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**A GUIDE TO
SIMULTANEOUSE
TRANSLATION**

Tashkent 2005

Ушбу қўлланма синхрон таржимага қизиқувчилар, олий ўқув юртарининг таржимонлик факультетлари талабалари учун мўлжалланган. Мазкур қўлланма синхрон таржима ҳақида назарий билим ва инглиз тилидан ўзбек тилига, ўзбек тилидан инглиз тилига синхрон таржима килиш йўллари, услубиятларига бағишланган машқларни ўз ичига олади.

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Introduction

The international relations of the Republic of Uzbekistan and the international conferences, forums, symposiums etc. which are held in the country are increasing the need for training professional simultaneous interpreters. Translation as an official or professional activity seems have been in existence since very early times. Some studies have indicatee its use even in Ancient Egypt. Interpreters have played important roles in history, during exploration and invasion campaigns, etc.

Recent interest in the field is associated with the emergence of sp cialized forms of professional interpreting, such as business interpreting conference inteðpreting, court interpreting, etc. The problem connectee with the simultaneous translation (conference interpreting) from English into Uzbek or from Uzbek into English has not been investigated yet.

This guide will be generally useful for the tralislation courses in Universities and colleges of higher education. It deals with the translation proceeding from the practical purpose of training students to translation. It includes a useful theoretical material and a set of practical exercises whicl are intended to learn the basic principles of simultaneous translation for beginning simultaneous translators. This book acquaints students with thi basic techniques of simultaneous translation.

However, the textbooks available for such courses are very few. The guide includes exercises to be carried out by the students. Many of these exercises involve translation from or into their mother tongue. The material is presented in such a way that it can be used in self-teachin situation or in a classroom. The first chapter gives an overview presentiri the fundamental principles and theory of simultaneous translation and the rest of the book expands and illustrates these principles.

The material presented here is borrowed from the writings of English and American linguists and translators and the guide takes the translatid principles explained by them and puts these principles into a ne framework as a guide for prospective translators to learn the translatic secrets when the langua-ges are non-related (like Uzbek and English).

The author is especially grateful to the colleagues of the Translation Institute in Brussels (Haute Ecole de Bruxelles) and European Commission Education Tempus Program who made many helpful suggestion the preparation of this guide.

CHAPTER I

SIMULTANEOUS TRANSLATION THEORY

§ 1. SIMULTANEOUS TRANSLATION AND ITS HISTORY

In simultaneous interpreting, the interpreter sits in an interpreting booth, listening to the speaker through a headset and interprets into a microphone while listening. Delegates in the conference room listen to the target-language version through a headset.

Simultaneous interpreting is also done by signed language interpreters (or interpreters for the deaf) from a spoken into a signed language and vice versa. Signed language interpreters do not sit in the booth; they stand in the conference room where they can see the speaker and be seen by other participants.

Whispered interpreting is a form of simultaneous interpreting in which the interpreter does not sit in a booth in the conference room, but next to the delegate who needs the interpreting, and whispers the target-language version of the speech in the delegate's ears.

None of these modes of interpreting is restricted to the conference setting. Simultaneous interpreting, for instance, has been used in large conferences, forums and whispered interpreting may be used in a business meeting.

The conference interpreters, in a way, become the delegates they are interpreting. They speak in the first person when the delegate does so, not translating along the lines of "He says that he thinks this is a useful idea..." The conference interpreting must empathize with the delegate, put themselves in someone else's shoes.

The interpreter must be able to do this work in two modes: consecutive interpretation, and simultaneous interpretation. In the first of these, the interpreter listens to the totality of speaker's comments, or at least a significant passage, and then reconstitutes the speech with the help of notes taken while listening; the interpreter is thus speaking consecutively to the original speaker. Some speakers prefer to talk for just a few sentences and then invite interpreters. The interpreter can perhaps work without notes and rely solely on their memory to reproduce the whole speech.

However, a conference interpreter should be able to cope with speeches of any length; they should develop the techniques of interpreting. In practice, if interpreters can do a five-minute speech satisfactorily, they should be able to deal with any length of speech.

It is also clear that conference interpreters work in "real time". In simultaneous, by definition, 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 interpreters must have the capacity not only to analyze and re-synthesize ideas, but also to do so very quickly.

In most cases nowadays simultaneous interpreting is done with the appropriate equipment: delegates speak into microphones, which relay the sound directly to interpreters seated in sound-proofed booths listening to the proceeding through ear-phones; the interpreters in turn speak into a microphone which relays their interpretation dedicated channel to headphones worn by delegates who wish to listen to interpreting. However, in some cases, such equipment is not available, and simultaneous interpreting is whispered. One of the participants speaks and simultaneously an interpreter whispers into the ear of the one or maximum two people who require interpreting services.

Clearly, simultaneous interpreting takes up less time than consecutive. Moreover, with simultaneous it is much more feasible to provide multilingual interpreting, with as six languages (UN) or even eleven (European Union). Given this advantage and widening membership of international organizations, more and more interpreting is being done in simultaneous.

Conference interpreting was born during World War I. Until then important international meetings were held in French, the international language at the time. During World War I, some high-ranking American and British negotiators did not speak French, which made it necessary to resort to interpreters. Especially after the Nuremberg trials (1945-46) and Tokyo trials (1946-68), conference interpreting became more widespread. It is now used widely, not only at international conferences but also on radio and TV programs.

The first experiment in simultaneous conference interpreting dates back to 1928, the VIth Comintern Congress. There were no telephones. The speaker's message reached the interpreters' ears directly. The first booth and headphones appeared in 1933 at the XIIIth Plenary Meeting of the Comintern Executive. A group of Russian simultaneous interpreters from Moscow formed part of the conference interpreter's team servicing the Nuremberg Trials and another one participated in the Tokyo Trials of the Japanese war criminals.

The interpreters who worked at those first conferences came out of the Nuremberg Trial Interpretation Service where they had made their debut as simultaneous interpreters. They had been young graduates of the Military Institute of Foreign Languages (established in 1942 on the basis of the Military Department of the Moscow Pedagogical Institute of Foreign Languages), where they were trained as military translators-interpreters (Mishkurov 1997), Moscow Institute of Foreign Languages, Moscow University, and the Institute of Philosophy and Literature (IFLI), as well as several staff members of the Foreign Ministry and the Society for Cultural Exchanges with Foreign Countries took a part in training interpreters (Gofman 1963:20). Some of the most capable among them formed the first post-war group of free-lance conference interpreters in Russia.

An International Economic Conference serviced with simultaneous interpreting was conducted in 1952 in Moscow, employing over fifty simultaneous interpreters with six conference languages: Russian, English, French, German, Spanish and Chinese. The lead language-changing mode is a purely national system based on one native tongue common to all members of the team of simultaneous interpreters, which in fact serves as a "lead language"

Since 1962 the United Nations Language Training Course in Moscow, at the Maurice Thorez Institute of Foreign Languages, set itself as a school where 5 to 7 simultaneous conference interpreters are trained annually for the Russian Booth of the UN Secretariat in New York, Geneva and Vienna.

A decade later, in 1971, a postgraduate Advanced Translating and Interpreting Schools at the same college introduced a two-year course of simultaneous conference interpretation in A to B and B to A language combination, if so desired by the student.

Simultaneous translation studies began after the invention of the multichannel tape recorder and were done at roughly the same time by several researchers at the end of the sixties and the beginning of the seventies (Henri C. Barik in the United States and Canada 1971; D. Gerver in the United Kingdom 1974; I. A. Zimnyaya in Russia and others).

Shiryayev writes that simultaneous interpretation as a specialized activity consists of Steps or Actions, each of which has several stages. The most important stages are: stage of orientation, stage of the search for, the translation decision and execution stage. When the speaking rate in the source language is slow, enough, stage one of step two follows stage three of step one there is no simultaneity of listening and speaking, in fact.

The simultaneous interpretation is a complex type. It is bilingual, sense-oriented.

Historically, research in conference interpreting can be broken down into four periods; early writings, the experimental period, the practitioner's period and the renewal period (Gile 1994)

The early writings period covers the 1950s and early 1960s. During this period, some interpreters and interpreting teachers in Geneva (Herbert 1952, Rozan 1965 Ilg 1959) and Brussels (van Hoof 1962) started thinking and writing about their profession. These were intuitive and personal publications with practical didactic and professional aims, but they did identify most of the fundamental issues that are still debated today.

The experimental period includes the 1960 and early 1970s. A few psychologists and psycholinguists such as Treisman, Oleron and Nanpon, Goldman-Eisler, Gerver, and Barik became interested in interpreting. They undertook a number of experimental studies on specific psychological and psycholinguistic aspects of simultaneous interpreting and studied the effect on performance of variability such as source language, speed of delivery, ear-voice span (i.e. the interval between the moment a piece of information is perceived and the moment it is reformulated in the target language), noise, pauses in speech delivery, etc.

During the practitioner's period, which started in late 1960s and continued into the 1970s and early 1980s, interpreters, and especially interpreters teachers, began to develop an interesting theory. There was much activity in Paris, West Germany, East Germany, Switzerland and other European countries, as well as in Russia, Czechoslovakia and Japan. Most of the research was speculative or theoretical rather than empirical, and most Western authors, except a group at ESIT (Ecole Supérieure d'Interpretes et de Traducteurs) in Paris, worked in relative isolation.

From a cognitive psychological point of view, simultaneous interpretation is a complex human information processing activity composed of a series of independent skills. The interpreter receives a meaning unit. He begins translating and conveying meaning unit 1. At the same time, meaning unit 2 arrives while the interpreter is still involved with the vocalization of meaning unit 1. Thus the interpreter must be able to hold unit 2 in some type of echoic memory or short term memory before interpretation. (Gerver 1971), Furthermore, while conveying unit 1, the interpreter is also verifying and monitoring the correct delivery of that meaning unit. The interpreter has to learn to monitor, store, retrieve, and translate source language input while simultaneously transforming a message into target language output at the same time.

There are, in fact, so many activities involved during simultaneous interpretation. Pedagogical approach should tease these activities apart, differentiate the component skills, and where possible, provide training experiences in each one.

§ 2. TEACHING METHODS TO SIMULTANEOUS TRANSLATION

Problems of training of conference interpreters have been the frequent subject of debate and research by translators as well as psychologists and linguists (Weller 1983; Gerver, Longley, Long and Lambert 1984; 1989; Moser-Mercer 1985; Schweda-Nicholson 1986; and Lambert and Meyer 1988). Chernov, Shvetser, Salamov, Barhudarov and others.

What qualities and skills are required for success as an interpreter in the field? Although relatively little empirical research has been carried out on this subject (Weiler 1983; Longley, Long and Lambert 1984; 1989; Moser-Mercer 1985; and Schweda-Nicholson 1986). A survey of articles written suggests some agreements of the following.

1. Profound knowledge of active and passive languages and culture.
2. Ability to grasp rapidly and convey the essential meaning of what is being said.
3. Ability to project information with a good voice.
4. Wide general knowledge and interest, and a willingness to acquire new information.
5. Ability to work as a participant or a delegate of the conference.

Furthermore, the actual exercises we propose can also serve as eliminatory tests in that. Student-interpreters may be discouraged from moving on to the next stage if they are unable to master graded skills, in the same way that wishing to drive a car and could not force gear or drive on the open road.

The skill of the University of Ottawa's interpretation is attractive its programme provides professional training in both consecutive and simultaneous interpretation. The curriculum includes compulsory and optional courses, a promotion examination before being admitted into second year, a practicum, and a final examination before a board of examiners. The programme is offered by rotation of courses over two years. It is intended primarily for part-time students, although those who place well in the admittance examination may be able to undertake the programme on full-time basis. In this university the professors think it is necessary to keep in mind the significance of translation as an instrument effecting symbols of culture. Translators or trainee translators would take a 'bridging course' in which the teaching of culture involved is central, and more than the mere teaching of language. It would be enable the translator to identify the areas of translability of the source language into the target language. He would try to discover the areas into which he can contrast a bridge, not only between two cultures. The languages, the language structure, the grammar and the phonetics in both must be taught. The translator must have access to the language history and literary of both languages, access to dialects, and familiarity with registers of both languages.

Simultaneous translation is taught after consecutive and that the basic principles of interpretation are mastered: correct listening, correct use of cognitive complements, ability to express idea clearly, so that the training in simultaneous can focus on the specific difficulty of that mode of interpreting. Training students in simultaneous translation is to produce worthy interpreters therefore; it is a heavy responsibility for teachers. The system designed for word translation has to be used for real interpretation where understanding sense and spontaneous are decisive.

As in all pedagogical approaches, translation should develop from easier to more tasks that are complex. The difficulty of simultaneous translation compared with consecutive are two fold: the proximity of source language, which rings in the interpreter's ears while he is speaking and the reduced time available for parallel thinking to associate cognitive complements to words.

With students who have a good training in consecutive translation these two difficulties can be overcome, if the students are taught (1) to keep the two languages strictly separate, (2) to prepare as thoroughly as possible the subject matter that will come under discussion in class.

Teaching interpretation and teaching languages are two different things. To start on interpreting course, students should have an excellent command of their foreign languages. A knowledge of languages is adequate for reading purposes, and never sufficient for interpreting.

In simultaneous interpreting, speed of understanding is of the essence; cognitive complements must be associated with language meaning within the second that sounds are kept in memory; one has no time to linger on sound discrimination or to look for a correct association with language meanings. Any wondering about the meaning of word or an expression delays the understanding of the next pieces of speech and destroys the consistency of the interpreter's translation.

Learning to interpret is not to focus attention on words but on the link between phrases and

word knowledge;

A correct understanding of language improves at a much more rapid pace than the correct active command of a language.

I don't believe that in order to learn how to swim, a child should be thrown into the water. Maybe a more concrete analogy would be to picture someone to learn how to drive a car with a standard shift. Whether the person took drivers' education course or whether a friend or relative taught him. He probably began by turning on the ignition, letting the car idle, and learning to master the brakes, clutch and gears before actually taking the car out for a ride. The analogy indicates how interpreters-trainees should be introduced to simultaneous interpretation. The training of interpreters today has become a responsible profession calling for careful planning as a research component, all of which aim to optimize changes for growth of the students and the profession itself.

§ 3. SHADOWING

Shadowing is one of the effective methods for training simultaneous interpreters. Shadowing is a word for word repetition, parrot-style of a message presented through headphones. This technique has often been used as a means of studying selective attention in cognitive psychology and usually serves to train beginning interpreters to listen and speak simultaneously in one language (in their mother tongue or A language) before attempting to interpret (from a foreign language, the B language, into the mother tongue).

Listening and speaking simultaneously is an acquired skill. Interpreters are not necessarily born with. The interpreters who do not master this work, they can develop bad habits. For example, we come across that some interpreters try to minimize the amount of speaking time when the delegate is actually vocalizing and compensate by trying unconsciously or not, to convey as much of the interpretation as possible during pauses in the speaker's presentation, thus yielding a highly uneven and staccato delivery.

Some cognitive psychologists (*e.g.* Norman 1976) distinguish between two types of shadowing, both of which are used as training exercises for beginning interpreters (see Lambert and Meyer 1988; Lambert 1988; Lambert 1989). Shadowing may be of two kinds: phonemic shadowing and phrase shadowing. *Phonemic shadowing* involves repeating each sound exactly as it is heard, without waiting for a complete meaning unit, or even an entire word.

The other form of shadowing, known as *phrase shadowing*, which requires the students to repeat the speech at longer latencies - more precisely from 250 milliseconds upwards - and lag behind the speaker, a meaning unit before beginning to shadow, as is the case with simultaneous interpretation.

Phonemic shadowing should be introduced before phrase shadowing. *Phonemic shadowing* serves mainly to determine whether the subject is able to cope with the mechanical aspect of interpretation, that is the ability to listen and speak simultaneously. This can be established in the student's A and B languages, *Phrase shadowing* can then be used to determine a student's ability to lag, although this exercise is more useful to train interpreters. Students who claim to be perfectly bilingual often perform very differently in the booth during shadowing exercises. More often than not, students perform relatively well when shadowing in their mother tongue but stumble, omit words, and become *j* incomprehensible when shadowing is in a weak B language. Studies in fact have shown that one cannot shadow what one does not understand, (Rosenberg and Lambert 1974).

Shadowing is usually a part of the training method employed with beginner interpreters, who first need to learn how to listen and speak simultaneously (first, from one language into the same language), before attempting to interpret (from one language into another).

Speech shadowing has been extensively used in various studies of speech perception and selective listening (Cherry 1953). While shadowing appears to be a fairly easy task for most speakers, there are apparently individual differences in the ability to shadow at very short latencies. Marslen Wilson (1973, 1975) was able to identify people who could shadow continuous speech, in the absence of a competing message, at a distance or lag only a quarter of a second, texts of ability to shadow at short distances, with increasing speed and complexity of the input message, could be valuable to us because they might well be predictive of a person's ability to become an efficient simultaneous interpreter, even though the average time between input of a given language and output in another, in simultaneous interpretation, is much longer than one quarter of a second (Carroll 1977).

The lag time in shadowing experiments seems to have an effect on the depth to which a shadowed message is processed. One can be asked to shadow with minimal lag or, on the contrary,

shadow with a lag similar to the interpreter would favour when interpreting from one language into another.

Shadowing technique is used as a pre-simultaneous training tool. Aspects of cognitive psychology and neuropsychological applications are incorporated in a variety of applied exercises.

The process of hearing a sentence and then repeating it with a slight delay known as shadowing – is followed by paraphrasing, and finally simultaneous interpretation, but simultaneous translation is an infinitely more sophisticated skill than simply speaking another language; even the most experienced interpreters are given a break after less than half an hour.

In another experiment, when a student shadowed without understanding (Chistovitch, Ahakrinskii and Abilian 1960) shadowing was then labeled as mere repetition and not active rehearsal or deeper forms of processing. In their experiment, Chistovitch found that when students chose to shadow without understanding, they gave accurate phonemic reproductions of speech sounds at very short latencies (ranging from 150 to 250 milliseconds), but could not subsequently recall the material they had just processed. This form of shadowing represents "shallow" human information processing (Lambert 1988). Those who shadowed with understanding, on the other hand, repeated the longer latencies (250 seconds and up).

Other studies have shown sophisticated correction by shadowers of errors made during shadowing (Marsel-Wilson, 1973, 1975). In the first experiment, Marsel-Wilson (1973) asked to shadow prose as extremely close delays, i.e. with lags of 250 milliseconds, which is about the duration of one syllable. When a student made errors in shadowing, the errors were syntactically and semantically appropriate given the preceding context. For example, given the phrase "He had heard at the Brigade...", some students repeated "He had heard that the Brigade...". In this particular case, that shares acoustic information with "at" and "is" also syntactically and semantically appropriate in the same position in the sentence.

In the second experiment, (Marsel-Wilson 1975) asked to shadow sentences that had one of the syllables mispronounced in a three-syllable word. Students never restored the word, that is to say, never repeated back what should have been said when the mispronunciations occurred in the first syllable. However, with mispronunciations in the second and third syllables, a significant proportion of restorations were made. If the mispronounced word was syntactically and semantically anomalous, restoration did not occur for any mispronounced syllable. These results indicate that restorations will not occur if the shadower does not have sufficient acoustic information and syntactic or semantic context to make the appropriate restoration. If context was the exclusive and overriding factor, one might expect students to replace the syntactically-semanticly anomalous word with the appropriate word. This did not occur, however, indicating that both context and acoustic information influenced speech processing (Massaro 1977).

What effect does shadowing have on comprehension and recall of input material? Carey (1971) found that shadowing did not hinder understanding in an experiment in which students either listened to or shadowed prose. The passage was recorded at 1, 2 or 3 words per second, and after the experimental task, students were given tests of word and syntax recognition as well as semantic retention. Shadowers' word recognition and semantic recognition scores were somewhat higher than those for listeners at the slowest rates, but these differences disappeared at faster rates. Simultaneous listening and speaking did not preclude understanding and recall in a relatively simple shadowing task. Carey even went on to propose the "shadowing facilitation hypothesis", which predicts that the extra psycholinguistic processes required in successful shadowing result in higher retention scores than simple listening. Carey claims that shadowing will have a facilitating effect on retention.

In a similar follow-up experiment, Gerver (1974) asked conference interpreter-trainee students a) to listen, b) to shadow and c) to interpret simultaneously three French prose passages into English. Subsequent tests of comprehension and recall showed that higher scores were obtained after listening than after simultaneous interpretation, which in turn, yielded significantly higher scores than after shadowing. Since the test scores were higher after passive listening than after simultaneous interpretation or shadowing it would appear that the simultaneity of listening and speaking present during shadowing may have impaired comprehension.

Gerver's results demonstrate that simultaneous listening and speaking can impair recall of the material listened to while speaking. They also show that such recall is better when complex information processing is an integral part of the simultaneous listening and speaking than when a relatively simple form of processing is involved (Gerver 1974). Although, as Carey demonstrated, analysis of meaning can occur while shadowing, simultaneous interpretation involves a compulsory analysis of the deep structure of the source language. Shadowing on the other hand, involves a less complex transformation of the message, analysis of meaning may be incidental rather than an integral part of the process.

It could be objected that the difference in recall between shadowing and interpreting might be due simply to the different demands placed on speech output by the two tasks; almost continuous speaking being required in shadowing but only intermittent speaking in simultaneous interpreting. In other words, recall after shadowing might be poorer because the shadower spends more time in simultaneous listening and speaking than the interpreter.

Both Gerver and Bank claim that interpreters try and minimize the amount of time when they listen and speak simultaneously. This can be done by waiting for a pause in the source language delivery, at which time the interpreter tries to convey as much information as possible (Goldman-Eisler 1968; Barik 1973). If this is true, then the delivery of the simultaneous interpreter is usually highly uneven and difficult for an audience to process. The interpreter has no control over the situation and is left completely at the mercy of the pace of the speaker. Beginning interpreters who have not learned to listen and speak simultaneously during the shadowing exercises often develop this unpleasant habit of waiting for the speaker to pause before they begin to interpret and have great difficulty. Whether the interpreter develops this habit because she/he feels that she/he can grasp the incoming message more clearly without the interference from his or her own voice, or whether the interpreter feels that she/he can monitor his/her own output better during these silent pauses is a moot point: the fact remains that the interpreter who opts for *this* type of interpreting has simply not learned to share his/her attention between listening and speaking and may have never been introduced to the shadowing exercise early in his/her training.

So, listening and speaking simultaneously is an acquired skill. Shadowing imposes a certain load on the cognitive capacities of the shadower. It is more than listening and speaking. As Miller (1963) pointed out, a speaker usually waits until the other speaker pauses before answering. Simultaneous interpretation imposes a different load on the cognitive capacities of the interpreter. Neisser (1967) mentions simultaneous interpretation in comparison to shadowing as evidence against a "motor theory" of speech perception.

In a sense, simultaneous interpretation is a form of "shadowing". However, it is not words, or articulatory movements that are shadowed. The translator who is obviously attending to, and understanding the incoming stream of speech, cannot possibly be imitating the speaker's vocalizations. His own vocal tract is occupied with an entirely different output. In fact simultaneous interpretation could be roughly described as shadowing, only into another language. However, interpretation is infinitely more complex and more demanding on the cognitive capacity of; the individual, given the added transformation of information presented to the interpreters in one language who then has to convey the same message into another language.

§ 4. SIGHT TRANSLATION

Some translators call "sight translation" as a text before drafting it in writing. In the booth, however, a sight translation must "sound" like the result of an oral communication and not like a written text.

Sight translation has an important role in preparing future translators to dictate their work. Here we shall focus on the role of sight translation in the training of conference interpreters only.

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.

From a human information processing perspective, sight translation appears to have more in common with interpretation (Moser, calls personal communication), as a number of variables such as time, stress, anticipation, reading for idea closure, not to mention the oral nature of the task they are either absent in written translation, or present only to a limited degree.

Sight translation can also be rendered more or less carefully. An unstressful sight translation would be one where the students are allowed ten minutes or so to read over a passage and prepare the vocabulary. A more stressful exercise would be to eliminate the preparation time and ask the student to begin translation immediately without even having read the text. This is often done in court interpretation situations, where documents are handed to the court interpreter for immediate translation before the judge.

Students are encouraged to use some basic public speaking skills such as reading ahead so as to anticipate where the sentence is going, handling difficult vocabulary either by paraphrasing or finishing a sentence once they have begun it rather than start, stop mid-way and start the same sentence over again, and finally speaking clearly, and convincingly.

Sight interpretation one step is closer to simultaneous interpretation. In that the message is

presented aurally to students as well as visually. In this case, students are given five to ten minutes to prepare a written editorial-type speech. Following this preparation, they are then asked to deliver a sight interpretation as it is being read to them through headphones. Students are told to follow the speaker who may or may not depart from the original text from time to time, and not to simply read from the passage as though it were a sight translation exercise.

It is simultaneous interpreter's task to make even the most complicated written information sound straightforward and clear to the listener. Under some circumstances this may mean extracting the main points of information from written text and presenting it in the form of a restructured "oral" speech. This where sight translation comes into play as the ideal means to achieve this goal, as the interpreter is master of his own reading speed and has often read speech before starting his interpretation.

Sight translation is an ideal tool, which, at this stage of the preparation the interpreter can use to assimilate technical terms in context and to develop the instantaneous translation reflexes to use technical terminology in a field in which he is no expert. These reflexes may cover difficulties ranging from pronunciation (e.g., the names of chemical compounds) to developing a certain ease in the use of terms that are rarely part of the interpreter's everyday vocabulary. This exercise will build up the interpreter's muscle memory. Moreover, sight translation allows the interpreter to prepare the more difficult passage of a speech quite thoroughly and provides a rehearsal before the actual conference.

Lastly, sight translation once it has been fully mastered develops simple speed-reading techniques, which are particularly helpful to the interpreter when preparing for a conference.

In simultaneous interpretation, sight translation is practiced in its most advanced form. Each time the interpreter works with a written copy of the speech that he is listening to. However, in addition to sight translating, the interpreter must check to be sure that the speaker does not depart from the written text. In this form of interpretation, the interpreter encounters most often difficulties in scientific and technical meetings. The more effortlessly the interpreter is able to process the written and the oral information, the more comfortable he will feel.

Surprisingly enough, it seems that most interpreters prefer to follow the written text very closely whenever it is available, rather than to rely on the oral information alone. Only the very best (and usually the best prepared) interpreters are able to interpret "live" under these difficult circumstances, without any help at all from written texts. Whenever written material is read at high speed the interpreter normally needs to resort to his visual perception to do several things: 1) check whether what the speaker has said was understood correctly; 2) complete this information by anything that has been lost aurally; 3) translate on sight as much information as is possible to convey.

Moreover, in simultaneous interpretation, the process of sight translation requires the interpreter's total concentration, as the written information will frequently take precedence over that received by ear. The faster the interpreter is able to sight translate, the more effective his interpretation will be.

A word for word translation should never be accepted, the student should analyze the text at all times. Any meaning unit that was not expressed clearly and logically should be repeated by the student if necessary without referring to the text. Teachers may find it helpful when students perform not to look at the text, but to play the part of the listener entirely. This presupposes of course that the teacher has thoroughly prepared and assimilated the assignment beforehand.

Students should demonstrate regularly! As students are usually exposed to sight translation before being exposed to consecutive and simultaneous interpretation, it is particularly important for them to compare their own performance to a model. A recorded version of the teacher's demonstration may be available to students for their homework.

Always ensure that students deepen their translation like a speech, not a written translation. This is probably the one feature of sight translation for students of conference interpretation. Most speeches, even when prepared in writing, contain certain redundancies, clichés, etc., Students must learn how to take advantage of these, to use them as "shortcuts" in their effort to attain a perfectly clear and logical translation of the speaker's idea, especially if the latter was poorly expressed.

It is well-known that we do not hear ourselves in the same manner as other people do. The only way to correct personal and poor speaking habits is through listening to one's own recordings. The students' performance must be regularly critiqued by their professor.

Sight translation incorporates most of the skills of a conference interpreter, especially the skills required to translate at speed. Therefore, it should be taught early in a training program. More importantly, it should continue to be taught until the end of the training program. It is however, debatable whether examinations in the skill of translation should be a part of the final examinations,

as it may be tested implicitly through exams in consecutive and simultaneous interpretation. A final examination in simultaneous interpretation must, in any event, always contain one exam during which the student is asked to interpret a speech whose written text he has received in advance and which he has had fifteen to twenty minutes to prepare.

As sight translation includes all these skills, it introduces students early on to all of them, step by step. Just as consecutive interpretation is an ideal preparation for simultaneous interpretation, sight translation may be equally useful as a preparation for both types of interpretation.

Students practicing sight translation should always work standing. They must learn how to master stage fright, to "think on their feet" and to feel generally comfortable circumstances.

§ 5. LISTENING AND MEMORY TRAINING

Listening represents the basic skill in any form of interpretation. Students are instructed to listen to a passage without taking notes. They are also told that they will later be asked to recall the main points of the passage they have just heard.

It should be pointed out at this stage that the instructor is not attempting to test the ability to repeat the information heard, asked to recall information. We highlight important components of the students' ability to listen, remember, and identify arguments in a given speech, without distorting the original meaning of the speaker.

Furthermore, introducing a language variable to the listening task by asking the student to practice the listening and memory exercises in both languages may also serve as a tool to measure a student's competence in the second language. In other words, the listening test can be introduced both in the student's dominant language or mother tongue to recall it in the same language (A to A) as well as in his/ her second or passive language (B language foreign language). Then the recall can involve both languages, e.g. into one's dominant language (B to A)

Students successfully completing all four listening and recall conditions as listed below can comfortably go onto a more difficult phrase: listening in A and recall in A; listening in B and recall in B; listening in B and recall in A; and listening in A and recall in B.

Text memory tests are based on the assumption that interpreters need to remember as well as understand the information conveyed by the speech that is to store the meaning of the speech. A grasp of the informational structure of a piece of text is assumed to facilitate comprehension in the case of simultaneous interpretation and recall in the case of consecutive interpretation.,

We must stress that pure linguistic understanding (what we might call "comprehension"), although necessary, is not a sufficient condition for the interpreter to be able to re-express ideas efficiently in another language. Interpreters must be able to seize meaning in a split second, and must therefore listen constantly in an active, attentive way, always asking themselves "What does the speaker mean?"

This active, attentive listening is quite different from other forms of listening, and has to be learned by the interpreter. Compare first of all active listening with the passive listening of everyday life, in a conversation or in front of our radio or television set.

How can interpreters order and stock ideas in their mind so as to facilitate recall as much as possible? Part of the answer lies in the use of mnemonic techniques. Though the interpreter attaches notions or "labels" to the ideas he wishes to recall. Let us look first at the use of a general mnemonic technique. A student for a job is asked to recall twenty words given to them orally, without being allowed to note down anything. The list is:

Father-house-tie-authorize-chemical-anxiety-love-photograph-mouse-plate-Wagner-sunshine-filing-cabinet-erase-spectacle-shark-presidential-Prague-undergo-teeth.

The student recalls all but three words: authorize, erase, and spectacle, but the seventeen words recalled are in a different order from that in which they were given. When a student is asked how he remembered so many, the student explains, "I imagined my father, wearing a tie, coming into the house. He looked anxious, because he thought he could smell chemicals. I remembered that I loved him and thought of the photo of him on my desk at home. I imagined him standing in front of a cabinet, and looking at a mouse in a plate. For Wagner I remembered an open-air performance I saw on television from the south of France. I just remembered shark, but I think it was because I had an imagination of it from the film Jaws. Presidential and Prague somehow fitted together for me because I admire all a lot. Undergo and teeth also fitted together because I just saw myself sitting in the dentist's chair "undergoing" treatment".

So what should we teach future interpreters? The answer is: techniques of interpreting. What does this mean? What kind of skills do we need to teach them?

Those skills are:

1. to listen in language 1;

2. to understand in language 1
 3. to memorize the information in Language 1
 4. to mentally translate, compress and edit the message from language 1 into language 2
 5. a) for consecutive interpreting: and finally to use words for the message in language 2;
 6. b) for simultaneous interpreting: and finally to use words for the message in language 2 while listening to the new portion in language 1.
- Separate training for each skill may include:

1.-listening A

This mainly requires a lot of attention and concentration, which is why it is necessary:

- to introduce some "distracting" or "annoying" elements such as sounds (background noises), flashing lights, excessive gesticulation, etc. in order to make it more difficult;
- to work simultaneously with two different texts both in Language 1;
- to work simultaneously with two different texts both in Language 2;
- to work simultaneously with two different texts: one in LI and other in Language 2; to use "shadowing", i.e. reading the text aloud while the trainer reads the same text simultaneously, introducing some new elements (changing figures, names, tenses, verbs, adjectives, etc.) with the comparison of the texts at the end;
- to introduce phonemic shadowing which involves repeating each sound exactly as it was heard without waiting for a complete meaning unit. This specific skill helps to develop the mechanical aspect of simultaneous interpreting in other words, the ability to listen and speak simultaneously.

Listening B: Selective Listening combined with phrase shadowing/ paraphrasing

- while practicing the so-called "selective listening", the student is exposed to two different messages. Each incoming message is presented to one ear through headphones. In such a case, the student is receiving two different incoming messages simultaneously. The task consists of "switching off one of the ears through which comes the "irrelevant" message and focusing all the attention on the "relevant" text. This specific training concludes either with phrase shadowing of the "relevant" incoming message or with later paraphrasing it.

2- understanding

Requires mainly language guessing and predicting skills.

A) Speed of presentation in language 1 is very important it is important to: train interpreters for the highest speed possible. B) Dialects and individual peculiarities of articulation (including defective ones) is another area for training. C) The capability for good linguistic guessing, predicting and anticipating elements in sequence can be trained by introducing unfinished sentences in both languages (Language 1 and Language 2). This training is also especially important to develop the interpreter's ability to "edit" unfinished or cut phrases produced by some people in their spontaneous speech.

3- memorizing the information

This requires skills such as instant, short, medium and long term active memory. It is necessary to work on:

- a) the capacity to encode and decode texts using any system (for consecutive interpreting); b) A good ear for any foreign names and toponyms; c) A good ear for figures and measures;
- Special training is required for all of these skills. Very useful exercises include:
- Memorizing poems, prose, radio news;
 - Regular dictation on figures, names and measures first in Language 1, then in Language 2 and finally mixing both languages in one dictation.

4- translating mentally

requires important skills such as the ability to compose edited texts based on certain key-words (or symbols) or good "editing" and text compression. Such skills need special training using the key-words methodology. The main options might be as follows:

- key-words are given in Language 1 and the task is to make an edited sensible text in Language 1.
- key-words are given in Language 2 and the task is to make an edited sensible text in Language 2.
- key-words are given in Language 1 and the task is to make an edited sensible text in Language 2.

- key-words are given in Language 2 and the task is to make an edited sensible text in Language 1.

- key-words are given in both Language 1 and Language 2 and the task is to make an edited sensible text in Language 1.

- key-words are given in both Language 1 and Language 2 and the task is to make an edited sensible text in Language 2.

5- *expressing with words.*

This requires the following skills to be developed:

For simultaneous interpreting:

- To speak while listening;

- The simultaneous "editing" of texts (working with macro-blocks on a syntagmatic level and "finishing unfinished sentences")

It is also true that if the speaker does not divide his own speech up rigorously it may be difficult to identify points to number so clearly; and if one reproduces such a cut -and -dried structure in the interpretation, where it was absent in the original, one risk distorting the speaker's message.

Yet it can also be an immense help to tick off points in your mind, using numbers to do so. More important, this brings us to the most important part of memory -that is, ordering of ideas with a view to their recall. When talking about analysis we stress the importance of concentrating on two key elements; the main ideas and the links between those ideas. By concentrating on these the interpreter will automatically be thinking of the speech in terms of its structure. And the speech will be easier to recall, even in points of detail, if you have its structure clear in your mind. To make the structure easier to retain, it may be useful to number the basic elements- main ideas or sections-in your mind. The interpreter can then use the basic structure of the speech as a kind of skeleton on which to hang the other elements of the speech. Let's consider an example:

"We feel that the free market approach to provision of social services, with its insistence on minimum state intervention, freedom of competition, deregulation and cost-effectiveness, though theoretically sensible has proven in practice to be a disaster. And why? Because in all cases, hospitals and health services, public transport, education, no free competition has been really possible. The service user has been faced in any one given area by a single private service provider facing no effective competition, which is able therefore to function as a monopoly. Those who are too destitute to pay for private services may, if they are lucky, fall back on residual public services, starved of money by the government and therefore unable to provide an adequate service. No real competition, no free market. And we are left with a dual society. Those who can afford to be exploited by private service-providing monopolies and those who cannot and therefore have to put up with inferior services".

This may be remembered in outline as:

Free-market approach (4 components) to social services failed in practice.

Why? No competition (3 areas quoted).

Single private service provider.

Therefore monopoly.

Only "competition" from underfunded public sector.

No competition= no market.

Dual society (describe).

This skeleton can then be used by the interpreter to provide a fuller version as follows. The free-market approach is characterized by the interpreter, using the four components mentioned by the speaker. The idea that it is "sensible in theory". The areas where lack of competition is cited can be recalled as health, education and transport, health inducing in turn the word hospitals. The single service provider can function as a monopoly because of the lack of "effective competition". The "residual" public services cannot compete because underfunded and - logical consequence-unable to provide "adequate" service (the example is taken from the basic principles of consecutive interpreting p.37).

No real competition, no free market. Dual society: the nature of the **dual** society to be filled in (logical conclusion to the whole argument) .It may be argued that such kind of training and analysis of ideas of the speech may be useful for preparation for consecutive interpretation. But it is obvious and it should be kept in mind that consecutive interpretation is an ideal preparation for simultaneous interpretation.

Thus, from a telegraphic recollection of the basic structure of the speech the interpreter is able to flesh out the information so as to provide a complete version of the original. They do this by mobilizing all possible means at their disposal. They use the basic structure as a starting point

from which to induce other ideas of detail. They may perhaps number elements to facilitate recall (the three areas of social services cited, for example). They should mobilize their pre-existing cognitive knowledge for example, recalling the four components of the free-market approach will be much easier if one knows roughly what such an approach is, without in any way having to be particularly competent as an economist. And the interpreter must think logically, accompanying the speaker's own logic ideas so as to reproduce it faithfully.

§ 6. CLOZE OR DELETING WORDS

The cloze procedure is a method of test construction which consists of deleting words, say every 10th word, and asking the students to fill in the blanks. The term *cloze* comes from the psychological concept of closure which is the perception of apparent wholeness of visual or auditory inputs that are actually incomplete. Through closure, the missing parts are ignored or compensated for by projections based on past experience.

The cloze technique was used extensively during experiments on bilingualism and is used increasingly as a test of foreign language proficiency.

Stubbs and Tucker (1974), for example, think that the cloze technique represents an extremely useful evaluative tool for specialists and pedagogical device for the teacher in the field because it is a good index of general language proficiency, which has lexical, syntactic and semantic aspects of language processing. Since one of the foundations of language skills is the capacity to anticipate elements in sequence, especially when the elements are generated within the confines of time.

Oiler (1972) felt that the cloze procedure was an excellent device for testing. Oiler defined the constant role which prediction plays during comprehension of written or spoken language as "expectancy grammar." Anticipation and prediction are constantly during simultaneous interpretation too.

Furthermore, since one of the foundations of language skills are the capacity to anticipate elements in sequence, especially when elements are generated within the confines of time. An aural form of the cloze test was devised in a study of criteria for selecting conference interpreters (Gerver 1984:). The test can be carried out in the mother tongue, as well as in the foreign second language, the idea being that the more proficient a person is in a foreign language, the less difficult it is to cloze on the incomplete material in that language.

In the cloze test, fill-ins of the blanks can be scored either for the exact word or an acceptable synonym. Stubbs and Tucker (1974) provide an explanation on how to construct and score such a test. Briefly, they recommend a few sentences to be left at the beginning and at the end of the passage to provide context. Each student's test is scored twice, first for exact replacements and second, for any contextually acceptable alternative. The text can be taken directly from a newspaper and photocopied with every tenth word deleted by using "white out" or by blackening the word with a felt marker, indicating to the subject where the word has been deleted.

§ 7. EQUIVALENCE IN TRANSLATION

Some linguists define translation in terms of equivalents relations (Catford 1965; Nida and Taber, 1969; Toury, 1980; Pym, 1992, 1995; Koller, 1995) while others reject the theoretical notion of equivalence, claiming it is either irrelevant (Shell-Hornby 1988) or damaging (Gentzler 1993) translation studies. Yet other scientists are a middle position. Baker uses the notion of equivalence 'for the sake of convenience- because most translators are used to it rather than because it has not any theoretical status' (1992: 5-6). Thus, equivalence is variously regarded as a necessary condition for translation, an obstacle to progress in translation studies, or a useful category for describing translations.

The equivalence is the relationship between a source text and a target text that allows the target text to be considered as a translation of the source text in the first place. The above definition of equivalence is not unproblematic, equivalence is supposed to define translation, and translation, in turn, defines equivalents.

Unfortunately, few attempts have been made to define equivalence in translation.

Linguists who maintain that translation is predicated upon some kind of equivalence have, for the most part, concentrated on developing taxonomies of equivalence, focusing on the rank (word, sentence or text level) at which equivalents are said to obtain (see, Baker 1992) or on the type of meaning (denotative, connotative, programmatic, etc.) that said to be held constant in translation.

Investigations of the essential nature of equivalents remain the exception.

At various levels, and loosely following Koller (1979:187-91, 1989: 100-4), equivalence is commonly established on the basis of; the source language and target language words supposedly referring to the same thing in the real world, i.e. on the basis of their referential or denotative equivalence; the source language and target language world triggering the same similar associations in the minds of native speaker of the two languages, i.e. their connotative equivalence; the source language and target language words being used in the same or similar contexts in their respective languages, i.e. what Koller (1989:102) calls text-normative equivalence: the source language and target language words having the same effect on their respective readers, i.e. pragmatic (Koller 1989: 102) or dynamic equivalence (Nida 1964); the source language and target language words having similar orthographic or phonological features, or formal equivalence.

Baker (1992) extends the concept of equivalence to cover similarity in source text and target text information flow and source text and target text device's play in their respective texts. She calls these two factors combined textual equivalence.

Newman (1994: 46 95) stresses that not all the variables in translation are relevant in every situation, and that translators must decide which considerations should be given priority at any one time, establishing a kind of functional equivalence (see also Neubert 1994).

O.Kade (1968) and other writers on lexical equivalence, in particular in the areas of terminology (see for example, Arnts 1993; Hann 1992), combine the above qualitative distinctions with a quantitative scheme that categorizes equivalence relationship according to whether there is: a single expression in the target language, a single source language expression, i.e. one- to-one equivalence; more than one target language expression for a single source language expression, i.e. one-to-many equivalence; a target language expression that covers part of a concept designated by a single source language expression, i.e. one-to part-of- one equivalence; or no target language expression for a source language expression, i.e. null equivalence.

Catford confirms an extralinguistic domain of objects, persons, emotion, memories, history, etc., features of which may or must achieve expression in a given language. Translational equivalence occurs, he suggests, when source texts and target texts are relatable to at least some of the same features of this extralinguistic reality, that is when source text and target text have approximately the same referents (1965: 50,). Catford thus relies on an essential theory of meaning, an approach which is too narrow. (Bassett', 1980/1991)

Thus, the general view in translation studies soon came to be that equivalents are the relation between texts in two different languages, rather than between the languages themselves. This step liberated studies from debated on interlingual translatability based on entire language system with all their unactualised meaning potential (see Koller 1979; Pym1995:157--8).

Such debates had centred on incompatibilities between the words of a speaker of different languages and on the structural dissimilarities between languages. The attention was focused on texts and utterances, many of the potential and functions of words and structure in a languages system could be eliminated by reference to their cotext and context, making translation more realistic.

Toury (1980, 39) identified two main use of the term equivalence: first, equivalence could be "a descriptive term, denoting concrete objects-actual relationship between actual utterance in two languages recognized as target texts and source texts -which are subject to direct observation".

This definition regarded equivalence as an empirical category which could be established only after the event of translation .Toury contrasted this approach with equivalents as a theoretical term, denoting an abstract, ideal relationship or category of relationship between target texts and source texts, translations and their sources.

Toury's empirical category of equivalence has much in common with Catford's textual equivalence. A textual equivalent is defined as any target language form which is observed to be the equivalent of a given source language form (text or portion of text), (1965: 27) Equivalent forms can be matched by appealing to the intuition of bilingual informants or by applying more formal procedures such as commutation (Catford 1965: 27-8), a method of discovering textual equivalents which consists of asking a competent bilingual informant to translate stretches of text and then systematically introducing changes into the source language text to establish how each change is reflected in the translation. Textual equivalence is, according to Catford, an empirical, probabilistic phenomenon. The probability that a given source text form will be translated as a given target text form can be calculated on the basis of previous experience and recast as a probabilistic translation rule (Catford 1965: 31)

§ 8. THE BASIC PRINCIPLES OF SIMULTANEOUS TRANSLATION FROM ENGLISH INTO UZBEK

It is necessary to clarify the general principles of translation in order to describe the basic ways of simultaneous translation from English into Uzbek.

Translation is the replacement of a representation of a text in one language by a representation of an equivalent text in a second language. Text in different languages can be equivalent in different degree (full or partially equivalent), in respect of different levels of presentation (equivalent in respect of context, of grammar, of lexis, etc.) and at different ranks (word- for word, phrase -for - phrase, sentence- for - sentence).

Languages are different from each other, they are different in form having distinct codes and rules regulating the construction of grammatical structures of a language and these forms have different meanings.

Language is a formal structure, a code which consists of elements and can combine to signal semantic 'sense' and, at the same time, a communication system which uses the forms of the code to refer to entities (in the world of the senses and the world of the mind) and create signals which possess communicative 'value'.

The translator has the option, then, of focusing on finding formal equivalents which preserve the context- free semantic sense of the text at the expense of its context- sensitive communicative value or finding functional equivalents.

The choice (and it goes back to classical times; Cicero 46BC) is between translating word for word (literal translation) or meaning for meaning (free translation).

To specify the choices which are available to the communicator and the functions of such choices is needed. (See Susan Bassnett - Mc Guire, 1982).

We must work out not only the semantic sense of each word or a sentence in the text but also communicative value, its place in time and space and information about the participants involved in its production and reception. Putting questions to the semantic sense of the text we can reveal semantic components of a text. Their names are What? And Why? And When? And How? And Where? And Who?

Each of these questions defines one (or more) parameters of variation:

What? is the message contained in the text: the content of the signal; the content of the speech acts.

Why? orients us towards the intention and the purpose of the text. So our task as receivers of texts is to tease out the primary function from those which are secondary.

When? is concerned with the time of the communication realized in the text and setting it in its historical context; contemporary or set in the recent or remote past or future.

How? is ambiguous, since it can refer to:

(a) manner of delivery: serious, irony etc.

(b) medium of communication: the mode of the discourse; the channel(s)-verbal/non-verbal speech/ writing-selected to carry the signal.

Where? is concerned with the place of the communication; the physical location of the speech event realized in the text.

Who? refers to the participants in the communication; the sender and receiver. Both spoken and written texts will reveal, to greater or lesser extent, characteristics of the speaker or writer as an individual and also, attitude the sender adopts in relation to the receiver and to the message being transmitted.

Thus, the speaker should focus on each message: who the sender of the message is, the intention or purpose of the speaker, when and where the action is taken place and how the message is delivered.

To express ideas clearly and effectively, you must first have them clear in your own mind. It follows that if you wish to re-express someone else's ideas without having the possibility of repeating them word for word - which is the case for the interpreter - then you must make a clear, structured analysis of them. And making that analysis you have to understand the individual ideas that are the basic building blocks of a speaker's speech.

We must understand not of words but of ideas, for it is ideas that have to be interpreted. Obviously, you cannot understand ideas if you do not know the words the speaker is using to express them, or if you are not acquainted sufficiently with the grammar and syntax of the speaker's language to follow the ideas.

In connection with the notion of 'not knowing words', it is best to address here what is

probably one of the two commonest questions put to conference interpreters by non-interpreters: "what do you do if they do not know a word or an expression that you hear in a speech?"

The answer to this has already been partially given, that the interpreter has to understand ideas, not words. It may well be perfectly possible to understand a speaker's speech without actually understanding every single word and expression be used and without having to reproduce all of those terms in the interpretation. For example, imagine that a delegate says:

"I don't think that the advisory committee is the appropriate forum for discussion of this point. What is important is that the groundwork be done in the technical working parties, in order to prepare the basis for a decision in the executive committee".

Let's assume that the interpreter understands neither "forum" nor "groundwork". Yet this does not prevent them from understanding that the advisory committee is not the right place to discuss the matter, and the question has to be properly prepared for the executive committee by the technical working parties. The interpretation is possible without all the words and without changing the meaning.

There are other occasions, however, where a word is too important. For example: "**Given the topography of the country, the construction of motorway has been very expensive. The Norwegians have found the solution to their financing problems by imposing tolls. And these tolls are pretty expensive. The roads are wonderfully built, a pleasure to drive upon, with beautiful scenery, but when the poor driver gets to the end of the journey and has to pay the toll, he certainly feels that his money is little**".

The key word here is "toll", and if the interpreter does not know it he can hardly avoid it. But the interpreter can also benefit from working in consecutive. By the time they start interpreting they will have heard the whole speech, and should have been able to deduce the meaning of "toll" from context. Thus, again, it is possible for the interpreter to work satisfactorily, indeed in this case totally accurately, without their having known in advance all the vocabulary used by the speaker.

Two further points should be made here. First, interpreters must accept that there are times when they do not know a word or an expression, can neither avoid it nor deduce its meaning from context, and are consequently stuck.

On the other hand, the interpreter does not have the right to "betray" the delegates by missing things out or guessing at meanings in order to hide their ignorance. In order to understand meaning without knowing all the lexical items, and still more in order to deduce meaning from context, the interpreters must in any case have a thorough knowledge of their foreign language.

Second, there may be a logical cause, as in "The American government has been exerting greater pressure on the Columbian authorities, because the illegal import and consumption of cocaine for that country are again on the increase." The interpreter must likewise remember all words like "as", "since" or "due to".

Third, ideas may be sequential, following on the one another, but without logical cause or consequence. In such cases sentences may be simply juxtaposed or the ideas linked with the word "and". Here it must be noted that when ideas are simply juxtaposed-where the link is what we might call a 'zero link' the interpreter must not fall into the trap of creating another link artificially. Although key words such as "because" and "therefore" should not be omitted, to create a link where there is not in the original is an equally serious mistake.

The basic types of links are **logical consequence, logical cause, and sequential ideas**. They may be linked by certain form of speech that the interpreter should know. Sequential link is particularly important.

So, you cannot understand ideas if you do not know the word the speaker is using to express them or if you are not acquainted sufficiently with the grammar and syntax of the speaker's language to follow the ideas.

In order to attain the fullest information from one language into another one lexical and grammatical substitutions are very helpful.

By substitution we understand the replacement of one part of speech by another or one form of a word by another one, a word or, a word group by its synonym.

In the process of simultaneous translation words and word groups with common semantic component may be substituted by one another because they make the interpreting easy. If an interpreter forgets one he recalls the other. The substitution of words with common semantic component by each other doesn't influence on the general sense of speaker's speech in translation. Example:

Whole, wholeness, fullness, completeness, unity, whole number, ensemble, complex, totality, sum, universality etc;

Conference, talks, symposiums, seminar gathering, exchange of views, assembly, council, round

table conference, session, meeting, etc; agreement, uniformity, mutual understanding, convention, consensus, conformity, cooperation, joint effort, collaboration etc.

The main semantic base of the utterance may include first all the predicative and the subject. Some translators say that the semantic base may be expressed first of all by the predicative but professor Kolshanskiy J.V. writes that the predicative can not be the semantic base of the sentence, only together with the subject the main content of the utterance might be realized.

Baric wrote in order to achieve any kind of performance level, the translator has to consider units of meaning rather than person on the basis of more mechanical word by word process. It is thus more appropriate for the translator to listen to the whole meaning unit is being formulated by source or speaker and undertake to translate it once it is completed.

If the interpreter pays his attention to the ideas and the sequence and links of these ideas of the speech of the speaker the grammatical obstacles which cause difficulties in translation from English into Uzbek disappear.

The interpreter must develop his ability to restructure immediately the speaker's speech for the purpose of sequence of ideas during translation process. The interpreter must keep in mind that in translation he should focus on not the consecutive order of the speech but on the consecutive order of ideas conveyed by him in that language he is translating.

Here is an example for the translation of the main ideas simultaneously:

Mr. president, distinguished ladies and gentleman	Жаноб президент, хурматли хонимлар ва жаноблар.
I would like to touch on a problem which in many ways bedevils the developing countries Asia, Africa and Latin America. Since the adoption of the resolution on the Development Decade this General Assembly has increasingly turned its attention to the great problem of disparity between the standards of living of the developing and developed countries.	Мени қийнаётган ривожланаётган мамлакатлар, Африка, Осиё ва Лотин Америкадир. Бош Ассамблея ўз диққатини қаратган муҳим муаммо-ривожланган ва ривожланаётган мамлакатлар ўртасидаги яшаш шароитининг тенгсизлигидир.
The turning point came in 1964 when at the first session of UN Conference on Trade and Development the international community took a pledge to tackle this problem in a systematic and concerned manner and gave to itself the machinery and the framework of the dynamic international policy for achieving this problem.	1964 йилда БМТ ташкилоти конференциясининг биринчи сессиясида халқаро жамият чуқурроқ бу муаммони ўрганишга ваъда берган эди ва халқаро ривожланиш сиёсат тизимини ишлаб чиқадан эди.
The United Nations Conference on Trade and Development has completed two years of existence	БМТнинг савдо ва ривожланиш ҳақидаги конференциясига 2 йил бўлди
The progress in the implementation of the recommendations adopted at the first session of the Conference has been disappointing	Тавсияларнинг амалга ошиши ачинарли бўлмакда.
The annual report of the Secretary General to the trade and Development Board which has just concluded its session in Geneva shows that the developed countries lack the will to implement the recommendations.	Бош котибнинг Женевадаги биринчи сессияда қилган йиллик ҳисоботда ривожланган мамлакатлар тавсияларни амалга оширишга хоҳиш билдирмаётганлари кўрсатилади.

Dear friends! We, the aviators of our country are the first to meet all guests at the steps of our airplanes. This time, Uzbekistan airways is honored to be the general carrier and one of the sponsors in the 12 th International Film Festival	Қимматли дўстлар, биз, мамлакатимизнинг авиаторлари биринчи бўлиб ҳамма меҳмонларни самолётнинг зинапояларида учратамиз. Бу гал Ўзбекистон ҳаво йўллари манзилга етказиш бўйича 12-халқаро фильм фестивалининг хомийсидир.
Delegations and guests of the film festival were transported by our modern and comfortable liners the Boeing 767 the Airbus A310 and the IL 86 which regularly fly from Tashkent to many countries of Asia, Europe and the US	Делегатлар ва фильм фестивалнинг меҳмонлари замонавий қулай лайнерлар бўлган Боинг 67, 310 ва ИЛ84 самолётларида манзилга етказиладилар. Бу самолётлар мунтазам Тошкентдан Осиё, Европа, АҚШ ва кўп мамлакатларга учадилар.
We are proud that our wings help our guests and cinema-tographers at the festival to get to know our young, independent country better.	Биз фахрланамиз, чунки бизнинг самолётлар меҳмонларга ва кинофотографларга ёш мустақил мамлакатимизни яхшироқ билишларига ёрдам берапти.

The syntactic parallel between English original and Uzbek translation is impossible. But in simultaneous translation in order to follow the English speech in Uzbek translation the interpreter should have the ability to link the words not destroying the grammatical rules of the Uzbek language and in some cases to recall the meaning of the verb which is used as a predicate.

Compare:

Dear film workers Dear friends I have a great pleasure both on behalf of the Uzbek people who pay high estimation to the science, art and culture from of old, and personally myself to welcome here, on the unique land of Uzbeks, all the film makers coming from different countries and continents.	Қимматли фильм ижодкорлари қадрдон дўстлар. Мен мамнуният билан ўзбек халқининг фан, санъат ва маданиятга юқори баҳо берувчилар ва шахсан ўз номидан, хуш келибсиз дейман ўзбекларнинг нодир ерига, ҳамма фильм ижодкорларига, ҳар хил мамлакат ва китъалардан келганларга.
It is not occasionally the Tashkent film forum is held under the motto of: "Common to all Mankind values, and national pro-gress". This of course, will inspire the film festival in Uzbekistan.	Тошкент фильм форумининг девизи "бутун инсоният қадриятлари ва миллий ривожланишдир". Бу албатта кинофестивални руҳлантиради.
Only in case of priority of such as the unity peace, friendship and cooperation, every people and every nation can live with prosperity and bilt a just and democratic society.	Фақат бирдамликда тинчлик, дўстликда, ўзаро муносабатларда ҳар бир халқ ва ҳар бир миллат юксак ва ҳаққоний демократик жамиятни куради.
I am sure the Tashkent film festival will awake(Remember the meaning of the predicate) in the people's hearts the bright hopes and be used for the ideas of freedom, peace, unity, friendship and fraternity, as well as for interfication, closing in culture and spirit of the countries and peoples and strengthening mutual confidence and respect, as well.	Мен ишонаманки, Тошкент кино фестивали кишиларнинг юрагида умидлар ва овозлик, тинчлик, бирдамлик, дўстлик ва қардошлик шу билан бирга ўзаро жипслашишни, яқинлашишни маданиятда ва мамлакатлар руҳиятида, мустақамлик ўзаро ишонч ва хурмат хисларини уйғатади.

Let me cordially welcome you once more in the land of sunny Uzbekistan and wish all successes in the film festival

The question of Namibia which is now before the general Assembly for consideration is the question without doubt which reveals fully the deadly consequences of apartheid, racism and colonialism, these scourges of humanity, thus one can see from the impressive number of speakers on this question the particular importance that practically all members of our Organization attach to the present deliberations within the assembly. My delegation which has carefully followed the debate and carefully studied the reports of the United Nations Council for Namibia and the special Committee of 24

Regarding Namibia feels a deep -seated concern w'th regard to the clear deterioration of the situation in that territory throughout the period covered by those reports. Indeed we see clearly from the two documents that the apartheid regime of South Africa flouting the resolutions adopted at the thirty second session and other resolutions of the United Nations concerning Namibia in particular.

Security Council resolution 385 (1976) which established the framework for an acceptable international settlement of the Namibian question has accentuated further its system of oppression and inhuman exploitation of the Namibian people, thus the racism colonialist regime of Pretoria with its typical distorted attitude has perpetration frenetically brutal acts of repression against the people of Namibia characterized by unwarranted massacres of the civilian population as well as massive arrests of the south west African people's organization. To express their domination in that part of Southern Africa the apartheid regime has perpetrated multiple acts of provocation and aggression against Angola and Zambia causing considerable numbers of casualties and material .damage.

Намибия территориясида ва'ияг ёмон эканлигини хабар килади.

Хавфсизлик кенгашининг 385 (1976)-резолюцияси уз дик-катини Намибия халкини беша-фкат эксплуатация, иркчилик, колониал режим, ёцпасига камокка олиш Намибия халкига булган кугтол харакатга каратди Аппартевд Ангола ва Замбияга карши агрессия хам уюштирган.

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Хуш келибсизлар яна бир бор куёшли Узбекистонга ва х,амма муваффақиятлар кинофестивалга булсин.

Намибия муаммоси Бош Ассамблея олдида турган мухлм масаладир Ашшртеиднинг ёмон асорат-лари, иркчилик, колониализм -бу мухлм масаладир, Менинг делегахщям жуда пухта БМТ кенгашининг ва алохдда комитетнинг хисоботи-ни урганиб чикди.

The following ways may belong to syntactic, lexical and semantic compressions for translation from English into Uzbek:

1) division of complex sentence into several simple sentences.

Ex: I saw the beautiful place where then I remembered how I had spent the days with my girl friend there -мен жуда чиройли жойни курдим. Кейин киз уртошм билан у ерда утказган кунларим ёдимга тушди;

2) substitution the subordinate clause by participle or participial constructions. Ex: The book which was written last year was sold- утган йили ёзилган китоб сотилди;

3) substitution of participial constructions by nouns or noun phrases. Ex: A piece of electric equipment used for cutting into very small pieces -майдалагич ёки гутт майдалайдиган;

4) substitution of word groups by one word and the full names of states or organizations by their shortened forms. Ex: involving the use of force - мажбурий; the United States of America - АКШ;

5) lexical compression is to express the ideas with a few words. Ex: In particular, attention should be given to the use of appropriate and or intermediate technology wherever possible - керакли ва уртача технологияга эътибор каратилиши керак;

6) Semantic compression is the use of pronouns instead of notional words. Ex: Tom and John went to the garden. - Улар бокда кетишди.

In order to keep the simultaneity of the English speech and its Uzbek translation it is possible to break the sentence of the source language into two simple sentences.

For example:

Uzbekistan airways is one the youngest air companies in the world and within its short time of existence has already become internationally known taking its place in the world market.

It was founded five years ago in January 1992 it is a member of International Civil Aviation Organization, a full member.

Uzbekistan airplanes carry out regular flights from Tashkent to various international airports, such

New York, Amsterdam, London, Frankfurt, Athens, Istanbul, Pekin, Delhi, Seoul, Kuala-Lumpur in total more than 20 international destinations, about 19 destinations within CIS and 16 destinations in side of the Republic as well.

The extent of Uzbekistan airways air routes is more than 2 million kilometers. New routes are being rated regularly.

Uzbekistan airways boasts a vast fleet of air craft including Airbus A 310'S Boings, IL 62'S IL-86'S, TU-154'S and IL- 76'S.The airbus 310 has been used successfully as international routes. At the end of 1996 and March 1997 two new Boeing -767'S were added to the fleet. Recently, the British French hner RJ-85 began to fly the Uzbekistan sky, providing passengers wide international style services

I now give the floor to the honoured delegate of Tanzania.

Mr President, the question of Namibia is the question for consideration before the General Assemble.

Without doubt

Нью Йорк, Амстредамга, Лондонга,Франкфуртга, Афина, Истамбулга, Пекин, Дехли, Сзул умум.и хисобда 20 та халқаро 19 та МДХ ва мамлакат ичкарасида 16 та жойга учеди.

Узбекистон ҳаво йулларининг йуналиши 2 миллион километр-дан ошгандир. Янги рейслар куши л моқда.

Узбекистон ҳаво йулларида қатта тез учадиган самолётлар мавжуд. Улар А 310, Боинг, ИЛ 62 С, ИЛ 86 С, ТУ 154 С ва ИЛ 76 С.лардир. 310 самолётлари халқаро масофага муваффақият-ли учадиган рейсдир. 1996 йил охирида ва март 1997йилда ик-кита янги Боинг 767 самолёти кушилди.

Яқинда Британия Француз лайнери РЖ-585 уца бошлади Узбекистон осмонида пасажир-ларга халқаро усулда хизмат курсатилади.

Суз Танзания делегатиға.

Жаноб раис,

Намибия - Бош Ассамблея куриб чиқадиган масаладир.

Шубҳасиз

These are the deadly consequences of apartheid, racism and colonialism, scourges of humanity. Solutions to the problems of development are best formulated within the context of the socio-economic framework of the country. Muammolarни энг яхши хал этиш социал иқтисодий ва тех- никавий вазиятдаги ҳар бир мам-лакатга тегишлидир. Шундай қилиб ресурслар равишдадир maximum extend and манбалар ВЕ импорт dependence on imported techlogies is diminished

In this way, available resources are utilized to the maximum extent and dependence on imported techlogies is diminished

To sum up, the interpreter must pick up the halfdozen or so ideas that make up the backbone of the speech and lay sufficient emphasis on them in the interpretation; verbal redundancies should be cut down to a minimum; digressions, comparisons and compression may be kept in the translation but should have the right relative weight in the overall context of the speech.

The first key to understand a speech is the identification of the main ideas; the second is an

analysis of links between those ideas. A speech is not just a sequence of juxtaposed sentences. The sentences are related to one another in particular way, and it is this relationship that determines the overall meaning of a speech.

§ 9. THE BASIC WAYS OF SIMULTANEOUS TRANSLATION FROM UZBEK INTO ENGLISH

The general view in translation studies came to be that equivalents were relations between texts in different languages rather than between languages themselves. When the languages are non-related especially Uzbek - English and the grammatical structures are different the interpreter must be more creative and be ready to change the structure of the sentences given in the speech of the speaker.

The more interpreters are in a position to express the speaker's ideas in their own words, the better will be the quality of communication between the speaker and the audience, the interpreter being merely medium for that communication. This is surely the greatest paradox about the interpreter; the more creative the interpreters they are faithful to the text; the more original they are to communication-, the less obtrusive they are to the participants in a meeting! The best creative interpreters are the ones least noticed by their delegates.

In order to make a speech your own, as we said, you must have grasped it intellectually, fully understood and analyzed the ideas to be conveyed. But this is only half the battle.

"One cannot reject the importance of the interpreter's target-language skills. The interpreters must continue to work on their target foreign language, even if their mother tongues cope with modern terminology. But also interpreters constantly enrich general vocabulary and attempt to improve their style through regular reading of a broad range of well-written publications. This is an activity, as well as following their own press, which is particularly important for interpreters living abroad, perhaps in no regular contact with any member of their own language community outside their professional activities. To express ideas well, that is, efficiently, clearly and elegantly, one must have the richest possible resources available in the target languages and be also to call on them whenever needed.

Interpretation from Uzbek into English must comply fully with the grammatical, idiomatic, stylistic, terminological and pronunciation norms of the languages. The translation must be characterized by a high level of linguistic flexibility and variation in the choice of words.

We try to provide the simplest possible model of translation from Uzbek into English.

Interpretation from the mother tongue into a foreign language must comply with terminological and pronunciation norms of the target language to such a degree that the ideas, intentions and factual information contained in the original speech and the attitude of the speaker to them are passed on in such a way that communication is not impaired nor misunderstandings caused.

If grammatical structures of the languages do not coincide it is better to use not a long term, or verbose expressions we should see close links of ideas clearly all speaker's ideas.

Only in extremely simplified form of the speech of the speaker of a source language we achieve the effective results in translation. The interpreter must avoid being distracted by refinements and corrections.

Simply, the interpreter must know the translations of all words are of lesser importance, not focus their attention on the speaker's qualification or attenuation of ideas, and state them straightforwardly in their interpretation. Verbal redundancy is important.

The results of the investigation show that the translation from Uzbek into English has its own peculiarities.

The ways of overcoming the difficulties which the beginning simultaneous interpreter puts to the test depend on his creativeness and faithfulness.

The syntactic parallel between Uzbek original and English translation is impossible. Only the syntactic restructuring can help the interpreter to eliminate the difficulties in translation from Uzbek into English.

Reverse word order of semantic groups, transference or shift the parts of sentences, micro review of the speech, compression and others are the main ways of translation. The identical semantic word order is not relevant to Uzbek and English, you know.

Each sentence has "theme" which often takes the syntactic formation of the subject and "reme" which gives the information about what the theme does. Reme on the contrary takes the syntactic formation of secondary parts of the sentence, the transference and shift of the theme and reme is the case for the simultaneous translation.

The analysis of the sentences showed that the homogeneous parts of the sentence in the translation from Uzbek may be changed into the subject in English. Such kind of restructuring of the sentence makes the translation easy for the interpreter. In this case the passive voice is often used in English. For example:

К,ишлокда бозор механизмларини ривожлантириш, дехконлар сохиблик кисмини уйгантириш, шахси11 ёрдам хужаликларини кенг ривожлантириш асосан руи бериши мумкин.

The development of market mechanism in villages, several of the feeling of ownship among farmers, improving property relation, development of farm and individual subsidiary farms are the ways of development of market mechanisms in villages. The same picture can be seen in the following example too.

Humanization of education - the exposure of human abihties and satisfaction of people's various educational requirements, Узлуксиз таълимнинг курсатиш securing, фаолият курсатиш таълимнинг прииципларига таълимнинг инсонпарварлашуви, ин-сон

нИсбата1Гбулган турли-туман эх-тиёжларнинг кондирилиши, мил-лий ва умумбашарий кадриятлар устиворлигининг таъминланиши, инсон, жамият ва атроф мухит узаро муносабатларининг уируН-^1ашуви_ки2ади

Бобурмирзонинг Оградан кай- тиши, унинг Шимолий-Еарбга килгап юриши ва улимидан сунгги булган турт-беш ой ора- сидаги вокеалар, кизи Гулбадам Бегим ва тарихчи Абдул Фазл ва бошка оилага дахлдор булган вокеалар ёритилишга харакат килинган.

Франс Пресс агентлиги хабар беришича Анголада колониалист-ларнинг харакатига кдрши митинг булган ва бир неча укувчилар ^лдирилган.

Ньюйорк якинидаги бир ша-харда реактив самолетлар ишлаб чицадиган 4та "репаб;шкан авией-шин" заводининг ишчилари иш тацлашди. Касаба союз маъму-риятининг айтишича, тукнашувда J2000^Нui4Н цатнашган.

of priority of national and common to all mankind's values and hominization of relations of personality, society and environment are the principles of continuous education

Bobur Mirzo' s return from Oghra, his north western advance, before his death four-five month's events, his daughter Gulbadan Begim and the historian Abdul Gazl and other family events were tried to be described.

There was rebellion of the people to actions of colonialists in Angola and some pupils were killed.

Near New York there was a strike of 12000 workers in four aircraft plants.

Бундан 5 кил мукаддам мана шу бинода мана шу юксак минбар оркали Ўзбекистонинг мустакил-лигини ва ижтимоий йуналишдаги бозор иқтисодиятига асосланган очик демократии давлат барпо этишдан иборат, деб каътий азму царор этганлигимизни маълум кия-ган ЭДИК.

Micro review can be an immense help to tick off points in the mind.

Бу Мукаддас заминда х,ар цай- In this sacred land
си инсон уз фарзандининг person does his best for
саодати фазли камолини children. :
учун бутун х,аёти давомида Н'
шади мех,нат килади, ""-■
аямайди.

Thus, the simultaneous translator does not receive the message wholly but gradually, little by little, sentence by sentence. So the reproduction of the semantic structure of the information is a dynamic process. The translator should be ready to connect several utterances. As a result of connecting the several utterances we have micro review of the messages.

The research revealed several more other ways of translation from Uzbek into English:

1. If the constructions or words with the ending "лиги" (ex курмаганлиги, ёзмаганлиги пастлиги, *уқдати*, юрмаганлиги and so on) are occurred in the speech of the Uzbek speaker, it is better to split the Uzbek complex sentence into several simple

Ук[^]тувчилар педагоглар ва Teachers, pedagogics and educators, majority part of them тарбиячиларнинг каттагина Teachers, pedagogics and educators, majority part of them кис-ми яхши тайёргарлик are not well trained, their knowledge and educational skill are курмаганлиги уларни poor, it is a problem, and the skilled pedagogical personnel is lacking.

савияси пастлиги жиддии муам-МО булиб колмоқда, педагог кадрларетишмаслиги

The same restructuring maybe applied to the Uzbek complex sentences with the words which have endings "ётган" (ex мухокама илинаётган, эътибор берилаётган, куриб чикилаётган, хал \линаётган, etc). It is preferable to break the complex sentences into two or three simple sentences in English translation.

Азиздуслар!

Оши мажлисининг бугунги сессиясида куриб мухокама кили-наётган хаётимизни хал килувчи мухим масалалар каторида таълим тарбия[^] тизимини тубдан узгартириш уни янги замон талаби даражасига кутариш, баркамол авлодимиз келажагига дахлдор конун лойхалар яратиш.

Dear friends! Oliy Majlis's today's session is discussmg the important questions. They are reformation of the educational system, promotion of it to homogenously developed generations' draft laws.

Using ""s" instead of the preposition "of in English translation helps to preserve the

simultaneity of the speech of the speaker and the interpreter.

2. Our investigation showed that more complicated verbose semantic word groups of the Uzbek language may be substituted by a few words in its English translation.

For example:

Бу киши <u>узини ёмон эканли-</u>	situation was
Бу воқеа <u>бир хил пайтда</u>	In Nabimia the <u>retrogressed</u> [^]
<u>юз берди.</u>	This man was <u>self-confessed</u> .
икрор булди.)	<u>a</u>
	This event was serial.
	The book was <u>serialized</u> .

I am going to sermonize with you.
сизга бу ерда яхпоқ азоб юзаси- This w

Жаноб Браун бу соҳада куп укиган. тушинадиган ва биладиган ипсон.

У КУЛЛИ билан мушукни каттик босди.

Китоблар, дафтарлар газета ва журналлар устма-уст килиб жой-лаштирилди.

Жаноб Браун хафа булгандек ёки бирорта киши хафа килган-дек буйинини эгиб юрарди.

Кеча мен журнал ва газета нусхаларини доим олиб туриш учун пул туладим.

У марказдан узокроқда шаҳар-га якин жойда яшайди.

Уйин охирида Агассининг бошкалардап ортиқроқ кучи узини курсатабошлади.

Хозирги вақтда бу масала энг долзарб муаммодир.

Мен сизни хурсанд булишин-гиз учун бу ишларни килдим.

У аклсизлик килиб кишилар ва гуруҳ обрусига^арар етказди.

У узи хохламаган ишди! каттик хафа эди.

Бу ердаги мактабларга эъти-бор купроқ каратилиши керак.

Шошинчилик ярамаиди.

пухта уйлаб.эйтиёркорона. то-розга солиб. фикр килиш керак.

Улар душмандан уз ерларини химоя кидиш УЧУН баланд девор. кальа ва бошка

курулмалар

билан ураб олишди.

Биз хар доим кийин ишга

таиёр туришимиз керак.

Mr Brown is a sophisticated man.

He squeezed the cat.

The books, note-books, newspaper and magazines were stacked.

Mr Brown was stalking.

Yesterday I subscribed.

He is a suburbanite.

Towards the end of the game Agassi's superior strength began to show.

At present this question is topical.

I tributed you.

She disgraced the reputation of the people.

The work disgusted him.

The schools here must be forgrounded.

We must forthought.

They fortified their place.

We must gird.

д^:~^~^1^тсангиз. бир мамла-
j^i_v^w^m мамлакатга ут-
^~^~^|^~^~^ларни тут, ш учун
^Q^rvv ^j^M^m^v^z^i полицияга
д^^д^шуйчи халкаро ташкилот

5из бу ишни хар хил томон-
д^цтинЦ^аниб чикамиз. Касаллиги туфайли узини
5сц-5^|тярпан ажратиб юрар эди.

У^m|5^ турган сувда тл'хумни
ггагирасиз. _____

Янгиликни магнит тасмасига
ёзиболинди. _____

Команда	тунчалик	кучли	эди-
ки. _____	конкурса _____	уни _____	ютиш _____
жуда _____	_____	_____	_____

Бу вокеа аник маълум эмас ва
тушинарсиэди. _____

Купчиликни розилигисиз бу
амалга оширилган эди. _____

^МД11_экип экиш учун чопик 1У1Линмаган эди.

У анча вақт иш тополмай юрди.
Бу шаҳарда жуда кам одамлар - ДШУ[^]омат килар эди.
мамлакатларда ^{^^^}Цса[^]вропанинг ривожлан-
You know, there is an Interpol.

We layout this work.

Because of his illness he isolated himself.

You poach.

The news was recorded.
The team was unbeatable.

This event was uncertain.

The work was undemocratic.

It was uncultivated.

He was underemployed.

Few people were underemployed in foreign countries, especially in European

ган мамлакатларида, шунингек Америка Қ[^]шма штатларида Захриддин Мухаммад Бобур шахсига, унинг давлат арбоби, саркарда, улугвор зиддиятли ишларига кизиқиш ҳеч қанон сунган эмас.

Бобурнома ёзилгандан қарийб 400 йилгача вақт утгач, аслият соғдлбига қардош булган туркий тилга таржима қилинди.

tries, in the USA Zakhriddm Mukhammad Bobur as a person, statesman and his great military activity, great difficult work are still appreciated (instead of using the expression "to be interested in")

Thus, we have considered, briefly, the nature of simultaneous translation. In this section we have discussed the simplest possible model of the process of translation from Uzbek into English.

The students who are interested in simultaneous interpreting should have a full command of their native and foreign languages and thorough training in the skills of interpreting. They should possess excellent fluency in their native language and good competence in their foreign language.

Simultaneous interpretation requires the fundamental skills of language performance to be applied, try to guess and to sequence the ideas, to grasp the short information from the speech

CHAPTER II.

SIMULTANEOUS TRANSLATION PRACTICE.

LESSON 1

Exercise I

Listen in the following figures through headphones in your mother tongue and recall them. Tell your remembered ones.

485 298 843 694 568 391 242

116 934 297 369 252 596 879

1251 24865898 76413962 8111 1321

11000 18649 31594 43251 50171 36002 52000

Exercise II

Work in pairs. Let one student explain the geographical position of the following countries and another one translate his/her speech into Uzbek.

Poland, Great Britain, Laos, Haiti, Ireland, Morocco, Bulgaria, Tanzania, Madagascar, Romania, Nigeria, Italy, Sweden, Japan, France, Denmark, Belgium, Kuwait, Switzerland, the Netherlands, Afghanistan, Russia, Guinea, Yemen, Tunisia, Czechoslovakia, Argentina, Somalia, Turkey, Philippines, Uganda, Mongolia

Exercise III

Listen in the following through the headphones in English and shadow them in English.

Польша, Буюк Британия, Лаос, Гаити, Ирландия, Марокко, Болгария, Танзания, Мадагаскар. Руминия, Нигерия, Италия, Швеция, Япония, Франция, Дания, Бельгия, Кувейт, Швейцария,

Нидерландия, Афганистон, Россия, Гвинея, Яман

Тунис, Чехословакия, Аргентина, Сомали, Туркия, Филиппин,

Уганда, Монголия.

Exercise IV

Speak about the customs and traditions of the following people.

Polish, British, Laotian, Haitian, Irish, Moroccan, Bulgarian, Tanzanian, Madagascar, Roumanian, Nigerian, Italian, Swedish, Japanese, French, Danish, Dutch, Afghan, Swiss, Belgic, Kuwait, Russian, Guinean, Yemeni, Turkish, Czechoslovak, Argentinean/Argentine, Ugandan, Mongolian, Mongolic/Mongol

Exercise V

Practice your memory training exercise with your class-mate.

поляк, ИНГЛИЗ, даос, гаити, ирланд, марокка, болгар, Танзания, Мадагаскар, румин, Нигерия, итальян, швед, япон, француз, Дания, бельгия, кувейт, Швейцария, голланд, афгон, рус, Гвинея, яман, тунис, чех, аргентин, сомали, турк, Филиппин, уганд, монгол.

Exercise VI

1. Listen in the following words and word combinations through headphones and guess their translation. 2. Try to find which of them can be substituted by Uzbek words and word combinations in exercise VII.

economic reform, legal basis, the privatization of state property, integration with the world economic community, reliable social guarantees, spiritual and moral rejuvenation of nation, social foundation of economic reform, securing economic and socio-political independence, achieving macro-economic stabilization.

Land; dry land; earth; ground; crust; earth's crust; continent; | territory; peninsular; island; terrain; heights; highland; lowland; shore; | coast; coastline; seashore; region; continental shelf

Ocean; Atlantic o.; Pacific o.; Indian o.; Arctic o.; Antarctic o.; sea; salt water; deep sea; high seas; ocean floor; sea bed; sea bottom; waves; tide; high tide; low tide; ebb; sea lane; ocean going

vessels; maritime; transportation; seafaring; seafaring nations; coastal states; land-locked countries; archipelago states.

Exercise VII

1. Translate the following words and word groups into English.

2. Make an edited sensible text in English out of them.

3. Ask your class-mate to translate simultaneously while you are reading your text.

ИКТИСОДИЙ ислох,отлар, хукувд^й негизлар, давлат мулкии хусу-сийлаштириш, жахон иктисодий хамжамиятига кушилиш, ишончлй ижтимоий кафолатлар, халкнинг маънавий рухий тикланиши; иктисодий ислохотларнинг иктисодий негизи; иктисодий ва ижтимоий-сёсий баркарорликни таъминлаш; макро-иктисодиётни баркарор-лаштиришга зришиш.

Ер, куруклик, ур юзи; китъа; майдон (территория); ярим орол; орол; >*^{ой}; баландлик; тепалик; пастилик; киргок; клргок буйи; киргок буйлаб; денгиз буйи; туман; минтак,авий шельф.

Океан; Атлантика океан; Тинч океани; Х,инд океани; Шимолий ¹уз океани; Антарктикани ювиб турадиган; денгиз; денгиз суви; очик денгиз; чукур денгиз, океан туби; денгиз туби; тулкин; куюлиш; сув кайтиши; денгиз йули; океан кемалари; денгиз транспорти; денгизда сузиш; денгиз х,укмронлиги; денгизбуйи давлатлари; денгизга чика олмайдиган давлатлар; оролда жоилашган мамлакатлар; архипелаг давлатлар.

Exercise VIII

Guess what word is omitted:

Wednesday is a busy day for the Tati discount... on the Rude de Rennes in Paris. School is... that afternoon, and mothers, particularly those with modest incomes.

... to Tati with their children in search of bargains.

... the sidewalk in front of the store was busting

... week at 5:28 p.m., when two black-moustached men in

... black BMW drove past.

(last, flock, store, a, out, thus)

Exercise IX

Read over the following passage and work at the vocabulary. Now eliminate the preparation time and begin sight translating immediately without even having read the text.

Dear friends!

Now, let us look at regional technical secondary schools. At present 280,000 of the youth study at them. To examine their activity critically, I think, we all must know about their poor material and technical basis, the quality of acquired knowledge very narrow special education and low professional level of teachers and educators. This shows that these schools don't answer the requirements of our time.

Exercise X

Translate into English listening in the following passage throughⁱ headphones.

Азиз дустлар!

Энди уцув тизимининг навбатдаги босщичига - вилоятлар ва туманларда жойлашган хунар-техника билим юртларига бир назар ташласак. Бугунги кунда уларда 280 мингга якин угил кизларимиз таълим олмоқда. Уларнинг фаолиятига танкидий куз билан Караганда моддий техника базасининг ночорлиги, улар бераётган билим ва тарбиянинг сифати укувчилар олаётган жуда тор ихтисос мутахас[^] сислиги, шу билан бирга, навбатчи тарбиячи укитувчилар малака-сининг пастилиги, бу билим юртларнинг умуман бугунги кун талабига жавоб бермаслиги барчамиз учун аник, булиши керак, деб уйлайман.

Exercise XI

Search the Uzbek equivalents for the following words and word combination from exercise XII and learn them by heart.

In consequence of, for reasons of space, in view of the fact that, whereas while, of special interest is, it might be well to do smth, in passing, successfully, sequentially; radically or fundamentally new; accomplishing the execution; bring about or be performed.

Exercise XII

1. Make up sentences using the following word combinations.

2. Ask your class-mate to translate your sentences into English.

ок^абатда, жой етмаслигини х,исобга олиб, куринишидан маъ-лумки, худди шу пайтда, алохда кизик;иш уйготади, фойдали булар эди, йул-йулакай, кетма-кет, вدتыйан янги, бунёд этиш, руёбга чикармоқ.

Exercise XIII

Listen in the following speech through headphones, find the key words, guess the main idea of the speech and translate into Uzbek trying to sequence the ideas

Ladies and Gentlemen!

The 20th century in the life of human life countries and nations is coming to an end. I am absolutely sure that many of us, living in Uzbekistan apart from the current problems of the realities of today, are thinking about who and what we are in this world, where we are going

where and what our place will be when mankind enters the new 21 century- It is important to be aware and make an assessment of the peculiarity of the period in which we are living, the historical significance for the present and future of those changes that have taken place recently in the world and that have radically transformed the geopolitical structure and the map of the world.

Exercise XIV

Work in pairs. Ask your class-mate to translate ^{simultaneously} while you are reading the following text

Хонимлар ва жаноблар!

Инсоният мамлакатлар ва халклар ҳаётида 20 аср поёнига етмок-да. Ишончим комилки, бизни - хозирги Ўзбекистонда истиқомат қилувчиларнинг қўчилиги тирикчилик ташвишлари - чин воқеълик муаммолари билан бирга. «Бу ёруғ оламда биз киммиз, не бир сир синоатимиз қаёққа қараб кетаяпмиз? Инсоният янги - 21 асрга қадам қўйганда бизни урнимиз қаерда ва қандай булади?» - деган саволлар ўйлантириши табиий.

Биз яшаётган давр қандай хусусиятларга эга? Сўнги вақтларда жаҳонда юз берган дунёнинг жўгрофий-сийсий 17зилишиш ва хари-тасини тўздан янгилаган ўзгаришлар хозирги замон ва келажак учун қандай тарихий ашамиятга молик. Булар ҳақида муло^аза юритиш ва уларга тўгри баҳо бериш жуда муҳим.

Exercise XV

Listen in the following speech through headphones translate the main points of the passage into Uzbek simultaneously without distorting the original meaning of the speaker's speech.

Dear Friends!

In the history of our people there started quite a new era. The way of development of our country has been definitely specified. This way has been recognized by the people themselves who cast their votes the

independence, sovereignty of Uzbekistan, market relation and radical changes at large, who have given their support to all foregoing. Unanimity adherence of the people prove to be our great victory. The people look

justly and hopefully at their elected deputies, the member of their government and all those who bear exclusive responsibility for the fate of reforms. So, dear friends, let us be worthy of our people's high trust and confidence.

Exercise XVI

Translate the main ideas of the passage into English, simultaneously. Try not depart from the original.

Азиз ҳамшаҳарлар!

Тошкент -Ўзбекистоннинг қўркидир. Уни жаҳоннинг энг г^азал шаҳарларидан бирига айланттириш сиз билан бйзнинг муқаддас ва шон-шараф ишимиздир.

Муваққат иқтисодий қийинчиликларга қарамасдан, Тошкенти-миз-жоножон пойтахтимизнинг муаммо-юмушларини ҳал қилишда мушуқул ишни енгиллаштиришда ҳеч қим меҳнатини аямайди деб ишонамай.

Тошкент шаҳар сошқни сақлаш тизимида 60 та стационар ва 156 та амбулатория-поликника мавжуд бўлиб уларнинг 3 % ҳ,анузга-ча марказий иситиш тармоғига уланмаган.

Шахарда қарийиб 52 % тиббий "тез тибий" шифокорлари, участка терапевти, педиатр этишмайди. Натижада, "тез ёрдамни" соатлаб қутилади. Бунинг усти-га, уларнинг машинаси ишламайди, телефони ишламайди, турли туман бахоналари эса бехисоб.

Таълим ва кадрлар тайёрлаш соҳасида маркетингни ривожлан-тириш нули билан таълим хизмати курсатиш рақобатга асосланган бозори шакллантирилади. Давлат ва нодавлат муассасалари ривож-лантирилади, таълим ва кадрлар тайёрлаш соҳасида рақобатга асосланган муҳит вужудга келтирилади. Таълим хизмати курсатиш бозори давлат йули бошқариб борилади. Асосий таълим дастурларида назарда тутилмаган консултатив ва қу^иимча таълим хизматларидан иборат пуллик таълим хизмати курсатиш тизими ривожлантирилади.

Exercise XVII

Grasp the short information from the speech and translate it simultaneously

Замонавий ахборот технологиялари, компьютерлаштириш ва компьютерлар тармоқлари негизида таълим жараёни ахборот билан таъминлаш ривожлантириб боради. Таълим жараёнида оммавий ахборот воситаларининг мавқеи ошиб боради. Телевидения ва радионинг таълим дастурлари интеллектуаллашуви таъминланади. Фан ва таълимнинг наشريёт базаси ривожлантирилади, укув, укув-услугий, илмий, қомусий адабиётлар ва маълумотлар билан таъминлашни барқарор тизими шакллантирилади.

ларига юкса ҳурмат -эҳтиромни изх,ор этмоқчиман.

Ҳаётимиздаги узғаришлар, ютуқларимиз, шу билан бирга, қатга-муаммоларимиз, ташқи ва ички сиёсатиимзнинг одимларидан ^рдор^из, албатта. Мамлақатимиз меҳнатқашлари келажакларини, қирларини уз қуллари билан бунёд этмоқдалар. Мустақиллигимиз ёон қилинадиган буен утган давр нисбатан қдсқа булсада, ҳалқимиз ва давлатимиз тарихида тоят қатта ижтимоий-сиёсий ва иқтисодий узғаришлар юз беради.

Exercise XVIII

Learn the following Uzbek verbose correspondences to English words in brackets,

Ташкилотлар - узаро фойда қуриш учуй ишлашлари (cooperation)

Унумли бирга ишлашлари учун ишни ҳар хил турларини ташкил этиш ва режа тузиш (coordinate)

Қийин вазиятда ёки ишда муваффақиятга эришмоқ, уйдасидан қикмоқ; (cope)

Эрқак ва аёлларнинг турмуш қуришларидан аввалги юрган паНТаарН (courtship)

Телевизор ва радио орқали бериладиган бирорта нарса ҳақидаги ННрМНК (coverage)

Бирорта нарсани эҳтиёткорлик билан қулда ушлаш (to cradle)

Қишилариинг бир- бирлари билан жуда ноҳуш баҳслашган пайтлари (dogfight)

Қучи ва мавқеига қараб қишилар устидан салбий назорат қилиш (dominate)

Exercise XIX

Translate the following text into English using instead of verbose Uzbek word groups the English words below simultaneously

„ Бизнинг ташкилотимиз АК;Ш фирмалари билан узаро фойда уриш учуй ишни бошқиб юборишди. Унумли бирга ишлаш учун нинг ҳар хил турларини ташкил этишмоқда ва режалар тузилмоқ- , ^^^^изор ва радио орқали берилётган янгиликларда бизнинг му- Ффақиятларимиз ёритиб берилаяпти, ҳар 1^андай қийин вазиятда

ёки ишимизда муваффақиятга эришиш учун ҳарқат қилинаяпти. с муваффақиятларни биз эҳ.тиётқорона қулда ушлашга ҳарқат адла^ миз.

(cooperation, cope, coordinate, coverage, cradle)

LESSON 2 Exercise I

Listen in the following figures through headphones in English, and shadow them in English and tell your remembered numbers,

21,489),249,5615,878,249 26,192,395 113,324,9?^
194,965,489 759,324.959 183,841,896 ■ 826 km; 295 tons; +18X; 120°F; 200 miles; 800

bushels; 12 lbs; 13, 000 square miles; 12,000,000 German marks; 150 million light years; 500,000 acres; 180 dollars; 200 feet.

Exercise II

Here are the names of the countries. Find them on the map then shadow them. Listen in English and recall in English.

Luxembourg, Guyana, Ivory Coast, Honduras, Venezuela, Guatemala, Chad, Oman, El Salvador, Jordan, Trinidad and Tobago, Thailand, Upper Volta, Zimbabwe, Saudi Arabia, Cuba Niger, Liberia, The Low Country, Lebanon, Guinea Bissau, Djibouti

Exercise III

The following words are the translations of the words given in exercise. Work in pairs. Let one student explain the geographical position of these countries on the map and another one translate his/her speech into English.

Люксембург, Гайана, Фил суяги киргоги, Гондурас, Венесуэла, Гватемала, Чад, Оман, Сальвадор, Иордания, Тринидад ва Тобаго, Таиланд, Юкори Вольта, Зимбабве, Саудия Арабистони, Куба, Нигер, Либерия, Нидерландия, Ливан, Гвинея-Бисау, Джибути

Exercise IV

The Uzbek equivalents are given in exercise V:

1. Learn them by heart.

2. Make up short texts for them and train your oral translation skill with your classmate.

fuel; inflammable material; wood; brushwood; shale; peat; thracite; brown coal; charcoal; chemical fuel; oil; petrol; gas (oline); Hesel oil; kerosene; natural gas; condensate; acetylene; fossil fuel.

prosperity; wellbeing; economic prosperity; boom; economic uoturn: booming economy; luxury; favorable trade balance; stable economic growth.

Exercise V

Shadow the following words in English.

Ёнилги, ёнадиган материал; ёгоч; шох-шабба; сланец; торф; антрацит; кумир; кимёви ёнилги; нефть; бензин; керосин; дизель ёкилгиси; табиий газ; конденсат; ацетилен; казиб олинадиган ёнилги турлари.

Гуллаб-яшнаш; муваффакият; иктисодий юксалиш; иктисодий тез ривожланиш; кимматбаҳо кулайлик; савдо баланснинг ижобий курсаткичлари; иктисодиётнинг мустахкам ривожланиши.

Exercise VI

1. Write a composition using the following words and word combinations,

2. Work in pairs. Let one student read his/her composition and another one translate it simultaneously.

Peace and security; peace and disarmament; a most destructive war; social political and economic system; steady rising living and cultural standards; social justice, lofty humanism; genuine democracy; all - in the name of man, all - for the benefit of man; world community of nations; national boundaries.

Exercise VII

Listen in the following words and word combinations through headphones, shadow them in English.

тинчлик ва хавфсизлик, тинчлик ва қуролсизланиш, қиргин УРУш, сиёсий ва иктисодий система, доимий ушиб бораётган ҳаёт Рзи ва маданият, юксак одамийлик, хақиқий демократия, ҳамма рса инсон учун, ҳамма нарса инсон манфаати

учун, бутун дунё
«иллатлар итгифоки. л, ...: ^ .

.is **Exercise VIII** "Б>Т-Л-:-:Г'

i' **Guess what word is omitted:** ■, -. ^ j

Wednesday is a busy day for the... discount store on the Rue de
in Paris. School is.... that afternoon, and mothers, particularly those with
... incomes, flock to Tati with their children in search of..... Thus the
sidewalk was bustling last week at 5:28 p.m., when.... black-mustachioed
men in a ... BMW drove past.

As the car....down, the man on the.....side got out and dropped a
... into a trash can near the front door. He quickly..... back into the car
and rode off. A few..... later, an explosion shattered the happy.... of
shoppers. There was simply a noise, very loud, then.... of the people»,
recalled a....

(bargains, two, witness, sounds, Rennes, modest, slowed, screams, Tati, package, out, hopped,
seconds, passenger, black)

Exercise IX

Read over the following extract and prepare the vocabulary. Now eliminate the preparation time and begin sight translating immediately without even having read the text.

Among the crucially important questions of our lives that are considered and discussed during this session of the Oliy Majlis, there are draft laws concerning radical reorganization of the educational system that will give an opportunity to raise it to the level of modern standards, to bring closer the fine future of a harmoniously developed generation.

Taking this opportunity I would like to express my opinion regarding the issues included in the agenda, r, ^>*j?i:: ;>' ;">¥* :.'

Exercise X i

Try to sight translate the following passage.

Oum Мажлиснинг бугунги сессиясида Курпссо, мух,окама к'^ли-наётган, хаётимизни хал этувчи мухим масалалар каторида таълим-тарбия тизимини тубдан 5'згартириш, уни яш:'и замон талаби даража-сига кутариш, баркамол авлодимиз келажагига дахлдор конун лойи-халари хам бор.

Фурсатдан фойдаланиб, бугунги кун тартибига куйилган манз шу масалалар буйича узимнинг баъзи фикрларим, мулохазаларимнВ билдиришга рухсат бергайсиз.

Exercise XI.

Listen in the following speech through headphones, Hnd the key rds guess the main idea of the speech and translate trying to sequence the ideas

Dear friends!

The manual consists of two parts. The first part called «Results and T essons of the First Stage of economic reform» deals with problems of shaping strategy, ways of implementation of economic reform and establishment of legal foundation of market relations. It also tells about privatization of state property, formation of a multi-structural economy, about the course of reform in agriculture and the establishment of agrarian relations of a new type.

Exercise XII

Restructure the sentences in translation into English. Use the homogeneous parts of the sentences as subjects.

Хурматли делегатлар!

Китоб икки қисмдан иборат «Иқтисодий ислохотлар биринчи босқичининг яқунлари ва сабоқлари» деб номланган биринчи қисмда иқтисодий илохотлар стратегияси ва йулини шакллантириш воси-талари, бозор иқтисодиётини ҳуқуқий асосларини яратиш хам ама-лий, хам назарий жихатдан асослаб берилган. Бу қисмда, шунингдек, давлат мулкини хусусийлаштириш хамда қуп укладди иқтисодиётни шакллантириш, қишлоқ хужалигини ислох 1^илиш, аграр муносабат-ларнинг янги типини вужудга келтириш масалалари чуқур ва атроф-лича қуриб қикилган.

Exercise XIII

Listen in the following speech through headphones. Translate into Uzbek grasping the main points of the speech simultaneously.

Dear Friends!

The most actual task at the present stage is radical renovation of the property relations. The heart of the problem is in acceleration of the transfer of property to the hands of its true owners, in opening wide ways for entrepreneurship development, in cultivating the feeling of the true owner with the owner of the new property.

Consideration of issue confronting the owners **within** the framework of the privatization process, opening the wide ways for entrepreneurship shall meet the purposes of bringing up **the rightful** owners. First of all it is necessary to strengthen the **Islamic** of

Exercise XIV

Match Uzbek verbose, complicated semantic word groups with their short English correspondences.

- | | |
|--|--|
| 1. жадал суръатлар билан ишни килмоц | appreciate{v} |
| 2. вазиятни тугри туптунмок ва унинг жиддий ва мухим эканлигини англамок | accelerate(v) |
| *''' ^ 3. мацсадга ва вазиятга тугри келадиган, мостушадиган | --^^ t*1 ■ appropriate(adj) |
| 4. табиий[, Оллох, берган истедод | ■*■' |
| 5. эшитган гапларга асосланиб кизицмайдиган | apparently(adv)
apolitical (adj) *'''^-' 6. сиёсатга aptitude (п) |

Exercise XV

Translate into English using the words below simultaneously.

''' ■■■ Мистер Браунда Оллох, берган истедод бор эди. У юкори олкиш ва мактовга сазовор эди. У х,ар доим вазиятни тушуниб ва унинг жиддий ва мухим эканлигини дарров англэр эди. У эшитган гапларни ва к^фган нарсаларини асослаб иш юритарди. Сиёсатга кдзикмас эди. У ишларни жадал суратлар билан килэр эди.

(accelerate, appreciate, appropriate, aptitude, apolitical, apparantly)

LESSON 3

^ _ ^-^ ■■■^'

Exercise I

Translate the following figures into English and memorize them.

1,100 1,900 1,300,4,500 1,700 3,100 1,500
11,000 18,000 18,649 31,594 43,251 50,171
36,002 52,000 77,879 171,715

Exercise II

'''

Shadow them and find Uzbek correspondences.

- Chadian, Guatemalan, Venesuelan, Honduran, Jordanian, Thai, Zimbabwean, Cuban, Leberian, Lebanese, Australia, Indonesia, Portugal, Bahrain, Jibuti, Peru, Benin, Kenya, Dahamey, Burma ■ ■"- Mali, San Marino, Cape Verd island, Nepal, Eastern Somoa^ Chiiwi'^," Oman, Sierra Leone, Congo, Panama, Ghana, Finland, ^ Sudan, Zambia, Tego, Vatican, Grenada ... , ^

'''f

Exercise III

^ ^ /

Translate the following adjectives into English listen in ^ШШ through the headphones. ^,-*»

Чад, Гватемала, португал, иордан, Таиланд, перу, " Венесуэла, Гондурас, дагомея, зимбабви, куба, марино

Либерия, Ливан, шаркий Самоа, австралия, индонез ^
снєрра лесна, бахреїиН, джибути, гана, бенин, кения, замбия
бирма, Мали, гранада, яшил ороллар, непал, Ватикан, хитой^.
оман, того, конго, панама, фин, судан ,,,,

Exercise IV ^

Listen in the following words and word combinations through headphones and try to guess their translation

Information; communication of knowledge; dissemination of knowledge; mass media; enlightenment; education; instruction; briefing; telecommunication; general information; factual information; news; message; radio-com muni cation; piece of news; announcement; report; correspondence; guide-book; handbook; manual; textbook.

Increase; increment; augmentation; advance; progress; built-up; development; extension; expansion; multiplication; duplication; triplication; mounting; amplification; broadening; widening; rise; boom; growth; improvement; addition; enlargement; stimulation; impems;

Exercise V ,,,,f,,,

1. Translate the following words and words combinations. ;

2. Write a composition using them.

3. Work in pairs for training your interpreter skill with your class-mate.

ахборот; билим бериш; билим таркатиш; оммави!! ахборот-^оситалари; таълим; маълумот; укутиш; инструктаж; радио ва теле-^ока; умумий ахборот; янгиликлар; жунатма; радио алока,киска янгиликлар, эълон, хабар, корреспонденция; справочник; куллан-'^а,кулланма, дарслик.

купаиш; ушш; прогресс; юкори ушш; ривожланиш; кенгайиц^ . кенг ривожланиш; кенгайиш, экспансия, купайтириш; икки мартд юцайтириш; уч марта купайтириш; куцайтириш; кутариш; бу\i. ушш; яхшилаш; кушиш;рагбатлантириш; импульс.

Exercise VI

The translation of the following words are given in exercise VII Learn them by heart:1) listen in the following words and word combinations through headphones;2) in English and recall them in English; 3) in English and recall them in Uzbek.

accurate; actual; active; to address; actually; appeal; athletic; camera; liner; linear; sympathy; to authorize; to sanction; mandate; mandatory; authentic;

peace initiatives; peace program; peace keeping; confidence; building measures; the world peace movement; to safeguard peace; lasting peace; durable peace; peace talks; peaceful coexistence of states with different social and political systems; peace proposals; peace treaty; world Peace Council.

Exercise VII

Match the followdng words with their English equivalents given in exercise VI.

одобли; долзарб; фаол; долзарб; чакирмоқ; атлетик камера; лайнер; бир чизикда; симпатия; муаллиф булмоқ; санкция бермоқ;; мандат; мандат; аутентик.

Тинчлик йулидаги ташаббус; тинчлик дастури; тинчликни сак-лаш; ишонч; чора куриш, тинчлик учун бутун дунё х,аракати; тинчликни сакламоқ; мустах,кам тинчлик; узок, давом этувчи тинчлик; тинчлик музокаралари; хар хил сиесий ва иктисосодий системалй мамлакатларнинг тинч-тотув яшаши; тинчлик буйича таклифлар; тинчлик келишуви; бутун дунё тинчлик кенгаши.

Exercise VIII

** **Guess what word is omitted:**

1. The accident at Chernobyl inn 1986 sent a cloud of radioactive pollution over Scandinavia and Western Europe farmers had to kill millions of pigs, sheep and cows.

2. Acid rain pollution damage to many of Europe's most famous

buildings.

3..... the increase in CFC gases in the atmosphere, the ozone layer is getting thinner.

4. Many of Britain's beaches are very dirty .. be careful where you swim.

5. An industrial disaster in Bhopal, India, in 1984 the poisoning and death of many thousands of people.

(resulted in, causing, so, because of, consequently, as a result, led to, due to, caused)

Exercise IX

...5 *"

Listen in this passage through headphones and while translating it try not to depart from the speaker.

The newspaper printing is a rather unusual activity since each day the newspaper material is prepared anew. Newspaper editorial board work includes the following functions: getting *the* right news writing it in the form of an article, selection of the best items the print and displaying the selected copy in the paper.

Exercise X

Listen in the passage through headphones and try not to depart from the speaker in translation.

Газета чиқариш ҳаммининг ҳам кулидан ҳам келавермайди, чун-ки адр бир нашр учун материал хар куни кайта тайёрланади. Нашри-ётда ишлаш кайдагиларни уз ичига олади. Янгиликларни йигиш, улар асосида мақолалар ёзиш, нашр учун энг долзарб материалларини тан-лаб олиш ва уларни газетада жойлаштириш.

Exercise XI

Find the key words, guess the main idea of the speech and translate into Uzbek trying to sequence the ideas given in the speech

Dear Friends!

A qualitatively new stage in the implementation of economic reform started with the introduction of national currency into circulation in Uzbekistan. Today we can confidently declare that we have gone through the initial, the most difficult stage. It was the stage which laid the foundation of the entire process of economic reform. It has past the test of time and there is every ground to state that it fulfilled successfully its function.

The first stage of the transition period indicated the difficulties of the reform process and at the same time identified unstandard and inordinary approaches to the revival of natural economic relations.

Exercise XII

Translate the main idea of the speech into English.

Хурматли дустлар!

Ўзбекистонда уз миллий валютами? муамолага киритилиш билан икисодий ислох,отларни амалга оширишда сифат жихатидан янги боскич бошланди. Бугун шуни ишонч билан айтиш мумкинки, биз энг кийин бошлан* ич боскични утиб булдик. Бу боскич иктисо-дий ислох, қилишнинг бутун жараёнига асос солди. У давр синовидан утди ва уз вазифасини, уз ишини муваффақиятли бажарди, деб айтиш учун тула асос бор.

Утмиш давринг биринчи босқичи ислох, қилиш жарасиничг қийинчиликларини, айни вақтда табиий иктисодий муносабатларни тиклашга ёндашишлар бир хил андозада ва одатий эмаслигини кур-сатди.

Exercise XIII

Grasp the main idea and translate into Uzbek simultaneously.

Esteemed Deputes!

Achievement of our goals, buildings of new society, destiny of the reforms, both in politics and economy, and in the spiritual sphere depends on the growing up generation.

To open the road for the youth means first of all to make the young people energetic and respectfully the elderly ones.

I believe in youth's enthusiasm and energy, in their strive for novelty and progress, but it, however, faces the obstacle sometimes cannot be easily shot with the gun's volley. This obstacle

bears the name of bureaucracy, corruption, order of precedence and protectionism.

Dear Friends!

Having entered the way of the second stage economic reforms realization, we must determine for objectives in the sphere of culture and education.

We all know what place is given to the ideology of national independence, spiritual and cultural valuables, in the life of any individual.

From the ancient times and on our people has been highly assessing its spiritual values and religious believes. That is why, even during the hflfdest dmes it has lost its originality. The only circumstance that the larger part of ^ elected deputes present here represent intelligentsia neaks for the respect our people pays to the workers of culture and education.

Exercise XIV

Match Uzbek verbose word groups with their short English correspondences.

- | | |
|---|---|
| 1. Жуда хам мазали булган овк,ат | amenable |
| 2. Хохлаган ва рози булган | ambrasia |
| 3. Бир йилда бир марта буладиган уйламок | apologetic 4 . Бирор нарса булади деб annoу |
| 5. Бирор кимпидир хафа килиб куймок | imphcale |
| 6. узр сурагандек узини сезадиган | inadequate |
| 7. ноқонуний ишларга аралашган инсон эканлигини курсатмок | annual |
| 8. мақсадга мувофик эмас | anticipate. |

LESSON 4

Exercise I

Shadow the following figures through headphones and tell your remembered numbers.

208 miles per second; 331 square centimeters; 400 grams; 200 tons per acre; 7.5 miles per second; 16 gallons; 8,5 shillings; 7 feet 6 inches; 200 yards; 15,5 million meters cube of gas; 15 ounces; 5,000,00 kilowatt-hours; 4,579 man-hours.

Exercise II

Listen in the figures through headphones and shadow them in English.

208 ми́ль сек.; 331 кв. см.; 400 гр; 200 тонна бир акрга; 7.5 ми́ль ^ек.; 16 галлон; 8,5 шиллинг; 7 фут 6 дю11м; 200 ярд; 15,5 миллион i^уо Meip газ; 15 унция; 5,000,00 киловатт-соати́га; соати́га 4,579 одам.

Exercise III . Match the following words and word combinations with their *Jzbek equivalents given in exercise IV. light; daylight; sunlight; starlight; moonlight; nnoonshine; half-Ugj^ . dimness; artificial light; candlelight; lightning; illumination; irradiiaioa-intensity; spectram; visible spectrum; invisible spectrum; aureole; corona;

Divergence; difference; contradiction; deviation; disagreement-controversy; argument; clash; соUision; challenge; defiance; breach-ambiguity; incompatibility.

Exercise IV

Here are the words and word combinations witli common semantic component. Make up sentences with them and train your interpreter skills into English by substituting them.

Ёруглик, кундузги ёруглик; куёш ёруглиги; юлдуз нури; ой нури; ярим ёруг; ноаник ёруглик; сунъи11 ёритиш; шам нури; чакмок.; иллюминация; пасайНм; кучашириш; нурланиш; спектр; куринади-ган спектр; куримайдиган спектр; ореол; дог.

номутаносиблик; фарк; карама-каршилик; келишмовчилик; бахс; аргумент; тукнашиш; чакирик; коида бузиш; икки фикрлилик; бир бирига зид;

Exercise V

Shadow / give Uzbek equivalents concentrating on conference procedure/:

Agenda; order of business; standing order; report; president; motion; suggestion; adoption; conference; meeting; forum; gathering; assembly; Show of hands; minutes; roll-call (vote); to

second; to defeat; opening address; closing statement; to turn dovvn; to carry.

Exercise VI

Write a composition on conference using the following words and word combinations. Interpret your class-mate's composition into English simultaneously.

Кун тартиби; мажлисни бошқариш тартиби; регламент; ҳисобот доклади; раис; таклиф; қарор; конференция; учрашув; форум; йигилиш; ассамблея; кул кутариб овоз бериш; мажлис баённомаси; шахсан овоз бериш; куллаб-қувватламок; қабул қилмаслик; кириш сузи; хотима; қабул қилмаслик; қабул қилмок,-

Exercise VII

Guess what word is omitted:

Its strongest tradition is that markets operate best when ... work freely, and when they are administered flexible and London is a *global* financial centre because it has welcomed new people and new ideas. The first Governor .. the Bank of England came from a Huguenot *city*... options, was opened by a Swede named Stenhammer. In .. of the world's oldest markets, bankers, and dealers trading the most up-to-date financial instruments.

(they, are, named, of, some, always, liberally)

Exercise VIII

Grasp a short information from this passage.

Translate it into English. Try not to depart from the speaker.

The US Constitution includes some general provisions on the franchise. It sets forth certain requirements for candidates running for the post of the president, vice-president, senator or member of the House of Representatives. Requirements usually concern age, residence and citizenship. The candidates who meet all these requirements are considered eligible for office.

Exercise IX

Deliver a sight interpretation of the following passage in English.

АҚД конституциясида сайлов ҳуқуқлари бўлича айрим умумий қоидалар бор. У ерда президент лавозимига, вице президент, сена-торлар ва вакиллар палатасига аъзолигига номзодларга айрим талаб-лар келтириб утилганки, бу талаблар уларнинг фуқаролиги, ёши ва бир жолда муқим яшашлари билан боғлиқ. Мана шу талабларга жавоб берадиган номзодлар тегишли сиёсий лавозимларни эгаллаш-лари учун мана деб ҳисобланадилар.

Exercise X

Guess the main idea of the speech and translate trying to sequence the ideas

Dear Friends!

Spiritual and moral rejuvenation of nation is a social foundation of economic reform. Those concrete gains which found their embodiment in the spiritual sphere are undoubtedly the greatest achievements of the initial stage of renovation of society and economic reform. Rejuvenation of spirituality and culture of the nation regaining its genuine history and ethnic Identity acquire. I would rather say decisive significance for successful onward advancement along the road of renovation and progress of our society.

Exercise XI

Translate into English simultaneously the main idea of the speech.

Ҳурматли дустлар!

Халқнинг маънавий руҳий тикланиши иқтисодий ислохотларнинг ижтимоий негшидир, Маънавий соҳада узифодасини топган аниқ равшан ютуқларни шубҳасиз жамиятни янгилаш ва иқтисодиётни ислох, қилиш жараёни илқ босқичининг жуда катта муваффақияти деб ҳисобламок керак. Халқнинг маънавияти ва маданияти унинг хақиқий тарихи ва узига хослиги қайта тикланаётганлиги жамиятимизни янгилаш ва тараккий эттириш йулидан муваффақият-ли равишда олға силжитишда халқ килувчи, таъбир жоиз будса, белгиловчи аҳамиятга эгадир.

Exercise XII.

Translate into English only underlined and make the sentence sequential.

Мухтарам кенгаш қатнашчилари!

1996 йил якунлари, эришилган натижалар ва шу билан бирга ислохотларни амалга оширишда йул куйилаган хато ва камчиликлар тахдили биз учун алох,ида мухим ахамият касб этади. Чунки 1997 йилги ию'исодий янгиланишларнинг устувор йуналишлари айни мана ШУ асосда белгиланиш керак. Утган йилга якун ясар эканмиз, унинг асосий хусусиятлари х,ак;ида хулоса чиқарганда, 1996 йил мамла-катимиз учун бозор иктисодиётига асосланган демакратик янгиланишлар йулида мухим босқич булди, дейишга хула асосимиз бор.

1996 йил ?^акида гапирар эканмиз, энг аввало у иктисодий ва молиявий баркарорлик йили булгинини туда ишонч билан айтиш мумкин. Чунки бу йилда иктисодий усиш учун мустахамк пойдевор яратилди. Тошкентда жиноят оламининг машх,ур намояндалари «авторитет» дар куп эди. Баъзилари хозир тижорат йулига утди. Лекин ёш, х,аётни тушуниб етмаган, х,алк тили билан айтганда «упка-си йук,» зуравонлар пайдо булаётгани ахолини ташвишлантормоада. Ана шу жиноятчилар билиб куйсин уларга карши кураш тухтамайдш Х,ар кандай зуравоннинг танобини тортиб к;5^йит кулимиздан кслади- Уз-узини бошқаришнинг х,алкимиз анъаналари ва кадрияларига жуда хос булган усули - махаллалар тизими сунги йилларда жудз^arra^Hy^ysraLOU булиб бормокда. Улар амалда уз х,ук;укларидаги барча ишлар учун маъсулдилар. Зеро, махалланинг кулидан келмай- диган иш йук.

Exercise XIII

This is the main idea of the passage given in exercise XII. Learn it by heart.

1996's results, drawbacks and analysis are very important. Last year was an important step for it 1996 was the year of economic, financial development. In Tashkent there were many criminals some of them became businessman these criminals should know that fighting against them will not stop the Mahalla has authority and responsibility for it.

Exercise XIV

Which of the following English words below can be substituted by the following Uzbek language word groups?

1. У узр сурагандек узини сезар эди.
2. Ёзилган китобнинг охирига кушимча килиб киритмоц.
3. Юкори олқиш ва мактовга сазовор.
4. Компьютерда файлларни йиумок, ва сакдамок.
5. Якинда ишга кирган, лекип ташкилот аъзоларига маъкул булмаган киши, (apologetic, append, appreciative, archive, arriviste)

LESSON 5

Exercise I -^

Shadow the following figures through headphones and tell your remembered numbers.

894,956,848; 965,871,328; 329,651,452; 961,321,256; 375,856,110;
 675,321,506; 0,6710.8516 0.0567 0.851 0.3215 0.0777 0-321
 0.1856 0.0551
 0-516 0.1331 0.0326 ■*^,

""^ JT^iles per hours; 33 feet 7 inches; 1600 bushes; 257 light years; -^67 square centimeters; 18 tons 365 kilograms; 104 metric centner.

Exercise II

Shadow them and find Uzbek correspondences.

Ethiopia, Andorra, Egypt, Austria, Barbados, Canada, Dahomey, Finland. Gabon, Ghana, hidia, Jamaica, Korea, Mexico, Namibia, Pakistan, Peru, Puerto-Rico

Exercise III

Speak about the geographical position of the following countries.

Эфиопия, Андорра, Миср, Австрия, Барбодос, Канада, Дагомея, Финляндия, Габон, Гана, Х^ндистон, Ямика, Корея, Мексика, Намибия, Покистан, Перу, Пуэрто-Рико,

Exercise IV

Speak about the customs and traditions of the following people.

Ethiopian /Ethiop/; Andorran; Egyptian; Austrian; Babadian; Canadian; Dahoman; Finnish /Finn/; Ghanaian; Indian; Jamaican; Korean; Mexican; Namibian; Pakistani; Peruvian; Puerto-Rican.

Exercise V

Listen in the following through headphones English and shadow them in English.

Эфиоп; андорра; миср; австралия; барбадос; канада; дагома; фин, Габон; гания; хинд; ямай; корей; Мексика; Намибия; покистон; перу; пуэрторика.

Exercise VI

Search the Uzbek equivalents for the following words and word combinations from exercise XII and learn them by heart.

Pacification; pacifying; peace-making; reconciliation; detente; improved relations; rapprochement; agreement; compromise; understanding; mediation; non-aggression pact; suspension of hostilities; truce; armistice; ceases-fire; lull; disarmament.

Product; result; effect; output; end-product; by-product; handiwork; manufacture; article; thing; object; ware; merchandise; production; piece; masterpiece; produce; yield; harvest; crop; growth; increase; return.

'-!;f

Exercise VII

1. Make up sentences using the following word combinations.

2. Ask your class-mate to translate sentences into English.

Тинчлантириш, келишиш, тинчликни тиклаш, юмшатиш, алокан ^шилаш, якинлашиш, битим; компромис; тушиниш, уртада туриш, бостириб кирмаслик х,акида шартнома, х,арбий харакатни тухтатиб қолиш, келишиш, ут очишни тухтатиш, жимлик, тинчлик, курулсиз-ланиш.

Махсулот, натижа, эффект, махсулот, якуний махсулот, уткинчи махсулот, кулда ишланган, тайёрлаш, махсулот, товар, ишлаб чиқариш, ишлаб чиқариш булаг, кимматбаҳ, о махсулот, кишлок; хужа-лиги махсулоти, х,осил, ушиб бориш, тушган фойда.

Exercise VIII.

Give Uzbek equivalents concentrating on conference procedure.

Amendment; addition; suggestion; the agenda as it stands; rules of procedure; debate; discussion; card vote; to incorporate the amendment; to delete; deletion; carried; overruled; wording; phraseology; the agenda stands.

Exercise IX

Search the Uzbek equivalents for the following words and word combinations from exercise VIII and write a composition.

Узгартириш киритиш, кушимча, таклиф, таюшф этилган кун тартиби, кун тартиби қабул қилинди, мажлис уқазии қоидаси, муқо-қама, баҳс, мандат сайлаш, узгартириш киритиш /матнга/; олиб таш-лаш, чиқариб ташлаш /матндан/; қабул қилинди! норозилар! Расмий-лаштириш.

Exercise X

Guess what word is omitted:

Only Tokyo rivals London's international banking business, in February ... the Bank of England recorder 520 foreign banks in City of London, more than in any other. They .. alongside the British high Street banks, which perform the banking services; including paying interest to customers who deposit .. money and lending it to other customers who can . the price for it: and alongside them are the .. snks that specialize in arranging corporate finance.

(operate, the, merchant, 1994, pay, basic, their)

Exercise XI

Find the key words, guess the main idea of the speech and deliver a sight interpretation of the passage in Uzbek.

As was «discovered» this company used to conclude illegal deals. ... After the Pitouache company was shut down, the press in some countries started a noisy campaign about the injustice allegedly suffered by foreign diamond mining firms.

If Mitenka did everything as well as he talks, he'd be worth his weight in gold. To hear him now you wouldn't think he got a low mark at the combine-operators' courses just yesterday. Disgraced the whole ГЦ have to reprimand that student and do it well.

Exercise XII

DeUver a sight interpretation of the following passage in English.

Компаниями пок,онуии11 ишларни килганлиги маълум булди. "Питуаш" компанияси беркитилганидан ксийн куп мамлакатларнинг газеталарида чет эл олмос казувчиларига нох,акдик килганлиги х,акида шов-шувлар босилиб чиқилди.

Агар Митинканинг килган иши айхгаН сузига мое келганда эди, у жуда тилла одам хисобланарди, фақ;ат кечагина тог комбат^нерлари курсида "уч" бах,о олди, аммо нутцида қандай гапларни айтаяпти. Бригдани укув аттестатини "уч" билан ясади. Студентлар бияи чин дилдан гаплашиш керак.

Exercise XIII

Match the Uzbek verbose semantic word groups with the English words given below in brackets.

К^рол ва харбий аслах,алар сакланадиган катта коллекцияга5епа1

Жуда эскирган

Уйламасдан иш киладиган одам

Ноконуий итларга аралашган инсон эканлигини фоп1 цилмок

Максадга мувофик эмас

Шароитга тугри келмайди

Янгилик ва мухим нарсалар билан таништирмак;

Ёмон ташкил килинган, ифодаланган шунинг учун тушуниШ

кийин

Тугри ва яхши бажариш учун кобилият тажриба етишмаслик

Назорат қилиш ва бош1^аришга цийин булган

Бошца х,аммасига Караганда тузукрок

Айтиб булмайдиган, шахсан Англаш осон ЮОларни ичини очмок Мухим ва тугри эканлигини аник курсатмок Ишга жавобгар булишга рози булиб ишламок

Мухим ва кимматли эканлигини англамаслик (**unmistakable, unpack, underline, undertake, immoral, impetuous, inadequate, incompetence, unmanageable, inappropriate, incoherent, implicate, arsenal, uimatched,unmentionable**)

Exercise XIV

Define the semantic sense of the passage putting question what?, Why?, When?, Who?, Where?. Make up an edited sensible translation of the passage out of the answers.

Dear Deputies!

The state's policy connected with the spiritual, cultural and enlightenment development must be always at the center of attention.

One of the major tasks in this respect supposes quick drafting and adopting of the important laws concerning education, culture, printing and publishing activities. These laws must meet the contemporary requirements and reflect the international culture interaction, right of the creative workers, procedures and regulations of sponsorship, taxation order, copyright protection, issues of fees, etc.

We approve and support the commercial structures financing development of education and culture, and consider that such sponsors must be provided with privileges. Meanwhile, the sponsors' assets must be utilized to create real works of art, vitally necessary creative events.

Dear People's Deputies,

The major task of our time is to ensure the strengthening of Uzbekistan state independence so

that the country could take the well-deserved position in the word economy and world community.

In this connection it is extremely necessary to work out a comprehensive concept of the Republic National security and legal enforcement of the concept basis.

Exercise XV

Match the following Uzbek verbose word groups with the! English words below

1. куп пул ва вак'г сарф килиб етарлича натижага ёки фойдага! эга булмаслик.
2. кийинчилик ва маъсулиятдан озод булган.
3. энг янги ахборотларни қ;ушиш
4. якйн орада булиб утадиган вокеа
5. куч ишлатиб кишиларга ва мулкка зарар етказадиган
6. зарар етказмасдан ювиб буладиган

(**uneconomical; unhampered, update, upcoming, violent washable**)

LESSON 6

Exercise I

Listen in the following figures through headphones in English and shadow them in English and tell your remembered numbers.

413,954,229; 841,841,847; 124,912,396; 218,498,642.,
0.3; 0.1; 0.56; 0.77; 0.244; 0.8764; 0.8999; 0.9123; 0.72871; 0.94541; 0.58694; 0.77659;
19.847; 29.9681; 31.026; 776.2645; 845.2165

Li ^2 1 ^ 4 9 2 1 3 3
2 4 5 8 15 54 832 645

Ten; dozens; scores; ten thousand sums; dozens of readers; scores of leaflet and letters; decimal fraction; decimal numeration; decimal system of measures; one tenth; ten times ten; decade; decennium; decennial.

Exercise II

Practice your memory training exercise with your class-mate.

Ун, унлаб, ун минг сум, унлаб укувчилар, унлаб вароклар ва хатлар, унлик, унлик хисоб, ун тизимли улчов, бирдан бири, унта-ун, ун йиллик.

Exercise III

The following words are the translations of the words given in exercise 2.

L Shadow the in English.

2. Work in pairs. Let one student explain the geographical position of these countries on the map and English, another one translate *fas/her u* speech into

Angola	Chili
Algeria	Columbi
Bolivia	a
Cyprus	Greece
Yugoslavia	Norway
Palestine	Syria
Tanzania	

Exercise IV

Shadow the following in English.

Жазоир	Ангола	Чили
Боливия	Бирма	Колумби
Кипр	Эквадор ϕ	я
Югославия	Мальта	Греция
Фаластин	Сенегал	Норвеги
Танзания	Вьетнам	я
		Слвия

Exercise V

Make up sentences using the following words. Ask your classmate to translate your

sentences into Uzbek.

Algerian; Angolan; Chilean; Bolivian; Burmese; (Burma); Colombian; Cyprus; Ecuadorian; Greek; Yugoslavian (Yugoslavian, Yugoslav); Maltase; Norwegian; Palestinian; Senegalese; Syrian; Tanzanian; Vietnamese; Israeh.

Exercise VI

Listen in the following words used as adjectives through headphones in English and shadow them in Uzbek.

жазоир; ангол; чили; боливия; бирма; Колумбия; кипр; Эквадор; грек; югослав; мальта; норвег; фаластин; Сенегал; сурия; Танзания; Вьетнам; исроил.

Exercise VII

Shadow / give Uzbek equivalents concentrating on conference procedure/ Make up a short text using these words. Practice your

"ultaneous interpretation working in pairs. Existence; being; entity; means of subsistence; co-existence; life; survival; eternity; substance; reality; truth; fact; matter; nature; objectivity; tangibility; concreteness; universe; living matter.

Agreement; concept; accordance; unison; uniformity; harmony; understanding; mutual understanding; convention; fact; consensus; union; conformity; correspondence; similarity; co-operation; concurrence; joint effort; collaboration;

Conference; talks; discussion; debate; symposium; seminar; exchange of views; preparatory meeting; gathering; assembly; consultation; council; round-table conference; session; hearing; morning session; afternoon session; committee; working group; sub-committee; general Assembly; panel; security **Council.**

Exercise VIII

Train your ability not to lag from the speaker when you translate simultaneously

Dear Friends!

Before we start talking about the economic reforms that are being implemented at a new stage it seemed reasonable to look back at the way we have already passed.

We had to start the building of socially oriented market economy in the complicated social, economic, and political situation.

; Uzbekistan has inherited the centralized planned economy from the former Union. That time only oil, automobiles, grain, foodstuffs but also top priorities. We have ourselves in a far from simple situation: economic ties have been torn off, banking system has ceased has its functioning.

Dear Friends!

There is one more complicated task that requires its solution, and it is the transformation of the people's outlook, formation of the market relations psychology. Changes can be already felt, people are gradually freeing from the dependent moods, and initiative and enterprise are being established. It is particularly seen among the youth. But many of our administrators still cannot get rid of the captivity of the old stereotypes. Many of the unsolved problems are redoubled in the middle chains of administration that lacks initiative and creative approach to the matters.

Exercise IX.

1. Write a composition using the following words and word combinations.

2. Work in pairs. Let one student read his/her composition and another one translate it simultaneously.

The Helsinki Conference on security and cooperation in Europe; the Final Act; collective efforts; to prevent the outbreak of new conflicts; to create a climate of confidence and mutual trust;

the point of departure; to complement the provisions of the document; various sectors of public opinion; the high contracting parties; to make a solemn pledge; within the framework of existing international organizations; renunciation of the threat or use of force; inviolability of frontiers; territorial integrity of states; peaceful (political) settlement of disputes; non-intervention in internal affairs; respect for human rights and fundamental freedoms; equal rights and self-determination of peoples; the necessity to pursue and intensify efforts to ensure security and cooperation in Europe.

Exercise X

Match Uzbek verbose, complicated semantic word groups with their short English correspondences,

- | | | |
|--|--------------|-----------|
| 1. вақтни ва пулни бекорга сарф киладиган | work at | |
| 2. мамлакатнинг гарбий қисмида тугилган ва яшайдиган одамлар | workmate | |
| 3. ту воқеа буладиган вақтда, | wasted | дақ.икада |
| 4. чин қалбдан | wholehearted | |
| 5. кишилар яшамайдиган, экин экилмайдиган, бинолар қурилмайдиган буш жой | westerner | |
| | while | |
| 6. жойни ташлаб чиқиб кетмоқ; | | |
| 7. бирор нарсани яхшилаш ва ривожлантириш учун қаттиқ ишпамо! | wholehearted | |
| 8. бирга ишлаётган одам | ed | |

Exercise XI

Guess what word is omitted:

The City is a network of markets. It always been. They were started informally by traders occupying booths coffee houses; later they inhabited noisy trading floors now by information from state-of-the-art communications equipment markets are as old as the organized international trade..commodities like copper and tin. Others such as financial .. and crude oil, are very new indeed. Some vast.... like equities and foreign exchange, no longer require a place to trade and to shout in order to make.... transaction.

(a, in, has, futures, in, fed, place, some, markets)

Exercise XII

Listen in the following speech through headphones, find the key words, guess the main idea and translate into Uzbek trying to sequence the ideas given in it.

Dear friends!

The follow should be added to this when the cotton crop amounts to 40 centners per hectar the farm will have 904 kg.of cotton-cake and that is 960 fodder units, or almost 10 centners of oats. When this cotton-cake fed it is possible to obtain 820 kg. of milk or 2 centners of meat.

Exercise XIII

Translate the main idea of the speech into Uzbek.

During the past 25 years, we have welcomed over 250000 students on our homestay programmes and we now have 50 centres in the UK and Ireland where we can accommodate your groups in a safe and welcoming family environment. Our aim is to make travel and language learning fun and accessible to everyone. SEE Europe's programmes have been carefully developed by our experienced staff to ensure you get the maximum benefit from your trip to Great Britain. You can choose from a variety of tours or you can create your own itinerary, custom-made for you.

Exercise XIV

Deliver a sight interpretation of the following passage in Uzbek.

Paving our road into the new millenium we extend to everyone our hands for friendship and mutual understanding simbolizing this with words: security, stability and sustainabiHty of growth

and development. Because precisely these concepts create a solid basis for peace well-being and prosperity for every country, every nation, being a condition of inseparability for the geopolitical balance on the planet, giving right to each human being to face the future bravely and with confidence.

Exercise XV

Translate the following passage simultaneously working in pairs with your class-mate.

Янги МИНГ йилликка йул очиб борар экармиз, хаммага дустлик ва ҳамкорлик кулини чузамиз. Хавфсизлик, барқарорлик ва собит-кадам ривожланиш деган сузлар бунинг рамзидир. Чунки айнан ана шу тушунчалар ҳар бир мамлакатнинг, ҳар бир халқнинг тинчлиги, фаровонлиги, равнақи учун мустақкам пойдевор яратади. Сайёра-мизда жугрофий-сий мувозанатнинг ажралмас шарты бўлиб қолади. Бу ҳар бир инсонга келажакка дадил ва ишонч билан қараш ҳуқуқини беради.

LESSON 7

Exercise I

Listen in the following figures through headphones in English and shadow them in English and tell your remembered numbers.

245,783; 1,865.35; 126.375; 341,215.211; 138,251.05; 16,859,376.5; 376,811.12; 61,210,560.786; 38 56
75 97 111 381 83 316 19 183 811

Exercise II

Work in pairs. Let one student explain the geographical position of these countries on the map and another one translate his/her a speech into Uzbek.

Brazil, Fiji, Zambia, Iran, Iraq, Nepal, Australia, Congo, Portugal
Cameroon, Iceland, Togo

Exercise III

Listen in the following through the headphones in English and shadow them in Uzbek.

Бразилия, Фиджи, Замбия, Эрон, Ироқ, Непал, Австралия Бонго, Португалия, Камерун, Исландия, Того.

Exercise IV

Speak about the culture and customs of the following people.

Brazilian, Fijian, Gambian, Iranian, Iraqi, Nepalese, Australian, Angolese, Portuguese, Cameroonian, Icelandic, Togolese.

Exercise V

Search the Uzbek equivalence for the following words from exercise VI. Write a composition using these words.

Undertaking; contract; engagement; task; obligation; operation; program; project; design; plan; venture; business; effort; transaction.

Market; open market; Common market; Free market; black market; auction; world fair; international fair; trade and industries fair; motor show; corn-market; grain-market; stock-exchange; labor-exchange; trading center; depot; warehouse; storage; wholesale; retail trade; article of commerce; commodity; freight; cargo; wares; goods; vendible stock; capital goods; durable; perishable goods; consumer goods; item; market economy; commodity market; finished products; semi-manufactured goods (semis).

Exercise VI

The Uzbek equivalents for the following words and word combinations are given in exercise V.

1. Learn them by heart.

2. Make up short texts for them and train your oral translation with your class-mate.

Қорхона, шартнома, қиладиган иши, вазифа, мажбурият, операция, дастур, лойиҳа, режа, план, қуч, қелишиш, бозор, очик бозор, умумий бозор, эркин бозор, қора бозор, аукцион, дунё ярмарка; авто салон; бугдой бозори, фонд биржаси; меҳнат биржаси; савдо маркази, склад,

улгуржи савдо, чакана савдо, товар, юк, махсулот, товар махсулоти, корхона манбаи, узок вақт фойдаланиш мумкин булган махсулот, тез бузиладиган, бозор экономикаси, хомашё бозори, тайёр махсулотлар, полуфабрикатлар.

Exercise VII

Translate the following words and word combinations into Uzbek. Write a short report using them. Organizing a group conference train your simultaneous interpretation skill.

Credentials committee; auditing committee; drafting committee (group); nomination(s) committee; juridical committee; investigation committee; secretariat; steering committee; organizing (organization) committee; joint committee; mixed committee; preparatory committee; working group; panel; advisory committee; liaison committee; plenary (session); public session; private session; opening session; closing session; to open; to suspend; to adjourn; to cancel; to close; to defer.

Exercise VIII

Deliver a sight interpretation of the following passage in Uzbek.

It goes without saying in the Constitution, in the Laws of the Republic of Uzbekistan and other normative documents related to defense the foundation of the problem have already been laid.

In the 18th century, George Dance built a Palladian villa for Lord Mayors of London, who still call it the Mansion House. Sir John Soane designed curtain wall around the Bank of England to deter thieves and rioters. Sir Herbert Baker rebuilt the old Bank inside Soane's wall in the 1920s. These are Great architectural monuments. The most recent addition to the list is Sir Richard Rogers's Lloyd's building; and there are high-quality office buildings at Broadgate and Ludgate Hill.

Exercise IX

Translate the following words and word combinations into Uzbek. Write a short report using them. Organizing a group conference train your simultaneous interpretation skill.

to come to grips with the problem; to look at the world through rose-tinted glasses; compelling world problems; to see with the naked eye; to make unsubstantiated generalizations; to make a token move; to gain a firm foothold; to observe the rules of international law; in conformity with the UN Charter; in contravention of the provisions in the UN Charter; to pursue arm-twisting policies; to learn from the harsh lessons of the past; a most sanguinary war; to disband opposing military blocs; to dismantle military bases on foreign territories.

Exercise X

Train your ability not to lag from the speaker, while you are translating into Uzbek.

Dear Friends!

We are facing the need to develop the concept and the national program the implementation of small intensive technologies of productions 'capable of saturating the domestic market during a short period of time.

Therefore, it is necessary to speed up purchasing intensive technologies by all possible means (attraction foreign loans, investments from local budget assets, insurance companies and private saving of the citizens). While selecting the countries and companies for purchasing these technologies the particular attention should be paid to the equipment and quality of the finished produce, its correspondence to the world standards.

Exercise XI

Listen in the following speech through headphones, find the key words, guess the main idea of the speech and translate into Uzbek trying to sequence the ideas.

Dear Friends!

Liberalization of prices and shaping of market infrastructure is the main problem. Particular significance during transition from centralized planning system and administrative command distributive system to market mechanisms of economic progress is attached to the problem of price release and its adjustment with production costs and actual demand on raw and output. Free market prices formed on the basis of actual demand and supply are a major link of market economy, which ensures close infrastructure and cooperation between output manufacturers and consumers.

Exercise XII

Guess the main idea of the following speech translate into English trying to sequence the ideas.

Х,урматли дустлар!

Нархларни эркинлаштириш ва бозор инфраструктурасини шакл-лантириш асосий масала деб караймиз. Марказдан туриб режалаш-тиришга асосланган маъмурий буйруқбозлик усулидаги тақсимлаш тихимидан ик;тисодий таракдиетнинг бозор механизмига утиш даври-да нархларни эркин куйиб юбориш, улрани ишлаб чиқариш харажат-лари хамда хом ашё ва махсулотга булган ҳақдкий талабга мувофик-лаштириш муаммоларини хал этишга алохида ахамият берилмокда. Чинакам талаб ва тақлиф асосида вужудга келадиган эркин бозор нархларининг амал килиши бозор иктисодиётининг гоят мухим бугини булиб бу бугин махсулот ишлаб чик,арувчилар билан истеъ-молчиларнинг ^заро жиле таъсирини таъминлайди.

Exercise XIII

Guess what word is omitted:

London is the oldest of the world's three greatcentres. Doormen the Bank of England wear the .red and pink livery as was worn when .gwas founded 300 years ago, when shares were firsttraded on the London Stock Exchange. But London's real as a world financial capital is the way it tradition and experience to expertise and innovation, (same, allies, Bank, financial, knack, being)

LESSON 8

Exercise I

Listen in the following figures through headphones in English and shadow them in English and tell your remembered numbers.

749,563,126;	321,744,115;	458,346,95
236,452,813;	747,246,341;	7
112,156,111;	314,852,518;	617,431,75
12,651,329,517;	45,217,354,841;	0.2664;
0.0664; 12.246;	0.3741;	46.2746;
	0.0741; 75.71;	

Exercise II

Work in pairs. Let one student explain the geographical position of these countries on the map and another one translate his/her a speech into English.

Mauritania, Lesotho; Monaco, Mozambique; Qatar; New Zealand; Nicaragua; Paraguay; Zaire; Rwanda; Botswana; Burundi; Greenland; Guadeloupe; Singapore; Sao Tome e Principe; Seychelles; Swaziland; Taiwan; Sri Lanka; Surinam; Uruguay; Ulster.

Exercise III

Listen in the following through the headphones and shadow them in English.

Мавритания, Катар, Лесото, Монако, Мозамбик, Янги Зеландия, j^НКарагуа, Парагвай, Зоир, Руанда, Ботсвана, Бурунди, Гренландия, ваделупа, Сингапур, Сан Томе ва Принсипи, Сейшель ороллари, ва^зиленд, TaitBaub, Шри Ланка, Суринам, Уругвой, Ольстер.

Exercise IV

Find Uzbek correspondences. Make up sentences with them.

Mauritania; New Zealander; Nicaraguan; Burandian; Rwandan-Swami; Paraguayan; Uruguayan; Sri Lanka.

Exercise V

Speak about the following languages: who speaks and in what countries they are spoken.

Никарагуа тили, мавритан тили, Мозамбик тили, бурунди тили руанди тили, сваами тили, парагвай тили, уругВай тили, ланкий тили.

Exercise VI

a) Which of the following English words below can correspond

to the following Uzbek word groups. Match them.

regional conflicts; religious extremism and fundamentalism; great-power chauvinism and aggressive nationalism; ethnic and interethnic contradiction; corruption and criminality; regionalism and clans; civil duty; sacred land.

минтаъавий можаролар; диний экстремизм ва фундаментализм; буюк давлатчилик шовинизми ва агрессив миллатчилик; этник ва миллатлараро зиддиятлар; коррупция ва жинойтчилик; махаллий-чилик ва урутаймоқчилик муносабатлари; фукаролик бурчи; мукаддас замин.

b) Now find the Uzbek translations for the following English word groups. Make up short texts using them and train your oral translation skill with your class-mate.

Hotbeds of aggression; hot spots on the globe; to be deeply involved in a conflict; peace is not another name for the absence of war; laws and usage of war; to achieve military (nuclear) superiority; peaceful use of atomic energy; reconversion; to lull public opinion; to resort to gunboat diplomacy; cloak and dagger policy; the end justifies the means; overkill capability; crude (flagrant) violation of international law; cold war; shooting war; to establish a collective security system; to instigate a fratricidal war; civil defense and survival programs; a negotiated settlement of disputes.

Exercise VII

Deliver a sight translation as it is read through headphones-Follow the speaker and do not depart from the original.

There may be ups and downs in relations between countries it is wever undeniable that there is definite correlation between the amount f trade turnover and exhibition activities.

Exhibitions are always important events, the significance we attach this exhibition is well illustrated by the number of our foreign trade reanizations participating in the exhibition and the exhibits they show

here..-

In conclusion I'd Hke to say that we all hope that the work we are doing here and that the exhibition will serve to improve mutual understanding between all peoples and will strengthen both friendly relations between states with different social systems and world peace.

Exercise VUI

Listen in the following speech through headphones, find the key words, guess the main idea of the speech and translate into Uzbek trying to sequence the ideas.

The voters are registered by clerks of counties or towns and by local election commissions. When registering the voter must produce an identification card. This id done to prevent fraud. The administration of elections is vested in an election commission which is ordinarily is compose of two conuissioners, one representing each of the major parties and a third ex officio member, usually a sheriff, a country judge or a clerk.

Exercise IX

Translate constructing sequential sentences in English with the underlined key words.

Мухтарам дустлар!

Биз одатда иктисодий кудратни факат ишлаб чикариш кувват-ДШШ Деб тушунамиз. Аммо жaxonда бошка тажрибалар хам бор. Окдлона йулга куйилган банк_тизими, биржалар фаолияти хам уз Давлатларига жуда катта фонда келтирмокда.

Кейини пайтларда Тошкешз^ бир неча машхур хорижий ШЦДЭЦинг ваколатхоналари очилди.

Exercise X

Guess what word is omitted:

Many of the more enterprising traders operate at LIFFE- ___ London
hite rnational Financial Futures and Options Exchange- the largest _
future s exchange outside Chicago. Financial futures and options, part the group of instruments
know as derivatives, are the _____ business m
international finance, and the trading pits at are so hectic that active
dealers arrive early to _ a place to deal in money market, fixed income

___equity derivatives denominated in sterling, dollars, yen, lira, ECU, francs and D-Marks.

(Swiss, and, the, LIFFE, financial, of, fastest-growing, secure)

Exercise XI

Find the key words, guess the main idea of the speech and translate into Uzbek trying to sequence the ideas.

The end of the XX century - the century of astonishing scientific inventions, penetration of man in the Universe mysteries, the century of information and amazing technical opportunities has become even though it sounds paradoxical, the period of religious values' renaissance, the period of return to quiet, peaceful religious spirituality.

Islam, one of the major world religions is no exception within this global trend. On the contrary the events that have taken place in recent decades both in muslim and non-muslim world gave grounds to start talking about the so-called «Islamic boom» in the world community.

Exercise XII

Work in pairs. Ask your class-mate to translate the main idea of the speech into English while you are reading the following text.

XX аср ажойиб илмий кашфиётлар асри, инсон коинот сирлари куйнига кириб бораётган аср, ахборот ва гоят улкан техникавм имкониятлар асри булди. Шу билан барга бу асрнинг охири дшшй кадриятларнинг уйғониш даври, вазмин беҳуда уринишлардан ҳоли диний маънавиятга узига хос тарзда цараш даври булиб колди. Жахондаги энг Йирик динлардан булган Ислом ҳам шу каби ялпи интилишлардан четда к;олгаБИ йук. Аксинча мусулмон дунёсида ва хатто ундан ташкарида ҳам сунгги ун йилликлар мобайнида руй берган воцеалар жахон ҳамжамятида «Ислом овозаси» деб аталган ходиса хакида гапириш имконини берди.

Exercise XIII

Read the text and compare its translation below, Yoa'H be sure how easy to translate. Learn to do the same.

Тусатдан, беҳосдан нохуш булган кутилган хабар таркалди. Хавфли ва нохуш вокеалар булади деб кимнидир куркитиш ва t Qgja килиш кишини хавотирга солади. Бир вақтнинг узида иккита р хил хохлаган ра хохламагаи вокеаларни хис килиш кишини хаво-тирга солади. Самолётнинг харакатлари натижасида газ берадиган (^ишилардаги касаллик эса ана шундай куркув туфайли булади.

(abrupt, alarm, alarmed ambivalent, airsick)

Abstrupt message was spread, alarm makes the people alarmed, ambivalent makes people more alarmed, the airsick is held as a result of such fear.

LESSON 9

Exercise I

Listen in the following figures through headphones hi EngUsh and shadow them in English and tell your remembered numbers.

49, 385, 642, 082; 395, 586, 292, 112; 116,741, 293, 187; 812,198,341,616; 311, 111,312,543; 260,100,834,106; 160.1121; 360.7118; 263.0834; 265.0426; 265.15; 378.19; 248.3675; 811.421; III 18 1 4 78 66 31 111 J9 2 5 79 67 32

Exercise II

Work in pairs. Let one student explain the geographical position of these countries on the map and another one translate his/her a speech into Uzbek.

Haiti	Denmark	Switzerland
Somalia	Madagascar	Argentina
The Netherlands	Kuwait	Yemen
Chad	Handuras	Barbados

Jordan	Thailand	Lebanon
Gabon	Ghana	Peru
Burma	Cyprus	Malta
b"aq	Iceland	Sri Lanka

Exercise III

Shadow them in English and speak about the customs and traditions of these countries.

Гаити	Дания	Швейцария
Сомали	Мадагаскар	Аргентина
Нидерландия	Кувейт	Яман
Чад	Гондурас	Барбадос
Иордания	Таиланд	Ливан
Габон	Перу	Бирма
Кипр	Мальта	Ирок
Исландия	Шри Ланка	

Exercise IV

Find Uzbek correspondences. Write a composition about these people.

Haitian; Danish; Swiss; Somali; Madagascar; Argentinean; Dutch; Kuwaiti; Yemeni; Chidden; Honduran; Barbarian; Jordanian; Thai; Lebanese; Ghanaian; Peruvian; Burmese; Cypriot; Maltese; Iraqi; Icelandic; Swami; Sri Lanka.

Exercise V

Shadow them in English.

Гаитян, Дания, швейцар, сомали, Мадагаскар, аргентана, нидер-ланд, кувейт, яман, чад, Гондурас, барбадос, иордан, Таиланд, ливан. Габон, перу, бирма, кипр, мальта, ирок, исланд, свами, шри-ланка.

Exercise VI

Here are the words and word combinations with the common semantic component. Make up sentences with them and train your interpretation skills into EngUsh by substituting them.

Part; portion; proportion; majority; minority; fraction; half; quarter; surplus; balance; percentage; remainder; quota; dividend; share; etc. particulars; detail; ingredient; member; constituent; integrate; element; component; faction; species; sector; section; segment; fragment; department; sample; particle; splinter; chunk; lump; bits and pieces; odds and ends; miscellany.

Whole; wholeness; fullness; completeness; integrity; indivisibility; oneness; unity; whole number; unit; ensemble; complex; totality; sum universality; generalization; comprehensiveness; one and all; aggregate; total; Alpha and Omega; complete set; inventory.

Industrial unions; craft unions; amalgamated union; local branch; «non-affiliated union (independent union); to recruit /draw in, enroll/ new members; to enlarge the membership; collective agreement; to negotiate contract; pay and hours agreement; seniority pay; fringe benefits; official strike; wild cat strike; general strike; sympathy (token) strike; labor legislation; overtime ban; skilled worker; semi-skilled worker; unskilled /general/ worker; piece-worker; time-worker; wage claim; quota setting.

Exercise VII

Match Uzbek verbose word groups with the English ones.

Уз мавкеини мустах, камлаш	all-round
Исло?^отлар йули	road to reforms
Жугрофи11-сиёсий мувозанат	valuation of ideological dogmata
Узаро манфаатли х, амкорликлар	mutually beneficial cooperation
}^ар томонлама	consolidate their position
Милли11 узликни англаш	world community
Уз тақдрфини узи белглаш	self-determination
Зиддиятларни сақданиб қолиши	maintenance of conflicts
К^отиб колган мафкуравий акидалар	geopolitical balance
Жушкин ва собитк, адам	
Ривожланиш	dynamic and sustainable

Жах, он х, амжамияти	development
Орох, булмок	national self-identification
Миллатлар ва фу]^аролар	be watchful
уртасидаги тотувлик	interethnic and civil
Шафкатсиз дунё	harmony in the society
-Янги МИНГЙИЛЛИК	to face the future bravetj*""^
Келажакка дадил ва ишонч билан i^apani	and with confidence
Exercise VIII	new millenium
Guess what word is omitted:	severe world

The City of London is the brains, the lungs the heart of Britain'^ financial and business services, one the biggest and fastest grow^g major industries in the__ . Financial and business services account for 16.4 per cent __of the UK Gross Domestic Product, growing by 51 pg^ __between 1982-1992, and in 1992 net overseas receipts ____ British financial institution rose 19.8 per cent, from J 15.7 in 1991 to J 18.g billion.

(from, billion, and, nation, of, cent, of)

Exercise IX

Listen in the following speech through headphones, find the key words, guess the main idea of the speech and translate into Uzbek trying to sequence the ideas.

The evening before, pigheaded as usual he had refused to admit the possibility of spending a night away from home and insisted that we would need no luggage, but I packed his bag myself with some help from Frits, on the theory that man proposes but some other specimen may dispose.

Exercise X

Guess the main idea of the speech and translate into Uzbek trying to sequence the ideas.

Ladies and Gentlemen!

Examining potential threats to national security, problems of ecological safety and envhonthal protection deserve special attention. We have to admit frankly there were no serious considerations of these problems under the previous administrative command system. This issue was predominantly a subject of investigation for individual researches «a cry from the heart» of non indifferent persons who were worried greatly about their country's future, preservation of its natural wealth.

Exercise XI

Compare your translation of the main idea of the speech above "m^ the following published one.

Ч Хонимлар ва Жаноблар!

г;. Миллий хавфсизликка карши яширин тахдидларни куриб чик^р эщшмиз экологик хавфсизлик ва атроф мухдтни мухофаза к;илишШ

^аммоси алохида эътиборга моликдир. Очик эътироф этиш керакки, узок йиллар мобайнида эски маъмурий буйрукбозлик тизими шарои-тида бу муаммо билан жиддий шугулланилмаган, аийкроги бу муам-МО айрим жонкуяр олимлар учунгина тадкикот манбаи, уз мамлакат-Нарйнинг келажакига, табиий бойликлари сакланиб колишига бефарк, карамаган, бу хаада каттик ташвиш чеккан одамларнинг эса «калб лидоси» булиб келган.

LESSON 10

Exercise I

;Г

Listen in the following figures through headphones in **English** and shadow them in English and recall them.

49,531; 17,249; 21,321; 13,765; 325.5; 186,6;

314,8; 164,9; 216,7; 546,17; 328,85; 459,19;

375.16;

161 131 318 261 316 541 618 163 132 319 262 317 542

Exercise II

Speak the geographical position of the following countries **and let** someone translate your speech into Uzbek simultaneously.

Alan Island		Aleutian Islands
Antilles		Greater Antilles
Lesser Antilles		Azores
Bahamas Islands		Bermuda Islands
Cape Verde Islands		Canary Islands
Comoro Islands		Channel Islands
Falkland Islands		Dodecanesa Islands
Fiji Islands		Faro (s) Islands
Hawaiian Islands		Galapagos Islands
Kuril Islands		Hebrides
Marquises	Mariana (s)	'
New Hebrides ■	Molokai	'.el
Pescadoro	Orkney Islands	-Ц
Seychelles		Soma
Solomon Islands		Sheltered Islands
Greater Windward Islands	Marshall Islands	, -ti^!^
Balearic Islands	Lesser Windward Islands	

Exercise III

During translation make homogeneous parts of the Uzbek sentences subject of the English sentence and put the predicate at the end using passive voice.

Мамлакатимизнинг истиклол йулидаги кадамидаёк, буюк маъна-виятимизни тиклаш ва янада юксалтириш, миллий таълим-тарбия тизимини такомиллаштириш, унинг миллий заминини мустахкамлаш замен талаблари билан уйғунлаштириш, жахон андозалари ва куникмалари даражасига чиқаришга катта аҳамият бериб келинмоқда.

Exercise IV**Shadow / give Uzbek equivalents**

Number; cardinal number; ordinal number; odd number; even number; whole number; digit; figure; numerals; Arabic numerals; Roman numerals; quantity; symbol; function; variable; expression; formula multiplicand; multiplier; coefficient; dividend; divisor; fraction; item minus; difference; denominator; numerator; common denominator power; root; square root; cube root; logarithm; differential; integral.

Worker, industrial and office workers; volunteer; self-employed person; professional; business man; breadwinner; salary earner; wage-earner; employee; employer; brain-worker; piece-worker;

laborer; skilled worker; semi-skilled worker; unskilled worker; agricultural laborer; artisan.

Party; political party; right; left; center; coalition; popular front; bloc; political bloc; syndicalism; anarchist; right-winger; left-winger; rightist; leftist; moderate; centrist; party man; party member; politician; Conservative; Tories; Unionists; Liberals; Radicals; Democrats; Republicans; Falangists;

Exercise V**Try to make up micro-review of the speech.**

Dear Friends!

The main target of the reforms, not only economic but social as well-is in strengthening our national currency-sum, that is the indicator of all changes. With this view the wide-range work has been done. I believe that in 1995 we shall achieve the convertibility of our currency.

Our national currency-sum-will acquire power and respect when № shops and markets of the country prove to be saturated with the commodities. I wish to stress once again that our stage will become ^ei^ful and the life of its citizens will become powerful and the life of C citizens will become prosperous in case our national currency is stable!

Азизбиродарлар!

Тошкент шахрининг Узбекистондаги мавқеи ва ахамияти ҳаммамизга аён. У мустақил

давлатимизнинг пойтахти, йирик илмий ва маданий марказигина булиб қолмасдан унинг юраги ҳамдир. Шу сабабли Тошкентдаги ижтимоий-сиёсий барқарорликка, ишларнинг ахБОЛИга қараб бугун Республикамиздаги вазият ҳақида ҳулоса чиқариш мумкин.

Юрак соғяом экан, мамлакатимиз ҳам тез ўқиб ўлғаяди, тарақиёт йулидан дадил олға бораверади.

Бу шаҳри азимда Ўзбекистон қудрати, салоҳиятининг энг сэра, танланган қучлари-етук ва бой тажрибага эга ташкилотчи раҳбарлар, илму фан ва маданиятимизнинг таникли намояндалари, ҳар ишга қодир мутахасислар жамланган.

Exercise VI

Shadow / give Uzbek equivalents and make up a short text for your simultaneous translation training.

Spiritual values; national self-consciousness; building up state system; defensive capacity; shaping of market relations; formation of the class of owners; geo - strategical potential; national and raw material resources; human potential; social and industrial infrastructure; large scale transformations; integration with the world community;

market economy; subsistence economy; diversified economy; economic indicators; artisan industry; processing industry; extracting industry; capital industry; consumer-goods industries; productive capacities; industries operating to full capacity; idle capacities; expansion of productive capacities; capital stock; fixed assets; current assets; capital intensive industries; labor intensive industries; capital investment; industrial expansion; employment opportunities; surplus manpower; shortage of manpower; idle manpower; dormant labor; upturn in economic activity; downturn in economic activity; gross national product (GNP); demand and supply; fiscal policy; fiscal year; austerity policy; economic management; economic mismanagement; cost of living; living standards; purchasing power; domestic situation; economic efficiency.

Exercise VII

Make up a short text using the following words and expressions and record it and train your ability not to lag from the speaker during your translation.

маънавий қадриятлар; мидлий ўзликни англаш; давлатчиликни шакллантириш; муҳофаза қилишни му қавқам л аш; бозор муноса-қатларини қарор топиши; мулкдорлар синфи; жугрофий ва стратегик имқолийятлар; табиий ҳом ашё ресурслари; инсоы салоҳияти; ииқт. мой ва ишлаб чиқариш инфрақуқтураси; қенг қуламли ўзғариш-лар; жаҳон ҳамжамияти билан ҳамқорлик.

Exercise VIII

Guess what word is omitted:

Insurance is another ancient London market which also began a coffee house. This market dates from the 1680s it was run by Edward Lloyd. Captains, ship-owners merchants met to exchange the latest news, and the _ attracted the first agents offering marine insurance. Today, the _ market is centred on Lloyd's of London's audacious new ___ in Lime Street.

(when, and, naturally, building, insurance, in)

Exercise IX

Listen in the following speech through headphones, find the key words, guess the main idea of the speech and translate into Uzbek trying to sequence the ideas.

Esteemed Deputies!

At the new stage of the economic reform the economic and financial stability requires the prior importance as a main precondition for structural transformations, recovery of the economy, its further dynamic and balanced development. The stabilization of economy is a natural and inevitable process on the part of shaping up market, aimed at overcoming the crisis. The effectiveness of the stabilization measure first and foremost depends on what we mean by the economic crisis and stabilization, on how we interpret them and what criteria is used to evaluate them.

Exercise X

Listen in the following Uzbek text through headphones and read its translation of it given in exercise IX copying with speaker's speech.

Хурматли депутатлар!

Иқтисодий ислохатларнинг янги босқичида иқтисодий ва молиявий барқарорлик таркибий узгартиришлар иқтисодиётни жонлаш-тириш, сунгра уни бир маромда, мувозанатни сақдаган ҳолда ривож-лантиришнинг асосий шарти сифатида биринчи даражали аҳамият касб этади. Иқтисодиётни барқарорлаштириш - бозорни шакллантириш йулидаги қонуниятли ва муқаррар жараён. У эҳтг аввало танглик ходисаларига барҳам беришга қаратилган. Барқарорлаштирувчи чора тадбирларнинг самарадорлиги биз иқтисодий танглик ва барқарорлик тушунчасига қандай маъно беришимизга, уларни қандай идрок қили-шимизга, қайси меъзонларга қара баҳолашимизга қўй жихатдан бoғ-лиқдир.

Exercise XI

Deliver a sight interpretation of the passage.

Continuous education is the main basis system in personnel training, the priority providing the social economic development of the Republic of Uzbekistan. Continuous education satisfies the economic, social, scientific-technical and cultural requirements of personality, society and state. Continuous education creates the necessary conditions of forming creative, socially active, spiritually rich personality and overcoming the training of skilled, competitive staff.

Exercise XII

Listen in the following speech through headphones, find the key words, guess the main idea of the speech and translate into English trying to sequence the ideas.

Узлуксиз таълим кадрлар тайёрлаш тизимининг асоси, Ўзбекистон Республикасининг ижтимоий-иқтисодий тараққиётини таъминловчи, шаҳе, жамият ва давлатнинг иқтисодий, ижтимоий, илмий-техникавий ва маданий эҳтиёжларини қондирувчи устувор соҳадир.

Узлуксиз таълим ижодкор, ижтимоий фаол, маънавий бой шаҳе қўлқаниши ва юқори малакали рақобатбардош кадрлар илдам

тайёрланиши учун зарур шарт-шароитлар яратилди.

LESSON 11

Exercise I

Find the geographical position of the following countries on the map. Choose one of them and write a composition about it

Ceylon	Sumatra	Guadeloupe
Celebes	Borneo	Barbados
Java	Timor	Grenada
Tahiti	Honshu	Tobago
Hokkaido	Okinawa	Caracas
Kyushu	Taiwan	Tierra Del Fuego
New Caledonia	Tasmania	Easter Islands
Guam	Haiti	Sao Tome
Puerto-Rico	Greenland	Pnncipe
Nassau	Jamaica	Ascension Island
Reunion	Martinique	Mauritius Island
Corsica	Sicily	Saint Helena
Cyprus	Crete	Sardinia
	Zealand	Rhodes
	Madagascar	Main

Exercise II

Listen in the following through the headphones in English and slow them in Uzbek.

Цейлон	Суматра	Пассау
Целебес	Барнео	Мартиника
Ява	Тайти	Гваделупа
Тимор	Хонсю	Барбадос

J^j	Хоккайдо	Окинава	Гренада	„
T.	Кюсю	Тайвань	Тобаго	„,
	Янги Каледония	Тасмания	Кюрасо	
■;	Гуам	Гаити	ОловлиЕр	
	Пуэрто-Рико .^^	Ямайка	Пасхи ороллари	
	Сан Томе ', ,	Принсипи	Вознесения ороллари	
	Маврикий „„„	Реюньон	Мадагаскар	
	Корсика	Сардиния	„	
	Сицилия ^ . ..	Мальта	Крит	
	Родос „„„'	Кипр	Зеландия	— „
	Мон	Гренландия		

Exercise III

Listen in the following speech through headphones, find the key words, guess the main idea of the speech and translate the underlined into Uzbek trying to sequence of the ideas.

The country's foreign trade totally about 100 doll. Bn.

The foreign debt stood at 15.5% of the gross domestic product. ■■'•'^-

In 1984 a net borrowing abroad came to 43.7 Bn. ^J'

Long-term import credits amount to 850 doll. Ml- -i-

Tourism and travel now bring in about 10% of the total income. Th^_slwe of international activity in the bank's balance-sheets is

already one third, even though it runs 800 branches in Finland itself.

The Scandinavian Bank registered Assets exceeding 38.2 doll. ml on 31 December 1981.

As recently as 1973, oil accounted for 56 % of energy consumption in Finland. This share had fallen to 42% by last year. Consumption of oil products totally nearly 14 ml tons. It was 11.8 ml. last year and is expected only 11-2 ml this year.

The requirement in the Finnish-Russian bilateral trade is that imports and exports should be of approximately equal total value.

Exercise IV

Deliver a sight interpretation of the following passage in English.

Ташки савдо абороти тахминан 140 миллиард доллар. Ташки қарз мамлакат махсулотининг 15,5%. 1981 йилда четдан олинган қарз ролла роса 3,5 миллиардни ташкил этган. Импортга узок; кредит 850 миллиард доллар- Туристик ва бошка ташрифлар умумий фол<дани 10% ташкил этади. Банк балансидаги халқаро операциянинг умумий уч марта пасайди, бинобарин Финландиянинг узида банкнинг 800 филиали бор. 31 декабр 1981 йилда Скандинавия банки 38,2 миллион доллардан ортиқ пулни расмийлаштирди. 1973 йилда нефт 56% бутун Финландиянинг ёкилгисининг 56% ташкил этади. Утган йилнинг охирида уни истеъмоли 42%га пасайди. Махсулотни истеъмоли 14 миллион тоннани ташкил этади. Утган йили у 11,8 миллионни бу йил ^^ 11,2 миллионни ташкил этди.

Exercise V

Write a short text using the following words and word groups.

multinational country; threads of security; conditions of stability; guarantees for progress; on the threshold of the XXI century; deepening economic reform; strong law-governed democratic state; the road of independence;

Change; alternation; variation; difference; mutation; modulation variability; partial change; modification; adjustment; total change revolution; break with the past; innovation; change for the better improvement; change for the worse; deterioration; change of direction diversion; deviation; regression; transition; transposition; transference displacement; interchange.

Production; creation; undertaking; performance; output; ассощ. lishment; preparation; formation; construction; manufacture; industry' processing; assembly-line; industrialization; increased output; mass-production; automation; development and production.

Exercise VI

Split the Uzbek complex sentence with suffix-"лнги" into several simple sentences in English

Таълим Узбекистонда республика ижтимоий таракдиёти сох,а-сини урта махсус,

касб-х,унар таълимнинг мажбурийлиги, таълим ва тарбиянинг ишонпарвар, демократик характерда эканлиги, таълим-нинг узлуксиз ва изчиллиги;и, урта махсус, касб хунар таълимнинг Ёгуналишини: академик лицейда ёки касб хунар коллежида уқишни танлашнинг ихтиёри)глиги, таълим тизимининг дунёви11 характерда эканлиги. давлат таълим стандартлари доирасида таълим олишнинг х,амма учун очиклиги устувор деб эълон қилади.

Exercise VII

Write a composition using the following words and record it. Work in pairs to train your simultaneous interpretation with your classmate.

to proclaim the sphere of vital interest;
to plan a further built-up of US and NATO military power;
to achieve an overwhelming military superiority;
to upset the existing military equilibrium;
to trigger off an unbridled arms race;
to build up military power;
to wage a defensive war;
to create a menace to peace and security of nations;
to ban the use of nuclear energy for military purpose;
rapid deployment forces;
to be on continuous patrol near the shores of Europe, the Far East and in the Indian Ocean;
to consolidate one's military presence; not to be the first to use nuclear weapons; non-first use of nuclear weapons;
to consider any nuclear attack a capital crime against humanity; to peddle the idea of a so-called limited nuclear war; to plan the development, improvement, deployment and stockpiling of other weapons of mass destruction;
to resort to the strategy of direct confrontation between the USA and Russia;
to reduce to the minimum the possibility of retaliation; ,(to seek agreement of the basis of equality and equal security; to release funds for social and economic programs; to balance on the brink of war;
to assume the committee of non-first use of nuclear weapons; not to impinge on the security interests of either side; to extend confidence-building measures to the seas and oceans; to create nuclear-free zone;

Exercise VIII

Translate simultaneously, recall the figures and train your ability not to lag from the speaker.

The United States, Canada, Argentina, France and Australia today account for 80% of world grain trade. In the 1980s the US exported four times more agricultural products to the EEC countries than the latter to the American market..

Between 1969 and 1981 the EEC's wheat exports doubled whereas its share on the world wheat market dropped from 16.6 to 14.9%.

In 1981 agricultural products made up 20% of total American exports. US farmers sell abroad more than 60% of their wheat and rice crop, half of the soybeans and about a third of the maize. In 1981 roughly a quarter of their income was earned by export. 24 million people, or nearly a fifth of US workforce, are employed in agriculture and allied processing industries. Their incomes showed a drop of \$1 billion dollars last year. In 1981 the prices of wheat fell by 8.7% maize 20.2 and soybeans 15.8%.

The EEC countries account for over 60% world trade in milk products. It was decided this year in Brussels to effect a very moderate increase in the purchase prices of agricultural products-4.4%, as compared with 10.5% last year.

Exercise IX

Guess what word is omitted:

The financial, commodity and insurance markets are founded historically__ Britain's strong mercantile and maritime tradition. Today the British-owned__ is among world leaders, particularly in container and passenger__ . As well as providing billions of pounds in invisible, the skills learned in the shipping industry underpin many City Services.

(other, fleet, on, earnings, slipping)

Exercise X

Listen in the following speech through headphone, guess the main idea of it and translate into Uzbek.

Dear friends!

The competitive of educational services is created by marketing educational and personnel training. The development of governmental and non-governmental educational establishments is ensured, creating a competitive environment for education and training the specialsts. Governmental regulation services are carried out. The system of private consultation, optional and additional educational services is developing beyond the general educational programs.

Exercise XI

Work in pairs. Let one student read the following text another one translate into English simultaneously.

Таълим ва кадрлар тайёрлаш соҳасида маркетингни ривожлан-тириш 1^ули билан тахлим хизмати курсатиши ракобатга асосланган бозори шакллантирилади. Давлат ва но давлат таълим муассасалари ривожлантирилади, таълим ва кадрлар тайёрлаш соҳ,всида ракобатга асосланган мухит вужудга келтирилади. Таълим хизмати курсатиш бозори давлат нули билан ботпкариб борилади. Асосий таълим дас-турларида назарда тутилмаган консултатив ва кушимча таълим хиз-матларидан иборат пуллик таълим хизмати курсатиш тизими ривож-лантирилади.

Exercise XII

Listen in the following speech through headphones, and translate into Uzbek.

Software of education process is developing on the basis of modern informational technologies, computerization and information networks. The role of mass media in the education process is increasing thus intellectual and educational TV and radio programs are being produced. Xhe publishing foundation of science and education is developing and a regular stock of education, methodological, scientific, encyclopaedic and reference literature is forming.

Exercise XIII

Deliver a sight translation of the following passage in English.

Замонавий ахборот технологиялари, компютерлаштириш ва компютерлар тармоқдари негизида таълим жараёнини ахборот билан таъмигшаш ривожланиб боради. Таълим жараёнида оммавий ахборот воситаларининг мавцеи ошиб боради. Телевидения ва радионинг таълим дастурлари интеллектуаллашуви таъминланади. Фан ва таъ-лимнинг нашриёт базаси ривожлантирилади, укув, укув-услубий, илмий, комусий адабиётлар ва маълумотномалар билан таъминлаш-нинг баркарор тизими шакллантирилади.

LESSON 12

Exercise I

Translate the following into Uzbek and record them.

Train shadowing skill.

to double by the end of the year; to reduce to two thirds in the next fiscal year; to show a five per cent increase by the end of the first quarter; to tally 8ml signatures a against 3ml two years ago; to yield a 15 per cent increment compared with 13 per cent a year earlier; to expect a decreasing growth rate in the next decade; to expect a decreasing growth rate in the "ext decade; to increase by 50 per cent by the end of the century; to tremble the turnover by the year 2000; to **produce** 7ml rubles **worth** of output over the 5ral planned target.

Exercise II

Translate into Uzbek. Make up micro-review of the passage.

Dear Compatriots!

Great contribution to the cause of moral education is requested from the religious workers. They are bringing the essence of value and precepts of the Islamic religion, ideas of kindness and morality to the people's heart. Let us not forget that Islam is religion of our Father and Grandfathers, that for us it means believe and morality, conscience atid enghhtenment. Our people accept this enlightenment and follow good precepts. They are trying to be kind merciful, conscientious and honest...

That is why, dear friends, on entering the period of democratic renovation, shall not forget about our spirimal purification, shall aspire to get rid of hypocrisy that is slowing down our development.

Exercise III

Find these cities on the map and write a composition using them. Train your sight translating working in pairs with your class-mate.

Bucharest	Rangoon	Rabat
Vienna	Djakarta	Lagos
Tirana	Teheran	Tunis
Brussels	Nicosia	Kampala
Sophia	El-Kuwait	Khartoum
Budapest	Kuala-Lumpur	Addis Ababa
Berlin	Ulan-Bator	Windhoek
Athens	Katmandu	Pretoria
Copenhagen	Damascus	Ottawa
Reykjavik	Colombo	Havana
Rome	Peking	Mexico-City
La Valetta	Ankara	San Salvador
Monaco	Algiers	Kingston
Warsaw	Accra	Buenos Aires
Lisbon	Nairobi	Brasilia
Helsinki	Nouakchott	Bogota
Madrid	Bamako	Lima
Berlin	Monrovia	Kite
Stockholm	Yaounde	Canberra
Oslo	Tripoli	Caracas
Wellington	Pyongyang	Antananarivo

Exercise IV

Listen in the following through the headphones in English and shadow them in Uzbek.

Бухарест	Рангун	Рабат
Вена	Жакарта	Лагос
Тирана	Тегеран	Тунис
Брюссель	Никосия	Кампала
София	Эль-кувайт	Хартум
Будапешт	Куала-Лумпур	Аддис-Абеба
Берлин	Улан-Батор	Виндхук
Афина	Катманду	Претория
Копенгаген	Мехико	Дамаск
Рейкьявик	Коломбо	Оттава
Рим	Пекин	Гавана
Ла Валетта	Анкара	Сан Сальвадор
Монако	Пекин	Кингстон
Варшава	Аккра	Буэнос-Айрес
Лиссабон	Найроби	Бразилия
Хельсинки	Триполи	Каракас
Мадрид	Нуакшот	Богота
Бери	Бамако	Лима
Стокгольм	Монровия	Кито
Осло	Яунде	Канберра
Веллингтон	Пхеньян	Антананариву

Exercise V

Write a composition using the following words and word compositions.

Food; nutrition; nutrient; foodstuffs; nourishment; undernourished; food content; vitamins; roughage; calories; mineral salts; calcium; phosphorus; iron; water; protein; fat; oil; carbohydrates; starch; sugar; monosaccharid; glucose; maltose; lactose; diet; balanced diet; dietitian.

Agriculture; agronomy; rural economy; land cultivation; farming; рэгт lands; sowing; harvesting; crop varieties; grain crops; cereals; ^getable gardening; vegetables; cucumber crops; industrial crops; fodder S^^sses; winter crops; spring crops; intensive farming; extensive brining; viticulture; animal husbandry; cattle breeding; sheep breeding; poultry raising; Uve-stock; agriculture; sericulture; pisci-culture; agricultural implements; diversified farm; staple crop; crop rotation; fertilizers; feeds; yielding capacity.

Exercise VI

Match the following verbose complicated semantic groups in

Uzbek with the English words.

'3)икрни катта узгариши ва	ibuse
n бирор арсага муносабатини	accomplish
/ узгартириш ^сл нуххани	
к кискартириб, лчикрок хажмда	accede
I китоб яратмок >ирор ишдан	
а жавобгарлик ва бирорта йбдан	absolve
I озод этилганлигини айтмок эирор	
I кишига хафа булгандек	abridge
> апирмок	about turn
/лар айтгандек, хохлагандек	
бирорта	affairs
^шни бажармок	
iy ишда харакат килиб	ambivalent
муваффа-	
киятга эришмок	ambush a
Мамлакат сиёсати, иктисодиётга	
оид	mass ahgn
вокеалар ва фаолиятлар	aisle
ISarra ташкилот ва гуруҳдарда	
бир-	alternative
лашмок	
Бахе ва норозилик билан	
ижтимоий сиёсиl l узгаришлар	
киритишга харакат килмок	
Британия х, аво йулларига аёллар	
учун булган чакапа иш	
Учаётган самолётда ишлаётган	
учув-чи ваодамлар	
Театр ёки черковда икки	
каторлар уртасидаги одамлар	
юналиган жой Жамият оллила	
"^гартиришлар Яширинча хужум килмок, Бир вақтни узида	
иккита хар хил хохлаган ёки хохламаган нар-саларни хис	
килиш	affiliate
	aircraftwomen
	amen^ments_

Exercise VII

Find the Uzbek equivalents of the following wor^ combinations.

Make up a dialogue using them.

Environmental protection and the rational use of natural resources; efforts to combat atmospheric and marine pollution; efforts to conserve nature and protect flora and fauna; to take legal and administrative measures to improve human environment; to forecast

environmental changes in densely populated areas a source of atmospheric contamination; harmful effects of human economic activity; to minimize the effect of human interference in natural processes; a harmless removal of industrial waste and municipal refuse; to achieve a more rational utilization of natural resources; to maintain the ecological balance; to reduce the releases of heat and the discharges of gas and exhaust fumes; to set up low-waste industries; to enforce pollution-control measures; to ensure a healthy work environment; water and air purification installations; industrial and environmental health.

Exercise VIII

Guess what word is omitted:

One of the longest traditions in the City of ___ is that of self-regulation. For decades, the Bank of kept order in the City. When it had bills__ companies in trusted, they would be put in the top drawer of the Chief Cashier's desk. Bills from institutions ^fails to meet the regulator's full approval went in flower down-thus something that comes out of the__ drawer is, by definition, reliable.

(top, that, England, from, London, drawer)

Exercise X

Listen in the following speech through headphones, guess the main idea of the speech and translate into Uzbek trying to sequence the ideas.

In the USA private radio and TV serve the purposes of official UvS propaganda often presented under the guise of entertainment. As is well known, the press, radio and television share a common material basis.

In the US radio broadcasting as an enterprise is operating on commercial principles. Millions of Americans today get **their** news almost exclusively from television and radio.

Exercise XI

Deliver a sight interpretation of the following passage in English.

Шахсий радио ва телевидение АКД1да маъмурий Америка ташви1^оти учун хизмат килади. У хордик чикариш замирида иш юри-гади. Радио ва телевидение умумий материал базасига эга.

АКД1 телевиденнсси бошида тижорат ташкилоти асосида таш-кил килинган. Бугунги кунда миллионлаб америкаликлар янгилик-ларни телевидение ва радио оркали билиб оладилар.

Exercise XII

Deliver a sight interpretation of the following passage in Uzbek.

No society can see its perspective without the development and strengthening its spiritual potential, spiritual and moral values in consciousness of people. The culmral values of the nation, its spiritual heritage have been a powerful source of spirituality for the peoples of the East during millennia. In spite of rigid ideological pressure during a long period, the people of Uzbekistan have managed to preserve thier historical and cultural values and their local traditions, that were carefully transferred from generation to generation.

Exercise XIII

Work in pairs. Act as an interpreter with your class-mate.

Бирон бир жамият маънавий имкониятларини, одамлар онгида маънавий ва ахлокий кадриятларни ривожлантирмай ҳамда мустах-камламай туриб уз истицболини тасаввур эта олмайди. Халкнинг маданий кадриятлари, маънавий мероси минг йиллар мобайнида Шарк халклари учун кудратли маънавият манбаи булиб хизмат килган. Узок вакт давом этган каттик мафкуравий тазйикка карамай, 'У'збекистон халки авлоддан авлодга утиб келган уз тарихий ва маданий кадриятларини ҳамда у^ига хос анъаналарини сацлаб колишга мувоффақ булди

LESSON 13

Exercise I

Shadow /Render in Uzbek concentrating on quantitative

relations/:

Between 1979 and 1981 total oil output dropped from 2.5 billion tons to 2 billion. In 1981 it was even below 2 billion tons, that is back to the 1970 level. OPEC's share in the total output of the capitalist world dwindled from 64 % to 52% and then to 48%. Between 1979 and 1982 Mexico, Britain and Norway increased their oil output respectively, from 75 to 148 million tons, from 78 to 102 million, and from 15 to 24 million tons. In US oil imports Mexico and Nigeria have pushed Saudi Arabia down to third place. Some OPEC countries began to exceed the production quotas and simultaneously to reduce oil prices.

Saudi Arabia nearly halved its output.

Exercise II

Translate into Uzbek listening in through headphones.

We suggest at your services: -variety of routes - - service complied with international standards

- guarantee of cargo safety
- modern cargo terminal
- more than 3000sq.m. storage area
- highly skilled-staff
- professional advice on air freight
- assistance in cargo clearance

Inter cargo service JV the general cargo agent of Uzbekistan Airways National Air Company located in Tashkent Airport offers services on receipt, handling and dispatch of cargo by airplanes at passengers and charter flights to SIC and far abroad countries.

We accept to air transportation **all kinds of cargo, suitable** for air transportation, including any kind **and volume of agricultural** products, as well as fresh fruits and vegetables.

Exercise III

Speak about the geographical positions of the following seas on the map.

Barents Sea	Yellow Sea
Aral Sea	South China Sea
Caribbean Sea	East China Sea
Mediterranean Sea	Aegean Sea
Red Sea	Adriatic Sea
the Sea of Okhotsk	Caspian Sea
Baltic Sea	the Sea of Azov
East Siberian Sea	North Sea
Irish Sea	Arabian Sea
Northwegian Sea	Greenland Sea
Tasman Sea	Coral Sea
Kara Sea	Sea of Marmora

Bosporus, Dardanelles; the Straits of Gibraltar; BabelMandeb; The Strait (s) of Dover; the English Channel; Bering Strait; La Perouse Strait; Panama Canal; The Bay of Biscay; The Gulf of Mexico; The Gulf of California; The Gulf of Guinea; the Bay of Bengal; Pearl Harbor; Suez Canal.

Exercise IV

Listen in the following through the headphones in English and shadow them in Uzbek.

Баренц денгизи	Сарик денгиз
Орол денгизи	Жанубий-хитой денгизи
Кариб денгизи	Шаркий-хитой денгизи
Урта ер денгизи	Эгей денгизи
Сизил денгизи	Адриатика денгизи
Охота денгизи	Каспий денгизи
Балтика денгизи	Азов денгизи
Шаркий-Сибир денгизи	Шимолий денгизи

Ирландия денгизи Арав денгизи
Коралл денгизи Гренландия денгизи Тасмания денгизи
Мармар денгизи Кар денгизи Норвегия денгизи

Exercise V

Deliver a sight interpretation of the following words and word combinations in Uzbek.

Education; instruction; pre-school education; primary education; secondary education; higher education; postgraduate studies; vocational; training; full-time studies; extra mural studies; evening classes; liberal arts college; technical college; sciences and humanities; tuition free education; school-leavers; applicants; graduates; post-graduate student; professor; lecturer; dean; rector; examination; entrance examination; viva voci (examination); written exam; finals.

Property; possession; personal property; public property; private property; moveable; immovable; real estate; personal belongings; assets; valuables; securities; stocks and shares; holding; vested interest; landed interest; land tenure.

Materials; resources; means; raw material; oil; coal; uranium; ore; minerals; metal; pig-iron; clay; gypsum; plastic; latex; faro glass; leather; timber; fabric; building material; brick; tile; stone; marble; cement; concrete; ferroconcrete; cobble, asphalt; gravel.

Exercise VI

Listen in the following speech through headphones, find the key words, guess the main idea of the speech and translate the underlined trying to sequence the ideas given in the speech

In the US cardiovascular illness claims nearly 1 million lives each year. Cancer claims only a third as many victims. More than two thirds of the deaths result from heart attacks or strokes. Heart attacks, which take about 550,000 lives each year, occur when the coronary arteries that supply blood to the heart muscle become obstructed.

Stroke claims 170,000 lives and is caused by impeded blood flow to the brain. Disorders involving the heart and blood vessels take many forms. Among the most common are high blood pressure, abnormal heart rhythms, strokes, rheumatic heart disease and congenital defects. These ailments represent the leading health problem in the industrialized world.

Until the 20th century, cardiovascular disease was not considered a serious health problem. About 1940 the incidence of heart disease began to surge. Hypertension can be diagnosed easily enough by taking multiple blood pressure readings. Fewer than 50 heart transplants are done in the US, owing to the difficulty of finding donors, the unsolved problem of tissue rejection, and the high cost, averaging 100,000 dollars.

Exercise VII

Guess what word is omitted:

After easy access to markets, financial executives put the _____ and cost of communications as their second priority. Here London ranks top in Europe. The British telecommunications industry _____ more deregulated than any other in Europe, and the _____ of vigorous competition are seen in prices, technological innovation quality of service. London is the communications hub for _____.

(Europe, too, and, result, is, quality)

Exercise VIII

Find the key words, guess the main idea of the speech and translate into Uzbek trying to sequence the ideas.

All this fuss lasted for a few years. When the cry raised by the press had settled down a little, sober voices could be heard of some American scientists who were trying to determine what was actually seen when information was not falsified or was not the result of self-deception or psychological illusion.

Exercise IX

Guess the main idea of the speech and translate into Uzbek trying to sequence the ideas.

Dear Friends!

Independent Uzbekistan is travelling along the road chosen by the nation, along the road of open and free market relations and along the road of building a just society and a strong law-governed democratic state. The state we are building belongs to the world civilization and is based on the experiences of other advanced nations in building their statehood and on common social values. There are deep economic and socio-political transformations currently taking place in Uzbekistan.

Exercise X

Deliver a sight interpretation of the following passage in English.

Азиз дустлар!

Мустақил Ўзбекистон уз халқи танлаб олган йул - очик, эркин бозор иқтисодиётига асосланган одил жамият, кучли демократик ҳуқуқий давлат қуриш йулидан босқичма-босқич олға бормоқда. Биз барпо этаётган давлат аввало умумжаҳон цивилизациясига, давлат қурилиши соҳасида таракки!! этган бошқа халқлар эришган тажриба-ларга ва узимизга ҳос миллий анъаналарга, ижтимоий қадриятларга асосланмоқда. Ўзбекистонда кейинги йилларда чуқур иқтисодий ва ижтимоий-сиёсий узғаришлар булиб утмоқда.

LESSON 14

Exercise I

Shadow the following words and speak about the geographical positions of the lakes.

Lake Erie	Rhine	Oder
Amazon	Amure	Lake Michigan
Angora	Seine	Lake Victoria
Saint Lawrence	Nile	Lake Balaton
Yangtze	Liger	The Lake Geneva
Tigris	Tiber	Lake Tanganyika

Montreal; Antweфп, Calais; Calcutta; Venice; Madeira; Nice; The Hague; Lyons; Dover; Hurenberg; Milan; Naples; Leipzig; Plymouth; Cologne; Munich; Leghorn; Johannesburg

Exercise II

Listen in the following through the headphones and shadow them in English.

Дунай	Эльба	Байкал қули
Висла	Ганг	Онтарио қули
Гудзон	Евфрат	Иордан
Эре қули		
Рейн	Одер	Гуран қули
Амазонка	Амур	Мичиган қули
Ангара	Сена	Балатон қули
Лаврентия	Нил	Виктория қули
Янцзи	Тибр	Танганьика қули
Тигрис	Нигер	Женева қули

Монреаль, Антверпен, Кале, Калькутта, Венеция, Мадера, Гаага Лион, Дувр, Норенберг, Милан, Неаполь, Лейпциг, Плимут, Кельн, Мюнхен, Леворно, Йоганесбург, Ница.

Exercise III

1. Write a composition using the following words and word groups;

2. Work in pairs for training your interpreter still with your class-mate.

Hope; expectations; good hope; conviction; belief; faith; assurance; certainty; security; ray of hope; ghammer of hope; possibility; good omen; promise; bright prospect; optimism; enthusiasm.

Fear; dread; awe; fright; terror; panic; intimidation; alarm; false alarm; shock; agitation; scare; flight; horror; despair; phobia; claustrophobia; agoraphobia; acrophobia.

Theater; the stage; the scene; the play; the footUghts; theater world; repertory; amateur theater playwright; plot; revival; production; rehearsal; dress rehearsal; director; stage manger; opening scene; first act; last act; curtain; intermission; performance; first night; matinee; first house; second house; sell out; long run; five-act play; drama theater; opera house; puppet theater; musical theater; repertory theater; open-air theater; cabaret; company; cast; actor; mime; stai' actor;

comedian; substitute; opera singer; ballet dancer.

Exercise IV

Guess what word is omitted

Many of the more enterprising traders operate at LIFPE- London International Financial Futures and Options Exchange- the largest futures exchange outside Chicago. Financial futures and options, part___ the group of instruments know as derivatives, are the _ business in international finance, and the trading pits at_ are so hectic that active dealers arrive early to a place to deal in money market, fixed income _ equity derivatives denominated in sterling, dollars, yen, lira, ECU, francs and D-Marks.

(Swiss, and, the, LIFFE, financial, of, fastest-growing, secure)

Exercise V

Guess what word is omitted

After easy access to markets, financial executives put the and cost of communications as their second priority. Here __ London ranks top in Europe. The British telecommunications industry more deregulated than any other in Europe, and the of vigorous competition are seen in prices, technological innovation quality of service. London is the conunications hub for .

(Europe, too, and, resuU, is, quality)

Exercise VI

Give Uzbek equivalents concentrating on the names of international organization:

UNNO	-	The United Nations Organization;
GA	-	General Assembly
SC	-	Security Council
UNESCO	-	United Nations Educational, Scientific and Cultural Organization.
UNICEF	-	United Nations Children's Fund
UNIDO	-	United Nations Industrial Development Organization UNCTAD - United Nations Conference on Trade and Development
FA	-	Food and Agricultural Organization.
WHO	-	World Health Organization;
ILO	-	International Labor Organization
IAEA	~	International Atomic Energy Agency
WIDF	-	Women's International Democratic Federation
WFTU	-	World Federation of Trade Unions
ICFTU	-	International Confederation of Free Trade Unions
WPC	-	World Peace Council
.. -, IBRD	-	International Bank for Reconstruction and development
: IMF	-	International Monetary Fund
CMEA	-	Council for Mutual Economic Assistance
EEC	-	European Economic Community
EFTA	-	European Free Trade Association
		Organization of Petroleum Exporting Countries
		Organization of American States
		Organization of African Unity
		General Agreement on Tariffs and Trade

Exercise VII

Translate the following words and word combinations into Uzbek.

Credentials committee; auditing committee; drafting committee (group); nomination(s) committee; juridical committee; investigation committee; secretariat; steering committee; organizing (organization) committee; joint committee; mixed committee; preparatory committee; working group; panel; advisory committee; liaison committee; plenary (session); public session; private session; opening session; closing session;

to open; to suspend; to adjourn; to cancel; to close; to defer. to come to grips with the problem; to look at the world through rose-tinted glasses; compelling world problems; to see with the naked eye; to make unsubstantiated generalizations; to make a token move; to gain a firm foothold; to observe the rules of international law; in conformity with the UN Charter; in contravention of the provisions in the UN Charter; to pursue arm-twisting policies; to learn from the harsh lessons of the past; a most sanguinary war; to disband opposing; military blocs; to dismantle military bases on foreign territories.

Exercise VIII

Render in Uzbek the following sentences concentrating on agriculture:

The United States, Canada, Argentina, France and Australia today account for 80% of world grain trade. In 1981 the US exported four times more agricultural products to the EEC countries than the latter to the American market.

Between 1969 and 1981 the EEC's wheat exports doubled whereas its share on the world wheat market dropped from 16.6 to 14.9%.

In 1981 agricultural products made up 20% of total American exports. US farmer now sell abroad more than 60% of their wheat and rice crop, half of the soybeans and about a third of the maize. In 1981 roughly a quarter of their income was earned by export.

24 million people, or nearly a fifth of the US workforce, are employed in agriculture and allied processing industries.

Their incomes showed a drop of 8.7% in dollars last year. In 1981 the prices of wheat fell by 8.7%, maize 20.2 and soybeans 15.8%.

The EEC countries account for over 60% of world trade in milk products.

It was decided this year in Brussels to effect a very moderate increase in the purchase prices of agricultural products -4.4%, as compared with 10.5% last year.

Exercise IX

Guess what word is omitted:

The City of London girdled by four fibre optic rings situated securely underground, which ensure faster, clearer communications much higher volumes than ever before. Dedicated lines carry voice and data messages between banks and their branches, and markets and their major customers. Speed and volume matter, they increase business. More business means narrowing spreads between bid and offer prices. Better communications makes markets more efficient.

(bid, between, optic, voice, in, because)

Exercise X " Render in Uzbek the following word combinations:

forthcoming generation; ethnic, cultural, religious tolerance; spiritual, religious foundation; a careful treatment of land and water; ethics of family and ties of relationship; adaptation to the values of modern world and informational civilization; national currency; competitiveness.

Exercise XI Translate into English.

Келгуси авлод; этник, маданий сабрбардош; диний-руҳин асос-лар; ер ва суани асраб авах^{лаш}; оила ва кариндошлик муносабат-лари; хозирги дунё ва ахборот цивилизацияси кадриятларига мос-лашиши; милли^{лаш} валюта; рақобатбардошлик

Exercise XII

Listen in the following speech through headphones, guess the main idea of the speech and translate trying to sequence the ideas.

Ladies and Gentlemen!