place in a non G-8 country gathered in Seoul, Republic of Korea. This meeting aimed at helping to shape the policies required in the face of the financial and economic crisis. A few weeks later, the 16th Conference of the Parties of the Climate Change Convention met in Cancun, Mexico, pursuing efforts started at the Copenhagen Summit of December in 2009.

In Brussels, ASEM Leaders addressed these and other global challenges and also focussed on the relationship between the two regions. They sought to strengthen their political dialogue, enhance their trade and investment relationship, expand people to people and cultural exchanges and further develop ASEM as their common strategic asset. Russia and Australia joined in the proceedings for the first time, after the ASEM Leaders welcomed the membership of Australia, New Zealand and Russia.

In the lead-up to this Summit, preparations were intense. Under the principle of 'issue based leadership', one of the most dynamic features of ASEM, Asian and European partners were able to organise a dozen events of high relevance to then evolving Summit agenda. The process of collectively defining the agenda was done in all transparency and through an inclusive process of consultation involving every ASEM partner.

In addition, the Summit also featured other constituent parts of the ASEM process. The Asia-Europe People's Forum, the Asia-Europe Business Forum, and the Asia-Europe Parliamentary Partnership Meeting were held in parallel to the gathering of Heads of States and Governments. ASEM's only institution, the Asia-Europe Foundation, also organised the "Connecting Civil Societies of Asia and Europe" Conference on the margins of the Summit.

Host country Belgium certainly played its part and was enthusiastic about all these initiatives. These endeavours were evidence of the spirit of dialogue and cooperation, which makes ASEM so worthwhile.

The Organization's history

As early as 1942, in wartime, the governments of the European countries, which were confronting Nazi Germany and its allies, met in the United Kingdom for the Conference of Allied Ministers of Education (CAME). The Second World War was far from over, yet those countries were looking for ways and means to reconstruct their systems of education once peace was restored. Very quickly, the project gained momentum and soon took on a universal note. New governments, including that of the United States, decided to join in.

Upon the proposal of CAME, a United Nations Conference for the establishment of an educational and cultural organization (ECO/CONF) was convened in London from 1 to 16 November 1945. Scarcely had the war ended when the conference opened. It gathered together the representatives of forty-four countries who decided to create an organization that would embody a genuine culture of peace. In their eyes, the new organization must establish the "intellectual and moral solidarity of mankind" and, in so doing, prevent the outbreak of another world war.

At the end of the conference, thirty-seven countries founded the United Nations Educational, Scientific and Cultural Organization. The Constitution of UNESCO, signed on 16 November 1945, came into force on 4 November 1946 after ratification by twenty countries: Australia, Brazil, Canada, China, Czechoslovakia, Denmark, Dominican Republic, Egypt, France, Greece, India, Lebanon, Mexico, New Zealand, Norway, Saudi Arabia, South Africa, Turkey, United Kingdom and United States. The first session of the General Conference of UNESCO was held in Paris from 19 November to 10 December 1946 with the participation of representatives from 30 governments entitled to vote.

The political divisions of the Second World War marked the composition of the founding Member States of UNESCO. It was not until 1951 that Japan and the Federal Republic of Germany became Members, and Spain was accepted in 1953. Other major historical factors, such as the Cold War, the decolonization process and the dissolution of the USSR, also left their trace on UNESCO. The USSR joined UNESCO in 1954 and was replaced by the Russian Federation in 1992 alongside 12 former Soviet republics. Nineteen African states became Members in the 1960s.

As a consequence of its entry into the United Nations, the People's Republic of China has been the only legitimate representative of China at UNESCO since 1971. The German Democratic Republic was a Member from 1972 to 1990, when it joined the Federal Republic of Germany.

Some countries withdrew from the Organization for political reasons at various points in time, but they have today all rejoined UNESCO. South Africa was absent from 1957 to 1994, the United States of America between 1985 to 2003, the United Kingdom of Great Britain and Northern Ireland from 1986 to 1997 and Singapore from 1986 to 2007.

Origins of UNESCO

The main predecessors of UNESCO were:

The International Committee of Intellectual Co-operation (CICI), Geneva 1922-1946, and its executing agency, the International Institute of Intellectual Co-operation (IICI), Paris, 1925-1946;

The International Bureau of Education (IBE), Geneva, 1925-1968; since 1969 IBE has been part of the UNESCO Secretariat under its own statutes.

UNICEF is the world's leading organization working for children and child rights.

We work in more than 190 countries with families, local communities, business partners and governments, to help every child reach their full potential.

We're ready to respond rapidly when emergencies strike, delivering life-saving help for children

within 48 hours. In everything we do, the most vulnerable children have priority.

In the UK, UNICEF UK raises funds for emergency and development work, and works to change government policies that restrict child rights in the UK and abroad.

UNICEF is the only organization specifically named in the UN Convention on the Rights of the Child as a source of expert assistance and advice on which governments can call.

UNICEF UK is a registered charity. We are funded by voluntary contributions and receive no funding from the UN budget.

Thanks to our supporters, UNICEF UK raised £95 million for our work with children in 2011, including over £48 million helping children in emergencies.

Our mission in the UK is to raise money for UNICEF's global work for children and their rights, and to advocate for those rights to be realized for all children worldwide.

UNICEF is the world's leading organization for children, working in over 190 countries. We do whatever it takes to make a lasting difference to children's lives. In everything we do, the most disadvantaged children are our priority.

All our work is based on the UN Convention on the Rights of the Child, which sets out the rights of every child, no matter who they are or where they live, to grow up safe, happy and healthy.

UNICEF is the largest global organization working specifically for children and their rights.

UNICEF works for children in more than 190 countries. We believe that every child, no matter who they are or where they live, has the right to grow up safe, happy and healthy.

In 1989, the world's leaders officially recognized the human rights of all children and young people under 18 by signing the UN Convention on the Rights of the Child.

The Convention is the basis of all our work. UNICEF is the only organization working for children recognized by the Convention.

The Convention says that every child has:

The right to a **childhood** (including protection from harm)

The right to be **educated** (including all girls and boys completing primary school)

The right to be **healthy** (including having clean water, nutritious food and medical care)

The right to be treated **fairly** (including changing laws and practices that are unfair on children)

The right to be **heard** (including considering children's views)

It's the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history.

All UN member states except for the United States, South Sudan and Somalia have approved the Convention. The UK signed it on 19 April 1990 and ratified it on 16 December 1991. It came into force in the UK on 15 January 1992.

In 1989, governments worldwide promised all children the same rights by adopting the UN Convention on the Rights of the Child. These rights are based on what a child needs to survive, grow, participate and fulfill their potential. They apply equally to every child, regardless of who they are, or where they are from.

Every day these rights are denied. Millions of children are dying from preventable diseases. Millions more don't go to school, or have food, shelter and clean water. Children are subjected to violence, abuse and discrimination, and go unheard. This is wrong.

UNICEF works with families, communities and governments in more than 190 countries to put it right. We protect and promote the rights of all children to an education, to be healthy, to a childhood, to be treated fairly and to be heard. UNICEF has more than 60 years' experience working for children. We are the only organization specifically named in the Convention on the Rights of the Child as a source of expert assistance and advice.

Our staff and partners on the ground distribute lifesaving supplies such as water kits and mosquito nets, and provide support and training for parents, professionals and community

volunteers. We create opportunities for young people to participate and make their voices heard. We use our influence at the highest levels of government to ensure that laws and policies work in the best interests of children.

Today, more children than ever before are immunized against killer diseases and growing numbers are enrolled in school. However, we must do more to reach the most remote and marginalized to ensure that every child has the best possible start in life. Fulfilling the rights of every child means ensuring that neither HIV and AIDS, global recession, nor the growing threat of climate change reverse the progress we have already made for children.

UNICEF works with families, communities and governments in more than 190 countries worldwide to protect and promote the rights of all children.

We help governments to build schools, train teachers and provide textbooks so that every child can get an education.

We support families and communities to care for children and protect them against exploitation and abuse, fulfilling their right to a childhood. We work with partners to ensure that every child has the opportunity to take part in sport and play.

We support governments to build and equip health systems, train health workers and provide food and clean water, so every child can be as healthy as possible.

UNICEF is the world's largest distributor of vaccines to the developing world. Right now, we supply vaccines for 36 per cent of the world's children in over 190 countries. In 2010 UNICEF procured over 2.5 billion doses of traditional and new vaccines worth £470 million.

We aim to involve children at every level of decision-making, from school councils to international summits, upholding their right to be heard. Working at the highest levels of government and through local staff and partners on the ground, we work to address poverty and discrimination so that every child is treated fairly.

In 2000, 189 leaders from around the world adopted the Millennium Declaration and committed themselves to achieving eight Millennium Development Goals (MDGs) by 2015. The MDGs outline a comprehensive and ambitious plan to deal with some of the world's most pressing development issues.

UNICEF is mandated by the world's governments to promote and protect children's rights and wellbeing. Along with other UN agencies and global partners, UNICEF has taken the MDGs as part of its mandate. Each UNICEF action is a step towards achieving an MDG, and creating a world fit for children.

With the 2015 MDGs deadline approaching, a global conversation is underway about what the development agenda should look like "post-2015". This discussion is an important opportunity to look at what progress has been achieved, and what more needs to be done; and which important issues need to be prioritised and addressed. UNICEF is advocating for children and their rights to be at the heart of the post-2015 framework.

We believe that it is vital for children and young people to have an active and ongoing say in the discussions about what the post-2015 framework should look like. To achieve this, UNICEF UK recently consulted with children and young people in the UK about which issues they think are important, and about the kind of world that they want to live in.

Phases of Clinical Trials

A clinical trial of pharmaceutical product is a long-term process. A study can take several years. Depending on stage of development, it is divided into phases. There are four main phases of clinical trials:

Phase I

Phase I is the first test of a drug in humans, generally in healthy volunteers (no less than 10 subjects). These trials are often called clinical pharmacological trials as they are designed to establish the safety, tolerability, therapeutic action, pharmacokinetic and pharmacodynamic characteristics, and sometimes the initial efficacy rate in humans.

Phase II

In **Phase II**, a drug is evaluated for its efficacy and safety in patients with specific diseases. As a rule, these are placebo - controlled trials. Sometimes, **Phase II** of a clinical trial is divided into phases **IIa** and **IIb**. The purposes of **Phase II** trial are to evaluate short-term safety of a drug (**IIa**) and to confirm clinical efficacy of a drug and determine the therapeutic dose range (**IIb**).

Phase III

In **Phase III** clinical trials, the study drug is given to large groups of patients (thousands of subjects) of different age groups, with different concomitant diseases. These trials are conducted at multiple scientific research sites in different countries. **Phase III** trials are often randomized controlled studies. These trials investigate all aspects of treatment including assessment of risk / benefit ratio. According to the results of **Phase III** clinical trials, the decision on registration of the drug product or refusal in its registration is made. **Phase III** of a clinical trial may be divided into phases **IIIa** and **IIIb** as well.

Phase IV

A **Phase IV** clinical trial is performed after a drug product has been approved. These trials are often called post-marketing (post-registration) studies. The purposes of these trials are to identify differences between a new pharmaceutical product and other drugs in this pharmacological group, to compare its efficacy with already marketed analogs, and to demonstrate a new drug benefit in relation to health economics and to identify and determine previously unknown or ill-considered side effects as well. As a result, the safety and efficacy of a drug may be reviewed periodically according to new clinical data on its use.

Medicines have turned frequent in our lives; hence, it is essential to understand medical prescription. But most people do not know how to understand doctor's prescription. Though, usually doctors provide comprehensible instruction, sometimes due to their writing style and medical terminologies it becomes difficult to understand your dosages. Hence, understanding medical shorthand will help you to understand prescription provided to you by your doctor. This will not only help you understand what drugs you are taking but will also aid you in asking questions to your health care expert related to prescribed doses. Let us see further why understanding medical prescriptions are important and how to do it.

Advantages of Understanding medical prescription:

Doctors usually use medical abbreviations to write prescriptions, the more you understand medical prescription the lesser is the chances of medicinal errors. There are chances that attendant at the pharmacy may not be well versed with the medical shorthand writing; hence, you can ensure that the provided medication is appropriate according to what is prescribed. It is a smart practice to double check your medications in order to ensure that the supplied medications are correct.

If you do not know how to understand doctor's prescription then do not hesitate to ask your doctor for instructions and assistance. This will certainly help you avoid medical issues related to your dosages and medications. To understand medical prescription better ask your health care provider to mention the use of medication and the condition it is prescribed for. For instance, the drug name, when to take it and for what physical or psychological malfunction it is prescribed.

Reading doctor's instructions:

When most people ask how to understand doctor's prescription they actually mean how to read a prescription proffered by a health care expert. The first thing that you may notice on a prescription is your doctor's name, clinical address and number etc, which will be in printed format. Doctors usually write their prescription on such pads to evidence that the prescription is provided by them. A prescription may contain the following information for sure:

- Medication name
- Dosage of medication to be administered
- Time of dosage administration
- Mode of administration

Medical Prescription abbreviation: How many times to take medication

- prn ad lib – Taking medication as required
- q- means 'every'
- q3h- means every three hours
- q4h- means every four hours and so on
- qd- means medicine should be taken every day
- qod- means medication should be taken every other day
- tid- means three times during a day
- bid- two dosages in a day
- qid- means four times a day.

Medical abbreviation: Exactly when to take medication

- 'Before meal' abbreviated as 'ac'
- 'At bedtime' is abbreviated as 'hs'
- 'Between meals' is abbreviated as 'int'
- 'After meal' is abbreviated as 'pc'

Medical Abbreviation: Measurement for medication

- Drops are referred to as 'gtt'
- Capsules are abbreviated as 'caps'
- 'Mg' represents milligram
- Milliliter is denoted as 'ml'
- 'SS' means one half
- 'Tabs' is short of tablets
- 'Tbsp' represents one tablespoon which is 15ml
- 'Tsp' is teaspoon which is 5 ml

The aforementioned terms are some of the important abbreviations which are frequently used in medical industry and may help you understand medical prescription better.

Text

Arthritis and rheumatism are general names for approximately 100 diseases that produce inflammation or degeneration of connective tissue. Some of these diseases are infectious and primarily affect younger people. Rheumatic fever, for example, is a bacterial infection that occurs mostly in children or teenagers. Rheumatoid arthritis predominantly strikes women between 20 and 60. However, the most common rheumatic disease is a noninfectious, noninflammatory degenerative joint disease - osteoarthritis. To some degree, it affects nearly all older adults, causing swelling, pain, and stiffness in joints. Treatment may include heat, exercises, and drugs that reduce pain and inflammation.

Besides osteoarthritis, many other noninfectious diseases can limit the activities of the elderly. Osteoporosis (a condition in which bone loss exceeds bone replacement so that the bones become less dense, more porous, and more brittle) often leads to fractures, especially of the hipbone. Many conditions conspire to decrease the sensory perception of the elderly. Cataracts are created when the lens of the eye - or a portion of it - becomes opaque and sometimes swells or shrinks and interferes with vision. Deterioration of nerves in the inner ear causes the

characteristic old-age hearing loss, most severe in the high-pitched tones. The senses of taste and smell also deteriorate in old age.

Questions

A. Answer True or False to the following statements:

1. Rheumatic fever is a viral infection.
2. Osteoporosis is the most common arthritic disease.
3. Elderly people's senses are less acute than when they were younger.
4. Cataracts are transparent.
5. Three terms associated with osteoporosis are dense, porous and brittle.

B. Please complete the following sentences by choosing the most correct term (s):

1. Osteoarthritis is an example of a/an _____ disease
 - a) infectious
 - b) incurable
 - c) noninfectious
2. A condition in which bone loss exceeds bone replacement is called _____
 - a) rheumatoid arthritis
 - b) osteoporosis
 - c) rheumatism
3. As mentioned in this article, sensory perception of the elderly relates to _____:
 - a) sight, hearing and touch
 - b) taste, smell and hearing
 - c) hearing, smell, taste and sight
4. _____ primarily affects younger people, while rheumatoid arthritis predominantly strikes _____ between the ages of 20 and 60.
 - a) Rheumatic fever; women
 - b) Osteoporosis; hearing loss
 - c) Cataracts; males

Answers

- A1. False
A2. False
A3. True
A4. False
A5. True
B1. c)
B2. b)
B3. c)
B4. a)

MIDTERM AND FINAL ASSESSMENTS:

Approved by

_____ O. Axmedov

Head of the department

November, 2017

MIDTERM TEST ON PRACTICAL TRANSLATION FOR THE 3RD YEAR STUDENTS

2017-2018 ACADEMIC YEAR, 5th semester

1. Translate the passage into English paying attention to the translation of terms and clichés:
(Marked with 10 points)

Ўзбекистон ва Туркия ўртасида 20 дан ортиқ ҳужжат имзоланди

25 октябрь куни Анқарада Ўзбекистон ва Туркия президентлари Шавкат Мирзиёев ҳамда Ражаб Тоййиб Эрдоған ўртасида музокаралар бўлиб ўтди, уларнинг якунига кўра икки давлат ўртасида ҳамкорликнинг турли соҳалари бўйича 20 дан ортиқ ҳужжат имзоланди.

ЎЗА хабарига кўра, президентлар музокаралар чоғида минтақавий ва халқаро даражада тинчлик, хавфсизлик ва барқарорликни мустаҳкамлаш истагида эканликларини таъкидлаб, кўп томонлама тузилмалар доирасида ўзаро манфаатли ҳамкорликни кенгайтиришга интилишларини билдирдилар.

Томонлар халқаро терроризм, диний экстремизм, ноқонуний миграция, наркотикларнинг ноқонуний муомаласи, шунингдек, бошқа таҳдид ва хавф-хатарларга қарши курашишда икки томонлама ва кўп томонлама тузилмалар доирасида ҳамкорликни янада ривожлантириш муҳимлигини таъкидладилар.

Фан, таълим, маданият соҳаларидаги ҳамкорликни ривожлантиришга ҳам алоҳида эътибор қаратилди.

Оммавий ахборот воситалари вакиллари билан учрашувда президент Шавкат Мирзиёев ва президент Ражаб Тоййиб Эрдоған музокаралар ўзаро англашув ва ҳурмат руҳида ўтганини, имзоланган ҳужжатлар Ўзбекистон Республикаси билан Туркия Республикаси ўртасидаги узок истиқболли ҳамкорликни янада мустаҳкамлашга хизмат қилишини таъкидладилар.

Было подписано более 20 документов между Узбекистаном и Турцией

25 октября в Анкаре состоялись переговоры между президентами Узбекистана и Турции Шавкатом Мирзиёевым и Раджабом Тоййибом Эрдоганом, в результате было подписано более 20 документов в различных областях сотрудничества между двумя странами.

По словам УзА, президенты выразили готовность укреплять мир, безопасность и стабильность на региональном и международном уровнях и выразили желание расширить взаимовыгодное сотрудничество в рамках многосторонних структур.

Стороны подчеркнули важность дальнейшего развития сотрудничества в рамках двусторонних и многосторонних структур в борьбе с международным терроризмом, религиозным экстремизмом, незаконной миграцией, незаконным оборотом наркотиков, а также другими угрозами.

Особое внимание было уделено развитию сотрудничества в области науки, образования и культуры.

На встрече с представителями СМИ президент Шавкат Мирзиёев и президент Раджаб Тоййиб Эрдоган отметили, что переговоры прошли в духе взаимопонимания и уважения, а

подписанные документы послужат дальнейшему укреплению долгосрочного сотрудничества между Республикой Узбекистан и Турецкой Республикой.

2. Translate the piece of literary work into your mother tongue and indicate to some of the translation tools you used in translation: (Marked with 10 points)

At five o'clock in the following day old Jolyon sat alone, a cigar between his lips and on a table by his side a cup of tea. He was tired, and before he had finished his cigar he fell asleep. A fly settled on his hair, his breathing sounded heavy in the drowsy silence, his upper lip under the white moustache puffed in and out. From between the fingers of his veined and wrinkled hand the cigar, dropping on the empty earth, burned itself out.

The gloomy little study, with windows of stained glass to exclude the view, was full of dark green velvet and heavily-carved mahogany – suit of which old Jolyon was wont to say: “Shouldn't wonder if it made a big price some day!”

It was pleasant to think that in the after life he could get more for things than he had given.

In the rich brown atmosphere peculiar to back rooms in mansion for a Forsyte, the Rembrandtesque effect of his great head, with its white hair, against the cushion of his high-backed seat, was spoiled by the moustache, which imparted a somewhat military look to his face. An old clock that had been with him since before marriage fifty years ago kept with its ticking a jealous record of the seconds slipping away for ever from its old master.

He had never cared for this room, hardly going into it from one year's end to another, except to take cigars from the Japanese cabinet in the corner, and the room now had its revenge.

3. Listen to the recording and do the simultaneous translation. (Marked with 10 points)

Total: 30 points

Approved

head of department
V. I. Normuratova

FINAL TEST ON PRACTICAL TRANSLATION III year, autumn semester (2017-2018)

Variant 1

Task 1. Translate the following passage into your mother tongue and analyze the grammar substitution:

MARTIN EDEN (extract) by J. London

Part I

Martin Eden, a strong man and talented worker, belongs to a working-class family. He meets Ruth Morse, a girl from a rich bourgeois family, and falls in love with her. He decides to become her equal in knowledge and culture. He must make a career for himself and become famous. He begins to read and study and Ruth helps him.

A week of heavy reading had passed since the evening he first met Ruth Morse, and still he did not dare to go and see her. He was afraid of making mistakes in speech and manners.

Martin tried to read books that required years of preparatory work. One day he read a book on philosophy, and the next day a book on art. He read poetry, he read books by Karl Marx. He did not understand what he was reading but he wanted to know. He had become interested in economy, industry and politics. He sat up in bed and tried to read, but the dictionary was in front of him more often than the book. He looked up so many new words that when he saw them again, he had forgotten their meaning and had to look them up again. He decided to write the words down in a note-book, and filled page after page with them. And still he could not understand what he was reading. Poetry was not so difficult. He loved poetry and beauty, and there he found beauty, as he found it in music.

At last Martin Eden had enough courage to go and see Ruth. She met him at the door herself and took him into the living-room. They talked first of the books he had borrowed from her, then of poets. He told her of his plans to educate himself.

"You should go back and finish grammar school, and then go through the high school and university," Ruth said.

"But that takes money," he said.

"Oh!" she cried. "I had not thought of that. But then you have relatives, somebody who could help you?"

He shook his head.

Task 2. Translate the passage paying attention to clichés:

Chairperson Of The British-Uzbek Society Visits Uzbekistan

Chairperson of the British-Uzbekistan Society Dr Hartley Booth arrived in Uzbekistan.

Booth held negotiations at the **Ministry of Foreign Economic Relations**, Investment and Trade of Uzbekistan on 30 June 2016.

The sides discussed issues of cooperation. In particular, the sides considered prospects of **further cooperation** in trade, economic, investment and technological spheres.

The two sides also discussed preparations for the upcoming in November **regular meeting** of the **Uzbek-British Council on Trade and Industry** (UBTIC).

In particular, attention was paid to the **revitalization of** the British-Uzbekistan Society through various **cultural and educational events**.

Cooperation, based on good neighborhood and historical friendship, develops steadily

As reported earlier, President of the Republic of Kazakhstan Nursultan Nazarbayev arrived in our country on 14 April with a working visit at the invitation of President Islam Karimov. The main events of the visit took place on 15 April at the Kuksaroy residence. Islam Karimov and Nursultan Nazarbayev discussed the **state and prospects** of developing Uzbek-Kazakh relations in different areas, **topical regional and international issues**. The President of our country, greeting the President of Kazakhstan, noted that this visit is a **logical extension** of meetings **at the highest level**.

– We are always glad to see You in Uzbekistan. Uzbek and Kazakh nations since ancient times were good neighbours and friends. Today the cooperation between our countries has been developing **based on these principles**. In conditions of the current **fast-changing circumstances**, this friendship and mutual understanding **has a particular significance**. Your visit is a **favorable condition** for discussing a number of issues of mutual interest, said Islam Karimov. The President of Kazakhstan expressed gratitude to the President of Uzbekistan for invitation and highlighted that cooperation between our states has been steadily developing in all spheres.

Approved

head of department
V. I. Normuratova

FINAL TEST ON PRACTICAL TRANSLATION
III year, autumn semester (2017-2018)

Variant 2

Task 1. Translate the following passage into your mother tongue and analyze the grammar substitution:

MARTIN EDEN (extract) by J. London

Part II

A few months after Martin had started to educate himself, he had to go to sea again as all his money was spent. He went as a sailor on a ship that was going to the South Sea.

The captain of the ship had a complete Shakespeare, which he never read. Martin had washed his clothes for him and in return was allowed to read the books. For a time all the world took the form of Shakespearean tragedy or comedy; even Martin's thoughts were expressed in the language of Shakespeare. This trained his ear and gave him a feeling for good English.

The eight months were spent well; he learned to understand Shakespeare and speak correctly, and what was most important, he learned much about himself. Now he knew that he could do more than he had done. He wanted to show Ruth the beauty of the South Sea and decided to do it in his letters.

And then the great idea came to him. He would describe the beauty of the world not only for Ruth but for other people as well. He could do it. He would be one of the eyes through which the world saw, one of the ears through which the world heard, one of the hearts through which it felt. He would be a writer. He would write – everything – poetry and prose, novels and descriptions, and plays like Shakespeare. There was career and the way to win Ruth.

For the first time he saw the aim of his life, and saw it in the middle of the great sea. Martin decided to begin writing when he comes back. He would describe the voyage to the South Sea and sell it to some San Francisco newspaper. He would go on studying, and then, after some time, when he had learned and prepared himself, he would write great things.

Task 2. Translate the passage paying attention to clichés:

Ўзбекистон президентининг Корея республикасига давлат ташрифи якунланди

Аввал хабар қилинганидек, Президент Шавкат Мирзиёев Корея Республикаси Президенти **Мун Чжэ Иннинг таклифига биноан 22-24 ноябрь кунлари давлат ташрифи билан** ушбу мамлакатда бўлди.

Шавкат Мирзиёевнинг Корея Республикасига давлат ташрифи **ҳар томонлама самарали бўлди**, деб ёзади ЎЗА. Учрашувларда йирик инвестициявий лойиҳаларни **молиялаштириш, иқтисодиёт, энергетика, молия, сармоя, юқори технологиялар** каби соҳалардаги **ҳамкорликни янада фаоллаштириш, ўзаро товар айирбошлаш ҳажмини ошириш, гуманитар алоқаларни кенгайтириш, вазирликлар ва идоралараро ҳамкорликни мустаҳкамлашга доир масалалар муҳокама қилинди.**

Ташриф доирасида савдо-иқтисодий, инвестициявий, молиявий-техникавий ва бошқа соҳаларга оид умумий қиймати **10 миллиард АҚШ долларидан ортиқ 60 дан зиёд ҳужжат имзоланди.**

REFUGEES

A peaceful and prosperous world is one in which people can feel **safe and secure** in their homes, with their families and in their communities. It is a world in which they can feel confident in their country, their culture and in the family of nations and peoples on our **common planet**. Sometimes, **for economic or other personal reasons**, people choose to leave their homes, to begin and new life in a new location. For better or worse, these decisions are made **as a matter of conscious choice**.

The Office of the United Nations High Commissioner for Refugees (UNHCR) was established on December 14, 1950 by the United Nations General Assembly. The agency **is mandated to lead and co-ordinate international action** to protect refugees and **resolve refugee problems worldwide**. Its primary purpose is to **safeguard the rights and well-being of refugees**.

Approved

head of department
V. I. Normuratova

FINAL TEST ON PRACTICAL TRANSLATION
III year, autumn semester (2017-2018)

Variant 3

Task 1. Translate the following passage into your mother tongue and analyze the grammar substitution:

MARTIN EDEN (extract) by J. London

Part III

When Martin Eden returned to San Francisco, he began to write. He sent his works to newspapers and magazines, but the editors sent his manuscripts back.

Martin continued to write and study at the same time.

Martin lived in a small room where he slept, studied, wrote and cooked his meals. Before the window there was the kitchen table that served as desk and library. The bed occupied two-thirds of the room. Martin slept five hours; only a man in very good health could work for nineteen hours a day. He never lost a moment. On the looking-glass were lists of words: when he was shaving or combing his hair, he learned these words. Some lists were on the wall over the kitchen table, and he studied them while he was cooking or washing the dishes. New lists were always put there in place of the old ones. Every new word he met in his reading was marked and later put down on paper and pinned to the wall or looking-glass. He even carried them in his pockets and looked them through in the street or in the shop.

The weeks passed. All Martin's money was spent and publishers continued to send his manuscripts back. Day by day he worked on and day by day the postman delivered to him his manuscripts. He had no money for stamps, so the manuscripts lay on the floor under the table. Martin pawned his overcoat, then his watch.

One morning the postman brought him a short thin envelope. There was no manuscript in that envelope, therefore, Martin thought, they had taken the story. It was "The Ring of Bells". In the letter the editor of a San Francisco magazine said that the story was good. They would pay the author five dollars for it. And he would receive the check when the story was published.

Task 2. Translate the passage paying attention to clichés:

Госдеп США составил список стран, опасных для посещения: Узбекистан в группе самых безопасных

Государственный департамент США [опубликовал](#) обновленные туристические рекомендации для американских путешественников. Все страны теперь ранжируются по четырехуровневой схеме безопасности: так, в первую группу входят страны, поездки в которые оцениваются как наименее рискованные, а в четвертую - страны, куда ехать категорически не рекомендуется.

Кроме того, американские власти указывают риски, наиболее выраженные в той или иной стране: **терроризм, преступность, гражданские беспорядки, стихийные бедствия, проблемы со здравоохранением и т.п.** На отдельной странице можно ознакомиться с информацией по любой из интересующих стран.

Представитель Госдепартамента Мишель Бернье-Тот пояснила, что новая **система градации стран** пришла на смену старым **предупреждениям и рекомендациям**, которые были слишком запутанными. "Я устала объяснять разницу между этими рекомендациями и предупреждениями даже некоторым своим коллегам", - сообщила она. Узбекистан Госдеп США **включил в первую группу наиболее безопасных стран**, в которой американским гражданам ничего не угрожает.

Украина оказалась во второй группе: здесь, как предупреждает **внешнеполитическое ведомство**, туристы из США рискуют попасть в передраги, связанные с криминалом и **гражданскими протестами**.

Ряд европейских стран, включая Великобританию и Францию, также попали во вторую группу **из-за угрозы терактов**.

Россия попала в третью группу стран **из-за рисков терактов и агрессии со стороны местных жителей, чиновников и правоохранительных органов**.

У Афганистана четвертый уровень опасности. Ехать сюда не рекомендуется из-за высокого уровня преступности, терроризма, гражданских и военных конфликтов

DISARMAMENT

In 2010, world military expenditures exceeded some **\$1.5 trillion**.

On the **danger of nuclear weapons**, **Albert Einstein** reportedly said: "I do not know with what weapons **World War III** will be fought, but **World War IV** will be fought with sticks and stones."

The General Assembly and the Security Council address **disarmament-related issues on a continuing basis**. The Assembly also held special sessions on disarmament in **1978 and 1988**. Some **UN bodies** are dedicated exclusively to disarmament. Among them is the **Conference on Disarmament**. As the international **community's sole multilateral negotiating forum** for disarmament agreements, the Conference **successfully negotiated** both the **Chemical Weapons Convention and the Comprehensive Nuclear-Test-Ban Treaty**.

Additional material for consecutive translation:

1. Полиция Швеции завершила следствие по делу апрельского теракта в Стокгольме

Полиция Швеции завершила следствие по делу о теракте в Стокгольме, который произошел в апреле и в котором подозревается выходец из Узбекистана Рахмат Акилов, сообщил в понедельник телеканал TV 4 со ссылкой на прокурора Ханса Ирмана.

"Предварительное следствие закончено, и материалы переданы адвокату. Но судебное преследование пока не возбуждено", — сказал прокурор Ирман.

По его словам, ожидается, что суд над подозреваемым пройдет в феврале 2018 года.

7 апреля грузовик наехал на людей на улице Дроттнинггатан — одной из центральных пешеходных улиц Стокгольма. Он проехал 550 метров и врезался в здание торгового центра Åhlens. Как выяснилось, машина была угнана. Водитель, который занимался в этот момент разгрузкой, попытался остановить угонщика, но безуспешно. В результате наезда грузовика погибли пять человек, 15 человек получили травмы разной степени тяжести. **Власти заявили, что это был теракт.**

Главным подозреваемым в преступлении считается 39-летний гражданин Узбекистана Рахмат Акилов. Его задержали в день преступления, и с тех пор он находится под стражей. За время следствия проведена судебно-психологическая экспертиза, и, по данным шведских СМИ, врачи не нашли каких-либо расстройств в психике подозреваемого во время совершения им преступления.

2.Абдулазиз Комилов марказий осие мамлакатлари элчиларини қабул қилди

5 январь куни Ўзбекистон Ташқи ишлар вазири Абдулазиз Комилов Қирғизистон Республикасининг фавқулодда ва мухтор элчиси Дониёр Сидиков, Тожикистон Республикаси - Содиқ Имомий, Туркменистон - Шири Шириев, Қозоғистон Республикасининг муваққат ишлар вакили Мурсал-Наби Туёқбоевни қабул қилди. Бу ҳақда Ўзбекистон ТИВ матбуот хизмати [xabar beradi](#).

Вазир Тошкент шаҳридаги дипломатик ваколатхоналар раҳбарларини Ўзбекистоннинг Марказий Осие давлатлари ўртасида кўп қиррали ҳамкорликни ривожлантириш бўйича ташаббусларни амалга оширишга доир таклифлари билан таништирди. Улар Ўзбекистон Республикаси президенти Шавкат Мирзиёев томонидан 2017 йилнинг сентябрида Нью-Йорк шаҳрида бўлиб ўтган БМТ Бош Ассамблеяси сессиясида ва ноябрь ойида Самарқандда бўлиб ўтган халқаро конференцияда илгари сурилганди.

Қайд этилишича, томонлар минтақавий кун тартибидаги бошқа масалалар юзасидан ҳам фикр алмашдилар.

3.Президент Корейского Института Развития Персонала стал почетным советником Минтруда Узбекистана

11 января 2018 года в здании Министерства занятости и трудовых отношений состоялась церемония присвоения Президенту Корейского института развития персонала господину Ким Ён Се, статуса почетного советника Министерства занятости и трудовых отношений Республики Узбекистан, [сообщает](#) пресс-служба министерства.

При содействии Почётного советника Министерства занятости и трудовых отношений господина Ким Ён Се усиливается последовательный характер взаимодействия с корейской стороной в области трудовой миграции. В рамках тесного сотрудничества решаются вопросы по совершенствованию навыков в отношении кадровых ресурсов. Также в системе разрешения занятости налаживается процесс пребывания и возвращения кадровых ресурсов на родину в рамках допустимой политики между сторонами, поддерживается уровень занятости населения с учетом интересов сторон.

4. CAUSES OF DEATH

- **Top 5 causes of death**
- Road traffic injuries claimed about 3400 lives each day in 2012 – over 600 more deaths than in the year 2000 – making it among the 5 leading causes in 2012
- **Causes of child mortality**
- Pneumonia, diarrhea and malaria accounted for one third of all under-five deaths among children
- **Causes of death by region**
- The African Region is the only WHO region where communicable diseases still dominate, causing 61% of deaths in 2012

5.

- **БМТ Низоми** 1945 йил 26 июнь Сан-Франциско да **БМТ Анжумани** сунгида имзоланди ва 1945 йил 24 октябрь куни кучга кирди. **Халқаро Адолат Суди Низоми Низомнинг ажралмас қисмидир.**
- 1963 йил 17 декабрь Бош Ассамблея томонидан **Низомнинг 23,27 ва 61 моддаларига тузатиш киритилди** ва 1965 йилнинг 31 августида кучга кирди. **23 моддага киритилган тузатиш Хавфсизлик Кенгаши аъзоларини 11 тадан 15тага оширди.**
- Низомга мувофиқ равишда **Хавфсизлик Кенгаши уз зиммасига халқаро тинчлик ва хавфсизликни сақлаш масъулиятини олади.** Унда 15 аъзо булиб уларнинг барчаси бир овозга эга. Низомга кура барча **аъзо давлатлар Кенгаш қарорларига риоя қилишлари керак.**
- **Маслаҳат органи** Тинчликни сақлаш қумитаси ҳукуматлараро маслаҳат органи булиб низоларни бошидан кечирган давлатларда тинчлик қуриш уринишларини қуллаб қувватлайди.

6. Қатар Туркияга инвестиция киритиш учун имкон изламоқда

Қатарнинг Анқарадаги элчиси Аш-Шафий мамлакат Туркияга **инвестиция киритиш учун имкон** излаётгани ҳамда Қатар президенти 18 декабрь куни Эрдўған билан учрашиб, 14та савдо келишувини имзолашини маълум қилди. Элчи Салим ал-Муборак аш-Шафий Туркия-Қатар муносабатлари сўнгги йилларда **икки мамлакат ўртасида сиёсий ва иқтисодий алоқаларнинг жадал ривожланаётганини** таъкидлади. Шафий Қатар иқтисодиёт вазирлиги вакиллари Туркияга инвестиция киритиш масалаларини муҳокама қилаётганини қўшимча қилди. "Қатар Туркияга инвестиция киритишнинг ҳар бир имконини **баҳолаб чиқмоқда.** Мамлакат амири Шайх Ҳамад бин Тамим ас-Саний ва Туркия президенти Ражаб Тоййиб Эрдўған яқин кунларда Трабзонда учрашадилар. Биз Туркия билан 18 декабрь куни энергетика, иқтисодиёт ва туризм каби турли соҳаларда 14 битимни имзолаймиз. **Бу келишувлар икки мамлакатнинг алоқалари бундан кейин янада мустақамланиши учун хизмат қилади**", - деди элчи.

7. Ўзбекистон Мьянмадаги роҳингяларга гуманитар ёрдам кўрсатади

Ўзбекистон Мьянмадаги вазият, айниқса ушбу мамлакатда **мусулмон озчиликни ташкил этувчи роҳингяларга нисбатан зўравонлик ҳолатлари** ҳақидаги хабарларни **ташвиш билан қарши олди.** Бу ҳақда Ўзбекистон ТИВнинг сешанба куни эълон қилинган баёнотида айтилган.

«**Инсон ҳуқуқлари умумжаҳон декларацияси ва БМТ Низомида белгилаб қўйилган тамойиллар, шунингдек Ислом ҳамкорлик ташкилоти мақсад ва вазифаларига таянган ҳолда Ўзбекистон зўравонликнинг ҳар қандай кўринишини**

қоралаб, ирқи, тери ранги, жинси, тили, дини, сиёсий ёки бошқа қарашлари, миллати ёки ижтимоий келиб чиқиши, мол-мулки, бирор табақага мансублиги ёки жамиятдаги ўрнидан қатъи назар, ҳар бир инсоннинг барча ҳуқуқ ва эркинликлари сўзсиз таъминланишини ёқлаб чиқади», — дейилган баёнолда.

«Шу муносабат билан биз Мьянма ҳукуматини бегуноҳ мусулмонларга қарши зўравонликларга барҳам бериш ва уларнинг олдини олиш учун барча зарур чораларни қўллашга чақирамиз», — дея қайд этилади хабарномада.

ТИБ, шунингдек Ўзбекистон ҳукумати мьянмалик қочқинлар эҳтиёжлари учун гуманитар ёрдам юбориш тўғрисида қарор қабул қилганини билдирган.

Law Enforcement and Police Vocabulary Word List

- A)** Abuse, Academy, Accessory, Accidental, Accomplice, Accord, Accused, Action, Administer, Adopt, Affect, Affidavit, Against, Agency, Agent, Agreement, Alias, Alibi, Alienate, Appeal, Appoint, Appraisal, Armed, Arraignment, Arrest, Arson, Aspect, Assault, Assignment, Assistance, Attachment, Attitude, Attorney, Authority, Authorize, Autopsy
- B)** Backup, Badge, Bail, Ballistics, Bankruptcy, Bargain, Basis, Battery, Beat, Behavior, Belief, Blackmail, Bloodstain, Bobby, Bomb squad, Bond, Branch, Breach, Bribery, Brutal, Burden, Burglary
- C)** Capability, Captain, Capture, Career, Case, Cease fire, Challenge, Character, Charges, Cheat, Citizen, Civil, Claim, Code, Cold case, Collusion, Commission, Commit, Common-law, Community property, Community service, Complication, Conduct, Confession, Consent, Consideration, Conspiracy, Constable, Constitution, Contempt, Convict, Cooperation, Cop, Coroner, Corruption, Counterfeit, Court, Credit theft, Crime, Criminal, Criminal justice system, Criminology
- D)** Damage, Danger, Dangerous, Deal, Dealings, Decision, Dedication, Deed, Defendant, Defense, Deliberate, Delinquency, Democratic, Denial, Department, Deputy, Details, Detain, Detection, Detective, Determination, Deviant, Direct, Discovery, Disobedience, Dispatch, Disregard, District attorney, Documentation, Documents, Drugs, Duty
- E)** Educate, Education, Effect, Embezzle, Emphasis, Enable, Encumber, Enforce, Entail, Equality, Equipment, Ethical, Eviction, Evidence, Examinations, Examine, Execute, Experience, Expert, Extort, Extradition, Extreme
- F)** Failure, Fairness, Fake, Family, FBI, Fear, Federal, Felony, Fight, Fine, Fingerprint, Follow-up, Footprints, Force, Forgery, Formal charge, Fraud, Freedom, Friends, Full-scale, Fundamental
- G)** Gangs, Government, Grand theft, Guarantee, Guard, Guilty, Gun
- H)** Handle, Harmful, Helicopter, Helpful, Hiding, High-powered rifle, Hijack, Hire, Homicide, Honesty, Honor, Hostage, Hunch
- I)** Identity theft, Illegal, Immoral, Impeach, Imprison, Inappropriate, Incompetent, Indictment, Influence, Informant, Information, Initiative, Injury, Innocent, Inquest, Intelligence, Interests, Interference, INTERPOL, Interpretation, Interstate, Intuition, Investigate, Investigation, Irregular, Issue
- J)** Jail, John Doe, Joy, Judge, Judgment, Judicial, Jury, Justice, Juvenile
- K)** Kidnapping, Kin
- L)** Laboratory, Larceny, Law, Lawfully, Lawsuit, Lawyer, Lease, Legacy, Legal, Libel, Liberty, License, Lie detector, Lien, Lieutenant, Limits, Long hours, Lynch
- M)** Mace, Maintain, Majority, Malice, Malpractice, Manslaughter, Mayhem, Metal detector, Minority, Misdemeanor, Mission, Moratorium, Motorist, Murder
- N)** Nasty, Negligent, Negotiable, Negotiate, Neighborhood, Notation, Notification, Nuisance
- O)** Oath, Obedience, Obey, Obligation, Offender, Offense, Officer, Official, Opinion, Opportunity, Order, Organize, Ownership
- P)** Paperwork, Partner with, Partnership, Patrol, Pedestrian, Penalize, Penalty, Perjury, Perpetrator, Persistence, Petition, Petty, Phony, Plainclothes officer, Plead, Police,

Police academy, Power, Precedent, Prevention, Previous, Principle, Prior, Prison, Private, Probable cause, Probation officer, Problems, Procedure, Professional, Proof, Property, Prosecutor, Protection, Provision, Public, Punishment

- Q)** Qualification, Quality, Quantify, Quantity, Quarrel, Quell, Quest, Question, Quickly, Quirk
- R)** Radar, Rank, Reason, Record, Recruit, Redress, Reduction, Referendum, Refute, Regulations, Reinforcement, Reject, Repeal, Reported, Reports, Reprobate, Reputation, Resist, Responsibility, Restraining order, Restriction, Rights, Riot, Robbery, Rogue, Rules, Rulings
- S)** Sabotage, Safeguard, Safety, Sanction, Savvy, Scene, Scheme, Sealed record, Search and rescue team, Search warrant, Secret, Seize, Selection, Sentence, Sergeant, Seriousness, Services, Sheriff, Shyster, Sighting, Situation, Skillful, Slander, Slaying, Smuggling, Solution, Solve, Sorrow, Squad, Statute, Statute of limitation, Stealing, Stipulation, Stolen, Subdue, Subpoena, Succor, Summons, Suppress, Surveillance, Suspect, Suspected, Suspicion, Suspicious, Sworn, System
- T)** Tactic, Tantamount, Technique, Testify, Testimony, Threaten, Threatening, Thwart, Traffic, Transaction, Transfer, Treatment, Trespass, Trial, Trooper, Trust
- U)** Unacceptable, Unauthorized, Unclaimed, Unconstitutional, Undercover, Underpaid, Unintentional, Unique, Unit, Unjust, Unknown, Unlawful, Unlikely, Uphold
- V)** Vagrancy, Vandalism, Veteran, Victim, Victimize, Vigilante, Violate, Violation, Volume, Volunteer
- W)** Wanted poster, Ward, Warrant, Weapon, Will, Wiretap, Wisdom, Witness, Writ, Wrong
- X)** X-ray
- Y)** Yell, Yelp, Youth
Zeal, Zealous