

**O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA MAXSUS
TA'LIM VAZIRLIGI**

SAMARQAND DAVLAT CHET TILLAR INSTITUTI

TARJIMA NAZARIYASI VA AMALIYOTI KAFEDRASI

YOZMA TARJIMA

(1-KURS)

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SAMARQAND-2016

Tuzuvchilar:

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SamDCHTI “Tarjima nazariyasi va amaliyoti” kafedrası o'qituvchisi.

Qurbonova O'. A.–

SamDCHTI “Tarjima nazariyasi va amaliyoti” kafedrası o'qituvchisi.

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SamDCHTI “Tarjima nazariyasi va amaliyoti” kafedrası o'qituvchisi.

АННОТАЦИЯ

Ушбу укув-услугий мажмуа «Амалий таржима» фани бўйича таълим технологияси маъруза ва амалий машғулотларни лойиҳалаш технологиялари ва силибус асосида ишлаб чиқилган.

Мазкур қўлланма кириш, таълим технологиясининг концептуал асослари ҳамда маъруза ва амалий машғулотларда ўқитиш технологияларидан таркиб топган.

Таълим технологиясининг концептуал асослари бўлимида «Амалий таржима» фанини ўқитишнинг долзарблиги асосланган, мазкур курснинг тузилмаси келтирилган ҳамда курс бўйича ўқитишнинг мазмуни очиб берилган.

Амалий машғулотларни олиб боришнинг топшириқларни индивидуал тарзда ёки гуруҳда бажарилиши, муаммоли амалий машғулот ҳамда билимларни чуқурлаштириш ва мустаҳкамлашга йўналтирилган амалий топшириқларни бажарилиши.

Мазкур ўқув-услугий мажмуа барча олий ўқув юртларида, малака ошириш курсларида қўлланилиши мумкин.

КИРИШ

Чет тилларни ўрганиш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида Ўзбекистон Республикаси Президентининг «Таълим тўғрисида»ги Қонунини ҳамда Кадрлар тайёрлаш миллий дастурини амалга ошириш доирасида чет тилларга ўқитишнинг комплекс тизими, яъни уйғун камол топган, ўқимишли, замонавий фикрловчи ёш авлодни шакллантиришга, республиканинг жаҳон ҳамжамиятига янада интеграциялашувига йўналтирилган тизим яратилди. Ўзбекистон Республикаси Президентининг 2012 йил 10 декабрдаги 1875-сонли қарорига асосан Таълим тизимининг барча босқичларида чет тилларни узлуксиз ўрганишни ташкил қилиш, шунингдек, ўқитувчилар малакасини ошириш ҳамда замонавий ўқув-услугий материаллар билан таъминлаш янада такомиллаштирилишини тақозо этади. Замонавий педагогик ва ахборот-коммуникация технологияларидан фойдаланган ҳолда ўқитишнинг илғор услубларини жорий этиш йўли билан, ўсиб келаётган ёш авлодни чет тилларга ўқитиш, шу тилларда эркин сўзлаша оладиган мутахассисларни тайёрлаш тизимини тубдан такомиллаштириш ҳамда бунинг негизида, уларнинг жаҳон цивилизацияси ютуқлари ҳамда дунё ахборот ресурсларидан кенг қўламда фойдаланишлари, халқаро ҳамкорлик ва мулоқотни ривожлантиришлари учун шарт-шароит ва имкониятлар яратиш мақсадида: олий ўқув юртларида айрим махсус фанларни, хусусан, техник ва халқаро мутахассисликлар бўйича ўқитиш чет тилларда олиб борилади. Замонавий педагогик ва ахборот –коммуникация технологияларидан фойдаланган ҳолда ўқитишнинг CEFR(Common European Framework of Reference) илғор услубини жорий этиш ва ёш авлодни инглиз тили Лексикологиясининг

мунозарали муаммолари бўйича эркин ўз фикрини айта оладиган кадрларни етиштиришни ўз ичига олади.

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

Рўйхатга олинди:

№ Б.А-51202-3.04

2014 йил "13" НОЯБР



Олий ва ўрта махсус таълим
вазирлигининг 2014 йил
НОЯБР даги
сонли буйруғи билан
тасликланган

АМАЛИЙ ТАРЖИМА

ФАНИНИНГ

ЎҚУВ ДАСТУРИ

Билим соҳаси:	100 000 - Гуманитар соҳа
Таълим соҳаси:	120 000 - Гуманитар фанлар
Таълим йўналиши:	5120200 - Таржима назарияси ва амалиёти (роман-герман тиллари)

ТОШКЕНТ – 2014

Фаннинг ўқув дастури Олий ва ўрта махсус, касб-хунар таълими йўналишлари бўйича Ўқув-услубий бирлашмалар фаолиятини Мувофиқлаштирувчи Кенгашининг 2014 йил 10 ноябрдаги 5- сонли баённомаси билан маъқулланган.

Фаннинг ўқув дастури Ўзбекистон давлат жаҳон тиллари университетида ишлаб чиқилди.

Тузувчилар:

- Мўминов О.М. – “Таржимашунослик назарияси ва амалиёти” кафедраси профессори, ф.ф.н;
- Дадамирзаева М.В. – “Таржимашунослик назарияси ва амалиёти” кафедраси катта ўқитувчиси;

Такризчилар:

- Хасанов Ф. – Давлат солиқ қўмитаси Солиқ академияси “Тиллар” кафедраси мудири в.б.;
- Тўхтасинов И.М. – ЎзДЖТУ доценти, ф.ф.н.

Фаннинг ўқув дастури Ўзбекистон давлат жаҳон тиллари университети Илмий кенгашида кўриб чиқилган ва тавсия қилинган (2014 йил 26 июндаги 11-сонли баённома).

КИРИШ

Мамлакатимизнинг халқаро ҳамжамиятга интеграциялашуви, фан ва техниканинг жадал ривожланиши, ёш авлодни кўп маданиятли дунёда рақобатбардош кадрлар бўлиши вазифаси бир неча чет тилларни яхши биладиган мутахассисларни тайёрлашни тақозо этади. Бу эса чет тилларни ўқитишнинг Халқаро стандартларини Ўзбекистон Республикаси таълим тизимига татбиқ этишни белгилайди.

Мазкур ўқув дастурни тузишда Ўзбекистон Республикаси Президентининг 2012 йил 10 декабрдаги “Чет тиллар ўрганиш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида” чиқарган қарори, 2013 йилдаги Ўзбекистонда узлуксиз таълимни амалга оширишга йўналтирилган хорижий тиллар бўйича ўқув фанларидан талабаларнинг тайёргарлик даражасига қўйилган талабларга асосланди.

Амалий таржима ўқув дастури 1-4 курс талабаларига мўлжалланган бўлиб, ёзма, оғзаки, она тилига ва ундан чет тилига ҳамда оммавий ахборот воситаларини таржима қилишга асосланган. Мазкур фан луғат билан ишлаш, оғзаки ва ёзма таржимада содда ва қўшма гапларнинг эквивалентини ҳар икки тилда тўғри топиш, ҳар икки тилга тўғри таржима қилиш йўллари камраб олади. Дастур кетма-кетлик ва оддийдан мураккабга принципи асосида таржима қилишни, оғзаки ҳамда ёзма таржима кўникмалари ва малакаларига эга бўлишни талаб этади.

Амалий таржима ўз ичига қуйидаги таржима турларини камраб олади:

- ёзма таржима;
- терминологик таржима;
- оммавий ахборот таржимаси;
- визуал таржима;
- кетма-кет таржима;
- синхрон таржима;
- бадиий таржима.

Фаннинг мақсад ва вазифалари

Амалий таржима бўйича тузилган ўқув дастурининг асосий мақсади - Чет тилини эгаллашнинг умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш (CEFR) тўғрисидаги халқаро меъёрий ҳужжатлари асосида талабаларнинг кўрсатилган фан бўйича олган билимларини аниқлашни назарда тутати. Бунда чет тилини ўқитишнинг коммуникатив, интегратив ва бошқа ёндашувларини ҳисобга олиб, ўрганилаётган тилларда мулоқот қилишга тайёрлаш, талабаларда чет тилидан она тилига ва она тилидан чет тилига таржима қилиш кўникма ва малакаларини шакллантиришдан иборат.

Бу фанни ўрганишда талабаларнинг қуйидаги қобилиятларга эришишлари асосий вазифа қилиб қўйилди. Социолингвистик, дискурсив (матнни ёза олиш ва сўзлаша олиш), стратегик (билмаганда ўрнини боса оладиган воситаларни қўллаш), социомаданий, ижтимоий ҳамда англаш ва билиш компетенцияларини, яъни лаёқатларини ўстириш асосий вазифа этиб қўйилган. Чет тилидаги

коммуникатив компетенция талабаларнинг ўрганаётган тилда сўзлашувчи мамлакатнинг маданиятига кириб бориш лаёқатларини ҳамда у тилда эркин сўзлашиб амалий таржима қилишга тайёр эканликларини ифода этади.

Амалий таржима фанини ўрганишда талабаларнинг қуйидаги кўникма ва малакаларга эришишлари асосий вазифа қилиб қўйилган:

- таржима соҳасида соңиолингвистик, дискурсив, стратегик, соңиомаданий, ижтимоий малакаларини ўстириш;
- ёзма, оғзаки, она тилига ва ундан чет тилига ҳамда оммавий ахборот воситалари матнларининг таржимасини ўргатиш;
- амалий таржима қила олиш кўникмаларини сингдириш;
- талабаларда матнларни таржима қилишда ижодий ёндашув, таржима сифатини юқори бўлишини таъминловчи омилларни тушунтириш;
- талабаларда чет тилларда чоп этиладиган даврий нашрларни ўқиш, шунингдек, радио ва телевидение материаллари билан танишиб бориш кўникмаларини шакллантириш;
- оммавий ахборот таржимасида кетма-кет ва бир вақтнинг ўзида она тилига таржима қилиш малакаларини ўстириш;
- ҳар икки тилнинг миллий руҳи ва ранг-баранг воситаларини тушуниш ва уларнинг муқобилларини топишга ўргатиш.

Фан бўйича талабаларнинг билим, кўникма ва малакаларига қўйиладиган талаблар

Амалий таржима асосий ихтисослик фани ҳисобланганлиги сабабли, у ўқув режасининг катта қисмини ташкил этади, чунки амалий таржима талабанинг маҳоратини белгилашга хизмат қилади. Шуларни ҳисобга олиб амалий таржима қилишга тегишли махсус талаблар қўйилади.

Талабалар амалий таржима фани бўйича қуйидагиларни билишлари зарур:

- ўрганилаётган тилларда сўзлашувчилар билан эркин мулоқот қилишга тайёр бўлиши ва ўрганилаётган тилда сўзлашувчи халқнинг маданиятини, урф-одатини билиши. Ундан ташқари, ўз мамлакатининг маданиятини, тарихини, урф-одати ва давлат тизимини яхши билиши ва мулоқот пайтида уни кўрсата билиши;
- чет тилини адабий тил нормасида билиши, ижтимоий таълим ва профессионал матнларни тушуниши, монологик ва диалогик нутқни тўлиқ тушуниб, эркин сўзлай олиши ва таржима қила олиши; турли жанрли матнлардаги гапларни ўзаро боғлиқлигини сақлаб, воқеа ва ҳодисаларни аниқ тасвирлаши;
- идиоматик сўз бирикмаларини, норма доирасида шеваларда талаффуз этилган аниқ ва мавҳум мавзулардаги нутқларни тушуниш, уни таржима қила олиши ва чет тилида сўзловчилар билан суҳбатлаша олишни билиши;
- телевизор дастурларини, янгиликларни тушуниши, ҳужжатли, бадиий фильмларни тушуниб, таржима қила олиши, жонли интервью, шоу, спектаклларнинг таржимасини билиши;
- эквивалентсиз сўзларни билиши ва уларнинг муқобилларини топа олиши;

- амалий таржима асосида она тилига ва ундан чет тилига ҳамда оммавий ахборот матнлари, уларни ёзма ва оғзаки таржима қилиш усуллари, она тилининг хусусиятларини ва услубий жиҳатларини, сўз танлашни ва таржиманинг турли техникасидан хабардор бўлиб, улардан унумли ва тўғри фойдаланишни билиши;

- бу фанни пухта эгаллаш учун талаба чет тили фонетикаси асосларини, хотирани мустаҳкамловчи машқларни, оғзаки ва ёзма таржима малака ва кўникмаларини тўлиқ эгаллаган бўлишлари;

- таржима методлари сирасига кирадиган микроревью, компрессия, субституция, трансформация ҳодисаларини билиши;

- она тили ва таржима қилаётган тилни мукаммал билиши;

- таржима жараёнида ишлатиладиган, нотик нутқининг асосий мазмунини ифодаловчи эслатма ёзувларни билиши;

- сиёсат, молия, санъат, иқтисод, спорт, технология, тиббиёт, божхона, ҳуқуқшунослик ва шу каби соҳаларга тегишли матнларни таржима қила олиш, улардаги атама ва терминларни чуқур ўрганиши ва уларни тўғри таржима қилиши, она тили ва чет тилидаги атамаларни бир-бири билан таққослашни билиши;

- чет тилидаги мулоқот этикетини билиши зарур.

Талабалар амалий таржима фани бўйича қуйидагиларни бажара олишлари керак:

- диалогик нутқ жараёнида тайёргарлик кўрмасдан, грамматик хатолар қилмасдан, вазиятга қараб, расмий ва норасмий нотик нутқларини таржима қила олиши, эркин интервью ола олиши, тайёр саволлардан ташқари ҳам қўшимча саволлар бериб, турли мавзуларда суҳбатлаша олиши;

- монологик нутқ жараёнида эркин сўзлаша олиши, маъруза матндан ташқари қўшимча мавзуларда ҳам сўзлаша олиши, тингловчилар томонидан билдирилган фикрларни таржима қила олиши;

- ёзма таржима бўйича турли жанрларга оид матнлардаги гапларни ўзаро боғлиқлигини сақлаб, таржима қила олиши, воқеа ва ҳодисаларни аниқ тасвирлаб, эссе, баён ва иншо ёза олиши;

- матнни ўқиш жараёнида ундаги керакли деталларни аниқлаб, фикр ва мулоҳазаларни тушуниши ва ўз соҳасидаги илмий, илмий-оммабоп мақолаларни таржима қила олиши;

- уйда, аудиторияда мустақил ишлай олиши, замонавий ахборот ва педагогик технологияларни қўллай олиши;

- нормал нутқ темпида сўзлашувчи хорижлик нутқининг мазмунини англаш ва билиш, сўз бойлигининг асосини ташкил қилувчи сўз ва иборалар ёрдамида амалий (кетма-кет) таржиманинг барча малакасига эга бўлиши;

- сўзловчи нутқининг асосий мазмунини англаш, сўз ва гап маъноларини эсда сақлаб қолиш, унинг нутқидаги нотаниш сўз, ибора ва гапларни контекст орқали англаб, сўзловчи нутқи билан бир пайтда айтилган фикрларни синхрон таржима қилиш малакаларини шакллантириши;

- она тилида ёзилган матнни хорижий тилга ёки хорижий тилда ёзилган матнни эса она тилига варағдан, олдиндан тайёргарлик кўрмай визуал таржима қила олиши;

- сўз бойлигига эга бўлиши, умумий масалалар бўйича сўзларни қайтармасдан, уларнинг маънодош шакллари ва синонимларини ишлата олиши, маъно жиҳатидан тўғри келадиган сўз ва ибораларни вазиятдан келиб чиқиб фикрини ифода эта олиши;

- бадий асарларни таржима қилишда матннинг жанр ва услубий жиҳатларини, шеърий ва насрий хусусиятларини ҳисобга олиб бадийлик принциpigа амал қилиши керак.

Фаннинг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги ва услубий жиҳатдан узвийлиги

Амалий таржима фани асосий ихтисослик фани ҳисобланиб, I-VIII семестрларда ўқитилади. У асосий ўрганилаётган чет (роман-герман тиллари) тили, айниқса, амалий фонетика ва амалий грамматика, чет эл адабиёти фанлари билан бевосита боғлиқ. Талабалар олган билимларини умумий тилшунослик, тил тарихи, назарий фонетика, грамматика, лексикология, стилистика, таржима, киёсий типология, шунингдек, психология, педагогика, методика фанлари бўйича назарий курсларни ўрганиш жараёнида фойдаланадилар. Мазкур фан ушбу фанлар билан алоқадорлигини ва мазмуний узвийлигини таъминлайди.

Дастурни амалга ошириш учун ўқув режасида режалаштирилган математик ва табиий умумқасбий ва ихтисослик фанларидан етарли билим ва кўникмаларига эга бўлиш талаб этилади.

Фаннинг ишлаб чиқаришдаги ўрни

“Амалий таржима” фани ишлаб чиқариш жараёни билан бевосита боғланмаган. Таржима назарияси ва амалиёти таълим йўналиши бўйича бакалавр тайёрлаш босқичининг ажралмас бўғини сифатида амалий таржима (инглиз, немис, француз, испан тиллари) умумқасбий фан ҳисобланиб, талаба-бакалаврларнинг турли хорижий кўшма корхоналарда, аэропортларда, божхоналарда ёки радио, телевидение компанияларида, Ташқи ишлар вазирлигида ҳамда хорижий давлатлар билан боғлиқ давлат ва нодавлат ташкилотларда, элчихоналарда ва шу каби бошқа жойларда фаолият кўрсатишга ёрдам беради. Бу эса талабаларнинг касбий фаолиятида чет тилларини амалий қўллаш малакасини ҳосил қилади.

Дастурни амалга ошириш ўқув режасида режалаштирилган гуманитар ва ижтимоий-иқтисодий, математик ва табиий-илмий, умумқасбий ва ихтисослик каби фанлар билан биргаликда олиб борилади.

Фанни ўқитишда замонавий ахборот ва педагогик технологиялар

Талабаларнинг амалий таржима фанини ўзлаштиришлари учун ўқитишнинг илғор ва замонавий усулларида фойдаланиш, янги инфор­мацион педагогик технологияларни татбиқ қилиш муҳим аҳамиятга эгадир. Фанни ўзлаштиришда дарслик, ўқув ва услубий қўлланмалар, тарқатма материаллар, электрон материаллар, виртуал стендлар, интернет ҳамда компьютерлардан

фойдаланилади. Синхрон, кетма-кет, визуал таржималар учун техник жиҳозланган кабиналардан фойдаланилади.

Замонавий ахборот технологиялари билан жиҳозланган лабораториялар, кабинетлар, интернет бўлиши зарур. Ўқитувчилар қуйидаги замонавий педагогик технология билан қуролланиши зарур: кластер методи, ақлий ҳужум, роль ўйнаш, танқидий фикрлаш ва бошқалар.

АСОСИЙ ҚИСМ

Фаннинг амалий машғулоти мазмуни

Ёзма таржима. Оммавий матнлар асосида диктант ёзиб, таржима қилиш. Диалоглар таржимаси. Ёзиш қоидалари. Хатлар, аризалар, автобиографиялар, тавсифномалар, тавсияномалар ёзиш қоидалари. Хоҳиш ва эътироз билдириб ёзиладиган ҳужжатлар. Эслатма ёзувлар. Шеърлар таржима ёзиш усуллари. Қисқа ҳикояларни ёзма таржима қилиш усуллари. Чет тилига таржима қилинган асарларга аннотация ёзиш. Чет тилида маълумотнома ёзиш. Чет тилида диплом ва шаҳодатномалар ёзиш. Чет тилида баён ва иншолар ёзиш. Бизнес ҳужжатлари ва уларни чет тилига таржима қилиш. Бизнес ҳужжатларини тартибга солиш. Бизнес хатларини чет тилида ёзиш ва таржима қилиш. Газета ва журналлардаги мақолаларни таржима қилиш усуллари. Турғун бирикмалар, идиомалар ва мақол маталлар таржимаси. Турли жанрларга тегишли матнлар таржимаси. Турли жанрларга тегишли матнларнинг услубий хусусиятлари ва уларнинг функционал хусусиятларини таржимада сақлаш йўллари. Матн ёзиш қобилиятини шакллантириш, ёзма манбалардаги матнлар (конференция материаллари, махсулотлар, озиқ-овқатлар, брошуралар ва бошқа манбалардаги ёзувлар билан танишиш ва уларни таржима қилиш). Ёзма нутқ луғат таркиби, грамматик қурилиш ва уларнинг ўрганилаётган хорижий ва она тилидаги ўзига хос хусусиятлари. Ёзма таржимада қўлланиладиган гаплар тузилиши, пунктуация, матннинг асл мазмуни она тилида берилиши. Таржимада содда ва қўшма гапларнинг эквивалентини ҳар икки тилда тўғри топиш. Атамаларнинг эквивалентини аниқлаш. Ёзма таржимада луғат билан ишлаш.

Таржима диктанти ўтказиш, давлат расмий ҳужжатларни таржима қилиш йўллари билиш. Ўрганилаётган тилда ариза, таржимаи ҳол, хат ёзиш усуллари. Бунда кундалик ҳаётини билдирувчи, лексик терминлардан ташкил топган қисқа эпизодик лавҳалар, кичик ҳажмдаги учрашув, сўзлашув ва шунингдек, қисқа ҳажмдаги маъмурий ва иқтисодий матнлар таржимаси.

Тилшунослик ва адабиётга оид матнлар (илмий адабиёт: қисқа ҳажмдаги илмий мақолалар, ҳикоя ва романлардан парчалар) таржимаси. Санъат ва маданият: санъат турлари, санъатга оид чолғу асбоблар, маданий ҳаётни акс эттирувчи турли маҳаллий ва халқаро тадбирлар. Спорт: дунёвий спорт, спорт турлари ва улар бўйича ўтказиладиган маҳаллий ва халқаро тадбирлар, чемпионатлар ҳақида иншо ёзиш.

Фан ва техника: дунёвий фанлар, фан тараққиёти, фан ва техникага тегишли халқаро анжуманлар, кўтариладиган муаммоларлар ҳақидаги матнларни ўрганилаётган тилга ёзма таржима қилиш.

Ёзиш техникаси, ёзишни такомиллаштириш йўллари, табиий ёзиш, ёзиш услубини ўрганиш.

Терминологик таржима она тили ва ўрганилаётган чет тилидаги турли соҳаларга тегишли бўлган матнларни ёзма ва оғзаки равишда она тилига ва чет тилига таржима қилишга ва уларни чуқур ўрганишга асосланган. У қуйидаги мавзулардаги матнларни ўз ичига олади: соғлиқни сақлаш, атроф муҳитни муҳофаза қилиш, қонун, экспорт ва импорт, саноат ва қишлоқ хўжалиги, иқтисодиёт, автомобиль саноати, компьютер ва интернет, спорт, маиший хизмат, ахборот технологияси. Дунёвий фанлар, фан тараққиёти, фан ва техникага тегишли халқаро анжуманлар, анжуманларда кўтариладиган муаммолар ёзилган мақолаларини таржима қилиш. Тиббиёт ва фармацевтикага бағишланган матнлар. Тиббиёт фан соҳалари бўйича матнлар, тиббий терминлар, тиббиёт мавзусига бағишланган маҳаллий ва халқаро анжуман ва тадбирлар ҳамда халқ таъбири, фармацевтикага оид материал ва мақолаларни таржима қилиш.

Сиёсат, молия, санъат, иқтисод, спорт, технология, божхона, ҳуқуқшунослик терминларидан ташкил топган матнлар таржимаси. Турли соҳалардаги мавзуларга бағишланган халқаро конференция, симпозиум, семинар ҳамда анъанавий учрашувларга оид матнлар, иштирокчилар нутқлари таржимаси.

Санъат ва маданият, санъат турлари, санъатга оид чолғу асбоблар, маданий ҳаётни акс эттирувчи турли тадбирлар, маҳаллий ва халқаро тадбирларлардаги таржималар. Спорт (дунёвий спорт, спорт турлари) ва улар бўйича ўтказиладиган маҳаллий ва халқаро тадбирлар, чемпионатлар ҳақидаги материаллар ва учрашувлар таржимаси.

Халқаро ва давлатлараро сиёсий, иқтисодий ташкилотларга оид сўз, ибора ва терминлар таржимаси.

Жаҳон ҳамжамияти тинчлиги ва хавфсизлиги, Ўзбекистоннинг бошқа мамлакатлар билан маданий ва иқтисодий алоқаларига оид ҳужжатлар, терминлар таржимаси.

Оммавий ахборот таржимаси. Радио, телевидение ва газета журналлардаги ахборотлар ва мақолаларни чет тилидан она тилига, она тилидан чет тилига таржима қилиш. BBC, CNN янгиликлари. Чет тилларида босилиб чиқилган газета ва журналлардаги мақолалар. Давлат раҳбарларининг ташрифлари. Ўзбекистонда ва хорижий давлатлардаги турли мавзуларга бағишланган хабарлар.

Бу фанни ўқиш талабаларда оғзаки ва ёзма таржима малака ва кўникмалари ҳосил бўлгандан сўнг тавсия этилади. Чунки оммавий ахборот таржимаси фанини ўрганиш ҳам оғзаки, ҳам ёзма таржима кўникмалари ва малакаларига эга бўлишни талаб этади. Оммавий ахборот таржимасида компьютер, телефон, радио, телевидение ва бошқа техник воситалар имкониятларидан фойдаланилади.

Хорижий мамлакатлардаги газета ва журналлар номи ва улар ҳақида маълумот. Газета ва журналларнинг хусусиятлари ва уларнинг таржимада акс этиши. Газета тузилиши, ҳар хил рукнлари. Газета жанрлари. Жаҳон мамлакатлари, (мамлакат номи, пойтахт номи, шаҳарлар номи, давлат тилининг номи).

Халқаро ва давлатлараро сиёсий, иқтисодий ташкилотларга оид матнлар, сўз, ибора ва терминлар таржимаси. Жаҳон ҳамжамияти тинчлиги ва

хавфсизлиги, Ўзбекистоннинг бошқа мамлакатлар билан маданий ва иқтисодий алоқаларига оид матнлар, сўз ва иборалар таржимаси.

Визуал таржима. Бу таржима турини ўрганишда талабалар бир тилда ёзилган матннинг асосий мазмунини тезда ўқиб, қисқа вақт ичида, бошқа тилга таржима қилиб, ўқиб бериш малакаларини шакллантиради. У қуйидаги мавзуларни ўз ичига олади: суд хизматлари, суд ҳужжатлари, суд қарори ва ҳукмлари, интернет материаллари, эълонлар, рекламалар, тиббий ҳужжатлар, дори рецептлари, дори-дармонларни қўллаш бўйича кўрсатмалар, анжуманлардаги ёзма ҳужжатлар, маърузалар, озиқ-овқат ва кийим-кечаклар, техник жиҳозлар, хатлар, телеграммалар ва СМСдаги маълумотлар. Визуал таржима методлари, дарҳол таржима қилиш услублари, ёзма матнни қисқа вақт ичида оғзаки таржима қилиш, таржима қилинаётган тилдаги сўз ва ибораларга айна пайтда эквивалентларини топиш, ўрганилаётган тилдаги географик номлар, шаҳар номлари, дарё, қўл, денгиз, тоғ тизмаларининг номлари, машҳур олимлар, ёзувчилар, ташкилотлар номлари, турли соҳадаги терминлар билан ишлаш.

Визуал таржиманинг техник усуллари компьютер экранда ёзилган матнларни визуал таржима қилиш. Чет тилларидаги ёзма матнларни она тилига таржима қилиш йўллари. Катта экранлардаги матн, титрларни визуал таржима қилиш. Озиқ-овқат, истеъмол маҳсулотлари қадокларидаги ёзма матнларни визуал таржима қилиш. Ўқитувчи ва талаба томонидан танланган матнларни она тилига таржима қилиш. Таржимоннинг нутқини ўстириш, визуал таржимада лексик бирликларни тўғри ишлатиш, синтактик боғланиш, матннинг асосий мазмунини ифода этувчи сўзлар ва иборалар.

Кетма-кет таржима оғзаки таржиманинг бир тури бўлиб, бир тилдан иккинчи тилга нотик нутқининг бир қисмини эшитгандан сўнг таржима қилишни назарда тутди.

Кетма-кет таржима ва унинг хусусиятлари, кетма-кет таржиманинг таърифи, кетма-кет таржиманинг тарихи, таржимонлар тайёрлашдаги кетма-кет таржиманинг аҳамияти, кетма-кет таржимага маданиятнинг таъсири, кетма-кет таржима қилиш машқлари, эшитиш, таянч сўзлар билан ақлий ҳужум, микроревью, ўрин алмаштириш, компрессия, синтактик компрессия, сўзлаб бериш ва таржима, абзацлар бўйича таржима қилиш, диктант таржимаси.

Ўзбек тилидан инглиз тилига таржима қилишнинг айрим йўллари. Тадбиркорлик бўйича суҳбатларни таржима қилиш. Брифингдаги суҳбатлар таржимаси. Конференциядаги таржима. Халқаро конференцияни таржима қилиш. Музокараларни таржима қилиш. Мурожаатларни таржима қилиш. Делегацияга ҳамроҳлик қилишдаги таржима. Урф-одатлар, анъаналар ва байрамлар ҳақидаги суҳбатларни таржима қилиш. Ҳамкорлик ҳақидаги суҳбатларни таржима қилиш. Тақдиротларни таржима қилиш. Бирлашган миллатлар ташкилотининг фаолиятидаги тадбирларни таржима қилиш.

Кетма-кет таржима 3- 4- босқич талабаларига мўлжалланган бўлиб, ундан кўзланаётган мақсад талабаларни хорижий тилга синхрон таржима қилиш босқичидан олдин ўргатиладиган амалий таржимани ўз ичига олади. Талаба ўзлаштириши муҳим бўлган барча терминлар, миллий маданий сўзлар, реалиялар (хос сўзлар) хусусиятларини амалий машғулот орқали матнларда

қўлланган сўзлар ва турли тадбирлар, жумладан, расмий музокаралар, глоссорий, телефон нутки, семинарлар, брифинглар, учрашувлар, матбуот анжуманлари, делегацияларни кутиб олиш ва кузатиш, чет эл меҳмонларини экскурсияга олиб чиқиш, тақдимотлар, кўргазмалар, байрам тадбирлари, ташрифлар, чет эллик меҳмонларни аэропортдан кутиб олиш ва кузатиш чоғида ўрганиб боради.

Трансформацияни қўллаб, матннинг маъносини она тилида талқин этиш ва уни хорижий тилдан худди шу усулда таржима қилиш. Нутқ техникасини ривожлантириш.

Матнларни абзацга бўлиб таржима қилиш. Матнни абзацларга бўлиб ўқиш ва оғзаки таржима қилиш, кейинги абзацни таржима қилишдан олдин, абзацдаги сўзлар йиғиндиси ҳақида маълумотга эга бўлиш.

Кетма-кет таржима қилиш малака ва кўникмаларини ҳосил қилиш учун қийин вазиятларда таржима қилиш (шовқин – сурон, мусиқа садолари остида, тингловчилар сони кўп бўлганда).

Белгилар билан тез ёзиш. Тез ёзиш малакаларини ўстириш. Аҳамиятли маълумотларни мантикий ривожлантириш. Аудио-визуал материаллар асосида кетма-кет таржима қилиш.

Кетма-кет таржима синхрон таржиманинг асосидир. Оғзаки таржима вазиятини яратиш ва шартли конференциялар ўтказиш. Конференция иштирокчиларини (раис, президиум, делегат, таржимон), мавзу танлаш ва таржимон учун ишчи вазиятини яратиш.

Амалий машғулотларда:

Синхрон таржима оғзаки таржиманинг бир тури бўлиб, нотик нутқини бир вақтни ўзида эшитиб ва таржима қилинади. Унга қуйидаги мавзулар киради: синхрон таржима ва унинг тарихи, синхрон таржимани ўрганиш методлари, эшитиш ва хотирада сақлаш машқлари, сўзларни тушириб қолдириш ва таржима, таржимада эквивалентлик. Чет тилидан она тилига синхрон таржима қилиш принциплари. Она тилидан чет тилига синхрон таржима қилиш принциплари. Синхрон таржимада гапларни мантикий боғлаш. Синхрон таржимада компрессия ҳодисаси. Синхрон таржимада кўп сўзли ибораларни кам сўзли ибора ва сўзлар билан алмаштириш. Сонларни ёдда олиб қолиш. Нотик нутқидаги асосий семантик мазмуннинг таржимаси. Таржима жараёнида хотирани ривожлантириш. Сўзлар бирикишида тахминий мазмунни аниқлаш. Таржимон синхронистнинг нутқини ўстириш. Синхрон таржимада лексик бирликларни тўғри ишлатиш, синтактик боғланиш, категорияли семантик компонентлар, матннинг асосий мазмунини ифода этувчи сўзлар ва иборалар.

Синхрон таржимадаги коммуникатив вазият, синхрон таржимонни анжуманга тайёрлаш, анжуман мавзуси ва муаммолари билан танишиш.

Синхрон таржима методлари, бир зумда таржима қилиш услублари, эшитиш ва хотирада сақлаш, таржима қилинаётган тилдаги сўз ва ибораларга бир зумда эквивалентларини топиш, ўрганилаётган тилдаги географик номлар, машҳур олимлар, ёзувчилар, ташкилотларнинг номлари, ҳар хил соҳага тегишли терминлар билан ишлаш.

Халқаро тадбир, йиғилиш ва конференцияларни ўтказиш хусусиятлари.

Синхрон таржиманинг техник хусусиятлари. Кабина ва кабинадан ташқарида синхрон таржима қилиш.

Турли соҳаларга тегишли матнлар таржимаси. Турли соҳаларга тегишли атамаларнинг услубий хусусиятлари ва уларнинг функционал хусусиятларини таржимада сақлаш йўллари.

Бадиий таржима. Бадиий таржиманинг лингвистик муаммолари. Бадиий ифода усуллари, таржима матнига талаб даражасида услубий ишлов берилишини таъминлаш.

Бадиий таржимада тил нормалари. Аслият матни ва таржима. Бадиий таржимада таржимон маҳорати ва услуби. Бадиий таржимада муқобиллик ва адекватлик. Антономик таржима. Бадиий таржимада ўрин алмаштириш, қўшиш ва тушириб қолдириш ҳодисаси. Миллий колорит ва бўёқдорликка эга сўзлар таржимаси, миллий менталитетни таржимада бериш, фразеологик бирикмалар таржимаси. Бадиий таржимада грамматик муаммолар. Муқобили йўқ сўзларни таржима қилиш. Лексик трансформациялар. Таржиманинг прагматик жиҳатлари. Бадиий таржимада табдил усуллари. Бадиий таржимада ҳамоҳангликни таъминлаш, икки тилнинг миллий руҳи ва ранг-баранг воситаларини ҳамда уларнинг муқобилларини топиш, таржимон фаолияти. Таржимон услуби, асл нусха, муаллифнинг услубини таржимада сақлаш. Тил воситаларидан фойдаланишда таржимоннинг ўзига хос йўл тутиши ва услуби. Бадиий асарларни таржима қилишда таржимон маҳорати.

Шеърӣ таржимада таржимон услубининг хусусиятлари, таржимон маданияти ва унинг асосий тамойиллари. Таржима жараёнида аслият матнининг қисмларига мос ва тенг бўлган матн унсурлари. Аслият қисмлари тушунчаси. Айнан мувофиқ келадиган таржима қисмларини яратиш.

Таржимада қўлланиладиган турли лексик ва грамматик трансформацияларга эҳтиёжнинг мавжудлиги.

Аслият ва таржима бирликлари ўртасида бевосита алоқа. Бирламчи матн асосида трансформациялар фойдаланиб таржима бирликларини сақлаш.

Таржимашунос олим, машҳур таржимашунос олим Л.Бархударовнинг “тадбил” ҳақидаги фикрлари. Аслият матнини сақлаш ҳодисаси. Матннинг ўзгаришсиз қолиши ва унинг асосида ўзга тилда бошқа матн яратилиши. Бадиий таржима жараёнида амалга ошириладиган тадбилларнинг тўртта тури 1) сўз ўрнини ўзгартириш; 2) алмаштириш; 3) сўз қўшиш; 4) сўзни тушириб қолдириш.

Сўз ўрнини ўзгартиришда аслият матнига нисбатан таржима матнида тил унсурлари тартибининг ўзгартирилиши. Алмаштиришда сўз шакли, нутқ бўлаклари, гап бўлаклари, синтактик боғланиш турларини ўз ичига олган грамматик ва лексик бирликларнинг алмаштирилиши.

1. Амалӣ таржимага бағишланган адабиётлар ва мақолаларнинг библиографик рўйхатини тузиш.

2. Амалӣ таржимага бағишланган адабиётни ўқиб, ўз фикрини чет тилида ёзиш. Таржимон мутахассислигига бағишланган алоҳида мавзу бўйича ёзилган мақолаларни ўқиб, уларни таржима қилиш.

3. Европа ва Ўзбекистон ёзувчиларининг бадиий асарларидан парчалар таржима қилиш.

4. Амалий таржимага оид алоҳида мавзу бўйича рефератлар ёзиш.

5. Амалий таржимага бағишланган адабиётлар ва мақолаларнинг библиографик рўйхатини тузиш.

6. Синхрон таржима техникасини эгаллашга қаратилган маълумотлар тўплаш. Синхрон таржима кўникма ва малакаларини оширишга йўналтирилган, хотирани мустаҳкамлайдиган турли машқлар бажариш..

7. Хорижий тилдаги радио ва телевидение кўрсатувларини видеотасмага ёзиб олиб, синхрон таржима қилиш. Хорижий тилдаги фильмни синхрон таржима қилиш.

8. Турли соҳага тегишли бўлган хорижий тилидаги терминларни она тилидаги эквивалентлари топиб, луғат тузиш.

9. Синхрон таржимага оид адабиётларни ўқиш ва улардаги материаллар асосида реферат, курс иши ва битирув малакавий иш ёзишга асосий эътибор қаратилади.

Лаборатория ишларини ташкил этиш бўйича кўрсатмалар

Фан бўйича лаборатория ишлари намунавий ўқув режада кўзда тутилмаган

Курс ишини ташкил этиш бўйича услубий кўрсатмалар

Фан бўйича курс иши намунавий ўқув режада режалаштирилмаган

Мустақил таълимни ташкил этишнинг шакли ва мазмуни

Талаба мустақил ишни тайёрлашда муайян фаннинг хусусиятларини ҳисобга олган ҳолда қуйидагилардан фойдаланишлари тавсия этилади:

- радио ва телевидение янгиликларини эшитиб ва кўриб туриб, овоз чиқармай, амалий таржима қилиш.

- турли соҳага тегишли терминлар бўйича тарқатма материаллар тайёрлаш;

- она тилидаги кўп сўзли иборалар ўрнига ўрганаётган чет тилидаги кам сўзли муқобилларини топиб луғат тузиш;

- ўтилатган мавзу бўйича радио ва телевидение орқали бериладиган хабарларни СД дискка ёзиб олиб, таржима қилиш;

- ўтилатган мавзуга оид умумий семантик компонентга эга бўлган сўзлар ва иборалар рўйхатини тузиб, ёд олиш;

- амалий таржиманинг бирорта тури бўйича мавзу танлаб баҳс ўтказиш;

- шахримиздаги тарихий жойларга, музейларга ташриф буюриб, у ердаги тарихий обидаларни, экспонатларни тушунтириш учун таржимон экскурсавод сифатида роль ўйнаш;

- таржимоннинг профессионал кўникмалари, таржима санъатига оид адабиётлар билан танишиб, конспект ёзиш;

- таржимонлик маҳорати нима эканлиги ҳақида материал тўплаш ва таржимон услублари ҳақида билиш;
- таржимонларни тайёрлаш муаммолари бўйича иншо ёзиш;
- амалий таржиманинг бирорта мавзуси бўйича реферат ёзиш.
- турли соҳаларга оид матнлардаги терминларнинг лексик ва грамматик хусусиятларини аниқлаш ва тақдирот тайёрлаш.
- чет тилидан она тилига қилинган матнлар таржимасини таҳрир қилиш ва камчиликлари ҳақида ёзма фикр билдириш.
- тиббиётга оид матнларни чет тилига таржима қилиш ва таржима муаммолари ҳақида реферат ёзиш.
- амалий таржимадаги қийинчиликлар ҳақида маъруза ёзиш.
- ёзма таржима техникасига хос хусусиятларни белгиловчи омиллар ҳақида маъруза ёзиш.
- Euronews, BBC ва CNN телеангликларини кўриб, уларни она тилига таржима қилиш.

Дастурнинг информацион-методик таъминоти

Талабаларнинг амалий таржима фанини ўзлаштиришлари учун ўқитишнинг илғор ва замонавий усулларида фойдаланиш, янги информацион педагогик технологияларни тадбиқ қилиш муҳим аҳамиятга эгадир. Фанни ўзлаштиришда дарслик, ўқув ва услубий қўлланмалар, тарқатма материаллар, электрон материаллар, виртуал стендлар, интернет ҳамда компьютерлардан фойдаланилади.

Мазкур фанни ўқитишда таълимнинг қуйидаги замонавий методлари, педагогик ва ахборот-коммуникация технологиялари қўлланилиши назарда тутилган: ақлий ҳужум, кластер методи, роль ўйнаш методи, хотира машқи.

Амалий таржима фанидан компьютерларда тестлар бажариш, интернет маълумотларини тўплаш, лингафон кабинетларида ишлаш, интерактив методлардан фойдаланиш, матнларнинг электрон вариантларини яратиш ва улардан фойдаланиш.

- замонавий компьютер технологиялари ёрдамида машқлар бажариш;
- ақлий ҳужум, гуруҳли фикрлаш технологияларидан фойдаланиш;
- кичик гуруҳлар мусобақалари, гуруҳли фикрлаш педагогик технологияларини қўллаш;
- амалий (оғзаки) таржима фанидан компьютерларда тестлар бажариш;
- оғзаки таржима бўйича интернетдан маълумотлар тўплаш;
- лингафон кабинетларида ишлаш;
- оғзаки таржима хусусиятларини амалий ўрганишга аҳамият бериш.
- ёзма таржима фанидан компьютерларда тестлар бажариш;
- интернетдан фанга оид материал ва маълумотлар тўплаш;
- дарс сифати ва самараси юқори бўлишини таъминлаш мақсадида интерактив метод ва янги педагогик технологиялардан унумли фойдаланилади.

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O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA MAXSUS TA'LIM VAZIRLIGI

SAMARQAND DAVLAT CHET TILLAR INSTITUTI

Ro'yxatga olindi:	“Tasdiqlayman” O'quv ishlari bo'yicha prorektor
№ _____	_____ F. Sh. Ro'ziqulov
2016 yil “__” _____	2016 yil “__” _____

**YOZMA TARJIMA
FANINING
ISHCHI O'QUV DASTURI
(1-kurs)**

Bilim sohasi:	100 000 – Gumanitar soha
Ta'lim sohasi:	120 000 – Gumanitar fanlar
Ta'lim yo`nalishi:	5120200-Tarjima nazariyasi va amaliyoti (ingliz tili)

Kurs:	I
Semestr:	I-II
Umumiy soat:	229
Amaliy:	114
Mustaqil ish:	100
Reyting:	15

Samarqand - 2016

Ushbu ishchi o'quv dastur O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligining 430-sonli buyrug'i bilan № БД-51202-3.04. 2014 yil 13-noyabrdagi tasdiqlangan namunaviy dasturga muvofiq ishlab chiqildi.

Tuzuvchilar:

o'qit. Bakiyev F. J. –

SamDCHTI “Tarjima nazariyasi va amaliyoti” kafedrası o'qituvchisi.

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SamDCHTI “Tarjima nazariyasi va amaliyoti” kafedrası o'qituvchisi.

Taqrizchilar:

f. f.n. Turdiyeva N. Yo. –

SamDCHTI “Tarjima nazariyasi va amaliyoti” kafedrası katta o'qituvchisi

f. f.n. Raximov G. X. –

SamDCHTI “Tarjima nazariyasi va amaliyoti” kafedrası katta o'qituvchisi

Fanning ishchi o'quv dasturi Samarqand Davlat Chet Tillar Instituti “Tarjima nazariyasi va amaliyoti” kafedrasining 2016 yil «__» avgust 1 -son majlisida muhokama etildi va fakultet Ilmiy kengashida muhokama uchun tavsiya etildi.

Kafedra mudiri: f. f.n. Turdiyeva N. Yo.

Fanning ishchi o'quv dasturi Tarjimonlik fakulteti Ilmiy kengashida muhokama qilindi va foydalanishga tavsiya etildi (2016 yil «__» avgustdagi 1 -sonli bayonnoma).

Fakultet Ilmiy kengash raisi

Odilov B. B.

Kelishildi:

O'quv-uslubiybo'lim boshlig'i

Holiqov M.B.

Kirish

Amaliy tarjima fani yozma, ogʻzaki, ona tiliga va undan chet tiliga hamda ommaviy axborot vositalarini tarjima qilishga asoslangan. Mazkur fan lugʻat bilan ishlash, ogʻzaki va yozma tarjimada sodda va qoʻshma gaplarning ekvivalentini har ikki tilda toʻgʻri topish, har ikki tilga toʻgʻri tarjima qilish yoʻllarini qamrab oladi. Dastur ketma-ketlik va oddiydan murakkabga prinsipi asosida tarjima qilishni, ogʻzaki hamda yozma tarjima koʻnikmalari va malakalariga ega boʻlishni talab etadi.

Amaliy tarjima oʻz ichiga quyidagi tarjima turlarini qamrab oladi:

- Ommaviy axborot tarjimasi;
- Yozma tarjima;
- Sinxron tarjima;
- Vizual tarjima;
- Ketma-ket tarjima;
- Terminologik tarjima;
- Badiiy tarjima;
- Tarjima mutaxassisligiga kirish.

Ommaviy axborot tarjimasi fani radio, televideniye va gazeta jurnallardagi axborotlar va maqolalarni chet tilidan ona tiliga, ona tilidan chet tiliga tarjima qilish bilan shugʻullanadi. Bu fan eshitib tarjima qilish koʻnikmalarini hosil qilishga moʻljallangan. Bu fanni oʻtish talabalarda ogʻzaki va yozma tarjima malaka va koʻnikmalari hosil boʻlgandan soʻng tavsiya etiladi. Chunki ommaviy axborot tarjimasi fanini oʻrganish ham ogʻzaki, ham yozma tarjima koʻnikmalari va malakalariga ega boʻlishni talab etadi.

Tarjimonlik mutaxassisligiga kirish fani tarjimonlik kasbining oʻrni, uning vazifalari va x.k.larini oʻrganish borasida nazariy ahamiyatga ega.

Bu fanda tarjimon mahorati, uslubi, tarjimonning ijtimoiy hayotdagi roli va faoliyati haqidagi tasavvurlarga ega boʻlinadi.

Mazkur fanni oʻrganishdan oldin talaba maktab bilimlariga ega boʻlishi kerak.

Sinxron tarjima fani notiq nutqining asosiy mazmunini tezda anglash va notiq nutqidan kechga qolmay tarjima qilish qobiliyatini shakllantirish, notiq nutqidagi soʻz va iboralarini sinonimlar bilan almashtira bilishi, dunyo yangiliklariga qiziqish, keng umumiy bilimga ega boʻlish kabi masalalarni oʻrganadi.

Vizual tarjimani oʻrganishda talabalar vizual tarjimada mavjud boʻlgan qarashlar va ularning qoʻllash tahlili; yozma matnning asosiy mazmunini tezda anglash va qisqa vaqt ichida, yaʼni kechga qolmay tarjima qilish qobiliyatini shakllantirish; soʻz va fan maʼnolarini esda saqlash, matndagi noaniq soʻz va gaplarni matn orqali anglab olish; matndagi soʻz va soʻz birikmalarni tarjima qilinayotgan tildagi ekvivalentlari bilan almashtirib bera olish qobiliyatiga ega boʻlish; ona tili va tarjima qilinayotgan tilni nechogʻliq mukammal bilish, ogʻzaki tarjima turlari, qaytarish (shadowing), xotirada saqlab qolish, qaydlar qilish va shu kabi tarjimonga muhim boʻlgan bilimlar borasida tasavvurga ega boʻlishadi. Mazkur fan umumiy, tarjima nazariyasidagi bilimlarga tayanadi.

Terminologik tarjima 2-3 kurs talabalariga moʻljallangan. Terminologiya fani ona tili va oʻrganilayotgan tildagi turli sohalarga tegishli boʻlgan atamalarni yozma va ogʻzaki ravishda ona tiliga va chet tiliga tarjima qilishga va ularni chuqur oʻrganishga asoslangan. Mazkur fan turli sohalarga tegishli lugʻatlar bilan ishlash. Ogʻzaki va yozma tarjimada turli sohalarga tegishli atamalarning ekvivalentinn kar ikki tilda toʻgʻri topish, har ikki tilga toʻgʻri tarjima qilish yoʻllarini qamrab oladi.

Badiiy tarjima - badiiy ifoda usullarini chuqur oʻzlashtirishga, tarjima matnini talab darajasida ishlov berilishini taʼminlaydi. Badiiy tarjimada tarjimon til normalarini buzmasdan, asliyat matni shakliga putur yetkazmasdan, uning mazmunini toʻliq uzatilishi, muallif maqsadi va gʻoyasini aniq yetkazib berish malaka va koʻnikmalarni ifodalaydi.

Badiiy tarjimani oʻrganishdan oldin talaba tarjima nazariyasi, ogʻzaki tarjima, yozma tarjima, ketma-ket tarjima, grammatika, leksikologiya, stilistika va boshqa shu kabi fanlarni

bilishi kerak. Shuningdek, badiiy tarjimada eng muhim e'tibor tarjima qilinilayotgan asarga yaratiladi. Badiiy tarjima jarayonida tarjimon maxorati, uslubi, tarjimonning ijtimoiy hayotdagi roli va faoliyati katta ahamiyatga ega.

Ketma-ket tarjima ogzaki tarjimaning bir turi bo'lib, bir tildan ikkinchi tilga notiqning nutqini yeshitgandan so'ng tarjima qilishdir. Ketma-ket tarjima muzokaralarda, konferensiya va uchrashuvlarda, delegatsiyani boshlab yurishda, xalqaro forumlarda qo'llaniladi.

Ushbu ishchi o'quv dasturda tarjima tilining grammatik xususiyatlari fanining maqsad va vazifalari bayon etilgan. Yangi pedagogik tajribalarga tayangan holda tarjima tilining grammatik xususiyatlariga taaluqli bo'lgan mavzular, auditoriyalarda o'rganilayotgan darsliklarning qisqacha mazmuni ko'rsatilgan.

Ingliz tili grammatikasi ustida mustaqil ish olib borish uchun matnlar, mavzular va ishning shakllari belgilangan. Bilim va ko'nikmalarni baholash mezonlari ko'rsatilgan. Talabalarning grammatik bilim va salohiyatini mustahkamlovchi, grammatik tahlilga o'rgatuvchi mashqlar berilgan.

Yozma tarjima o'rganilayotgan chet tilidan ona tiliga matnlarni tarjima qilish, kundalik hayotda uchraydigan voqealarga asoslangan tarjima diktantlar yozish, rasmiy xujjatlarni (ariza, tarjimai xol, xatlar) tarjima qilishga o'rgatadi. Insho yozish, bayon yozish va chet tilidagi idiomalarni tarjima qilish va ularning ekvivalentlarini topishga oid mashqlar bajariladi.

O'quv fanining maqsadi va vazifalari

O'quv fanining maqsadi - tarjimaning bu turi asosini kundalik axborot, siyosiy, ma'naviy, fan va sanat, iqtisod va shu kabi mavzular tashkil etadi. Bu talabalardan ma'lum izchillikni talab etadi. Talaba bosh mavzuni yaxshi o'rganib, uni keyingi mavzu bilan bidirib, shu yo'sinda o'zida tarjima ko'nikmasini hosil qilish va mustahkamlash ko'nikma va malakasiga ega bo'lishi kerak.

O'quv fanining vazifasi - amaliy tarjima fani yozma, og'zaki, ona tiliga va undan chet tiliga hamda ommaviy axborot vositalarini tarjimasini urgatish bilan uzviy bog'liq bo'ladi. Til birliklari bilan tanish talaba, endi amalda tarjima birliklari nima ekanligini biladi. Bundan tashqari tarjima turlari va turli matnlar tarjimasining xususiyatlari talabaga turlicha yondoshuv mavjudligini ko'rsatadi. Talabada matnlarni tarjima qilishda ijodiy yondoshuv tarjima sifatini yuqori bo'lishini ta'minlovchi omillardan ekanligini amalda isbotlaydi. Bunda ona tilidan olingan bilimlar chuqurlashtiriladi. Ona tilidan tanlangan sohaga oid matnlar va mavzular tarjimasi ikki tildagi so'z, birikma, frazeologik birikmalar, maqol va matallar kabi birliklarni o'z ichiga oladi.

Mazkur kurs talabalarning chet tillarda chop etiladigan davriy nashrlarni o'qish, shuningdek radio va televideniye materiallari bilan tanishib borish ko'nikmalarni chuqurlashtirishni maqsad qilib qo'yadi.

Gazeta va jurnal makolalari, radioeshittirish va teleko'rsatuvlar tarjimasi. Ommaviy axborotda qo'llaniladigan so'z va iboralarning xususiyatlari. Xorijiy radio va teledasturlardagi yangiliklar tarjimasi. Ommaviy axborot tarjimasida ketma - ket va bir vaqtning o'zida ona tiliga tarjima qilish imkoniyatlari.

Tarjimonlik mutaxassisligiga kirish fani umumiy tilshunoslik, tarjima nazariyasi. madaniyatshunoslik va tilshunoslikning boshqa bilimlariga tayanadi.

Tarjimon davlatlar o'rtasidagi aloqalarni o'rnatuvchi va davlat ahamiyatiga ega bo'lgan mutaxassis bo'lishi zarur. Tarjimon ma'rifat va ma'naviy bilim tarqatuvchi sifatida ma'lum. Tarjimonning zimmasiga xalqini boshqa xalqlarning buyuk olimlari, yozuvchilarining asarlari bilan tanishtirishdek mas'uliyatli vazifa yuklatilgan. Har ikki tilning milliy ruxi va rang - barang vositalarini va ularning mukobillarini topish tarjimonning mahoratiga bog'liq. Tarjimaning bu turi siyosat, moliya, san'at, iqtisod, sport, texnologiya, tibbiyot, bo'jxona va shu kabi mavzularni ularga tegishli bo'lgan atamalar bilan bog'lagan holda chuqur o'rganib tarjima qilishni tashkil etadi. Bu talabalardan ma'lum izchillikni talab etadi. Talaba bosh mavzuni yaxshi o'rganib, uni tegishli atamalar bilan to'ldirib. O'z ona tilida turli soxalarga tegishli bo'lgan atamalar bilan tanish talaba, endi o'rganilayotgan chet tilidagi atamalar bilan ham tanishadi va

ularni yaqindan o'rganadi. Bundan tashqari tarjima turlari va turli soxalardagi atamalar tarjimasining xususiyatlari talabaga turlicha yondoshuv mavjudligini ko'rsatadi. Talabada atamalarni tarjima qilishda bo'lgan izchil yondoshuv tarjima sifatining yuqori bo'lishini ta'minlovchi omillardan ekanligini amalda isbotlaydi. Bunda ona tilidagi turli sohalarga tegishli atamalar ham chuqur o'rganiladi. Tanlangan sohalarga oid atamalar tarjimasi ikki tildagi bog'liqlikni o'z ichiga oladi.

Tarjimachilik faoliyatining bosh yo'nalishi turli tillarda gaplashuvchi xalqlarni o'zaro tanishtirish, adabiyot orqali o'zaro muloqotini tashkil etish, boshqacha aytganda, madaniyatlararo kommunikatsiya imkoniyatini yaratishdir. Tarjimon mukammal tarjimini amalga oshirish uchun aslyat muallifining dunyoqarashi, maslagi kabi individual xususiyatlarini hisobga olishi, shuningdek tarjima mo'ljallangan qatlamning aslyatda tasvirlanayotgan voqelikka nisbatan paydo bo'lishi mumkin bo'lgan ijobiy yoki salbiy munosabatini ham oldindan ko'ra olishi lozim. Shu jihatdan tarjimon oldida ko'ndalang bo'ladigan muammolardan bir asar tanlovidir. Har bir milliy adabiyotda turli saviyadagi asarlar uchrashadi kabi. G'oyaviy jihatdan o'sha xalqning o'ziga mansur bo'lmagan yo'nalishlarda yoki o'zbek xalqi mentalitetiga mutlaqo mos kelmaydigan janrlarda yozilgan asarlarning bo'lishi tabiiy. Mazkur jihatlarni hisobga olmasdan asarni tanlash tarjima san'ati nazarda tutgan madaniyatlararo kommunikatsiya tamoyillarining buzilishiga va aslyat mansub bo'lgan xalq haqida noto'g'ri tasavvur paydo bo'lishiga olib keladi.

Amaliy mashg'ulotlarni tashkil etish bo'yicha ko'rsatmalar va tavsiyalar

1. Tarjimonlik- mutaxassisligiga bagishlangan adabiyotlar va maqolalarning bibliografik ro'yxatini tuzish.
2. O'qituvchi tomonidan tarjimon mutaxassisligiga bag'ishlangan adabiyotni o'qib, o'z fikrini yozish. Tarjimon mutaxassisligiga bag'ishlangan alohida mavzu bo'yicha yozilgan adabiyotlarni o'qib, ularning nazariy fikrlarini taqqoslash.
3. Yevropa va Osiyo olimlarining tarjimon mutaxassisligiga qo'shgan hissalarini o'rganish. Tarjimon mutaxassisligiga oid alohida mavzu bo'yicha referatlar yozish.
4. Tarjimon mutaxassisligiga bag'ishlangan adabiyotlar va maqolalarning bibliografik ro'yxatini tuzish. Tarjimon mutaxassisligiga bag'ishlangan adabiyotni o'qib, nazariy fikrlarni taqqoslab, o'z fikrini yozish. Matnni tarjimon mutaxassisligi mavzulari asosida tahlil qilish. Tarjimon mutaxassisligiga bagishlangan dolzarb muammolar xaqida kurs ishi yozish.

Sinxron tarjima texnikasini egallashga qaratilgan ma'lumotlar to'plash. Sinxron tarjima ko'nikma va malakalarini oshirishga yunaltilgan turli mashklar bajarish. Xotirani mustahkamlaydigan mashqlar bajarish.

Xorijiy tildagi radio va televideniye ko'rsatuvlarini videotasmaga yozib olib sinxron tarjima qilish.

Xorijiy tildagi filmni sinxron tarjima qilish.

Xorijiy radio, televideniye yangiliklarini audio va videotasmaga yozib olib sinxron tarjima qilish.

Turli soxaga tegishli bo'lgan xorijiy tilidagi terminlarni ona tilidagi ekvivalentlari topib, lug'at tuzish.

Sinxron tarjimaga oid adabiyotlarni o'qish va ulardagi materiallar asosida referat, kurs ishi va bitiruv malakaviy ish yozish.

Fan bo'yicha talabalarning bilimiga, malaka va ko'nikmasiga qo'yiladigan talablar

Amaliy tarjima ona tiliga va undan chet tiliga hamda ommaviy axborot, yozma va og'zaki tarjima qilish usullarini, ona tilining xususiyatlarini va uslubiy jihatlarini, suz tanlashni va tarjimaning turli texnikasidan xabardor bo'lib, undan unumli va tog'ri foydalanishni bilishi kerak.

Chet tiliga va undan ona tiliga tarjima qilish, ona tilidan olingan bilimlarni chuqurlashtirish, matnlar va mavzular tarjimasida ikki tildagi so'z, birikma frazeologik birikmalar, maqol va matallar kabi birliklarni to'g'ri aniqlash ko'nikmalariga ega bo'lishi kerak. Bu fanda kundalik, siyosiy, ma'naviy, fan va san'at, iqtisod va shu kabi mavzularga

bag'ishlangan matnlarni tarjima qilish, mavzuni yaxshi o'rganib, uni keyingi mavzu bilan to'ldirib, shu yo'sinda o'zida tarjima ko'nikmasini hosil qilish va mustahkamlash malakasiga ega bo'lishi zarur. Bu fanni puxta egallash uchun talaba chet tili fonetikasi asoslarini, xotirani mustahkamlovchi mashqlarni og'zaki va yozma tarjima malaka va ko'nikmalarini to'liq egallagan bo'lishlari lozim. Bundan tashqari talabadan chet tili gazeta, jurnallari, radio va televideniye xususiyatlari haqida umumiy bilimga ega bo'lishi talab etiladi.

- tarjimonlik mutaxassisligiga kirish tarjimonlik kasbi, tarjima tarixi, tarjimonlar, tarjima turlari va tarjima faoliyatining muhim xususiyatlari haqida atroflicha ma'lumotni bilishi kerak;
- talabalar bu kursni o'tishlaridan avval xorijlik va O'zbekistonlik tarjimonlar haqida ma'lumotga ega bo'lishlari lozim. O'tiladigan mavzularni oldidan bilgan talabalar ensiklopediya yoki internetdan zarur ma'lumotlarni to'plash ko'nikmalariga ega bo'lishi kerak;
- talaba tarjima mutaxassisligiga bag'ishlangan adabiyotni o'qib nazariy fikrlarni taqqoslab, o'z fikrini yozish malakalariga ega bo'lishi kerak.
- Sinxron tarjimani o'rganishda talabalardan sinxron tarjimada mavjud bo'lgan qarashlar va ularni qo'llash tahlili;
- notiq nutqining asosiy mazmunini tezda anglash va notiq nutqidan kechgacha qolmay tarjima qilish qobiliyatini shakllantirishi;
- so'z va gap ma'nolarini esda saqlash va notiq nutqidagi noaniq so'z va gaplarni kontekst orqali anglab olishi;
- notiq nutqidagi so'z va iboralarni sinonimlar bilan almashtira bilishi;
- mikrorevyu, kompressiya, substitusiya, transformasiya hodisalarini bilishi va ularni sinxron tarjimada qo'llay olishi;
- ona tili va tarjima qilayotgan tilni nechog'lik mukammal bilishi;
- sinxron tarjimaning turli muammolari bo'yicha malakaviy ish ustida ishlash;
- dunyo yangiliklariga qiziqish. keng umumiy bilimga ega bo'lish;
- notiq aytayotgan gaplarni asosiy mazmunini tezda anglash malakasiga ega bo'lish;
- grammatik, orfografik, punktuasion va metodik jixatdan to'g'ri yoza olish qobiliyatiga ega bo'lishi;
- har xil turdagi xujjatlarni, rasmiy xatlarni, o'rganilayotgan tilning qonun qoidalariga asosan yozish;
- yozma nutqning leksik, grammatik, stilistik jihatdan farqlovchi qoidalar haqida tasavvurga ega bo'lishi;
- har xil tipdagi mashqlar va matnlar tuzilishi va to'play olishi, turli xildagi diktantlar, bayonlar va insholar o'rganilayotgan tilde yoza olishi;
- o'rganilayotgan so'z va iboralarni orfografik jixatdan to'g'ri yozishni bilishi;
- metodik jihatdan to'g'ri yoza olish malakasiga ega bo'lishi;
- turli harakaterdagi o'qilgan yoki tinglangan materiallarni qog'ozga tushira olishi;
- xatolarni aniqlash, to'g'irlash va ularni tushuntirish qobiliyatiga ega bo'lishi;
- o'qilgan va eshitilgan matnlar bo'yicha annotasiya yozish malakasiga ega bo'lishi zarur.

Terminologiyaga oid matnlarni tarjima qilish murakkab bo'lib, tarjimaning turli texnikasidan xabardor bo'lgan xolda. undan unumli va to'g'ri foydalanishni bilishi kerak.

Atamalarni chet tiliga yoki ona tiliga to'g'ri tarjima qilish, olingan bilimlarni chuqurlashtirish. matnlar va mavzular tarjimasida ikki tildagi atamalarni to'g'ri aniqlash ko'nikmalariga ega bo'lishi kerak.

Bu fanda siyosat, moliya, san'at, iqtisod, sport, texnologiya, tibbiyot, bo'xona va shu kabi mavzularga bag'ishlangan matnlarni tarjima qilish. ulardagi atamalarni chuqur o'rganish va to'g'ri tarjima qilish, ona tili va chet tilidagi atamalarni bir biri bilan taqqoslab o'rganish va shu yo'sinda o'zida tarjima ko'nikmasini hosil qilish va mustahkamlash malakasiga ega bilishi zarur.

Bakalavriat yo'nalishining birinchi bosqich talabalari quyidagi mavzularni o'zlashtirishlari lozim:

- Tarjima tilining grammatik xususiyatlari fanining predmeti, maqsad va vazifalarini bilish;
- Ingliz tili grammatik kategoriyalarni bilish va ularni to'g'ri qo'llay olish;

- Ogʻzaki va yozma nutqni egallashda grammatik qoidalarga rioya qilish;
- Ogʻzaki va yozma nutqni egallashda grammatik hodisalar xususiyatini bilish;
- Sintaksis darajaga ega boʻlgan grammatik xususiyatlarni bilish. (gap tarkibiga kiruvchi grammatik kategoriyalar, qoʻshma soʻzlar, gaplarning klassifikatsiyasi, gaplarning grammatik tahlili strukturasi);
- Sodda va qoʻshma gaplarni grammatik tahlil qila olish.
- Taʼlimning axborot, telealoqa texnologiyalarini qoʻllay olish

Ketma-ket tarjimada oʻrganilayotgan xorijiy tilda gapiruvchining nutqini tez anglash, uning nutqidagi matnining asosiy semantik mazmunini tezda bilib olish va oʻz oʻrgangan soʻz va iboralar yordamida tarjima qilish malakasiga ega boʻlishi kerak. Notiq nutqining asosiy joylarini daftarchaga oʻzi bilgan belgilar orqali tezda yozib olish va tarjima jarayonida yozib olingan, soʻz iboralarini bir biriga biriktirib tarjima matnini yaratish koʻnikmasiga ega boʻlishi kerak.

Vizual tarjima ona tildagi matnni koʻrib turib, xorijiy tilga yoki xorijiy tildagi matnni ona tiliga koʻrib turib, tayyorgarliksiz, notiq nutqidan kechgacha qolmay tarjima qilish malaka va koʻnikmalarga ega boʻlish talab etiladi. Ona tili yoki chet tilida yozilgan matnni qilish zahotiyoyoq tarjima qilish talab etiladi.

Fanning oʻquv rejadagi boshqa fanlar bilan oʻzaro bogʻliqligi va uslubiy jihatdan uzviy ketma - ketligi

Amaliy tarjima fani asosiy ixtisoslik fani hisoblanib, I-VIII semestrlarda oʻqitiladi. Asosiy oʻrganilayotgan chet (ingliz, nemis, fransuz, ispan) tillari fani ayniqsa, amaliy fonetika va amaliy grammatika, chet el adabiyoti fanlari bilan bevosita bogʻliq boʻlib, ushbu darslarda talabalar olgan bilimlarini umumiy tilshunoslik, til tarixi, nazariy fonetika, grammatika, leksikologiya, stilistika, tarjima qiyosiy tipologiya, shuningdek, psixologiya, pedagogika, metodika fanlari boʻyicha nazariy kurslarni oʻrganish jarayonida foydalana bilishlari shart. Mazkur fan ushbu fanlar bilan aloqadorligini va mazmuniy uzviyligini taʼminlaydi.

Grammatik kategoriya grammatik maʼno va grammatik formalarning ajralmas birliklardan tashkil topadi. Grammatik kategoriyaning bu ikki tomoni, hozirgi zamon tilshunosligi termini bilan aytganda, grammatikaning uchta komponentini, yaʼni – sinaktik komponent, fonologik komponent va semantik komponentlarni tashkil qiladi. Grammatikaning ana shu uch komponenti grammatik aloqa va shu aloqani ifodalovchi morfemalar harakteri bilan, grammatik kategoriyaning ifodalashda ishtirok etuvchi fonologik birliklar bilan va nihoyat grammatik va leksik-grammatik maʼno bilan bogʻliqdir. Shulardan kelib chiqqan xolda shuni aytish joizki, amaliy grammatika fanini oʻqitishda tilshunoslikning boʻlimlari boʻlmish fonetika, fonologiya va morfonologiya, til tarixi, leksikologiya, stilistika kabi fanlar bilan bogʻlagan xolda oʻrganiladi.

Dasturni amalga oshirish oʻquv rejasida rejalashtirilgan matematik va tabiiy umum kasbiy va ixtisoslnk fanlaridan yetarli bilim va koʻnikmalariga ega boʻlish talab etiladi.

Fanning ishlab chiqarishdagi oʻrni

Tarjima nazariyasi va amaliyoti taʼlim yunalishi boʻyicha bakalavr tayyorlash bosqichining ajralmas boʻgini sifatida amaliy tarjima (ingliz, nemis, fransuz, ispan) tillari umumkasbiy fani hisoblanib, talaba-bakalavrlarning turli xorijiy qoʻshma korxonalarda, aeroportlarda, boʻxonalarda yoki radio, televideniye hamda xorijiy davlatlar bilan bogʻlik davlat va nodavlat tashkilotlarda, xalqaro fond va shu kabilarda faoliyat koʻrsatishga yordam beradi. Bu esa talabalarning kasbin faoliyatida chet tillarini amaliy qoʻllash malakasini hosil qiladi.

Amaliy tarjima fani oʻquv rejasining katta qismini tashkil etadi. Shuning uchun unga alohida talablar qoʻyiladi. Oʻrganilayotgan chet tilining asosini tashkil etadi. Shu sababli ushbu fan asosiy ixtisoslik fani hisoblanadi. Amaliy tarjima talabaning oʻz kasbi boʻyicha mahoratini belgilovchi fandır. Dasturni amalga oshirish, oʻquv rejasida rejalashtirilgan gumanitar va ijtimoiy-iqtisodiy, matematik va tabiiy-ilmiy, umumkasbiy va ixtisoslik kabi fanlar bilan birgalikda olib boriladi.

Fanni oʻqitishda zamonaviy axborot va pedagogik texnologiyalar

Talabalarning amaliy tarjima fanini o'zlashtirishlari uchun o'qitishning ilg'or va zamonaviy usullaridan foydalanish, yangi informasion pedagogik texnologiyalarni tadbiq qilish muhim ahamiyatga egadir. Fanni o'zlashtirishda darslik, o'quv va uslubiy qo'llanmalar, tarqatma materiallar, elektron materiallar, virtual stendlar hamda kompyuterlardan foydalaniladi. Sinxron, ketma-ket, vizual tarjimalar uchun texnik jixozlangan kabinalardan foydalaniladi. Talabalarning amaliy tarjima fanini o'zlashtirishlari uchun o'qitishning ilg'or va zamonaviy usullaridan foydalanish, yangi informasion pedagogik texnologiyalarni tadbiq qilish muxim ahamiyatga egadir. Fanni o'zlashtirishda simpozium, xalqaro uchrashuvlar, festivallar, muzokaralarda tarjimon sifatida ishtirok etish talab etiladi.

Zamonaviy axborot va pedagogika texnologiyalari bilan jixozlangan laboratoriyalar, kabinetlar bo'lishi, o'qituvchilar zamonaviy pedagogik texnologiya bilan qurollanishi zarur.

Yozma tarjima fanining hajmi va mazmuni

Semestr	O'quv yuklamasi hajmining mashg'uloti ko'rinishida taqsimlanishi		
	Jami	Amaliy mashg'ulotlar	Mustaqil ish
1	70	38	32
2	144	76	68
Jami	214	114	100

Yozma tarjima fanidan mashg'ulotlarning mavzular va soatlar bo'yicha taqsimlanishi

T/r	Mavzular nomi	Amaliy mashg'ulot	Ped texnologiyalar
	I-semestr		
1	Introduction to written translation: Main types of translation (Analyzing texts and identifying types of translation)	2	round question
	Unit 1. Dictation translation of every day life texts		
2	It's a wonderful world. (Grammar and vocabulary exercises)	2	Cluster
3	Wonders of the modern world	2	Boomerang
4	Get happy (Exercises on present tenses)	2	Brain storming
5	The clown doctor. Discussion – what makes people happy.	2	round question
6	Telling tales (Exercises on past tenses)	2	ball-fall
7	The painter and the writer	2	Boomerang
8	On the move (Exercises on future tenses)	2	Brain storming
9	Uzbekistan and Great Britain (Translating texts)	2	round question
10	The national hymn, flag and emblem of Uzbekistan.	2	Cluster
11	Education system of GB and Uzbekistan. Ex 20-23. p.16-17	2	Boomerang
12	Using lexical transformations in written translation (verbs to go, to come, to put, to tell, to say and their equivalences in Uzbek (Russian))	2	Brain storming
	Unit II. Rules of writing letters, applications, biography		
13	Rules of writing letters, applications, biography. p.47-51	2	Cluster
14	Letters and emails (Finding and correcting language mistakes in an informal letter)	2	Cluster

15	The world of work (A letter of application)	2	Boomerang
16	Obsessions (Writing a biography, CV, Resume)	2	Brain storming
17	Translate the texts into English. "Alisher Navoiy", "A.S.Pushkin". Ex. 14-15. p. 67-68.	2	round question
18	Using grammatical transformation in written translation. (Concretizing and generalizing)	2	Cluster
19	Translate the texts "Mark Twain" and "Tom Sawyer" into your mother tongue	2	Boomerang
	Jami	38	
	II-semester		
	Unit 3. Translating Written Prose.		
1	Translating written prose. Translate the text "Amir Temur" into your mother tongue. p 81-82	2	Cluster
2	Translation of the poem. Learning by heart. Ex1-7. p.82-84	2	Boomerang
3	Translate the text "Temuri Tuzuki". Ex. 8-12. P.85-87	2	Brain storming
4	Morphological transformations in written translation	2	round question
5	Written prose and its translation. Translation of poems. p.90-93	2	ball-fall
6	Doing the right thing (Exercises on modal verbs)	2	Cluster
7	A world guide to good manners	2	Boomerang
8	I just love it! (Exercises on types of questions)	2	Brain storming
9	Global pizza		
10	Fairy tales. What is a fairy tale?	2	round question
11	Mouse Dear and Crocodile. Mouse Dear and Farmer. Mouse Dear and Tiger. Translation of fairy tales.	2	Cluster
12	The Boy Who Drew Cats. Read and translate.	2	Boomerang
13	Syntactical transformations in written translation	2	Cluster
14	True Love. p.104-105	2	Boomerang
15	Translate short stories. p.103-104 (Grammar exercises. p.106-108)	2	Brain storming
	Unit 4. Writing the essay.		
16	Rules of writing essay. p. 109-114	2	Cluster
17	The general idea (gathering information)	2	Boomerang
18	Handing a good essay (Essay writing)	2	Brain storming
19	Try to write an essay. Ex.10. p.118-121		
20	Report writing (Punctuation, spelling and abbreviations)	2	round question
21	Sport in my Life. Read and translate the text. p.120-121.	2	ball-fall
22	Transpositions in written translation	2	Cluster
23	Sport in Great Britain. Read and translate the text. p.122-123.	2	Brain storming
24	Just imagine! (Exercises on conditionals)	2	round question
25	Who wants to be a millionaire?	2	Cluster
26	Relationships (Exercises on modal verbs)	2	Boomerang
27	Family matters	2	Brain storming
	Unit 5. Writing compositions and their		

	translation.		
28	How to write a composition. Ex 1-2. p.126-127.	2	Claster
29	Write a composition about courageous people of Uzbekistan. p.130	2	Boomerang
30	Write a composition about “The Great Silk Road”.	2	Brain storming
31	Tell me about it (Exercises on indirect questions and question tags)	2	round question
32	How well do you know your world	2	ball-fall
33	Life’s great events (Exercises on reported speech)	2	Claster
34	“Funeral Blues” – a poem by WH Auden	2	Boomerang
35	Supplement in written translation	2	Brain storming
36	Exercise 7. Text about Tashkent. p.133-135	2	round question
37	Write a composition about Youth organisations “Kamolot” and activity in Uzbekistan. Vocabulary notes. p.137-138.	2	Claster
38	Revision lesson	2	Boomerang
	Jami	76	
	Umumiy soat	114	

Asosiy qism

Unit 1. Dictation translation of every day life texts

This unit is concerned with basic techniques for presenting dictation translation. Dictation translation is the practice of spelling of words and training the translation skills of the students. It helps to improve vocabulary expansion.

When students come across a new word, they are likely to be interested in learning other related words and this presents a natural opportunity for vocabulary development. This is sometimes called vocabulary expansion.

Teacher dictates the new words or phrases or sentences or even the whole text in the students’ native language and the students write them in English

Used technology: Claster, round question, ball-fall, brainstorming...

Literature: A2, A3, Q13, E4.

Unit 2. Rules of writing letters, applications, biography. Translate the model of application.

In this unit the students will learn the rules of writing letters, applications and biographies. Models of applications, types and parts of letters, biographies of famous people are given in this unit.

The students will also study the note taking, meanings of symbols during the translation.

By learning new words and doing exercises they will improve their knowledge and give their own examples.

Used technology: Claster, round question, ball-fall, brainstorming...

Literature: A2, A4, Q13, Q1, E2.

Unit 3. Translating Written Prose.

This unit is concerned with written prose in three languages. The students will learn the way of translating poems, short stories, fairy tales; commenting on the text, writing short compositions...

By comparing translated texts they will find similarity and differences between two languages. They will do their own translations and discuss them at the lesson.

Used technology: Claster, round question, ball-fall, brainstorming...

Literature: A4, A5, A6, Q5, E3.

Unit 4. Writing the essay.

Essay is a short prose composition on a particular subject. Usually it is of explanatory and argumentative nature. In this unit the students will learn the rules of writing essay, personal essay, statements of essays, translate and write essay on the given topics.

Used technology: Cluster, round question, ball-fall, brainstorming...

Literature: A4, A5, Q3, Q4, E3.

Unit 5. Writing compositions and their translation.

The students will learn the rules of writing compositions. They will get acquainted with the types and part of written compositions. They will translate given compositions and write their own. By learning new words and doing exercises they will improve their knowledge.

Used technology: Cluster, round question, ball-fall, brainstorming...

Literature: A4, A5, Q4, E1, E2.

“Yozma tarjima” fanidan amaliy mashg’otlarining kalendar tematik rejasi

T/R	Ma’ruza mavzulari	Soat	O’tkazish vaqti	Ijro belgisi	Izoh
	I-semestr				
1	Introduction to written translation: Main types of translation (Analyzing texts and identifying types of translation)	2	September	1 st week	
	Unit 1. Dictation translation of every day life texts				
2	It’s a wonderful world. (Grammar and vocabulary exercises)	2	September	1st week	
3	Wonders of the modern world	2	September	2 nd week	
4	Get happy (Exercises on present tenses)	2	September	2 nd week	
5	The clown doctor. Discussion – what makes people happy.	2	November	1 st week	
6	Telling tales (Exercises on past tenses)	2	November	1 st week	
7	The painter and the writer	2	November	2 nd week	
8	On the move (Exercises on future tenses)	2	November	2 nd week	
9	Uzbekistan and Great Britain (Translating texts)	2	November	3 rd week	
10	The national hymn, flag and emblem of Uzbekistan.	2	November	3 rd week	
11	Education system of GB and Uzbekistan. Ex 20-23. p.16-17	2	November	4 th week	
12	Using lexical transformations in written translation (verbs to go, to come, to put, to tell, to say and their equivalences in Uzbek (Russian))	2	November	4 th week	
	Unit II. Rules of writing letters, applications,				
13	Rules of writing letters, applications, biography. p.47-51	2	December	1 st week	
14	Letters and emails (Finding and correcting language mistakes in an informal letter)	2	December	1 st week	
15	The world of work (A letter of application)	2	December	2 nd week	
16	Obsessions (Writing a biography, CV, Resume)	2	December	2 nd week	
17	Translate the texts into English. “Alisher Navoiy”, “A.S.Pushkin”. Ex. 14-15. p. 67-68.	2	December	3 rd week	

18	Using grammatical transformation in written translation. (Concretizing and generalizing)	2	December	3 rd week	
19	Translate the texts “Mark Twain” and “Tom Sawyer” into your mother tongue	2	January	2 nd week	
	Jami	38			
	II-semester				
	Unit 3. Translating Written Prose.				
1	Translating written prose. Translate the text “Amir Temur” into your mother tongue. p 81-82	2	March	1 st week	
2	Translation of the poem. Learning by heart. Ex1-7. p.82-84	2	March	1 st week	
3	Translate the text “Temuri Tuzuki”. Ex. 8-12. P.85-87	2	March	1 st week	
4	Morphological transformations in written translation	2	March	2 nd week	
5	Written prose and its translation. Translation of poems. p.90-93	2	March	2 nd week	
6	Doing the right thing (Exercises on modal verbs)	2	March	2 nd week	
7	A world guide to good manners	2	March	3 rd week	
8	I just love it! (Exercises on types of questions)	2	March	3 rd week	
9	Global pizza	2	March	3 rd week	
10	Fairy tales. What is a fairy tale?	2	March	4 th week	
11	Mouse Dear and Crocodile. Mouse Dear and Farmer. Mouse Dear and Tiger. Translation of fairy tales.	2	March	4 th week	
12	The Boy Who Drew Cats. Read and translate.	2	March	4 th week	
13	Syntactical transformations in written translation	2	April	1 st week	
14	True Love. p.104-105	2	April	1 st week	
15	Translate short stories. p.103-104 (Grammar exercises. p.106-108)	2	April	1 st week	
	Unit 4. Writing the essay.	2	April	2 nd week	
16	Rules of writing essay. p. 109-114	2	April	2 nd week	
17	The general idea (gathering information)	2	April	2 nd week	
18	Handing a good essay (Essay writing)		April	3 rd week	
19	Try to write an essay. Ex.10. p.118-121	2	April	3 rd week	
20	Report writing (Punctuation, spelling and abbreviations)	2	April	3 rd week	
21	Sport in my Life. Read and translate the text. p.120-121.	2	April	4 th week	
22	Transpositions in written translation	2	April	4 th week	
23	Sport in Great Britain. Read and translate the text. p.122-123.	2	April	4 th week	
24	Just imagine! (Exercises on conditionals)	2	May	1 st week	
25	Who wants to be a millionaire?	2	May	1 st week	
26	Relationships (Exercises on modal verbs)	2	May	1 st week	
27	Family matters	2	May	2 nd week	
	Unit 5. Writing compositions and their translation.	2	May	2 nd week	
28	How to write a composition. Ex 1-2. p.126-127.	2	May	2 nd week	
29	Write a composition about courageous people of	2	May	3 rd week	

	Uzbekistan. p.130				
30	Write a composition about "The Great Silk Road".	2	May	3 rd week	
31	Tell me about it (Exercises on indirect questions and question tags)	2	May	3 rd week	
32	How well do you know your world				
33	Life's great events (Exercises on reported speech)	2	May	4 th week	
34	"Funeral Blues" – a poem by WH Auden	2	May	4 th week	
35	Supplement in written translation	2	May	4 th week	
36	Exercise 7. Text about Tashkent. p.133-135	2	June	1 st week	
37	Write a composition about Youth organisations "Kamolot" and activity in Uzbekistan. Vocabulary notes. p.137-138.	2	June	1 st week	
38	Revision lesson	2	June	1 st week	
	Jami	76			
	Umumiy soat	114			

Mustaqil ishni tashkil etishning shakl va mazmuni

Talaba mustaqil ishni tayyorlashda muayyan fanning xususiyatlarini hisobga olgan holda quyidagi shakllardan foydalanish tavsiya etiladi:

- darslik va o'quv qo'llanmalar bo'yicha mavzularni o'rganish;
- tarqatma materiallar yordamida ma'ruza qismini o'zlashtirish;
- maxsus adabiyotlar bo'yicha mavzular ustida ishlash;
- talabaning o'quv-ilmiy-tadqiqot ishlarini bajarish bilan bog'liq bo'lgan fanlar bo'limlari va mavzularni chuqur o'rganish;
- faol va muammoli o'qitish uslubidan foydalaniladigan o'quv mashg'ulotlari;
- masofaviy (distansion) ta'lim.

Tarjimonning professional ko'nikmalari haqida ma'lumot to'plash. Tarjima san'atiga oid adabiyotlar bilan tanishish va konspekt qilish. Tarjima mahorati nima ekanligi haqida material to'plash. Tarjima bosqichlari yuzasidan nazariy kitoblar o'qish. Tarjimon usullari haqida bilishi.

Tarjimaga oid adabiyotlarni konspektlashtirish. O'zbekistonda tarjimaning paydo bo'lishi haqida material to'plash. Tarjimonlarni tayyorlash muammolari bo'yicha kurs ishi yozish. Matnni ko'rin tarjima qilish ko'nikmalarini hosil qilish haqida referat yozish. Tarjimada ekvivalentlar masalasi bo'yicha ma'ruza qilish.

Talabalar mustaqil ta'limining mazmuni va hajmi

T/r	Bo'lim va mavzu nomlari	Hajmi (soatda)	Bajarilish muddati	Ijro belgisi	Hisobot shakli	Izoh
	I semester					
1.	Samarkand-the city of dreams.	4	September	2 nd week	Presentation on Moodle platform	
2.	The national hymn, flag, emblem of English speaking countries.	4	November	2 nd week	Presentation on Moodle platform	
3.	Holidays and Traditions	4	November	4 th week	Presentation on Moodle platform	
4.	How to memorize easily?	4	December	2 nd week	Presentation on Moodle platform	
5.	Translation of Medical Texts.	4	December	3 rd week	Presentation on Moodle platform	
6.	A letter to my friend.	4	January	3 rd week	Presentation on Moodle platform	

7.	Write biography of Uzbek writer in English.	4	February	1 st week	Presentation on Moodle platform	
8.	What is famous for?	4	February	3 rd week	Presentation on Moodle platform	
	Jami	32				
	II semester					
1	Translation of poem into your mother tongue.	6	March	2 nd week	Presentation on Moodle platform	
2	Translation of poem into English.	6	March	4 th week	Presentation on Moodle platform	
3	Translation of English fairy tales.	8	April	2 nd week	Presentation on Moodle platform	
4	Translation of Uzbek fairy tales.	8	April	4 th week	Presentation on Moodle platform	
5	Writing a fairy tale.	8	May	1 st week	Presentation on Moodle platform	
6	Sport in Uzbekistan.	8	May	2 nd week	Presentation on Moodle platform	
7	Essay writing.	8	May	3 rd week	Presentation on Moodle platform	
8	The Great Silk Road.	8	June	1 st week	Presentation on Moodle platform	
9	Activity of "Kamolot" in Uzbekistan.	8	June	2 nd week	Presentation on Moodle platform	
		68				
	Jami	100				

Dasturning informasion-uslubiy ta'minoti

Talabalarning amaliy tarjima fanini o'zlashtirishlari uchun o'qitishning ilg'or va zamonaviy usullaridan foydalanish, yangi informatsion pedagogik texnologiyalarni tatbiq qilish muhim ahamiyatga egadir. Fanni o'zlashtirishda darslik, o'quv va uslubiy qo'llanmalar, tarqatma materiallar, elektron materiallar, virtual stendlar hamda kompyuterlardan foydalaniladi.

Mazkur fanni o'qitishda ta'limning quyidagi zamonaviy metodlari, pedagogik va axborot-kommunikatsiya texnologiyalari qo'llanilishi nazarda tutilgan.

Amaliy tarjima fanidan kompyuterlarda testlar bajarish, internet ma'lumotlarini to'plash, lingafon kabinetlarida ishlash, interfaol metodlardan foydalanish, ma'ruzalarning elektron variantlarini yaratish va ulardan foydalanish:

- zamonaviy kompyuter texnologiyalari yordamida mashqlar bajarish;
- aqliy hujum, guruhli fikrlash texnologiyalaridan foydalanish;
- kichik guruhlar musobaqalari, guruhli fikrlash pedagogik texnologiyalarini qo'llash;
- amaliy (og'zaki) tarjima fanidan kompyuterlarda testlar bajarish;
- og'zaki tarjima bo'yicha internetdan ma'lumotlar to'plash;
- lingafon kabinetlarida ishlash;
- interaktiv metodlardan foydalanish;
- og'zaki tarjima xususiyatlarini amaliy o'rganishga ahamiyat berish;
- yozma tarjima fanidan kompyuterlarda testlar bajarish;
- internetdan fanga oid material va ma'lumotlar to'plash;
- dars sifati va samarasi yuqori bo'lishini ta'minlash maqsadida interaktiv metod va yangi pedagogik texnologiyalardan unumli foydalanish;

-ommaviy axborot matnlarining xususiyatlari haqida referat yoki kurs ishi yozish, ijtimoiy-siyosiy terminlar lug'atini tuzish va undan darsda va darsdan tashqari ta'limda foydalanish.

Yozma tarjima fanidan talabalar bilimni reyting tizimi asosida baholash mezonlari

Fan bo'yicha reyting jadvallari, nazorat turi, shakli, soni hamda har bir nazoratga ajratilgan maksimal ball, shuningdek joriy va yakuniy nazoratlarining saralash ballari haqidagi ma'lumotlar fan bo'yicha birinchi mashg'ulotda talabalarga ye'lon qilinadi.

Fan bo'yicha talabalarining bilim saviyasi va o'zlashtirish darajasining Davlat ta'lim standartlariga muvofiqligini ta'minlash uchun quyidagi nazorat turlari o'tkaziladi:

- **joriy nazorat (JN)** - talabaning fan mavzulari bo'yicha bilim va amaliy ko'nikma darajasini aniqlash va baholash usuli. Joriy nazorat fanning xususiyatidan kelib chiqqan holda amaliy mashg'ulotlarda og'zaki so'rov, test o'tkazish, suhbat, nazorat ishi, kollektivum, uy vazifalarini tekshirish va shu kabi boshqa shakllarda o'tkazilishi mumkin;

- **Oraliq nazorat** – semestr davomida o'quv dasturining tegishli (fanning bir necha mavzularini o'z ichiga olgan) bo'limi tugallangandan keyin talabaning bilim va amaliy ko'nikma darajasini aniqlash va baholash usuli. Oraliq nazoratning soni (bir semestrda ikki Marchadan ko'p o'tkazilmasligi lozim) va shakli (yozma, og'zaki, test va hokazo) o'quv faniga ajratilgan umumiy soatlar hajmidan kelib chiqqan holda belgilanadi;

- **yakuniy nazorat (YaN)** - semestr yakunida muayyan fan bo'yicha nazariy bilim va amaliy ko'nikmalarni talabalar tomonidan o'zlashtirish darajasini baholash usuli. Yakuniy nazorat asosan tayanch tushuncha va iboralarga asoslangan "og'zaki" shaklida o'tkaziladi.

Oliy ta'lim muassasasi rahbarining buyrug'i bilan ichki nazorat va monitoring bo'limi rahbarligida tuzilgan komissiya ishtirokida **YaN** ni o'tkazish jarayoni muntazam ravishda o'rganib boriladi va uni o'tkazish tartiblari buzilgan hollarda, **YaN** natijalari bekor qilinishi mumkin. Bunday hollarda **YaN** qayta o'tkaziladi.

Talabalarining semestr davomidagi o'zlashtirish ko'rsatkichi 100 ballik tizimda baholanadi.

Ushbu 100 ball baholash turlari bo'yicha quyidagicha taqsimlanadi:

Ya.N.-30 ball, qolgan 70 ball esa - JNga 40 ball, ONga 30 ball qilib taqsimlanadi.

Ball	Baho	Talabalarining bilim darajasi
86-100	A'lo	Xulosa va qaror qabul qilish, ijodiy fikrlay olish, mustaqil mushohada yurita olish, olgan bilimlarini amalda qo'llay olish, mohiyatini tushuntirish, bilish, aytib berish, tasavvurga ega bo'lish.
71-85	Yaxshi	mustaqil mushohada yurita olish, olgan bilimlarini amalda qo'llay olish, mohiyatini tushuntirish, bilish, aytib berish, tasavvurga ega bo'lish.
55-70	Qoniqarli	mohiyatini tushuntirish, bilish, aytib berish, tasavvurga ega bo'lish.
0-54	Qonqarsiz	Aniq tasavvurga ega bo'lmaslik, bilmaslik.

(Izoh: Talabaning o'quv fani bo'yicha mustaqil ishiga umumiy ballning 20 balini ajratish tavsiya etiladi. Bu 20 ball JNga kiritiladi.)

Yozma tarjima fanidan reytingli baholash mezonlari

Ta'lim yo'nalishi: 5120200 – Tarjima nazariyasi va amaliyoti

O'quv shakli: kunduzgi, **Kurs:** I **Semestr:** 1 - 2

1 - s e m e s t r : 1 J O R I Y								
Ajratilgan amaliyot va M/T	Darslar soni:	Ajratilgan ball :	Kunlik belgilangan ball :	Darsga kelmagan talaba	0-55 % uchun: 0-5 b	56-70% uchun: 5,5-7	71-85 % uchun: 7,5-8,5	86-100 % uchun: 9- 10b
18 soat	9 ta dars	10-5,5 ball	0,5-0.9 ball	0 ball	0-0.45 ball	0.5-0.6 ball	0,65-0.7 ball	0.8-0.9 ball
M/T 16 soat	4 ta mavzu	10-5,5 ball	1.3-2.5 ball	0 ball	0-1.2 ball	1.3-1.7 ball	1.8-2 ball	2.25-2.5 ball
2 - J O R I Y								
20 soat	10 ta dars	10-5,5 ball	0,56-1 ball	0 ball	0-0.5 ball	0.56-0.7 ball	0,71-0.85 ball	0.86-1 ball
M/T 16 soat	4 ta mavzu	10-5,5 ball	1.3-2.5 ball	0 ball	0-1.2 ball	1.3-1.7 ball	1.8-2 ball	2.25-2.5 ball
2 - s e m e s t r : 1 - J O R I Y								
38 soat	19 ta dars	10-5,5 ball	0,29-0.52 ball	0 ball	0-0.28 ball	0.29-0.36 ball	0,37-0.44 ball	0.45-0.52 ball
M/T 36 soat	5 ta mavzu	10-5,5 ball	1.1-2 ball	0 ball	0-0.1 ball	1.1-1.4 ball	1.5-1.7 ball	1.8-2 ball
2 - J O R I Y								
38 soat	19 ta dars	10-5,5 ball	0,29-0.52 ball	0 ball	0-0.28 ball	0.29-0.36 ball	0,37-0.44 ball	0.45-0.52 ball
M/T 32 soat	4 ta mavzu	10-5,5 ball	1.3-2.5 ball	0 ball	0-1.2 ball	1.3-1.7 ball	1.8-2 ball	2.25-2.5 ball

Bir semestrda bitta fandan ikkita joriy nazorat olinadi. Har bir joriy minimal 11 ball, maksimal 20 ball miqdorida baholanadi. Belgilangan ballar teng ikkiga bo'linadi. Joriyning 10 bali seminarlar davomida, qolgan 10 bali mustaqil ta'lim topshirish orqali to'planadi. Talaba ikkita joriy umumlashgan holda minimal 22 maksimal 40 ballni tashqil etadi

Yozma tarjima fanidan talabalarining joriy baholari talaba har bir darsda qatnashganiga va har darsdagi faolligiga ko'ra joriyning 5,5 dan 10 gacha bo'lgan ballarni to'playdi. Darslar davomida talabalar tarjima badiiy bo'yoqdorligiga doir ma'lumotlarni olish va seminarlarda javob berishiga ko'ra baholanadi. Darsga kelmagan talaba shu kungi darsni qayta o'zlashtirish orqali ball oladi.

Talabalar mustaqil ta'lim mavzulari soniga ko'ra har bir mavzuga yuqorida belgilangan birlik asosida joriyning 5,5-10 ballarni to'plashadi.

TALABALAR ORALIQ / YAKUNIY NAZORATDAN TO'PLAYDIGAN BALLARNING NAMUNAVIY MEZONLARI

№	Nazorat ko'rsatkichlari	ON/Ya Nazorat ballari	
		Maks.ball	ON-1
1.	Talabaning orfografik nuqtai nazardan bilim saviyasi	8 ball	8 ball
2.	Talabaning grammatik nuqtai nazardan bilim saviyasi	7 ball	7 ball
3.	Talabaning shaxsiy fikrlash qobiliyati va mazmunan	15 ball	15 ball

	to'g'ri tushunchaga egalik darajasi		
4.	JamiON /YaN ballari :	30 ball	30 ball

Oraliq / yakuniy nazoratni baholash texnologiyasi:

№	Baholash shakli	Maksimal ball	100-86%	85-71%	70-55%	54-0%
1.	Berilgan tarjimani to'g'ri bajarganligi uchun	10 ball	10-9 ball	8-7 ball	6 ball	5-0 ball
2.	Tarjimaning ekvivalenti va adekvat tarjimadan tog'ri foydalana olganligi uchun	10 ball	10-9 ball	8-7 ball	6 ball	5-0 ball
3.	Yodlash qobiliyati uchun	10 ball	10-9 ball	8-7 ball	6 ball	5-0 ball
	Jami:	30 ball	30-26 ball	25-22 ball	21-17 ball	16-1 ball

Yozma tarjima fanidan talabalarning oraliq / yakuniy nazorat javoblari yuqoridagi uch xil (*orfografik, grammatik va mazmuniy*) mezon asosida baholanadi. Uch aspekt bo'yicha to'plangan umumiy ball uchga bo'linadi va chiqqan natija talabaning *Yozma tarjima* fanidan oraliq / yakuniy nazorat bo'yicha to'plangan bali hisoblanadi. Ushbu fan bo'yicha yozma tarzda qabul qilingan oraliq yoki yakuniy nazoratlarning yozma ishi oxirida maxsus jadval asosida (*Ilova 1*) ballar qo'yiladi.

<i>Nazorat turlari</i>	<i>Ajratilgan maksimal ball</i>	<i>“a'lo ”</i>	<i>“yaxshi”</i>	<i>“qoniqarli”</i>	<i>“qoniqarsiz”</i>
Joriy nazorat-1	20 ball	20-18 ball	17-15 ball	14-11 ball	10-1ball
Joriy nazorat-2	20 ball	20-18 ball	17-15 ball	14-11 ball	10-1ball
Oraliq nazorat	30 ball	30-26 ball	25-22 ball	21-17 ball	16-1 ball
Yakuniy nazorat	30 ball	30-26 ball	25-22 ball	21-17 ball	16-1 ball

**YOZMA TARJIMA FANIDAN TALABALAR BILIMINI BAHOLASHNING
TEKNOLOGIK XARITASI**

O'quv shakli : kunduzgi Amaliy mashg'ulot: 114 soat
Kurs : 1 (bakalavr) Mustaqil ta'lim: 100 soat

I semestr														
№	Mashg'ulotlar ning tartib raqami	O'quv yuklamalari				Baholash turi	Baholash shakli	Ball						Reyting nazorat- larining muddati
		Ma'ruza	Nazoratlarga ajratilgan amaliy soat	Mustaqil ta'lim	Amal. + must.			Yuqori ball	Amaliy	Mustaqil	Saralash ball	Amaliy	Mustaqil	
1.	1-9	-	18	16	34	JB1+ MB	Og'zaki	20	10	10	11	6	5	November (3 hafta)
2.	10-19	-	20	16	36	JB2+ MB	Og'zaki	20	10	10	11	5	6	January (2hafta)
3.	1-9	-	18	16	34	OB	Yozma	30			17			November (3 hafta)
4.	1-19	-	38	32	70	YaB	Yozma+ Og'zaki	30			17			January (2hafta)

II semestr														
№	Mashg'ulotlar- ning tartib raqami	O'quv yuklamalari				Baholash turi	Baholash shakli	Ball						Reyting nazorat- larining muddati
		Ma'ruza	Nazoratlarga ajratilgan amaliy soat	Mustaqil ta'lim	Amal. + must. Jami			Yuqori ball	Amaliy	Mustaqil	Saralash ball	Amaliy	Mustaqil	
1.	1-19	-	38	34	72	JB1+ MB	Og'zaki	20	10	10	11	6	5	April (3 hafta)
2.	20-38	-	38	34	72	JB2+ MB	Og'zaki	20	10	10	11	5	6	June (1 hafta)
3.	1-19	-	38	34	72	OB	Yozma	30			17			April (3 hafta)
4.	1-38	-	76	68	144	YaB	Yozma+ Og'zaki	30			17			June (1 hafta)

Tuzuvchilar:

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Ulugova Sh. Sh.
Qurbonova O'.**

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Kafedra mudiri:

f.f.n. Turdieva N.Yo.

Foydalaniladigan asosiy darsliklar va o'quv qo'llanmalar ro'yxati

Asosiy darsliklar va o'quv qo'llanmalar

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«ЎЗМА ТАРЖИМА» ФАНИ БЎЙИЧА
АМАЛИЙ МАШҒУЛОТЛАРДА ЎҚИТИШ ТЕХНОЛОГИЯЛАРИНИ
ИШЛАБ ЧИҚИШНИНГ КОНЦЕПТУАЛ АСОСЛАРИ

Ўзбекистон миллий тараққиётнинг энг маъсулиятли босқичи -ижтимоий, сиёсий ва иқтисодий ҳаётнинг кескин бурилиш даврини бошидан кечирмоқда. Жамиятимиз ҳар бир фуқароси ХХІ асри ибтидосида, ортда қолган йилларни сарҳисоб қилиш ва келажак ҳаётнинг турли жабҳалари режасини белгилаб олиш муаммосига дуч келиши ижтимоий фан олимлари зиммасига катта вазифаларни юклайди.

Бундай ҳолларда жамият ижтимоий ривожининг илмий асосланган истиқболи режасини тузиб, унинг устувор йўналишларини белгилаб олиш ҳал қилувчи аҳамиятга эга. Арасту ўз вақтида айтганидек, ҳар доим ва ҳар жойда эзгуликка эришиш икки шартнинг бажарилишига:

1. Ҳар қандай фаолият якунидаги мақсадни тўғри белгилашга;
 2. Пировард мақсадга эришиш чора-тадбирларини излаб топишга боғлиқдир.
- Илмий тилда буни фаолиятнинг методологик асосини аниқлаш ва мақсадга етишиш, усул ва услубларини тўғри белгилаш дейилади.

«Ватан, миллат тақдири ҳал бўладиган қалтис вазиятларда тўғри йўлни танлай олиш учун аввало тарихни ва ҳаётнинг аччиқ-чучугини билиш керак», деган эди Ислом Каримов.

Республика Президенти таълим-тарбия соҳасига миллий дидактик нуқтаи назардан ёндашиб, уни қуйидагича таърифлайди: «Таълим Ўзбекистон халқи маънавиятига яратувчилик фаолиятини бахш этади. Ўсиб келаётган авлоднинг барча яхши имкониятлари унда намоён бўлади, касб-кори, маҳорати узлуксиз такомиллашади, катта авлодларнинг доно тажрибаси англаб олинади ва ёш авлодга ўтади».

Президентимиз иккинчи чақириқ Ўзбекистон Республикаси Олий Мажлисининг биринчи сессиясида жамиятимиз тараққиётининг яқин келажагидаги мақсад ва вазифаларини кўрсатади. У ўз нутқида жамият ривожининг етти асосий йўналишини бирма-бир тавсиялаб, уларнинг истиқболга қаратилган мақсад ва вазифаларини белгилаб берди. Долзарб масалалар ичида устувор йўналишлар қаторига сиёсат, давлат қурилиши ва иқтисодиёт соҳаларидан кейин таълим-тарбияни қўйди ва унинг мақсади ҳамда унга етишиши чора-тадбирларини белгилаб берди. Таълим соҳасидаги биринчи масала қилиб «...миллий кадриятларимизни тиклаш, ўзлигимизни англаш, миллий ғоя ва мафқурани шакллантириш, муқаддас динимизнинг, маънавий ҳаётимиздаги ўрнини ва ҳурматини тиклаш каби мустақиллик йилларида бошланган эзгу ишларимизни изчиллик билан давом эттириш, уни янги босқичга кўтариш ва таъсирчанлигини кучайтиришдир» - деди. Президентимизнинг Ушбу кўрсатмалари ижтимоий соҳада фаолият кўрсатаётганларга, шу

жумладан таълим-тарбия билан шуғулланувчиларга ҳам, умумий методологик асос вазифасини ўтайди.

Маъсулиятли ва мураккаб бу вазифа, давлатнинг бошқа тadbирлари қаторида, Республика Олий Мажлисининг IX сессиясида қабул қилинган Кадрлар тайёрлаш миллий дастурини рўёбга чиқариш орқали бажарилади. Бу дастурнинг таркибий қисми сифатида таълимнинг янги модели яратилди.

Президент томонидан илмий асослаб берилган таълим-тарбия моделини амалиётга татбиқ этиш ўқув жараёнини технологиялаштириш билан узвий боғлиқдир. Шу боисдан Кадрлар тайёрлаш миллий дастурида «Ўқув-тарбиявий жараёни илғор педагогик технологиялар билан таъминлаш» унинг иккинчи ва учинчи босқичларида бажариладиган жиддий вазифалардан бири сифатида белгиланди.

Кадрлар тайёрлаш Миллий дастурининг иккинчи босқичи таълим жараёнидаги сифат кўрсаткичларини яхшилаш, яъни жаҳон андозаларига мос, рақобатбардош, юқори савияга эга бўлган мутахассислар тайёрлашдир. Ушбу мураккаб муаммоларни ечимини топиб уларни амалда кенг қўллаш олий таълим тизими ходимлари олдида жуда катта вазифалар белгилайди. Бунда аниқ вазифалар сифатида бевосита ўқув жараёнини яхшилаш, ўқув дастурларини янада такомиллаштириш, ўқитишнинг замонавий педагогик технологияларини амалга жорий қилиш, техник воситаларидан кенг фойдаланиш ва шу асосда масофадан ўқитишни кенг жорий қилишдан иборатдир.

Таълим сифати ва усулига қараб билим ҳосил бўлади. Бу ўқитувчининг маҳоратинигина эмас, балки тингловчининг истак-хоҳиши, қобилияти ва билим даражасини ҳам белгилайди. Таълим узоқ давом этадиган жараёндир. Билим эса таълимнинг узлуксизлиги воситасида бериладиган мавҳум тушунчага эга бўлган ҳодисадир. Билим хусусийликка эга бўлса, таълим умумийликка эгадир. Таълим барча учун бир хилда давом этадиган жараён. Билим объектив борлиқдаги воқеа-ҳодисаларнинг инъикоси натижасида инсон миёсидаги мушоҳадалар ва тасаввурлар натижасида ҳосил бўладиган тушунчалар йигиндиси сифатида намоён бўлади. Таълимдаги сифат уни беришда иштирок этадиган кишилар сифати билан белгиланса, билим индивидуалликка эга бўлади. Таълимни амалга оширадиган ёки дарс берадиган кишиларнинг савияси турлича бўлиши мумкин. Лекин гуруҳдаги талабаларга бериладиган таълим бир хилдир. Ўқитувчи билим эмас, балки таълим беради. Талаба эса ана шу таълим жараёнида билимга эга бўлади. Бунинг учун у мустақил ўқийди, тайёрланади, мушоҳада қилади, тасаввурларга эга бўлади, эшитганлари ва ўқитганларини синтез қилади. Натижада билимга эга бўлади.

Ўқув жараёни билан боғлиқ таълим сифатини белгиловчи ҳолатлар қуйидагилар: юқори илмий-педагогик даражада дарс бериш, муаммоли маърузалар ўқиш, дарсларни

савол-жавоб тарзида қизиқарли ташкил қилиш, илгор педагогик технологиялардан ва мультимедиа қўллан-малардан фойдаланиш, тингловчиларни ундайдиган, ўйлантирадиган муаммоларни улар олдига қўйиш, талабчанлик, тингловчилар билан индивидуал ишлаш, ижодкорликка ундаш, эркин мулоқот юритишга, ижодий фикрлашга ўргатиш, илмий изланишга жалб қилиш ва бошқа тадбирлар таълим устуворлигини таъминлайди.

Айтилганлардан келиб чиқган ҳолда «Асосий чет тили» фани бўйича таълим технологиясини лойиҳалаштиришдаги асосий концептуал ёндошувларни келтирамыз:

Шахсга йўналтирилган таълим. Бу таълим ўз моҳиятига кўра таълим жараёнининг барча иштирокчиларини тўлақонли ривожланиш-ларини кўзда тутди. Бу эса таълимни лойиҳалаштирилаётганда, албатта, маълум бир таълим олувчининг шахсини эмас, аввало, келгусидаги мутахассислик фаолияти билан боглиқ ўқиш мақсадларидан келиб чиқган ҳолда ёндошилишни назарда тутди.

Тизимли ёндошув. Таълим технологияси тизимнинг барча белгиларини ўзида мужассам этмоғи лозим: жарённинг мантиқийлиги, унинг барча бўғинларини ўзаро боғланганлиги, яхлитлиги.

Фаолиятга йўналтирилган ёндошув. Шахснинг жараёنли сифатларини шакллантиришга, таълим олувчининг фаолиятни активлаштириш ва интенсивлаштириш, ўқув жарёнида унинг барча қобилияти ва имкониятлари, ташаббускорлигини очишга йўналтирилган таълимни ифодалайди.

Диалогик ёндошув. Бу ёндошув ўқув жараёни иштирокчиларнинг психологик бирлиги ва ўзаро муносабатларини яратиш заруриятини билдиради. Унинг натижасида шахснинг ўз-ўзини фаоллаштириши ва ўз-ўзини кўрсата олиши каби ижодий фаолияти кучаяди.

Ҳамкорликдаги таълимни ташкил этиш. Демократлилик, тенглик, таълим берувчи ва таълим олувчи ўртасидаги субъектив муносабатларда ҳамкорликни, мақсад ва фаолият мазмунини шакллантиришда ва эришилган натижаларни баҳолашда биргаликда ишлашни жорий этишга эътиборни қаратиш заруриятини билдиради.

Муаммоли таълим. Таълим мазмунини муаммоли тарзда такдим қилиш орқали таълим олувчи фаолиятини активлаштириш усулларида бири. Бунда илмий билимни объектив қарама-қаршилиги ва уни ҳал этиш усуллари, диалектик мушоҳадани шакллантириш ва ривожлантиришни, амалий фаолиятга уларни ижодий тарзда қўллашни мустақил ижодий фаолияти таъминланади.

Ахборотни таъдим қилишнинг замонавий воситалари ва усуллари қўллаш - янги компьютер ва ахборот технологияларини ўқув жараёнига қўллаш.

Уқитишнинг усуллари ва техникаси. Маъруза (кириш, мавзуга оид, визуаллаш), муаммовий усул, кейс-стади, лойиҳалар усуллари, амалий ишлаш усули.

Уқитишни таъкил этиш шакллари: диалог, мулоқот ҳамкорлик ва ўзаро ўрганишга асосланган фронтал, коллектив ва гуруҳ.

Уқитиш воситалари ўқитишнинг анъанавий шакллари (дарслик, маъруза матни) билан бир қаторда - компьютер ва ахборот технологиялари.

Коммуникация усуллари: тингловчилар билан оператив тескари алоқага асосланган бевосита ўзаро муносабатлар.

Тескари алоқа усуллари ва воситалари: кузатиш, блиц-сўров, оралик ва жорий ва яқунловчи назорат натижаларини таҳлили асосида ўқитиш диагностикаси.

Бошқариш усуллари ва воситалари: ўқув машғулотни бошқичларини белгилаб берувчи технологик карта кўринишидаги ўқув машғулотларини режалаштириш, қўйилган мақсадга эришишда ўқитувчи ва тингловчининг биргаликдаги ҳаракати, нафақат аудитория машғулотлари, балки аудиториядан ташқари мустақил ишларнинг назорати.

Мониторинг ва баҳолаш: ўқув машғулотида ҳам бутун курс давомида ҳам ўқитишнинг натижаларини режали тарзда кузатиб бориш. Курс охирида тест топшириқлари ёрдамида тингловчиларнинг билимлари баҳоланади.

SYLLABUS FOR THE FIRST LESSON

Lesson № 1

Time: 80 minutes

Subject: Written translation

Course: I

Term: I

Theme: Introduction to written translation

Auditorium: 10-15

Teacher: Bakiev F.

General characteristics of the theme			
Name of the institution and its address	Samarkand state institute of foreign languages	Bustansaroy st. 93.	
Name of the Chair	Translation theory and practice		
Direction	Translation theory and practice		
Teacher	Bakiev F.	e-mail	fakhriddin.uzb@mail.ru
Time and place of the lesson	Translation faculty Room #	Duration of the lesson	80 minutes
Individual working hours with students	Friday and Saturday from 14:30 until 16:00		
Time for the Lesson	80 minutes	Independent work	4 hours
Connections of the theme with other subjects	Main learning language, Translation theory and practice, Literature		

A short description of the theme: the process of translation from one language into another language is discussed theoretically. This theme gives general information about objects and objectives of translation and its aims and tasks. It also gives information about translation process. Explains synthesis and analysis of translation. Functional, structural and semantical identifications in translation are explained.

Aim of the lesson: to give general information about objects and objectives of translation and its aims, tasks. Giving information about translation process. Explaining the synthesis and analysis of translation. Functional, structural and semantical identifications in translation are explained.

Амалий машғулотнинг ўқитиш технологияси

<i>Вақт: 2 соат</i>	<i>Талабалар сони: 10-15</i>
<i>Ўқув машғулотининг шакли ва тури</i>	Practical class (Practical translation)
<i>Амалий машғулотнинг режаси</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - translation of the texts 3. Introduction of the results and grading of the students.
<i>Машғулот мақсади:</i>	Deepening the knowledge of students in the everyday

	speech and increasing their ability to be able to do the free translation of texts.
<i>Педагогик вазифалар:</i> To introduce the main concepts and words, word-combinations according to the topic; To increase the ability of the students to read and interpret the text under the given topic; To teach how to grasp the main idea of the topic;	<i>Ўқув фаолияти натижалари:</i> Be able to understand the concepts and words, word-combinations; Be able to translate and interpret the texts under the given topic; Be able to retell the main idea of the topic;
<i>Ўқитиш услуби ва техникаси</i>	кластер, “Ха”, “Йўқ” техникасини қўшиш мумкин. -translation exercise
<i>Ўқитиш шакли</i>	-practical, group-discussion
<i>Таълим воситалари</i>	-book: “Translation”; -hand-outs (copies of cluster method and), тарқатма материаллар, role-play.
<i>Ўқитиш шарт-шароити</i>	-classroom, ёки компьютер зали.

1.1. Амалий машғулотнинг технологик картаси

Босқичлар в акти	Фаолият мазмуни	
	Ўқитувчи	Талаба
1-босқич. 15 мин	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students -to inform about the method that is expected to be used in class	-listens, takes a note; -listens, asks questions any arise.
2-босқич. 60 мин	Main part: -to organize the class according to the selected method:- -exercise 1. Translate into English; -exercise 2 Write in English; -teacher divides students into two groups and asks each group to translate the text given on page 8 -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -one or two members make a presentation of the Translation; -listens, asks questions.
3-босқич. 5 мин	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class

	Writes down home work
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Final exam – 30 point, the rest 70 point is for – total daily marks 40 point, midexam 30 point.

Point	Mark	Excellency of the students
86-100	Excellent	<i>Xulosa va qaror qabul qilish, ijodiy fikrlay olish, mustaqil mushohada yurita olish, olgan bilimlarini amalda qo'llay olish, mohiyatini tushuntirish, bilish, aytib berish, tasavvurga ega bo'lish.</i>
71-85	Good	<i>mustaqil mushohada yurita olish, olgan bilimlarini amalda qo'llay olish, mohiyatini tushuntirish, bilish, aytib berish, tasavvurga ega bo'lish.</i>
55-70	Satisfactory	<i>mohiyatini tushuntirish, bilish, aytib berish, tasavvurga ega bo'lish.</i>
0-54	Bad	<i>Aniq tasavvurga ega bo'lmaslik, bilmaslik.</i>

(Izoh: Talabanning o'quv fani bo'yicha mustaqil ishiga umumiy ballning 20 balini ajratish tavsiya etiladi. Bu 20 ball JNga kiritiladi.)

Yozma tarjima fanidan reytingli baholash mezonlari

Ta'lim yo'nalishi: 5120200 – Tarjima nazariyasi va amaliyoti

O'quv shakli: kunduzgi, **Kurs:** I **Semestr:** 1 - 2

1 - s e m e s t r : 1 J O R I Y								
Ajratilgan amaliyotlar soni:	Darslar soni:	Ajratilgan ball :	Kunlik belgilangan ball :	Darsga kelmag'an talaba	0-55 % uchun: 0-5 b	56-70% uchun: 5,5-7	71-85 % uchun: 7,5-8,5	86-100 % uchun 9- 10b
18 soat	9 ta dars	10-5,5 ball	0,5-0.9 ball	0 ball	0-0.45 ball	0.5-0.6 ball	0,65-0.7 ball	0.8-0.9 ball
M/T 16 soat	4 ta mavzu	10-5,5 ball	1.3-2.5 ball	0 ball	0-1.2 ball	1.3-1.7 ball	1.8-2 ball	2.25-2.5 ball
2 - J O R I Y								
20 soat	10 ta dars	10-5,5 ball	0,56-1 ball	0 ball	0-0.5 ball	0.56-0.7 ball	0,71-0.85 ball	0.86-1 ball
M/T 16 soat	4 ta mavzu	10-5,5 ball	1.3-2.5 ball	0 ball	0-1.2 ball	1.3-1.7 ball	1.8-2 ball	2.25-2.5 ball
2 - s e m e s t r : 1 - J O R I Y								
38 soat	19 ta dars	10-5,5 ball	0,29-0.52 ball	0 ball	0-0.28 ball	0.29-0.36 ball	0,37-0.44 ball	0.45-0.52 ball
M/T 36 soat	5 ta mavzu	10-5,5 ball	1.1-2 ball	0 ball	0-0.1 ball	1.1-1.4 ball	1.5-1.7 ball	1.8-2 ball
2 - J O R I Y								
38 soat	19 ta dars	10-5,5 ball	0,29-0.52 ball	0 ball	0-0.28 ball	0.29-0.36 ball	0,37-0.44 ball	0.45-0.52 ball
M/T 32 soat	4 ta mavzu	10-5,5 ball	1.3-2.5 ball	0 ball	0-1.2 ball	1.3-1.7 ball	1.8-2 ball	2.25-2.5 ball

Foydalaniladigan asosiy darsliklar va o'quv qo'llanmalar ro'yxati

Asosiy darsliklar va o'quv qo'llanmalar

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Қўшимча адабиётлар

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5. Uzbekistan Today (газетасининг ҳар ҳафталик янгиликлари).
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7. The Sunday Times (газетасининг ҳар ойлик янгиликлари).
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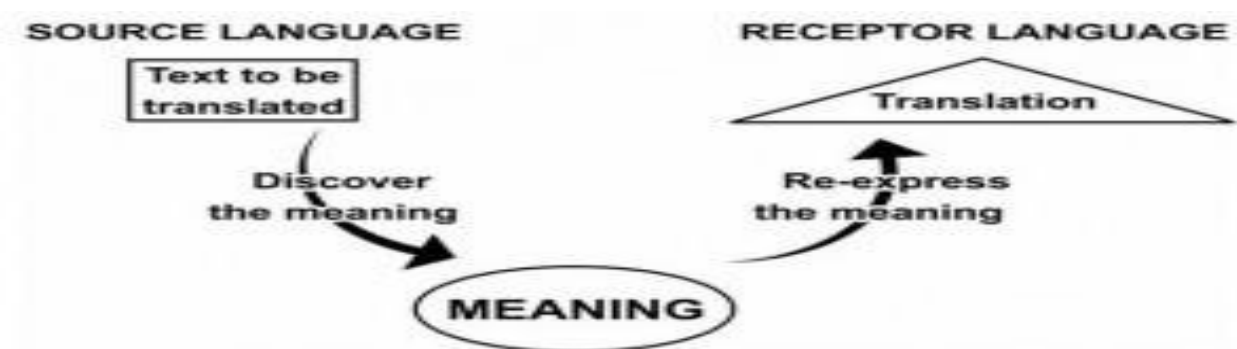
Foydalaniladigan internet saytlari

1. <http://www.itc.kiev.ua/itc/dpk/archive/1999/02/software.shtml> \
2. <http://www.promt.ru>
3. <http://www.socrat.ru>
4. <http://www.translate.ru>
5. Google.translate.uz

Introduction to written translation: Main types of translation

Translation is a means of interlingual communication. Communication → meaning (form)

The translator makes possible an exchange of information between the users of different languages. Translators translate the texts (speech) from SL into TL. The users of TT try to make it similar with the ST – functionally, structurally and semantically. **The Functional identification** – the translation is published, quoted or criticized as if it really belonged to the foreign source. For. eg. Frenchman’s speech may be given in the quotation marks in the English language. **The structural identification** – The structure of the translation should follow the original text. There should be no change in the sequence of narration (voqealar ketma-ketligi) or in the arrangement (joylashuvi) of the segments of the text. **The semantic identification** – is based on the various degrees of equivalence of the meanings. The translator tries to make the closest possible equivalent.



The theory of translation provides the translator with the appropriate tools of analysis and synthesis.

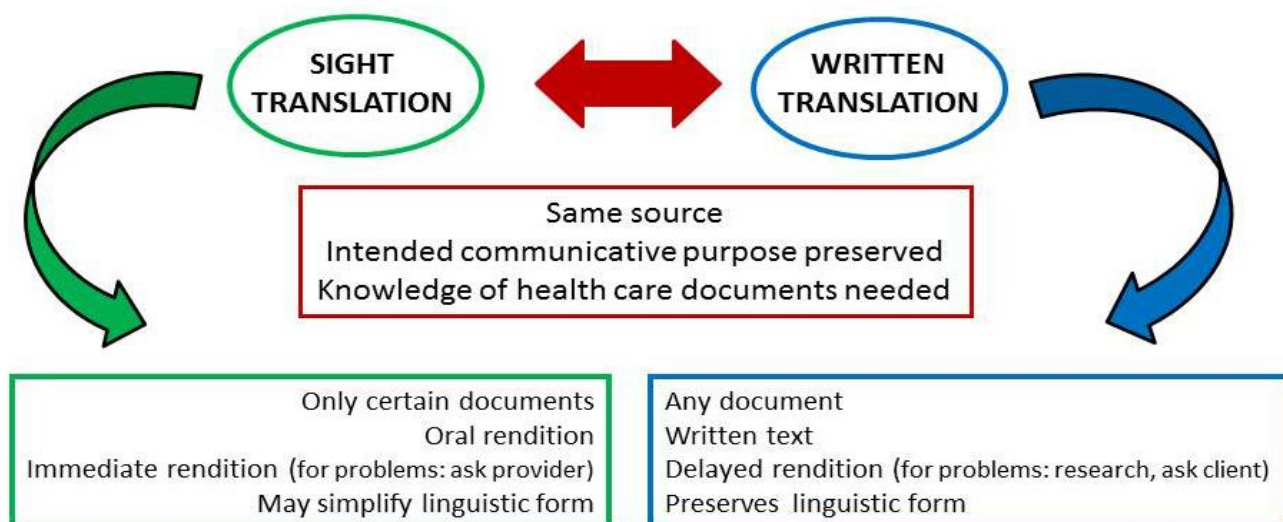
An important part of the general theory of translation is the theory of **equivalence**, aimed at studying semantic relationships between ST and TT. For. eg. “The student is reading a book”. “Студент читает книгу”. This translation is a good equivalent, but it isn’t identical in meaning. (Artiklning ma’nosi tushib qolgan the, a. Continuous zamonining o’ziga xos ma’nosi berilmagan bo’lishi mumkin. Hozir o’qiyaptimi yoki umuman).

Main types of translation: There are two classifications of translation. We can distinguish the translation into 1) Written and oral translation (or interpretation) on the one hand and 2) Literary and Informative translation on the other hand. The process of written and oral translations is:

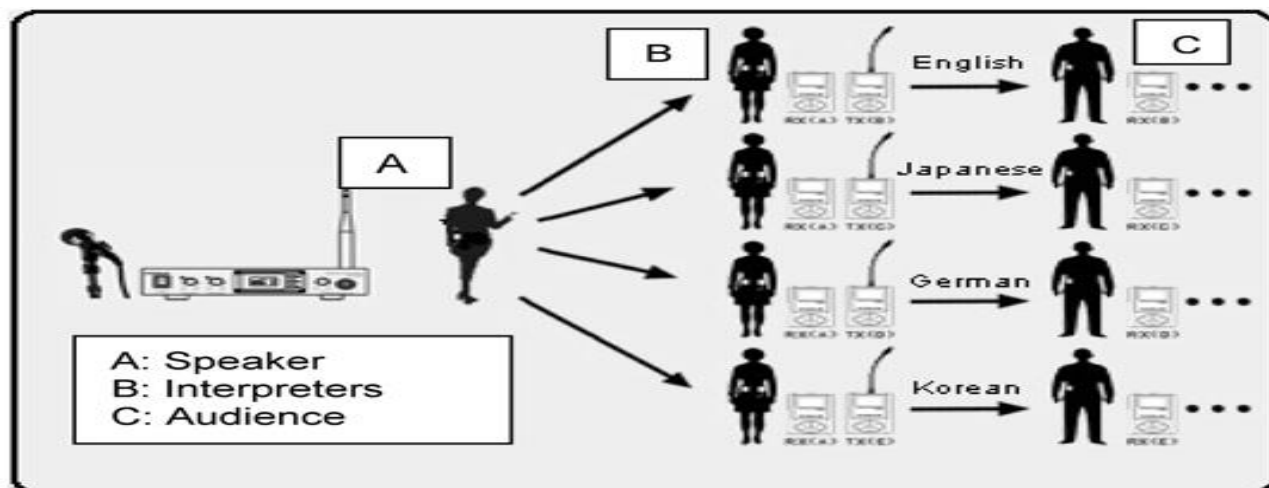
Writer ----- Translator ----- Reader
 Speaker ----- Translator (interpreter) ----- listener.

Informative translation is a translation of non-literary texts. The main purpose of **informative translation** is to give a certain amount of ideas or to inform the reader. There are also some classifications of informative translation: 1) Translation of scientific and technical texts. 2) Translation of newspaper materials. 3) Translation of official papers. 4) Translation of public speeches. 5) Translation of political and propaganda materials. 6) Translation of advertisements etc. English newspaper reports differ greatly from their Russian and Uzbek variants. There are so many colloquial, slang and vulgar (valgr) elements, different paraphrases, eye-catching head lines and etc. In translation of official diplomatic papers every word must be carefully chosen. That makes the translator very particular about every little meaningful element of the original. Journalistic and publicistic texts dealing with social and political matters are sometimes singled out among other informative materials. Because they may have some stylistic devices, as metaphors, similars, etc. There are also some minor groups of texts that they have specific problems. They are film scripts, comic strips (karikatura), commercial advertisements, etc. In dubbing a film the translator is limited in his choice of variants by the necessity to fit the pronunciation of the translated words to the movement of the actor’s lips. In commercial ads translator must remember that the main purpose is to win or to find the prospective customers.

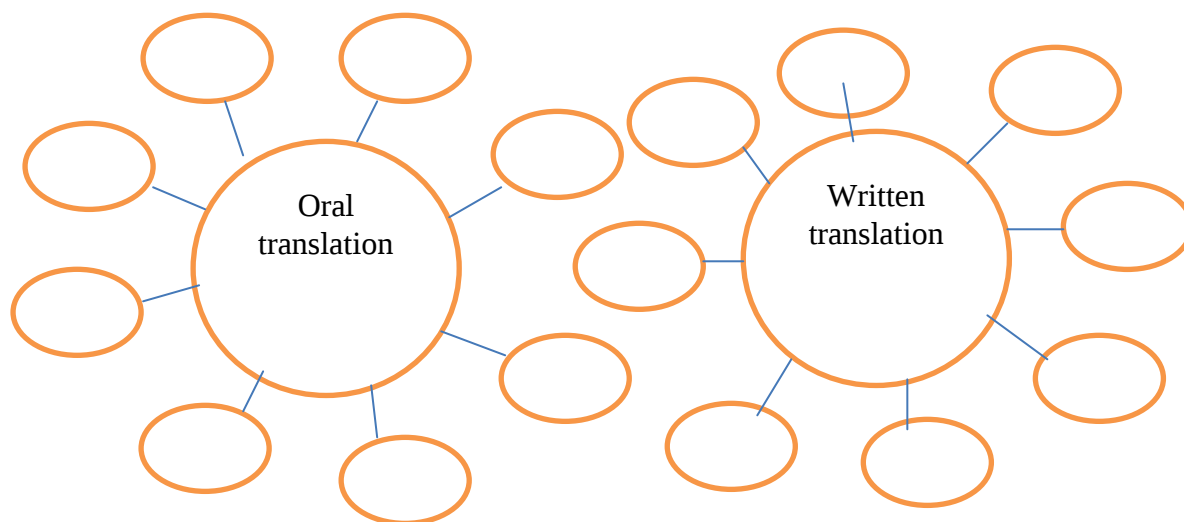
In **written translation** the ST is in written form as is the TT. In oral translation or interpretation the interpreter listens to the oral presentation of the original and translates it as an oral message in TL. As a result, in written translation the Receptor (of the translation) can read it while in the oral translation he hears it only. In written translation the original can be read and re-read as many time as the translator may need or like. He can make the necessary corrections or start his work all over again. In oral translation there are a number of important restrictions on the translator’s performance. In oral translation interpreter receives the original only once. And for a short period of time. His translation is also a one-time act with no possibility of any return to the original or any corrections. This creates additional problems and users may have a lower level of equivalence in translation.



Where do we use oral translation? We use it 1) in tourism, 2) translation from guides speech, 3) shopping L-1, L-2, 4) conferences, 5) Reports, 6) speeches, 7) Dubbings, etc. **Translation is a wholly problem.** In translating the oral speech we may have processions that we can control and that we can not control. Translator has to know the topic which the speaker speaks. (ya'ni tarjimon gapirilayotgan voqealardan xabardor ham bo'lishi kerak). We have **cultural problems** in translation: For eg: -**Age** means respect in Uzbek and Russian (siz va sen). -**Body language**, British people speaks very close to his partner. **Different symbols.** **Gender questions:** Americans do not like the question: Are you married? Salary. Social position – Hierarchy, Stereotyping. **Language Problems** – syntax, voc. Idiomatic language, polysemy.



Cluster



Exercise 1. Translate into English

- Сиз институтга кирмоқчимисиз? – Вы будете поступать в институт?
- Йўқ. Мен институтга кирмоқчи эмасман. – Нет. Я не буду поступать в институту.
- Сиз нима қилмоқчисиз? – Что вы будете делать?
- Мен заводда ишламоқчиман. – Я буду работать на заводе.
- Сиз ҳам заводда ишламоқчимисиз? – И вы будете работать на заводе?

- Йўқ. Мен заводда ишламоқчи эмасман. Мен фирмада ишламоқчиман. Мен фермерман. Менинг дўстим заводда ишлайди. – Нет.я не буду работать на заводе. Я работаю на фирме. Я фермер. Мой друг будет работать на заводе.

Exercise 2. Write in English.

1. Эртага сен нима қиласан? – Что ты будешь делать завтра?
Эртага мен ишлайман. – Я завтра буду работать.
2. Эртага сиз нима қиласиз? – Что вы завтра будете делать?
Эртага биз ишлаймиз. – Завтра мы работаем.
3. Эртага Одилбек нима қилади? – Что Адилбек завтра будет делать?
Эртага Одилбек ишлайди. – Адилбек завтра будет работать.
4. Эртага улар нима қилади? – Что они завтра будут делать?
Эртага улар ишлайди. – Завтра они работают.

Exercise 3. Remember the following words and write spelling dictation – translation.

Оила – семья - family: менинг оилам – моя семья – my family
Кўча – улица - street
Энг – очень, самый - very
Кенг – широкий – wide, broad
Чиройли – красивый – beautiful, pretty, handsome
Фарзанд – ребёнок – child
Ўқитмоқ – учить – to teach: ўқит – учи – teach
Ўқитувчи – учитель – teacher
Ҳозир – теперь, сейчас – now, at present
Хурсанд – радостный – joyful: хурсандмиз – мы рады – we are glad
Одобли – примерный, воспитанный – diligent
Катта – большой – big, large: катталар – взрослые – adults
Хурмат – уважение – respect: хурмат қилмоқ – уважать – to respect

SYLLABUS FOR THE SECOND LESSON

Lesson № 2

Time: 80 minutes

Subject: Written translation

Course: I

Term: I

Theme: It's a wonderful world. (Grammar and vocabulary exercises)

Auditorium: 10-15

Teacher: Bakiev F.

General characteristics of the theme			
Name of the institution and its address	Samarkand state institute of foreign languages	Bustansaroy st. 93.	
Name of the Chair	Translation theory and practice		
Direction	Translation theory and practice		
Teacher	Bakiev F.	e-mail	fakhriddin.uzb@mail.ru
Time and place of the lesson	Translation faculty Room #	Duration of the lesson	80 minutes
Individual working hours with students	Friday and Saturday from 14:30 until 16:00		
Time for the Lesson	80 minutes	Independent work	4 hours
Connections of the	Main learning language, Translation theory and practice, Literature		

theme with other subjects	
----------------------------------	--

A short description of the theme: The theme of the second lesson is our world. The reading text is about the seven wonders of the modern world, and in the listening and speaking section, three people discuss their ideas about modern wonders. The writing section practices correcting mistakes in the context of a letter.

Aim of the lesson: to teach tenses, auxiliary verbs, short answer, social expression.

Амалий машғулотнинг ўқитиш технологияси

<i>Вақт: 2 соат</i>	<i>Талабалар сони: 10-15</i>
<i>Ўқув машғулотининг шакли ва тури</i>	Practical class (Practical translation)
<i>Амалий машғулотнинг режаси</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - translation of the texts 3. Doing exercises - testing students' grammar; -quiz; -listening and practicing 4. Introduction of the results and grading of the students.
<i>Машғулот мақсади:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Педагогик вазифалар:</i> To introduce the main concepts and words, word-combinations according to the topic; To increase the ability of the students to read and interpret the text under the given topic; To teach how to grasp the main idea of the topic;	<i>Ўқув фаолияти натижалари:</i> Be able to understand the concepts and words, word-combinations; Be able to translate and interpret the texts under the given topic; Be able to retell the main idea of the topic;
<i>Ўқитиш услуби ва техникаси</i>	boomerang,
<i>Ўқитиш шакли</i>	-practical, group-discussion
<i>Таълим воситалари</i>	-book: "Translation", New headway - intermediate student's book; -hand-outs (copies of cluster method), тарқатма материаллар, role-play.
<i>Ўқитиш шарт-шароити</i>	-classroom, ёки компьютер зали.

1.2. Амалий машғулотнинг технологик картаси

Босқичларв ақти	Фаолият мазмуни	
	Ўқитувчи	Талаба
1-босқич. 15 мин	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students	-listens, takes a note; -listens, asks questions any arise.

	-to inform about the method that is expected to be used in class	
2-босқич. 60 мин	Main part: -to organize the class according to the selected method-: - testing students' grammar; -quiz; -listening and practicing -teacher divides students into two groups and asks each group to translate the text given on page 8 -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -doing the test; -answers the questions; -takes part in Translation -one or two members make a presentation of the Translation; -listens, asks questions.
3-босқич. 5 мин	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work



1

It's a wonderful world!

Tenses • Auxiliary verbs • Short answers • What's in a word? • Social expressions



TEST YOUR GRAMMAR

- 1 Make questions with *you* from the sentences.

1 I come from Scotland. (*Where?*)

Where do you come from?



- 2 I was born in London in 1984. (*Where? When?*)
 3 I live in Milan. (*Where?*)
 4 I've got two brothers and a sister. (*How many?*)
 5 I'm studying English because I need it for my job. (*Why?*)
 6 I've been studying English for three years. (*How long?*)
 7 I've been to the United States, Canada, Japan, and Australia. (*Which countries?*)
 8 I went to Canada three years ago. (*When?*)

- 2 Ask and answer the questions with a partner.

Where do you come from?

From Mexico.

Where were you born?

In Puebla, a city near Mexico City.

- 3 Tell the class about your partner.

Enrique comes from Mexico. He was born in Puebla in 1985, but now he lives in Mexico City.

WHAT DO YOU KNOW?

Tenses and auxiliary verbs

- 1 Answer the questions in the quiz.

T 1.1 Listen and check.

QUIZ

General knowledge

1 When did the modern Olympic Games start?
a 1806 b 1896 c 1922

2 How long does it take for the sun's rays to reach the Earth?
a 8 minutes
b 8 hours
c 8 days

3 What was Neil Armstrong doing when he said in 1969, 'That's one small step for a man, one giant leap for mankind.'?

4 If you are flying over the International Date Line, which ocean is below you?
a the Atlantic Ocean
b the Pacific Ocean
c the Indian Ocean

5 What doesn't a vegetarian eat?

6 What does www. stand for?

7 Where were glasses invented?
a Mexico
b Italy
c China

8 How many times has Brazil won the World Cup?

GRAMMAR SPOT

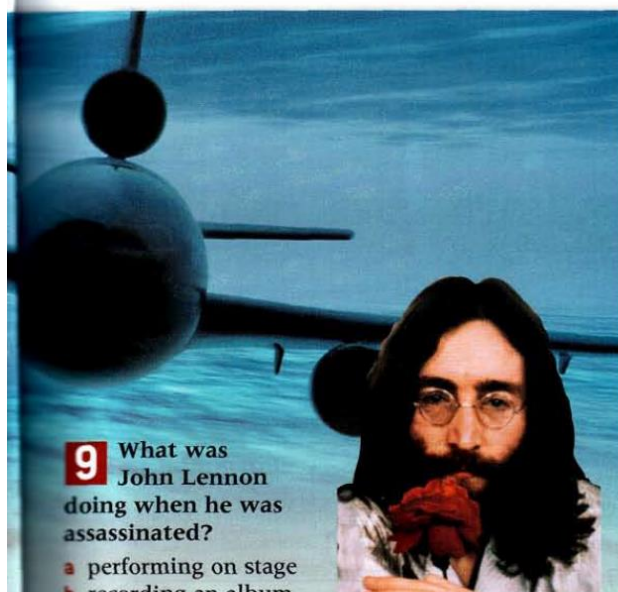
1 Which questions in the quiz contain the following tenses?

Present Simple	Past Simple	Present Perfect Simple
Present Continuous	Past Continuous	Present Perfect Continuous
Present Simple passive	Past Simple passive	

2 Which tenses use the auxiliary verbs *do/does/did* to make the negative and question?
Which tenses use the auxiliary verb *have*?
Which tenses use the auxiliary verb *be*?

▶ Grammar Reference 1.1–1.3 pp134–135

2 In groups, write some general knowledge questions. Ask the other groups.



9 What was John Lennon doing when he was assassinated?
a performing on stage
b recording an album
c returning to his apartment

10 Which language is spoken by the most people in the world?
a Spanish b Chinese c English

11 Why didn't Nelson Mandela become President of South Africa until he was 76 years old?

12 How long have people been sending emails?
a since the 1960s
b since the 1970s
c since the 1990s

PRACTICE

Negatives and pronunciation

1 Correct the information in the sentences.

- The sun rises in the west.
- Cows eat meat.
- Mercedes-Benz cars are made in Canada.
- Neil Armstrong landed on the moon in 1989.
- John Lennon was performing on stage when he was assassinated.
- The Pyramids were built by the Chinese.
- We've been in class for five hours.
- We're studying Italian.

The sun doesn't rise in the west! It rises in the east!

T 1.2 Listen and compare. Notice the stress and intonation. Practise saying the sentences.

Talking about you

2 Complete the questions.

- A What _____ do last night?
B I stayed at home and watched television.
- A What kind of books _____ like reading?
B Horror stories and science fiction.
- A _____ ever been to the United States?
B Yes, I have. I went there last year.
A _____ like it?
B Yes, I really enjoyed it.
- A What _____ the teacher _____?
B He's helping Maria with this exercise.
- A _____ your mother do?
B She works in a bank.
- A Why _____ do your homework last night?
B Because I didn't feel well.
- A What _____ doing next weekend?
B I'm going to a party.
- A _____ you _____ a TV in your bedroom?
B No, I haven't. Just a CD player.

T 1.3 Listen and check. With a partner, ask and answer the questions about you.

is or has?

3 **T 1.4** Listen to the sentences. They all contain 's. Write *is* or *has*.

- | | | | |
|-------------|---------|---------|---------|
| 1 <u>is</u> | 3 _____ | 5 _____ | 7 _____ |
| 2 _____ | 4 _____ | 6 _____ | 8 _____ |

MAKING CONVERSATION

Short answers

- 1 **T 1.5** Listen to the breakfast conversation. How does Emma feel?

Dad Good morning! Did you have a nice time last night?
Emma Yes.
Dad Do you want breakfast?
Emma No.
Dad Have you had any coffee?
Emma Yes.
Dad Is Bill coming round tonight?
Emma No.
Dad OK. Are you leaving for school soon?
Emma Yes. Bye!

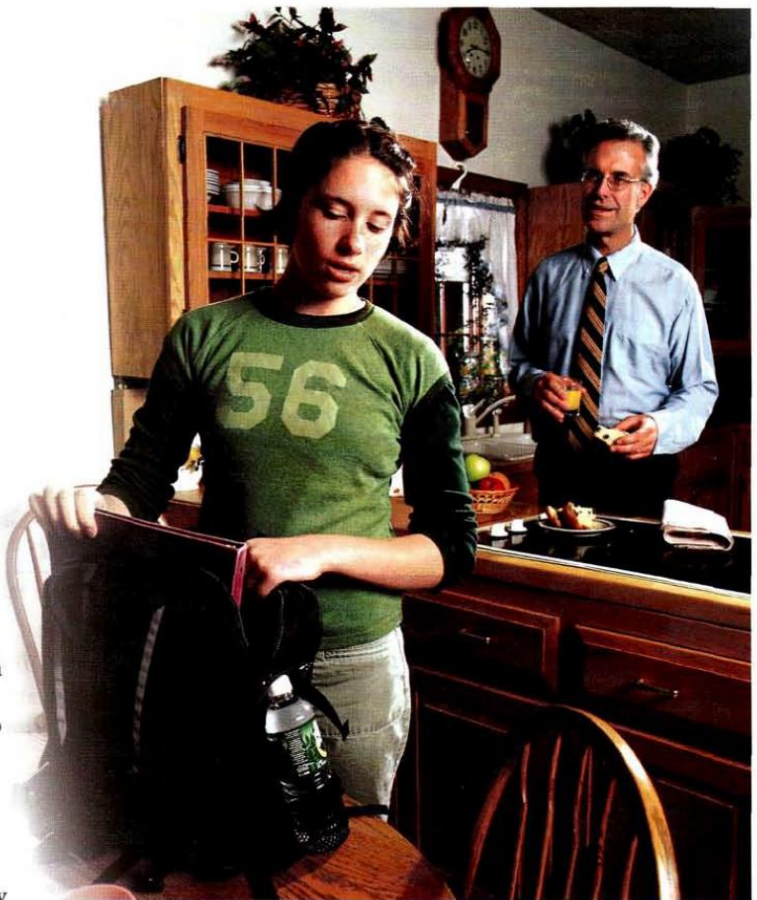
- 2 **T 1.6** Listen to a similar conversation. What are the differences?

- 3 Complete the conversation.

Dad Good morning! Did you have a nice time last night?
Emma Yes, _____. I went round to Bill's house.
Dad Do you want breakfast?
Emma No, _____, thanks. I'm not hungry.
Dad Have you had any coffee?
Emma Yes, _____. I don't want any more, thanks.
Dad Is Bill coming round tonight?
Emma No, _____. He's going out for dinner with his family.
Dad OK. Are you leaving for school soon?
Emma Yes, _____. I'm going right now. Bye!

- T 1.6** Listen again and check.

- 4 Close your books. Try to remember the conversation.



GRAMMAR SPOT

- 1 We use short answers in English conversation because *yes* or *no* on its own can sound impolite. It helps if you can add some information.

Did you watch the match last night?

Yes, I did. It was great!

- 2 Reply to these questions using a short answer. Add some information.

Do you like cooking? **No, I don't. But I like eating!**

Have you got any brothers or sisters?

Is it cold out today?

Are you working hard?

Did you go out last night?

Have you ever been to Singapore?

▶▶ Grammar Reference 1.4 p135

- 5 **T 1.7** Listen to the questions. Answer using a short answer, and add some information.

PRACTICE

Conversations

- 1 Match a question in A with a short answer in B and a line in C.

A	B	C
1 Do you like studying English?	No, I haven't.	It's freezing.
2 Is it a nice day today?	Yes, I am.	It's my favourite subject.
3 Have you seen my pen?	Yes, I do.	I couldn't afford to.
4 Are you staying at home this evening?	No, I didn't.	Do you want to come round?
5 Did you go on holiday last summer?	No, it isn't.	You can borrow mine if you want.

T 1.8 Listen and check. Practise the conversations with a partner.

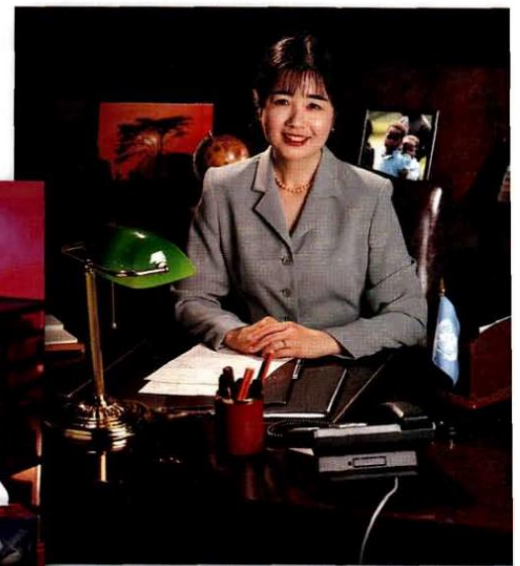
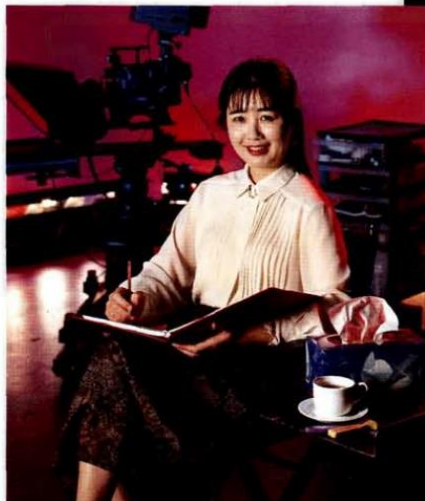
- 2 Read the class survey and add two questions of your own. Stand up! Ask three students the questions and complete the chart. Remember to add some information in your reply.

Class Survey		S1	S2	S3
	1 Have you got a computer at home?	☐	☐	☐
	2 Are you going out tonight?	☐	☐	☐
	3 Do you play a musical instrument?	☐	☐	☐
	4 Did you watch TV last night?	☐	☐	☐
	5 Have you seen any good films lately?	☐	☐	☐
	6 Are you going to have a coffee after the lesson?	☐	☐	☐
	7 _____	☐	☐	☐
	8 _____	☐	☐	☐

Getting information

- 3 The United Nations invites celebrities from all over the world to be Goodwill Ambassadors. Work with a partner. You each have different information about Kaori Sato, who works for the UN. Ask and answer questions.

Student A Look at p151.
Student B Look at p152.



Unit 1 • It's a wonderful world! 9

SYLLABUS FOR THE THIRD LESSON

Lesson № 3**Time: 80 minutes****Subject: Written translation****Course: I****Term: I****Theme: Wonders of the modern world****Auditorium: 10-15****Teacher: Bakiev F.**

General characteristics of the theme			
Name of the institution and its address	Samarkand state institute of foreign languages	Bustansaroy st. 93.	
Name of the Chair	Translation theory and practice		
Direction	Translation theory and practice		
Teacher	Bakiev F.	e-mail	fakhriddin.uzb@mail.ru
Time and place of the lesson	Translation faculty Room #	Duration of the lesson	80 minutes
Individual working hours with students	Friday and Saturday from 14:30 until 16:00		
Time for the Lesson	80 minutes	Independent work	4 hours
Connections of the theme with other subjects	Main learning language, Translation theory and practice, Literature		

Амалий машғулотнинг ўқитиш технологияси

<i>Вақт: 2 соат</i>	<i>Талабалар сони: 10-15</i>
<i>Ўқув машғулотининг шакли ва тури</i>	Practical class (Practical translation)
<i>Амалий машғулотнинг режаси</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - translation of the texts 3. Introduction of the results and grading of the students.
<i>Машғулот мақсади:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Педагогик вазифалар:</i> To introduce the main concepts and words, word-combinations according to the topic; To increase the ability of the students to read and interpret the	<i>Ўқув фаолияти натижалари:</i> Be able to understand the concepts and words, word-combinations; Be able to translate and interpret the texts under the given topic;

text under the given topic; To teach how to grasp the main idea of the topic;	Be able to retell the main idea of the topic;
Ўқитиш услуби ва техникаси	Brain storming
Ўқитиш шакли	-practical, group-discussion
Таълим воситалари	-book: "Translation"; -hand-outs (copies of cluster method and), тарқатма материаллар, role-play.
Ўқитиш шарт-шароити	-classroom, ёки компьютер зали.

1.3. Амалий машғулотнинг технологик картаси

Босқичларв акти	Фаолият мазмуни	
	Ўқитувчи	Талаба
1-босқич. 15 мин	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students -to inform about the method that is expected to be used in class	-listens, takes a note; -listens, asks questions any arise.
2-босқич. 60 мин	Main part: -to organize the class according to the selected method:- -exercise 7. Translate the text into Uzbek in written form; -learn the given notes -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -listens, asks questions. -learn the notes
3-босқич. 5 мин	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work

READING AND SPEAKING

Wonders of the modern world

1 Match each topic in A with two items in B.

A	B
International travel	solar system
Medical science	airlines
The Internet	competition
Agriculture	online
Space travel	corn
The Olympic Games	health care
	drug abuse
	penicillin
	famine
	galaxies
	abroad
	website

2 Read the text about the wonders of the world. Write a topic from A in the paragraph headings 1–6.

3 Answer the questions.

- What has changed because of the Internet? What will happen with the Internet?
- What has happened in space exploration since 1969?
- What is the most noticeable result of better health care?
- X = the number of people who travelled abroad in the nineteenth century. What does X also equal?
- What are the good and bad things about the Olympics?
- What point was Jonathan Swift making about farmers and politicians?
- 'We are still here!' Why is this a wonder?
- What do these numbers refer to?

100 million	a few hundred	1969
millions of people	47	four 1709 50

Talking about you

- 4 In groups, discuss one of these questions.
- What are your favourite websites?
 - When did you last travel by plane? Where were you going?
 - Are there any stories about health care in the news at the moment?
 - What sporting events are taking place now or in the near future?



WONDERS OF

I don't believe that today's wonders are similar in kind to the wonders of the Ancient World. They were all buildings, such as the Pyramids in Egypt, or other architectural structures. Over the past 100 years, we have seen amazing technological and scientific achievements. These are surely our modern wonders.

1

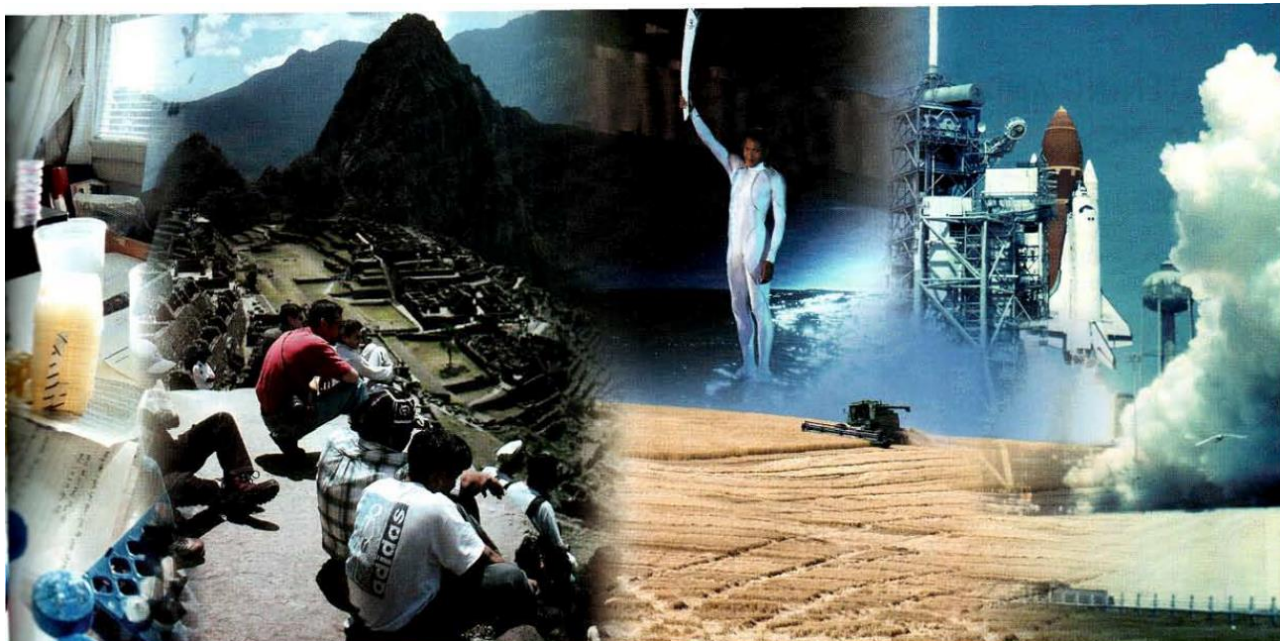
It is everywhere. More than half a billion people use it, and the number of people who are online increases by 100 million every year. In 1994 there were only a few hundred web pages. Today there are billions.

It has revolutionized the way we live and work. But we are still in the early days. Soon there will be more and more interactivity between the user and the website, and we will be able to give instructions using speech.

2

In 1969, Neil Armstrong stepped out of his space capsule onto the surface of the moon and made his famous statement: 'That's one small step for a man, one giant leap for mankind'. Since then, there have been space probes to Mars, Jupiter, Saturn, and even to the sun. One day, a space observatory will study how the first stars and galaxies began.

So far, it seems that we are alone in the universe. There are no signs yet that there is intelligent life outside our own solar system. But who knows what the future holds?



THE MODERN WORLD

by
Ann
Halliday

3

Surely nothing has done more for the comfort and happiness of the human race than the advances in health care! How many millions of people have benefited from the humble aspirin? How many lives has penicillin saved? Average life expectancy worldwide has risen dramatically over the past 100 years, from about 47 years in 1900 to about 77 years today.

4

We are a world on the move. Airlines carry more than 1.5 billion people to their destinations every year. It is estimated that, at any one time these days, there are as many people travelling in aeroplanes as the total number of people who travelled abroad in the whole of the nineteenth century (but I have no idea how they worked this out!).

5

It is true that they are now commercialized, and there is greed and drug abuse. However, it is a competition in which almost every country in the world takes part. Every four years, for a brief moment, we see the world come together in peace and friendship. We feel hope again for the future of mankind.

6

In 1724, Jonathan Swift wrote, 'Whoever makes two blades of grass or two ears of corn grow where only one grew before serves mankind better than the whole race of politicians'. In Europe our farmers have done this. In 1709, whole villages in France died of hunger. Now in Europe, we can't eat all the food we produce. If only politicians could find a way to share it with those parts of the world where there is famine.

7 We are still here!

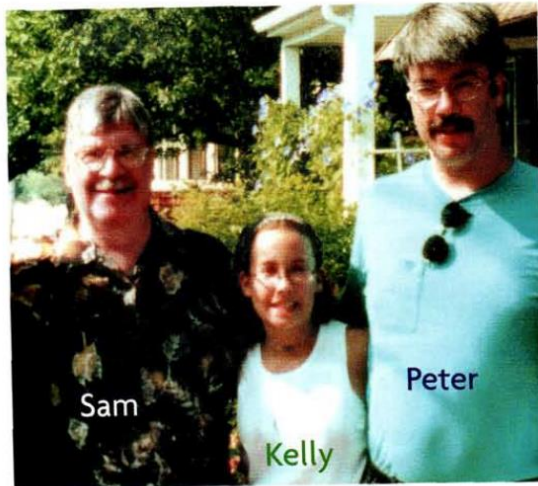
The last wonder of the modern world is simply that we are still here. We have had nuclear weapons for over 50 years that could destroy the world, but we haven't used them to do it. This is surely the greatest wonder of all.

Unit 1 • It's a wonderful world! 11

LISTENING AND SPEAKING

My wonders

- 1 **T 1.9** Listen to three people from the same family saying what they think are the wonders of the modern world. Complete the chart.



	What is the wonder?	What's good about it?	Are there any problems?
Sam	dishwasher		
Kelly			
Peter			

- 2 Work with a partner. Which of these inventions do you think is the most important? Mark them **1** for the most important to **8** for the least important.
- | | |
|---|--|
| ☐ the computer | ☐ nuclear weapons |
| ☐ the car | ☐ the space rocket |
| ☐ the television | ☐ the mobile phone |
| ☐ the aeroplane | ☐ the space satellite |
- 3 Work in groups of four. Work together to agree on the three most important inventions. Which has changed the world the most?
- 4 Talk together as a class. What other machines, inventions, or discoveries would you add to the list?

VOCABULARY

What's in a word?

These exercises will help you with your vocabulary learning.

Parts of speech and meaning

- 1 These sentences all contain the nonsense word *uggy*. Is *uggy* used as a verb, an adjective, a noun, or an adverb? How do you know?
- I couldn't hear the film because the man next to me was eating his *uggy* so loudly.
 - There was a lot of snow on the road. Unfortunately, I *uggied* on some ice and crashed into a tree.
 - When Pierre and Madeleine met, they fell *uggily* in love and got married one month later.
 - After an *uggy* day at work, with meetings and phone calls all day, I was ready for a quiet evening.

Can you guess what *uggy* means in the four sentences?

Which real English word goes in each sentence?

• passionately • skidded • hectic • popcorn

Spelling and pronunciation

- 2 In these groups three words rhyme, but one is different. Work with a partner and read them aloud. Underline the word in each group which has a different vowel sound.

▶▶ Phonetic symbols p159

- | | |
|-----------------|---------------------------------------|
| 1 /ʊ/ or /u:/? | good food wood stood |
| 2 /i:/ or /e/? | bread head read (present) read (past) |
| 3 /eɪ/ or /e/? | paid made played said |
| 4 /ʌ/ or /əʊ/? | done phone sun won |
| 5 /eə/ or /ɪə/? | dear hear bear near |
| 6 /ɜ:/ or /ɔ:/? | work fork walk pork |

T 1.10 Listen and check. What do you notice about English spelling?

- 3 Here are some of the words from exercise 2 in phonetic symbols. Read them aloud, then write them.

- | | |
|----------------|----------------|
| 1 /fʊ:d/ _____ | 5 /ri:d/ _____ |
| 2 /nɪə/ _____ | 6 /wɜ:k/ _____ |
| 3 /stʊd/ _____ | 7 /fəʊn/ _____ |
| 4 /peɪd/ _____ | 8 /wɔ:k/ _____ |

T 1.11 Listen and check.

Word formation

- 4 Write different forms of the word *act* using the suffixes from the box.

-or -ion -ing -ive -ivities

- 1 My brother's an act _____.
He's making an advert now.
- 2 My grandmother is 89, but she's still very act _____.
- 3 This is not a time to do nothing.
It is a time for act _____.
- 4 Act _____ is not usually a well-paid job.
- 5 We do a lot of act _____ in class to learn English.

Words that go together

- 5 Match a word in A with a word in B.

A

strong
full-time
film
drive
fall
try on

B

carefully
coffee
in love
a jumper
star
job

Keeping vocabulary records

- 6 Do you have a vocabulary notebook? Discuss with your teacher and other students how you record new vocabulary. Which of these do you use?

- the translation
- the part of speech (verb, noun, etc.)
- the meaning (using other words)
- the pronunciation
- an example sentence

hectic (adj) /'hektɪk/ = very busy

I had a hectic day at the office.

WRITING: Correcting mistakes (1)

▶▶ Go to p103

EVERYDAY ENGLISH

Social expressions

- 1 When we're talking with friends we use a lot of idiomatic expressions.



Match a line in A with a line in B.

A	B
1 Sorry I'm late. I got stuck in traffic.	That sounds like a good idea.
2 Bye, Mum! I'm off to school now.	The break will do you good.
3 Have you heard that Jenny's going out with Pete?	So am I. I can't stand all this rain.
4 How long did it take you to do the homework?	Never mind. You're here now.
5 I don't know about you, but I'm sick and tired of this weather.	Come in and sit down.
6 Who was that I saw you with last night?	Ages! How about you?
7 I'm tired. I'm taking next week off.	Yes, it cost a fortune!
8 Let's go for a run in the park!	Really? I don't know what she sees in him!
9 Can we get together this afternoon at 3.00?	I'm sorry. I can't make it then.
10 What a gorgeous coat! Was it expensive?	What about a bit later?
	Take care, my love. Have a nice day!
	Me? Run? You must be joking!
	Mind your own business!

- T 1.12** Listen and check. Practise the conversations with a partner.

- 2 **T 1.13** Listen to the sentences. Reply using a line from B in exercise 1. Make any necessary changes.

- 3 Choose some of the conversations from exercise 1 and continue them.

- A What a gorgeous coat! Was it expensive?
B Yes, it cost a fortune. But the material's beautiful, don't you think?
A Wow! Where did you get it?
B I saw it in the window of that new shop in the High Street, you know, it's called 'Chic'.
A Yes, I know it. They have some really nice stuff.

Lesson № 4**Time: 80 minutes****Subject: Written translation****Course: I****Term: I****Theme: Get happy (Exercises on present tenses)****Auditorium: 10-15****Teacher: Bakiev F.**

General characteristics of the theme			
Name of the institution and its address	Samarkand state institute of foreign languages	Bustansaroy st. 93.	
Name of the Chair	Translation theory and practice		
Direction	Translation theory and practice		
Teacher	Bakiev F.	e-mail	fakhriddin.uzb@mail.ru
Time and place of the lesson	Translation faculty Room #	Duration of the lesson	80 minutes
Individual working hours with students	Friday and Saturday from 14:30 until 16:00		
Time for the Lesson	80 minutes	Independent work	4 hours
Connections of the theme with other subjects	Main learning language, Translation theory and practice, Literature		

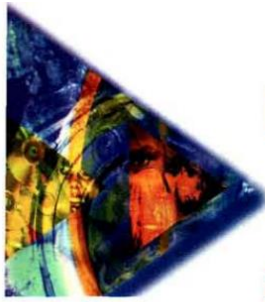
Амалий машғулотнинг ўқитиш технологияси

<i>Вақт: 2 соат</i>	<i>Талабалар сони: 10-15</i>
<i>Ўқув машғулотининг шакли ва тури</i>	Practical class (Practical translation)
<i>Амалий машғулотнинг режаси</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - translation of the texts -doing grammar exercises 3. Introduction of the results and grading of the students.
<i>Машғулот мақсади:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Педагогик вазифалар:</i> To introduce the main concepts and words, word-combinations according to the topic; To increase the ability of the students to read and interpret the	<i>Ўқув фаолияти натижалари:</i> Be able to understand the concepts and words, word-combinations; Be able to translate and interpret the texts under the given topic;

text under the given topic; To teach how to grasp the main idea of the topic;	Be able to retell the main idea of the topic;
Ўқитиш услуби ва техникаси	Brain storming
Ўқитиш шакли	-practical, group-discussion
Таълим воситалари	-book: "Translation"; New head way -hand-outs (copies of cluster method and), тарқатма материаллар, role-play.
Ўқитиш шарт-шароити	-classroom, ёки компьютер зали.

1.4. Амалий машғулотнинг технологик картаси

Босқичларв акти	Фаолият мазмуни	
	Ўқитувчи	Талаба
1-босқич. 15 мин	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students -to inform about the method that is expected to be used in class	-listens, takes a note; -listens, asks questions any arise.
2-босқич. 60 мин	Main part: -to organize the class according to the selected method:- -Translate the text into Uzbek in written form; -learn the given notes -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -listens, asks questions. -learn the notes
3-босқич. 5 мин	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work



2 Get happy!

Present tenses • Simple or continuous? • Passive • Sport • Numbers and dates



TEST YOUR GRAMMAR

Look at the pairs of sentences.
Which one is correct? Why?

- 1 They have a teenage son.
They're having a teenage son.



- 2 She speaks five languages.
She's speaking five languages.
- 3 Don't turn off the TV! I watch it.
Don't turn off the TV! I'm watching it.
- 4 Oh no! It rains.
Oh no! It's raining.
- 5 We're thinking opera is boring.
We think opera is boring.
- 6 English speaks all over the world.
English is spoken all over the world.

WHAT MAKES PEOPLE HAPPY?

Present tenses

- 1 Look at the ingredients for happiness. How important is each one to you? 1 = very important; 5 = not important.

- | | |
|---|--|
| ☐ good health in mind and body | ☐ a big house |
| ☐ job satisfaction | ☐ regular holidays |
| ☐ a loving marriage | ☐ a supportive family |
| ☐ hobbies and leisure activities | ☐ lots of friends |
| ☐ no money worries | |

Compare your answers with a partner.

- 2 What do you think is the happiest time of a person's life – when they are young or when they are old? Why?



3 **T 2.1** Read and listen to the text about Sidney Fisk. Answer the questions.

- 1 What do you think are the good and bad things about Sidney's life?
- 2 Do you think his life is exciting or boring? Would you like to have a life like Sidney's?
- 3 Do you know any people with similar lives? Are they happy?

'I don't know if I'm happy.'

Sidney Fisk, 45

Work

Sidney Fisk is a lawyer. He's paid very well, but he usually has to work long hours. He works for an international company in Dallas, Texas, so he travels a lot in his job. At the moment he's working in Mexico, and next week he's travelling to France.

Home life

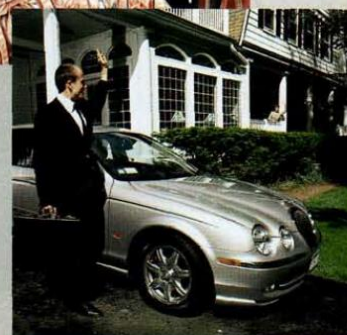
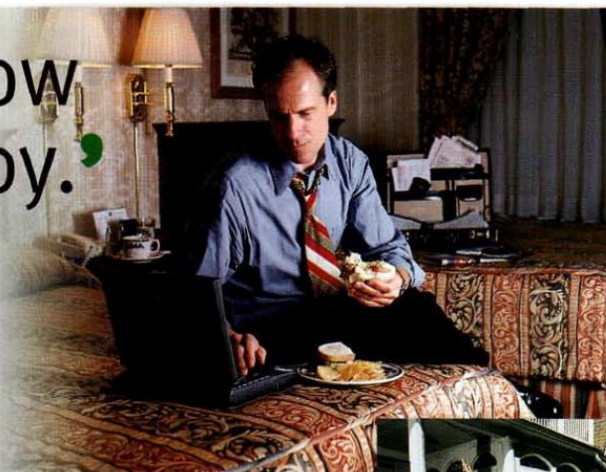
Sidney is married and he's got two children, aged 11 and 14. He rarely sees his children because so much of his time is spent away from home. He's got a beautiful house in a suburb of Dallas. It's very big, with eight bedrooms. His wife is an interior designer.

Free time

If he's at home at the weekend, he and his wife sometimes play golf, but that doesn't happen very often. They never have much time to relax together.

Is he happy?

He says he doesn't know if he's happy. He's too busy to think about it.



GRAMMAR SPOT

- 1 Find these words in the text about Sidney Fisk: *usually, often, rarely, never*. What kind of words are they?
- 2 What tense are most of the verbs in the text? Why?
- 3 Find two examples each in the text of the Present Continuous and the Present Simple passive. Which auxiliary verb is used to form these?
- 4 Complete the questions and answers with the correct auxiliary verbs.
 - a _____ he travel a lot? Yes, he _____.
 - b _____ she work in a bank? No, she _____.
 - c _____ they play golf? Yes, they _____.
 - d _____ you play tennis? No, I _____.
 - e _____ he paid a lot? Yes, he _____.
 - f _____ he working in France at the moment? No, he _____.

▶ Grammar Reference 2.1 and 2.2 pp135–136

4 Complete the questions about Sidney. Then ask and answer them with a partner.

- ... married?
- What ... do?
- Where ... live?
- Has ... any children?
- What ... his wife do?
- Which sports ... play?
- Where ... working at the moment?
- ... paid very well?

Is he married?

Yes, he is.

T 2.2 Listen and check.

5 Ask and answer similar questions with your partner.

Are you married?

No, I'm not.

Have you got any brothers or sisters?

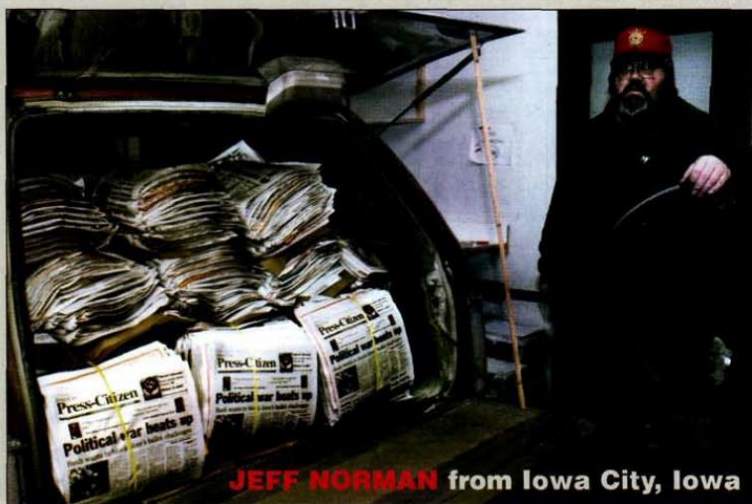
Unit 2 • Get happy! 15

PRACTICE

Listening and speaking

- 1 **T 2.3** Look at the photos and listen to Jeff Norman. What's unusual about his lifestyle? What does he like about it?

Extra! Extra! Read all about it! 45-year-old college graduate makes \$60,000 a year as a paperboy!



JEFF NORMAN from Iowa City, Iowa

- 2 What did Jeff say? Complete the sentences.

- 1 I 'm paid good money – \$60,000 a year. And I often _____ \$50 a week in tips.
- 2 I _____ at 2.00 a.m. The first newspaper _____ at 2.30 a.m.
- 3 I _____ a red Chevy Blazer and the newspapers _____ into the back.
- 4 I _____ the peace and quiet.
- 5 Occasionally, I _____ a jogger.
- 6 I usually _____ home by 7.00 a.m.
- 7 My wife _____ at the University of Iowa.
- 8 Some days I _____ my kids' baseball team, other days I _____ golf.
- 9 I _____ also _____ for my master's degree at the moment.
I _____ be a marriage counsellor.
- 10 Some people _____ it's not much of a job, but, hey, when they _____ in an office, I _____ golf.

- T 2.4** Listen and check.

- 3 Write notes about Sidney and Jeff in the chart.

	Sidney Fisk	Jeff Norman
Work		
Home and family		
Free time		

Work with a partner. Compare Sidney's life with Jeff's. How old are they? How many things do they have in common? Who do you think is happier? Why?

WHAT DO YOU DO?

Simple or continuous?

1 **T 2.5** Read and listen to the conversation.



- A What do you do?
 B I'm an interior designer. I decorate people's homes and give them ideas for furniture and lighting.
 A And what are you working on these days?
 B Well, I'm not working on a home at the moment. I'm working on a hotel. I'm designing a new lobby for the Plaza.
 A Do you like your job?
 B Yes, I love it.

Memorize the conversation and practise it with a partner.

2 Work with a partner. Have similar conversations with some of these jobs.

an architect	a research scientist	an artist	an actor
a rock musician	a web page designer	a journalist	
a film director	a football player	a zookeeper	

3 Ask each other about your own jobs or studies.

GRAMMAR SPOT

- Some verbs are used in both simple and continuous forms. These are called action verbs.
 She usually **drives** to work, but today she **isn't driving**. She's **walking**.
- Some verbs are almost never used in the continuous form. These are called state verbs.
 I **like** black coffee. (NOT ~~I'm liking~~ black coffee.)
- Seven of these verbs are *not* usually used in the Present Continuous. Underline them.

like	know	understand	work	enjoy	think (= opinion)
come	play	have (= possession)	love	want	

► Grammar Reference 2.3 p136

PRACTICE

Discussing grammar

- Are these sentences correct (✓) or incorrect (X)? Correct the mistakes.
 - What do you want to drink? ✓
 - I'm not understanding this word. X
I don't understand this word.
 - I'm loving you a lot.
 - Do you think Michiko plays golf well?
 - I'm sorry. I'm not knowing the answer.
 - We're enjoying the lesson very much.
 We're working hard.
 - I'm thinking you speak English very well.
 - The lions are fed once a day. They're being fed at the moment.
- Complete the pairs of sentences using the verb in the Present Simple or the Present Continuous.
 - come
 Alec and Marie are French. They _____ from Paris.
 They'll be here very soon. They _____ by car.
 - have
 Lisa can't come to the phone. She _____ dinner now.
 She _____ a beautiful new car.
 - think
 I _____ that all politicians tell lies.
 I _____ about my girlfriend at the moment. She's in Australia.
 - not enjoy
 We _____ this party at all. The music is too loud.
 We _____ big parties.
 - watch
 Be quiet! I _____ my favourite programme.
 I always _____ it on Thursday evenings.
 - see
 Joe isn't here. He _____ the doctor at the moment.
 I _____ your problem, but I can't help you. I'm sorry.
 - use (Careful!)
 This room _____ usually _____ for big meetings.
 But today it _____ being _____ for a party.

Unit 2 • Get happy! 17

SYLLABUS FOR THE FIFTH LESSON

Lesson № 5

Time: 80 minutes

Subject: Written translation

Course: I

Term: I

Theme: The clown doctor. Discussion – what makes people happy.

Auditorium: 10-15

Teacher: Bakiev F.

General characteristics of the theme			
Name of the institution and its address	Samarkand state institute of foreign languages	Bustansaroy st. 93.	
Name of the Chair	Translation theory and practice		
Direction	Translation theory and practice		
Teacher	Bakiev F.	e-mail	fakhriddin.uzb@mail.ru
Time and place of the lesson	Translation faculty Room #	Duration of the lesson	80 minutes
Individual working hours with students	Friday and Saturday from 14:30 until 16:00		
Time for the Lesson	80 minutes	Independent work	4 hours
Connections of the theme with other subjects	Main learning language, Translation theory and practice, Literature		

Амалий машғулотнинг ўқитиш технологияси

<i>Вақт: 2 соат</i>	<i>Талабалар сони: 10-15</i>
<i>Ўқув машғулотининг шакли ва тури</i>	Practical class (Practical translation)
<i>Амалий машғулотнинг режаси</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - translation of the texts -doing grammar exercises 3. Introduction of the results and grading of the students.
<i>Машғулот мақсади:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Педагогик вазифалар:</i> To introduce the main concepts and words, word-combinations according to the topic; To increase the ability of the	<i>Ўқув фаолияти натижалари:</i> Be able to understand the concepts and words, word-combinations; Be able to translate and interpret the texts under the

students to read and interpret the text under the given topic; To teach how to grasp the main idea of the topic;	given topic; Be able to retell the main idea of the topic;
Ўқитиш услуби ва техникаси	Brain storming
Ўқитиш шакли	-practical, group-discussion
Таълим воситалари	-book: "Translation"; New head way -hand-outs (copies of cluster method and), тарқатма материаллар, role-play.
Ўқитиш шарт-шароити	-classroom, ёки компьютер зали.

1.5. Амалий машғулотнинг технологик картаси

Босқичларв акти	Фаолият мазмуни	
	Ўқитувчи	Талаба
1-босқич. 15 мин	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students -to inform about the method that is expected to be used in class	-listens, takes a note; -listens, asks questions any arise.
2-босқич. 60 мин	Main part: -to organize the class according to the selected method:- -Translate the text into Uzbek in written form; -learn the given notes -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -listens, asks questions. -learn the notes
3-босқич. 5 мин	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work

READING AND SPEAKING

I'm a clown doctor!

- 1 What does a doctor do? What does a clown do? Write down three things for each. Tell the class your ideas.
- 2 Which of these things did you think of? Which do clowns do? Which do doctors do? Which do both do?

wear funny clothes	wear white coats
make children feel better	do magic tricks
perform operations	give injections
wear red rubber noses	make funny faces
tell jokes	give medicine

- 3 Look at the pictures. Lucy Cheetham is a clown doctor working for *Theodora Children's Trust* – a charitable organization. What do you think a clown doctor does?
- 4 Read the introduction. What is the new kind of medicine?
- 5 Read the rest of the article. Answer the questions.
 - 1 Who is Dr LooLoo? Who is Dr Chequers?
 - 2 In what ways is their job 'extremely silly'? Give examples.
 - 3 How did Lucy become a Theodora clown doctor?
 - 4 Why does she like her job?
 - 5 What does she wear?
 - 6 What would be useless?
 - 7 Why is it useful to eat in the hospital cafeteria?
 - 8 What does she do after work?
 - 9 Where does the money for Lucy's salary come from?
 - 10 Describe a typical working day for Lucy.

She arrives in the hospital with ...
Then she goes into the wards and ...

GRAMMAR SPOT

- 1 Complete these sentences from the text.
 All over the world, children in hospital _____ with a new kind of medicine.
 It's a charity; so we _____ with the money people give.
 What tenses are they?
- 2 Complete these passive sentences.
 - 1 People of all ages love clowns.
 Clowns _____ by people of all ages.
 - 2 He is giving her an injection.
 She's _____ given an injection.

▶▶ Grammar Reference 2.4 p137

THE CLOWN DOCTOR

All over the world, children in hospital are being treated with a new kind of medicine: **laughter**. **LUCY** is 23 and works for *Theodora Children's Trust*. She is one of many clown doctors who bring a smile to the faces of sick children.

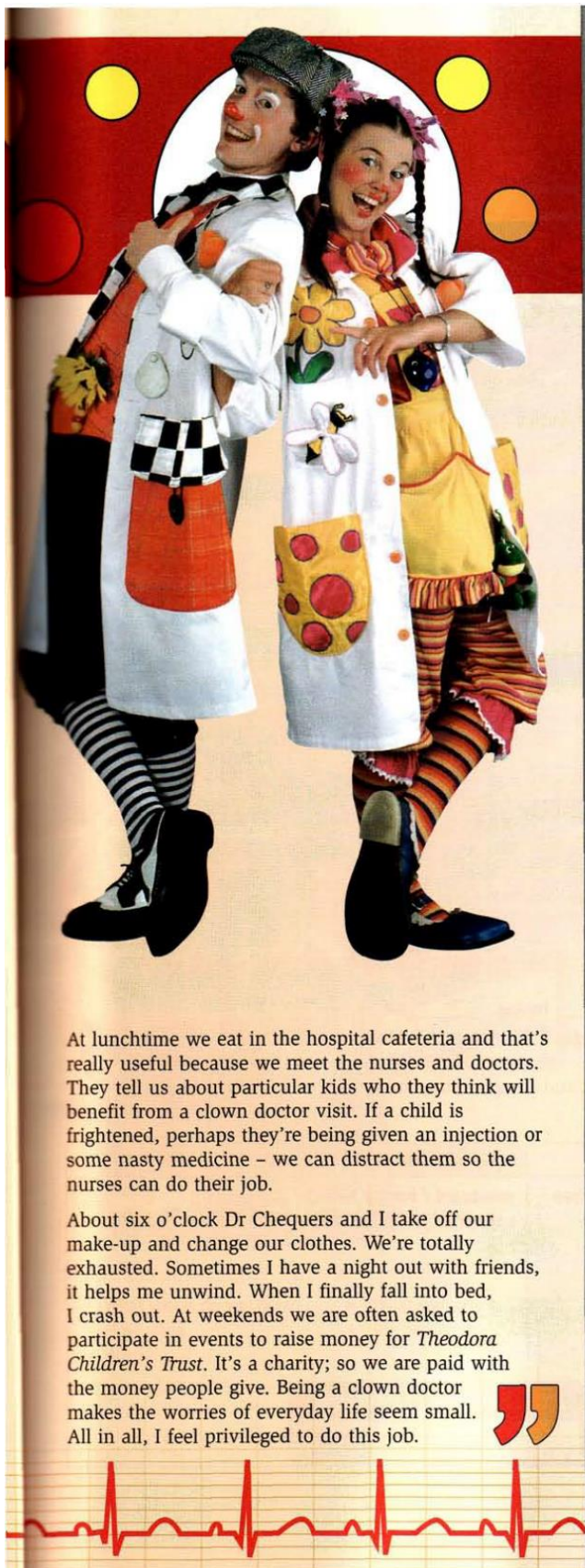
I'm a Theodora clown doctor, I call myself Dr LooLoo. I spend two days a week in children's hospitals being extremely silly with my friend and colleague Dr Chequers. We make funny faces, tell jokes, and do magic tricks. As I walk into the wards I blow bubbles, shake hands with the kids, and make up nonsense songs for those children well enough to sing. We take special balloons to make 'balloon animals' and tell funny stories about them. We often meet kids who one week look really sick, then we go back the next week and they're racing about yelling 'Hi there, Dr LooLoo! Hi Dr Chequers!'

I'm naturally a very cheerful person. I've always been a clown. In fact my father's a clown and I started working with him when I was eight years old. I knew it was just the job for me and I became a clown doctor because I think it's a great way to cheer up sick, frightened children in hospital. I wear a fancy coat, a yellow shirt, and tights with big stripes. Also, I have a red rubber nose and wear my hair in crazy plaits.

Being a clown in a hospital is very tiring both physically and emotionally. We have to learn not to show our feelings, otherwise we'd be useless. Clown doctors are sensitive but this is not a side most people see. To the children we're happy all the time. I'm still learning to allow myself to feel sad occasionally. There are special kids you get really close to. At the



moment I'm working with a very sick little girl from Bosnia who speaks no English, so our only common language is laughter. She's been in and out of hospital for operations so many times and she's always on my mind.



At lunchtime we eat in the hospital cafeteria and that's really useful because we meet the nurses and doctors. They tell us about particular kids who they think will benefit from a clown doctor visit. If a child is frightened, perhaps they're being given an injection or some nasty medicine – we can distract them so the nurses can do their job.

About six o'clock Dr Chequers and I take off our make-up and change our clothes. We're totally exhausted. Sometimes I have a night out with friends, it helps me unwind. When I finally fall into bed, I crash out. At weekends we are often asked to participate in events to raise money for *Theodora Children's Trust*. It's a charity; so we are paid with the money people give. Being a clown doctor makes the worries of everyday life seem small. All in all, I feel privileged to do this job.

Language work

6 Find lines in the text which mean the same as the following.

- 1 They're running about shouting.
- 2 I have a happy personality.
- 3 We would be no help at all.
- 4 I'm always thinking about her.
- 5 I go out for the evening with friends.
- 6 It helps me relax.
- 7 I go to bed and immediately fall into a deep sleep.
- 8 I am lucky to have this job.

7 Read the interview with Lucy (L). Complete the interviewer's (I) questions.

- I _____?
- L Oh yes, I do. I enjoy my job very much.
- I _____?
- L Because I love working with children and making them laugh.
- I _____?
- L I wear crazy clothes. A fancy coat and stripy tights.
- I _____?
- L Well, at the moment I'm working with a very sick little girl from Bosnia. She's had so many operations. She's very special to me.
- I _____?
- L No, she doesn't. We communicate through laughter.
- I _____?
- L Yes, it is. It's very tiring indeed. I'm exhausted at the end of each day.
- I _____?
- L No, I don't. I often go out with friends. I have the best friends and the best job in the world.

T 2.6 Listen and compare your answers. Are your questions exactly the same? What are the differences?

What do you think?

Discuss the questions in groups.

- What are some of the good and bad points about being a clown doctor?
- What kind of jobs make people happiest?
- When are you happiest? At work? At home? With friends?
- What were your happiest times last year?
- It's often said 'laughter is the best medicine'. Do you agree?

VOCABULARY AND LISTENING

Sport and leisure

- 1 Make a list of as many sports and leisure activities as you can think of. Use the pictures to help you.



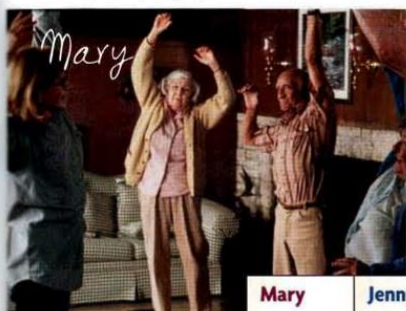
- 2 Write *play*, *go*, or *do*.

_____ snowboarding _____ aerobics _____ volleyball _____ fishing _____ golf
 _____ jogging _____ basketball _____ football _____ yoga _____ mountain biking

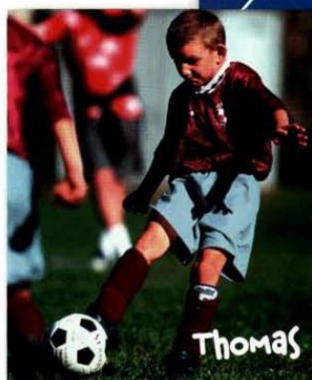
- 3 Choose some of the sports or leisure activities from your list and complete the chart. Use a dictionary to look up any new words that you need.

Sport / Activity	People	Place	Equipment and clothes
go snowboarding	snowboarder	ski resort / dry ski slope	snowboard / boots / helmet / goggles / waterproof jacket and trousers

- 4 **T 2.7** Listen to three people talking about a sport or activity they enjoy and take notes.



	Mary	Jenny	Thomas
Which sport/activity are they talking about?			
How often do they do it?			
Where do they do it?			
What equipment and clothes do they need?			
Are they good at it?			



- 5 Ask and answer questions with a partner.

- What sports do you play?
- How often ...?
- Where ...?
- What equipment ...?
- Are you good at ...?

WRITING: Letters and emails

▶▶ Go to p104

EVERYDAY ENGLISH

Numbers and dates

- 1 Say the numbers.

15 50 406 72 128

90 19 850 36 1,520

247 5,000 100,000 2,000,000

- T 2.8** Listen and practise.

- 2 Say the numbers.

Money

£400 50p €9.40 €47.99 ¥5,000 \$100

Fractions

$\frac{1}{4}$ $\frac{3}{4}$ $\frac{2}{3}$ $\frac{7}{8}$ $12\frac{1}{2}$

Decimals and percentages

6.2 12.25 50% 75.7% 100%

Dates

1995 2020 1789 15/7/94 30/10/02

Phone numbers

01865-556890 800 451-7545 919 677-1303

- T 2.9** Listen and practise.

- 3 **T 2.10** Listen to the conversations. Write the numbers you hear.

- 1 fifteenth _____
 2 _____
 3 _____
 4 _____
 5 _____

Discuss what each number refers to with a partner.

The 15th is a date.

- 4 Work with a partner. Write five numbers that are important in your life and explain why.

SYLLABUS FOR THE SIXTH LESSON

Lesson № 6

Time: 80 minutes

Subject: Written translation

Course: I

Term: I

Theme: Telling tales (Exercises on past tenses).

Auditorium: 10-15

Teacher: Bakiev F.

General characteristics of the theme			
Name of the institution and its address	Samarkand state institute of foreign languages	Bustansaroy st. 93.	
Name of the Chair	Translation theory and practice		
Direction	Translation theory and practice		
Teacher	Bakiev F.	e-mail	fakhriddin.uzb@mail.ru
Time and place of the lesson	Translation faculty Room #	Duration of the lesson	80 minutes
Individual working hours with students	Friday and Saturday from 14:30 until 16:00		
Time for the Lesson	80 minutes	Independent work	4 hours
Connections of the theme with other subjects	Main learning language, Translation theory and practice, Literature		

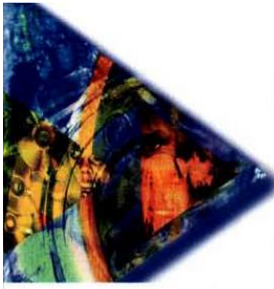
Амалий машғулотнинг ўқитиш технологияси

<i>Вақт: 2 соат</i>	<i>Талабалар сони: 10-15</i>
<i>Ўқув машғулотининг шакли ва тури</i>	Practical class (Practical translation)
<i>Амалий машғулотнинг режаси</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - translation of the texts -doing grammar exercises 3. Introduction of the results and grading of the students.
<i>Машғулот мақсади:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Педагогик вазифалар:</i> To introduce the main concepts and words, word-combinations according to the topic; To increase the ability of the	<i>Ўқув фаолияти натижалари:</i> Be able to understand the concepts and words, word-combinations; Be able to translate and interpret the texts under the

students to read and interpret the text under the given topic; To teach how to grasp the main idea of the topic;	given topic; Be able to retell the main idea of the topic;
Ўқитиш услуби ва техникаси	ball-fall
Ўқитиш шакли	-practical, group-discussion
Таълим воситалари	-book: "Translation"; New head way -hand-outs (copies of cluster method and), тарқатма материаллар, role-play.
Ўқитиш шарт-шароити	-classroom, ёки компьютер зали.

1.6. Амалий машғулотнинг технологик картаси

Босқичларв ақти	Фаолият мазмуни	
	Ўқитувчи	Талаба
1-босқич. 15 мин	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students -to inform about the method that is expected to be used in class	-listens, takes a note; -listens, asks questions any arise.
2-босқич. 60 мин	Main part: -to organize the class according to the selected method-: -Translate the text into Uzbek in written form; -learn the given notes -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -listens, asks questions. -learn the notes
3-босқич. 5 мин	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work



3

Telling tales

Past tenses • Passive • Art and literature • Giving opinions



TEST YOUR GRAMMAR

Match the sentences and pictures.

- 1 When Carol arrived home, Mark cooked dinner.
- 2 When Carol arrived home, Mark was cooking dinner.
- 3 When Carol arrived home, Mark had cooked dinner.

What is the difference in meaning?

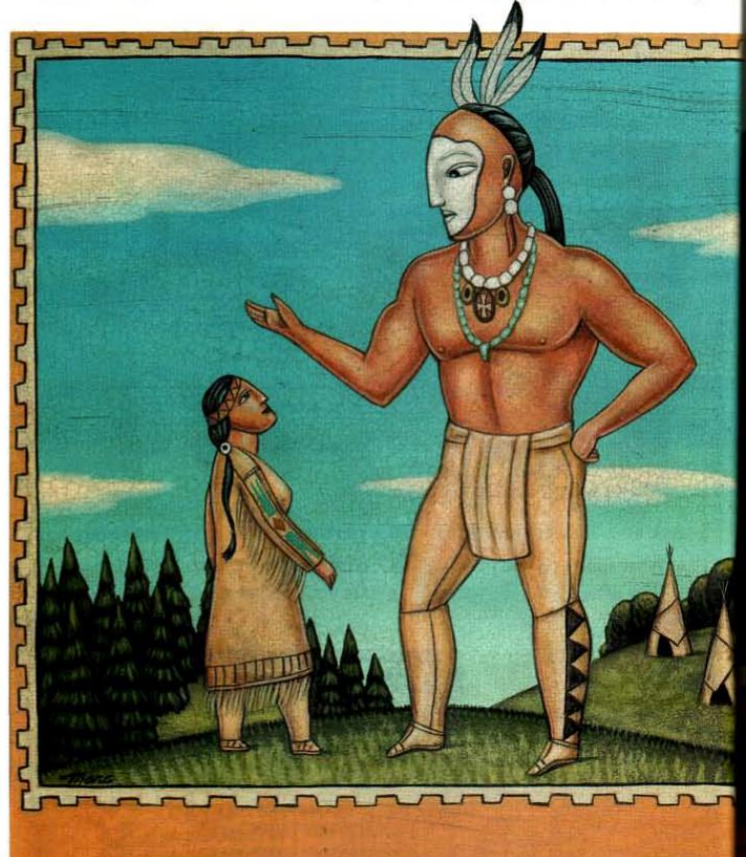


A NATIVE AMERICAN FOLK TALE

Past tenses

- 1 Look at the pictures. They tell the story of Gluskaap, a warrior from the Algonquian tribe of North America. What can you see? What do you think the story is about?
- 2 Read the story on p23 and the phrases below. Complete the story with the phrases.
 - a had run a few miles
 - b had fought and won so many battles
 - c was still screaming
 - d had never heard such a terrible noise
 - e was sitting and sucking a piece of sugar
 - f had never heard of Wasis

T 3.1 Listen and check. What do you think is the moral of the story?



GRAMMAR SPOT

- Which tense is used in these two sentences? Which verbs are regular? Which are irregular?
He **laughed** and **went** up to the baby.
He **danced** and **sang**.
Find more examples in the story and underline them.
- What are the tenses in these sentences? What is the difference in meaning?
He **laughed** when he **saw** the baby.
He **was laughing** when he **saw** the baby.
He **laughed** when he'd **seen** the baby. (he'd = he had)
- Find two examples of the Past Simple passive in the story.

▶▶ Grammar Reference 3.1–3.4 pp137–139

Pronunciation

- Work with a partner. Write the verbs from the box in the chart according to the pronunciation of the *-ed* ending.

laughed	covered	wanted	stopped	shouted	listened
opened	boasted	looked	danced	screamed	pointed
/t/	/d/	/ɪd/			
laughed					

T 3.2 Listen, check, and practise.

THE TALE OF GLUSKAP AND THE BABY

Gluskap the warrior was very pleased with himself because he (1) _____. He boasted to a woman friend: 'Nobody can beat me!' 'Really?' said the woman. 'I know someone who can beat you. His name is Wasis.' Gluskap (2) _____. He immediately wanted to meet him and fight him. So he was taken to the woman's village. The woman pointed to a baby who (3) _____ on the floor of a teepee.

'There,' she said. 'That is Wasis. He is little, but he is very strong.' Gluskap laughed and went up to the baby. 'I am

Gluskap. Fight me!' he shouted. Little Wasis looked at him for a moment, then he opened his mouth. 'Waaah! Waaah!' he screamed. Gluskap (4) _____. He danced a war dance and sang some war songs. Wasis screamed louder. 'Waaah! Waaah! Waaah!' Gluskap covered his ears and ran out of the teepee. After he (5) _____, he stopped and listened. The baby (6) _____. Gluskap the fearless was terrified. He ran on and was never seen again in the woman's village.



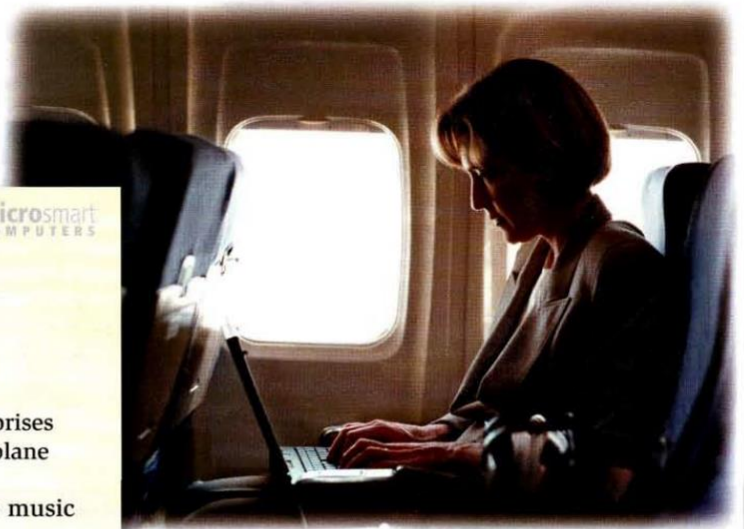
PRACTICE

What was she doing?

- 1 Judy works for MicroSmart Computers in London. Read about what she did yesterday.

6.30	got up
6.45 – 7.15	packed her suitcase
7.30 – 8.30	drove to the airport
9.20 – 10.15	flew to Glasgow
11.00 – 12.45	had a meeting
1.00 – 2.15	had lunch
2.30 – 4.15	visited Dot Com Enterprises
5.30 – 6.15	wrote a report on the plane
8.00 – 8.45	put the baby to bed
9.00 – 11.00	relaxed and listened to music

microsmart
COMPUTERS



- 2 Work with a partner. Ask and answer questions about what Judy was doing at these times.

7.00 a.m. 8.00 a.m. 10.00 a.m. 11.30 a.m.
1.30 p.m. 3.00 p.m. 6.00 p.m. 8.30 p.m. 10.00 p.m.

T 3.3 Listen and check.

What was she doing at 7 o'clock yesterday morning?

She was packing her suitcase.

- 3 Write a similar list about what you did yesterday. Ask and answer questions with your partner.

What were you doing at 7 o'clock yesterday morning?

I was having a shower.

Had you heard it before?

- 4 Work with a partner.

Student A Read a statement from your box.

Student B Answer with the correct response from your box.

STUDENT A

- I didn't laugh at his joke.
- Were you surprised by the ending of the film?
- I went to the airport, but I couldn't get on the plane.
- I was homesick the whole time I was living in France.
- The hotel where we stayed on holiday was awful!
- I met my girlfriend's parents for the first time last Sunday.
- My grandfather had two sons from his first marriage.

STUDENT B

Why? Had you left your passport at home?
Why? Had you heard it before?
That's a pity. Hadn't you stayed there before?
Really? I didn't know he'd been married before.
Really? I thought you'd met them before.
No, I'd read the book, so I already knew the story.
That's really sad! Had you never lived abroad before?

T 3.4 Listen and check, then listen and repeat.

- 5 Choose two of the conversations and continue them.

I didn't laugh at his joke.

Why? Had you heard it before?

No, I hadn't. I just didn't think it was very funny, that's all.

Really? I thought it was hilarious!

An amazing thing happened!

- 6 Wanda and Roy had an amazing story to tell about their holiday. Work with a partner.

Student A Look at p151.

Student B Look at p152.



- 7 Wanda is telling a friend, Nicola, what happened. Work with a partner. One of you is Wanda and the other is Nicola. Continue their conversation.

N Hi, Wanda. Did you have a good holiday?

W Oh, yeah, we had a great time. But I have to tell you – the most *amazing* thing happened!

N Really? What was that?

W Well, Roy and I were at the beach ...

T 3.5 Listen and compare.

Discussing grammar

- 8 Complete the sentences. Check your answers with a partner. Discuss the differences in meaning.

- 1 When I arrived at the barbecue, they _____ eating sausages.

When I arrived at the barbecue, they _____ eaten all the sausages.

- 2 We thanked our teacher for everything she _____ doing to help us pass the test.

We thanked our teacher for everything she _____ done to help us pass the test.

- 3 He told me that they _____ staying at the Carlton Hotel.

He told me that they _____ stayed at the Carlton Hotel before.

- 4 _____ you learn Italian when you went to Italy?
_____ you already learned Italian when you went to Italy?

- 5 _____ Shakespeare write *Hamlet*?
_____ *Hamlet* written by Shakespeare?

WRITING: A narrative (I)

▶▶ Go to p106

VOCABULARY

Art and literature



- 1 Write these nouns in the correct column. Which noun goes in both columns?

painter author poet poem sculpture novel
picture brush palette chapter biography
exhibition fairy tale portrait play art gallery
masterpiece novelist sketch act

ART	LITERATURE

- 2 Which of these verbs can go with the nouns in exercise 1?

read write paint draw go to

Read a poem, read a novel ...

- 3 Complete the sentences.

- Shakespeare _____ many famous _____ and poems.
- I couldn't put the book down until I'd _____ the last _____.
- I love _____ about the lives of famous people so I always buy _____.
- _____ often begin with the words 'Once upon a time'.
- My friend's a great artist. He _____ my _____ and it looked just like me.
- He _____ a quick _____ of the trees.
- We _____ an _____ of Picasso's paintings and sculptures.

SYLLABUS FOR THE SEVENTH LESSON

Lesson № 7

Time: 80 minutes

Subject: Written translation

Course: I

Term: I

Theme: The painter and the writer.

Auditorium: 10-15

Teacher: Bakiev F.

General characteristics of the theme			
Name of the institution and its address	Samarkand state institute of foreign languages	Bustansaroy st. 93.	
Name of the Chair	Translation theory and practice		
Direction	Translation theory and practice		
Teacher	Bakiev F.	e-mail	fakhriddin.uzb@mail.ru
Time and place of the lesson	Translation faculty Room #	Duration of the lesson	80 minutes
Individual working hours with students	Friday and Saturday from 14:30 until 16:00		
Time for the Lesson	80 minutes	Independent work	4 hours
Connections of the theme with other subjects	Main learning language, Translation theory and practice, Literature		

Амалий машғулотнинг ўқитиш технологияси

<i>Вақт: 2 соат</i>	<i>Талабалар сони: 10-15</i>
<i>Ўқув машғулотининг шакли ва тури</i>	Practical class (Practical translation)
<i>Амалий машғулотнинг режаси</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - translation of the texts -doing grammar exercises 3. Introduction of the results and grading of the students.
<i>Машғулот мақсади:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Педагогик вазифалар:</i> To introduce the main concepts and words, word-combinations according to the topic; To increase the ability of the	<i>Ўқув фаолияти натижалари:</i> Be able to understand the concepts and words, word-combinations; Be able to translate and interpret the texts under the

students to read and interpret the text under the given topic; To teach how to grasp the main idea of the topic;	given topic; Be able to retell the main idea of the topic;
Ўқитиш услуби ва техникаси	Boomerang
Ўқитиш шакли	-practical, group-discussion
Таълим воситалари	-book: "Translation"; New head way -hand-outs (copies of cluster method and), тарқатма материаллар, role-play.
Ўқитиш шарт-шароити	-classroom, ёки компьютер зали.

Амалий машғулотнинг технологик картаси

Босқичларв ақти	Фаолият мазмуни	
	Ўқитувчи	Талаба
1-босқич. 15 мин	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students -to inform about the method that is expected to be used in class	-listens, takes a note; -listens, asks questions any arise.
2-босқич. 60 мин	Main part: -to organize the class according to the selected method-: -Translate the text into Uzbek in written form; -learn the given notes -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -listens, asks questions. -learn the notes
3-босқич. 5 мин	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work

READING AND SPEAKING

The painter and the writer

- Who are or were the most famous painters and writers in your country?
- You are going to read about the lives of Pablo Picasso and Ernest Hemingway. Discuss these questions.
 - Why are they famous?
 - What nationality were they?
 - Which century were they born in?
 - Do you know the names of any of their works?
 - Do you know anything about their lives?
- The sentences below appear in the texts. Try to guess which sentences go with which man. Write **P** (Picasso) or **H** (Hemingway).
 - ☐ His first word was *lápiz* (Spanish for *pencil*) and he could draw before he could talk.
 - ☐ He had wanted to become a soldier, but couldn't because he had poor eyesight.
 - ☐ His portraits of people were often made up of triangles and squares with their features in the wrong places.
 - ☐ In the 1930s, he became a war correspondent in the Spanish Civil War and World War II.
 - ☐ He was awarded the Nobel Prize for literature, but he was too ill to receive it in person.
 - ☐ At the age of 90 he was honoured by an exhibition in the Louvre in Paris.
- Work in two groups.

Group A Read about Pablo Picasso.

Group B Read about Ernest Hemingway.

Check your answers to exercises 2 and 3.

PABLO PICASSO

The painter

HIS EARLY LIFE

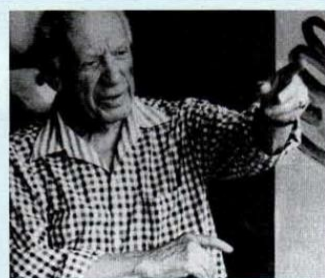
On 25 October, 1881, a baby boy was born in Málaga, Spain. It was a difficult birth and to help him breathe, cigar smoke was blown into his nose! This baby grew up to be one of the twentieth century's greatest painters – **PABLO PICASSO**.

Picasso showed his genius from a very young age. His first word was *lápiz* (Spanish for *pencil*) and he could draw before he could talk. He was the only son in the family, so he was thoroughly spoiled. He hated school and often refused to go unless he was allowed to take one of his father's pet pigeons with him!

Apart from pigeons, his great love was art. When in 1891 his father got a job as an art teacher, Pablo went with him to work and watched him paint. Sometimes he was allowed to help. One evening, his father was painting a picture of their pigeons when he had to leave the room. When he returned, Pablo had completed the picture. It was so beautiful and lifelike that he gave his son his palette and brushes and never painted again. Pablo was just thirteen.

HIS LIFE AS AN ARTIST

His genius as an artist was soon recognized by many people, but others were shocked by his strange and powerful paintings. He is probably best known for his Cubist pictures. His portraits of people were often made up of triangles and squares with their features in the wrong places. One of his most famous portraits was of the American writer



Gertrude Stein, who he met after he'd moved to Paris in 1904.

His work changed ideas about art around the world, and to millions of people, modern art means the work of Picasso. *Guernica* [below], which he painted in 1937, records the bombing of that small Basque town during the Spanish Civil War, and is undoubtedly one of the masterpieces of modern painting.

HIS FINAL YEARS

Picasso married twice and also had many mistresses. He had four children. The last, Paloma, was born in 1949 when he was 68 years old. At the age of 90 he was honoured by an exhibition in the Louvre in Paris. He was the first living artist to be shown there.

Picasso created over 6,000 paintings, drawings, and sculptures. Today, a Picasso costs millions of pounds. Once, when the French Minister of Culture was visiting Picasso, the artist accidentally spilled some paint on the Minister's trousers. Picasso apologized and wanted to pay for them to be cleaned, but the Minister said, 'Non! Please, Monsieur Picasso, just sign my trousers!'

Picasso died of heart failure during an attack of influenza in 1973.



Guernica

ERNEST HEMINGWAY

The writer



HIS EARLY LIFE

ERNEST HEMINGWAY was one of the great American writers of the twentieth century. He was born on 21 July 1899, in Oak Park, Illinois, the second of six children. His family was strict and very religious. His father taught his children a love of nature and the outdoor life. Ernest caught his first fish at the age of three, and was given a shotgun for his twelfth birthday. His mother taught him a love of music and art. At school, he was good at English and wrote for the school newspaper. He graduated in 1917, but he didn't go to college. He went to Kansas City and worked as a journalist for the *Star* newspaper. He learned a lot, but left after only six months to go to war.

HEMINGWAY AND WAR

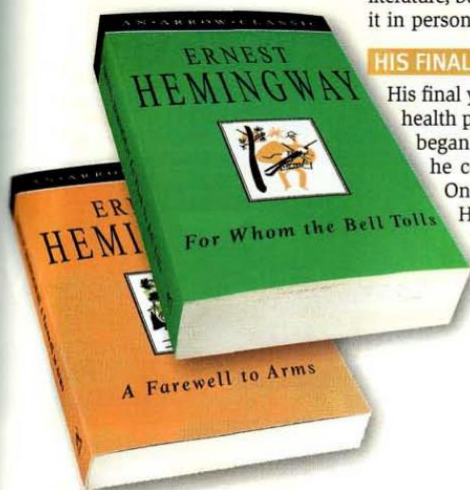
Hemingway was fascinated by war. He had wanted to become a soldier, but couldn't because he had poor eyesight. Instead, in the First World War, he became an ambulance driver and was sent to Italy, where he was wounded in 1918. After the war, he went to live in Paris, where he was encouraged in his work by the American writer Gertrude Stein. In the 1930s, he became a war correspondent in the Spanish Civil War and World War II. Many of his books were about war. His most successful book, *For Whom the Bell Tolls*, was written in 1940 and is about the Spanish Civil War. Another novel, *A Farewell to Arms*, is about the futility of war.

HIS PERSONAL LIFE

Hemingway's success in writing was not mirrored by similar success in his personal life. He married four times. His first wife divorced him in 1927. He immediately married again and moved to Key West, Florida, where he enjoyed hunting, fishing, and drinking, but he also suffered from depression. This wasn't helped when, in 1928, his father committed suicide. Hemingway's health was not good and he had many accidents. Two more marriages failed and he began to drink heavily. In 1954, he survived two plane crashes. In October of the same year he was awarded the Nobel Prize for literature, but he was too ill to receive it in person.

HIS FINAL YEARS

His final years were taken up with health problems and alcohol. He began to lose his memory and he couldn't write any more. On Sunday, 2 July 1961, Hemingway killed himself with a shotgun, just as his father had done before him.



5 Answer the questions about your person.

- Where and when was he born? When and how did he die?
- Did he have a happy family life?
- How did his parents play a part in his career?
- What do you think were the most important events in his early life?
- When did he move to Paris? Who did he meet there?
- How did war play a part in his life?
- How many times was he married?
- Which of these dates relate to your person? What do they refer to?

1891	1917	1918	1927	1928
1937	1940	1949	1954	

6 Find a partner from the other group and go through the questions in exercise 5. What similarities and differences can you find between the two men?

They were both born in the nineteenth century. Picasso was spoiled, but Hemingway's parents were strict.

GRAMMAR SPOT

1 What tense are these verbs?

Guernica **was painted** by Pablo Picasso.

A Farewell to Arms and *For Whom the Bell Tolls* **were written** by Ernest Hemingway.

Find more examples in the texts and underline them.

2 Complete the sentences with the auxiliaries *was*, *were*, or *had*.

- Pablo's father left the room. When he returned, Pablo _____ completed the picture.
- Picasso _____ given his father's palette and brushes.
- Both Hemingway and Picasso _____ living in Paris when they met Gertrude Stein.
- Both men _____ honoured in their lifetime.

► Grammar Reference 3.5 p139

LISTENING AND WRITING

Books and films

1 Work in groups. Do you have a favourite book or film? Why do you like it? Tell your group.

2 Look at the list of books and films. Which do you know? Which are both book *and* film?

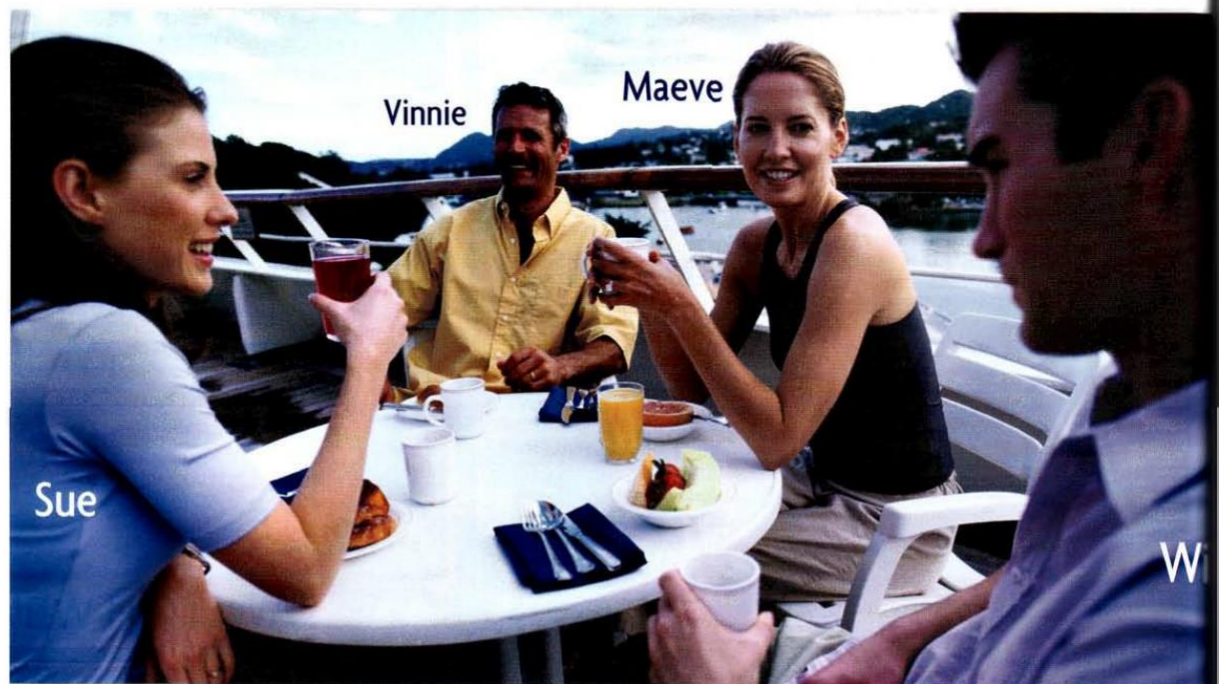
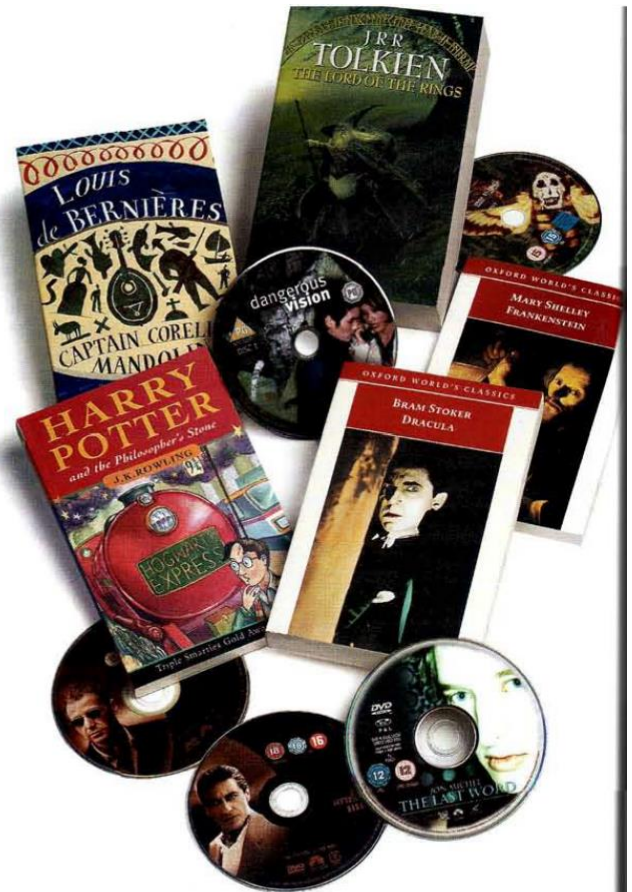
- | | |
|---|---|
| ☐ Dracula | ☐ Titanic |
| ☐ Frankenstein | ☐ Captain Corelli's Mandolin |
| ☐ Spiderman | ☐ The Godfather |
| ☐ Harry Potter and the Philosopher's Stone | ☐ Star Wars |
| ☐ The Silence of the Lambs | ☐ The Lord of the Rings |
| | ☐ The Sun Also Rises |

3 **T 3.6** Listen to four friends chatting about their favourite books and films. Tick (✓) the titles they mention in exercise 2. What do they say about them? Discuss with your group, then with the class.

4 Write some notes about a book or film that you know and like. Use these questions to help you. Discuss your notes with a partner.

- | | |
|----------------------|--------------------------------|
| • What's it called? | • Who are the main characters? |
| • Who wrote it? | • Where does it take place? |
| • Who directed it? | • What's it about? |
| • Who starred in it? | • Why do you like it? |

5 Use your notes to write a paragraph about the book or film that you chose.



EVERYDAY ENGLISH

Giving opinions

1 What do the underlined words refer to in these sentences?

- It was really boring! I fell asleep during the first act.
a play
- I didn't like his first one, but I couldn't put his latest one down until the last page.
- It was excellent. Have you seen it yet? It stars Julia Kershaw and Antonio Bellini.
- She's usually good, but I don't think she was right for this part.
- I think they spoil them. They always give them whatever they want.
- It was a nice break, but the weather wasn't very good.
- They were delicious. John had tomato and mozzarella and I had tuna and sweetcorn.
- It was really exciting, especially when David Stuart scored in the closing minutes.

2 Match questions 1–8 with the opinions in exercise 1.

- Did you like the film? ☒ c
- What did you think of the play? ☐
- Did you like your pizzas? ☐
- Do you like Malcolm Baker's novels? ☐
- What do you think of their children? ☐
- What was your holiday like? ☐
- What did you think of Sally Cotter? ☐
- What was the match like? ☐

T 3.7 Listen and check. Practise the questions and answers with a partner.

3 Write down some things you did, places you went to, and people you met last week. Work with a partner and ask for and give opinions about them.

I went to a party.

Really? What was it like?

Great! I really enjoyed it.

I met Maria's sister.

What did you think of her?

She's really nice. I liked her a lot.



SYLLABUS FOR THE EIGHTH LESSON

Lesson № 8

Time: 80 minutes

Subject: Written translation

Course: I

Term: I

Theme: On the move (Exercises on future tenses)

Auditorium: 10-15

Teacher: Bakiev F.

General characteristics of the theme			
Name of the institution and its address	Samarkand state institute of foreign languages	Bustansaroy st. 93.	
Name of the Chair	Translation theory and practice		
Direction	Translation theory and practice		
Teacher	Bakiev F.	e-mail	fakhriddin.uzb@mail.ru
Time and place of the lesson	Translation faculty Room #	Duration of the lesson	80 minutes
Individual working hours with students	Friday and Saturday from 14:30 until 16:00		
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Connections of the theme with other subjects	Main learning language, Translation theory and practice, Literature		

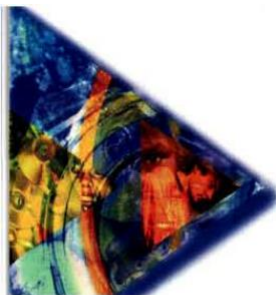
Амалий машғулотнинг ўқитиш технологияси

<i>Вақт: 2 соат</i>	<i>Талабалар сони: 10-15</i>
<i>Ўқув машғулотининг шакли ва тури</i>	Practical class (Practical translation)
<i>Амалий машғулотнинг режаси</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - translation of the texts -doing grammar exercises 3. Introduction of the results and grading of the students.
<i>Машғулот мақсади:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Педагогик вазифалар:</i> To introduce the main concepts and words, word-combinations according to the topic; To increase the ability of the	<i>Ўқув фаолияти натижалари:</i> Be able to understand the concepts and words, word-combinations; Be able to translate and interpret the texts under the

students to read and interpret the text under the given topic; To teach how to grasp the main idea of the topic;	given topic; Be able to retell the main idea of the topic;
Ўқитиш услуби ва техникаси	Brain storming
Ўқитиш шакли	-practical, group-discussion
Таълим воситалари	-book: "Translation"; New head way -hand-outs (copies of cluster method and), тарқатма материаллар, role-play.
Ўқитиш шарт-шароити	-classroom, ёки компьютер зали.

Амалий машғулотнинг технологик картаси

Босқичларв ақти	Фаолият мазмуни	
	Ўқитувчи	Талаба
1-босқич. 15 мин	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students -to inform about the method that is expected to be used in class	-listens, takes a note; -listens, asks questions any arise.
2-босқич. 60 мин	Main part: -to organize the class according to the selected method-: -Translate the text into Uzbek in written form; -learn the given notes -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -listens, asks questions. -learn the notes
3-босқич. 5 мин	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work



5 On the move

Future forms • The weather • Travelling around



TEST YOUR GRAMMAR

- 1 Match a sentence in A with a sentence in B. Underline the verb forms that refer to the future. What is the difference between them?

A	B
1 The phone's ringing.	I think it's going to rain.
2 Look at those black clouds!	Don't worry! It'll be spring soon.
3 What are you doing tonight?	We might go to Prague, or we might go to Budapest.
4 I'm sick and tired of winter!	I'll get it!
5 Where are you going on your holiday?	I'm staying at home. I'm going to watch a video.



- 2 Answer the questions about you.

• What are you doing after class today? • What's the weather forecast for tomorrow? • Where are you going on your next holiday?

BEN'S LIST

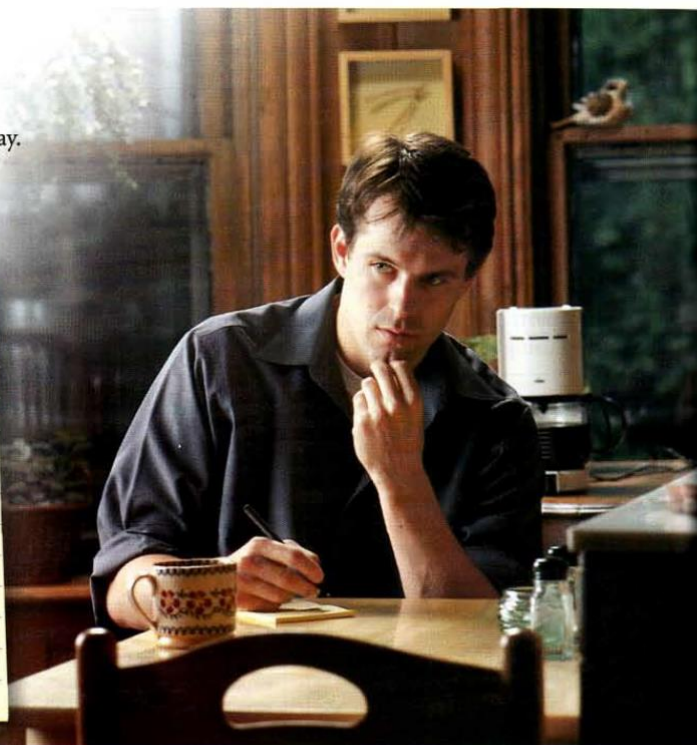
Future forms

- 1 Ben always writes a list at the beginning of the day. Read his list. Where's he going today? What's he going to do?

He's going to the hairdresser's.

He's going to buy some sugar.

<u>Things to do</u>	<u>Things to buy</u>
haircut	sugar
petrol	yoghurt
electricity bill — bank	milk
tickets — travel agent	tennis balls
library	
visit Nick?	



2 T 5.1 Listen and complete the conversation between Ben and Alice.

B I'm going shopping. Do we need anything?

A I don't think so. ... Oh, hang on. We haven't got any sugar.

B It's OK. It's on my list. I _____ some.

A What about bread?

B Good idea! I _____ a loaf.

A What time will you be back?

B I don't know. I might stop at Nick's. It depends on how much time I've got.

A Don't forget we _____ tennis with Dave and Donna this afternoon.

B Don't worry. I _____ forget. I _____ back before then.

A OK.

Memorize the conversation. Close your books and practise with a partner.

3 Alice also asks Ben to get these things.

- stamps
- two steaks
- some shampoo
- some film for the camera
- a newspaper
- a tin of white paint
- a video
- a CD

Which shops will Ben go to? Work with a partner to make conversations.

Can you get some stamps, please, honey?

OK. I'll go to the post office.

*And we need some ...
Don't forget ...*



GRAMMAR SPOT

1 Look at the future forms in these sentences from the conversation:

It's on my list. **I'm going to buy** some.

Good idea! **I'll get** a loaf.

In each sentence when did Ben make his decision? Before speaking, or at the moment of speaking?

2 Which of these sentences expresses a future possibility, which a prediction, and which a future arrangement?

We're playing tennis this afternoon.

I might stop at Nick's.

I'll be back before then.

▶▶ Grammar Reference 5.1 p141

PRACTICE

Discussing grammar

- 1 Work with a partner. Underline the correct verb form.
 - 1 'Why are you putting on your coat?'
'Because *I'll take / I'm going to take* the dog for a walk.'
 - 2 'Would you like to go out for a drink tonight?'
'How about tomorrow night? *I'll call / I'm calling* you.'
 - 3 'What's the score?'
'6-0. *They're going to lose / They'll lose*.'
 - 4 'It's Tony's birthday next week.'
'Is it? I didn't know. *I'll send / I'm going to send* him a card.'
 - 5 'Are you and Alan still going out together?'
'Oh yes, *we'll get / we're getting* married in June.'
 - 6 'Where are you going on holiday this year?'
'We haven't decided. *We might go / We're going* to Italy.'

What's going to happen?

- 2 **T 5.2** Listen to three short conversations. Say what is going to happen.
They're going to catch a plane.



What do you think will happen?

- 3 Make sentences using *I think ... will* and the prompts in A. Match them with a sentence in B.
I think Jerry will win the tennis match. He's been playing really well lately.

A	B
1 Jerry/win the tennis match	But we'd better get going.
2 it/be a nice day tomorrow	He's been playing really well lately.
3 I/pass my exam on Friday	The forecast is for warm and dry weather.
4 you/like the film	You have the right qualifications and plenty of experience.
5 we/get to the airport in time	It's a wonderful story, and the acting is excellent.
6 you/get the job	I've been studying for weeks.

T 5.3 Listen and check. Practise saying them.

- 4 Make sentences using *I don't think ... will* and the prompts in A in exercise 3. Match them with a sentence in C.
I don't think Jerry will win the tennis match. He hasn't practised for weeks.

C
There's too much traffic.
I haven't studied at all.
The forecast said rainy and windy.
He hasn't practised for weeks.
They're looking for someone with more experience.
It's a bit boring.

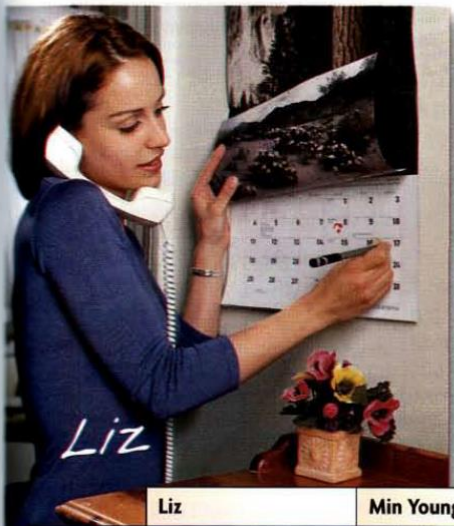
T 5.4 Listen and check. Practise saying them.

Talking about you

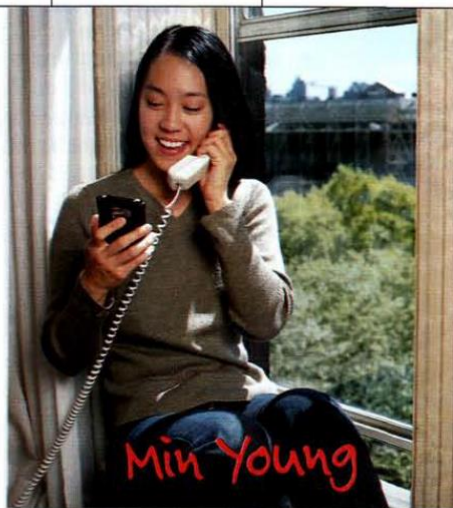
- 5 Make true sentences about you starting with *I think ...* or *I don't think ...*.
 - 1 I/bath tonight
 - 2 the teacher/give us a lot of homework
 - 3 I/eat out tonight
 - 4 it/rain tomorrow
 - 5 I/go shopping this afternoon
 - 6 my partner/be a millionaire one day
 - 7 we/have an exam this week

Arranging to meet

- 6 **T 5.5** Liz and Min Young are arranging to meet over the weekend. What plans do they already have? Listen and complete the chart. Where and what time do they arrange to meet?



	Liz	Min Young
FRIDAY		
morning		
afternoon		
evening		
SATURDAY		
morning		
afternoon		
evening		



- 7 It is Friday morning. Fill in your diary for this weekend. What are you doing? When are you free?

Friday

morning
afternoon
evening

Saturday

morning
afternoon
evening

Sunday

morning
afternoon
evening

- 8 With a partner, think of a reason to get together this weekend. Arrange a day, time, and place to meet.

What are you doing this afternoon?

I'm going swimming.

What are you doing on Saturday morning?

I might see some friends in town.

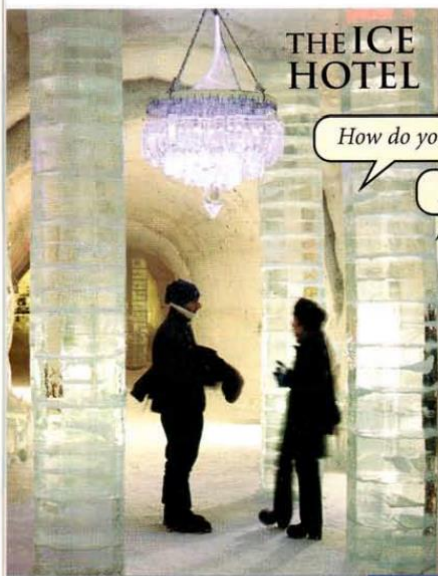
When you have finished, tell the class when and where you're meeting.

We're meeting on Sunday morning at my flat. We're going to . . .

READING AND SPEAKING

Hotels with a difference

- Look at the photos of the three hotels and answer these questions.
 - Which countries do you think they are in?
 - What do you think people can do on holiday there?
- Write another question about each hotel.



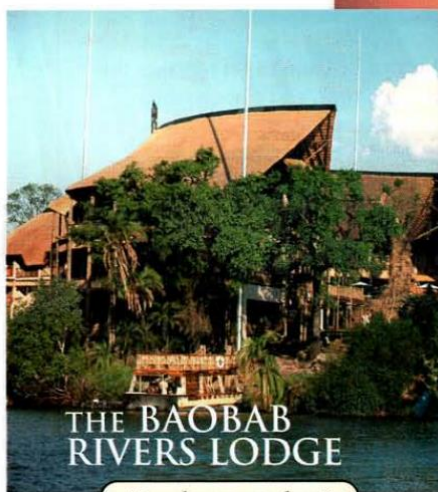
How do you keep warm at night?

?



What's that funny horizontal tube at the top?

?



How do you get there?

?

- Read the article and the brochure on p43. Which questions from exercise 2 can you answer? With a partner, answer these questions.

- What is Karen's job?
- Why does she take working holidays?
- What is her idea of a perfect holiday?
- Why does she spend her holidays at home?
- Animals are mentioned. Which ones, and why?

- Complete the chart about Karen's trips to Canada and Dubai.

	Canada	Dubai
Which hotel is she staying at?		
How long is she staying there?		
What's special about the hotel and her room?		
What's she going to do there?		

- Work with a partner. Look again at the brochure for the Baobab Rivers Lodge. Ask and answer questions about Karen's trip there.

Language work

Find words or expressions in the text with similar meanings.

My ideal holiday

- doing nothing *lazing*
- stopping to look around in
- I'm very interested in
- move around without any hurry

My business holidays

- in an exciting and impressive way
- things that should not be missed

What do you think?

- Do you know any unusual holiday destinations?
- In your opinion, what is *the* ideal holiday?
- Where are you going for your next holiday?

WRITING: Making a reservation

▶▶ Go to p109

Мавзу №9

Uzbekistan. Great Britain. Translate the text: "Tashkent" Ex.9-11. p11-13

Амалий машғулотнинг ўқитиш технологияси

<i>Вақт: 2 соат</i>	<i>Талабалар сони: 10-15</i>
<i>Ўқув машғулотининг шакли ва тури</i>	Practical class (Practical translation)
<i>Амалий машғулотнинг режаси</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - translation of the texts 3. Introduction of the results and grading of the students.
<i>Машғулот мақсади:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Педагогик вазифалар:</i> To introduce the main concepts and words, word-combinations according to the topic; To increase the ability of the students to read and interpret the text under the given topic; To teach how to grasp the main idea of the topic;	<i>Ўқув фаолияти натижалари:</i> Be able to understand the concepts and words, word-combinations; Be able to translate and interpret the texts under the given topic; Be able to retell the main idea of the topic;
<i>Ўқитиш услуби ва техникаси</i>	Ball-fall
<i>Ўқитиш шакли</i>	-practical, group-discussion
<i>Таълим воситалари</i>	-book: "Translation"; -hand-outs (copies of cluster method and), тарқатма материаллар, role-play.
<i>Ўқитиш шарт-шароити</i>	-classroom, ёки компьютер зали.

1.7. Амалий машғулотнинг технологик картаси

Босқичлар в ақти	Фаолият мазмуни	
	Ўқитувчи	Талаба
1-босқич. 15 мин	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students -to inform about the method that is expected to be used in class	-listens, takes a note; -listens, asks questions any arise.

2-босқич. 60 мин	Main part: -to organize the class according to the selected method-: -exercise 9. Translate the text into English in written form; -exercise 10. Find the English equivalents; -exercise 11. Translate the following words; -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -listens, asks questions. -learn the notes
3-босқич. 5 мин	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work

Exercise 9. Translate the text into English.

ТОШКЕНТ

Тошкент – Ўзбекистоннинг пойтахти. У денгиз сатҳидан 440-480 метр баландликда жойлашган. Унинг майдони 250 км² бўлиб, аҳолиси 2 миллиондан ортиқ. Аҳоли сони жиҳатидан бизнинг пойтахтимиз Москва, Санкт-Петербург ва Киевдан кейинги ўринда туради.

Қадимги манбаларда ҳозирги Тошкент ўрнида бундан 2 минг йил илгари обод шаҳар бўлганлиги қайд қилинган.

Буюк ипак йўли устида жойлашган Тошкент Европа мамлакатларининг Хитой, Ҳиндистон билан олиб борган алоқаларида муҳим роль ўйнаган.

Тошкент ҳозирги кунда йирик саноат шаҳри бўлиб қолди. Бундан ташқари, йирик ўқув ва илмий марказлардан бири ҳисобланади.

Exercise 10. Find the English equivalents and write about your native town using the vocabulary.

денгиз сатҳи – уровень моря баландликда – на высоте водий – долина аҳоли – население; аҳолиси – его население; аҳоли сони жиҳатидан – по численности населения қадимги манбалар – древние источники обод – благоустроенный	Буюк ипак йўли – Великий шелковый путь жойлашган – расположенный муҳим роль ўйнаган – играл важную роль олиб борган алоқаларида – в отношениях илмий – научный саноат – промышленность, промышленный ҳисобланади – считается, ҳисобланмоқ – считаться
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Exercise 11. Translate the following words, word combinations and sentences into English.

Ватан учун – за Родину; **Ватан учун, олға!** – Вперед за Родину!; **озодлик учун** – за свободу. **Улар озодлик учун курашяптилар.** – Они борятся за свободу.

стол устида – на столе; **Стол устида китоблар турибди.** – На столе лежат книги.

стол устига – на столу; **Стол устига кўпгина китоб қўйди.** – Он положил много книг на стол.

дераза ёнида – у окна; **У дераза ёнида турибди.** – Он (она) стоит у окна.

дераза ёнига – к окну; **У дераза ёнига келди.** – Он (она) подошел(шла) к окну.

дераза ёнидан – от окна; **У дераза ёнидан кетди.** – Он (она) отошел(шла) от окна.

янгиликлар ҳақида – о новостях. **У бизга янгиликлар ҳақида гапириб берди.** – Он рассказал нам о новостях.

космонавтлар тўғрисида – о космонавтах. **Биз космонавтлар тўғрисида кўп ўқиганмиз.** – Мы много читали о космонавтах.

шаҳар устидан – над городом; **Самолёт шаҳар устидан учиб ўтди.** – Самолёт пролетел над городом.

дарахт тагида – под деревом; **Биз дарахт тагида, сояда ўтирдик.** Мы сидели под деревом, в тени.

Exercise 16. Translate into your mother tongue and write the comparison of the climate of Uzbek and Great Britain.

The Climate of Great Britain

The climate of Great Britain is not usually very hot in summer and never very cold in winter. There are often clouds in the sky and it often rains. Rain falls in summer, rain falls in winter. It falls in spring and it falls in autumn. In autumn and winter there are often cold, white fogs. When there is a-fog, the traffic in the streets and on the roads does not go fast. Cars and lorries must turn on their lights.

Snow falls in the north and in the west of the country. It does not usually snow in the south, but when it snows, it does so only once or twice a year, and the snow does not lie on the ground for long. In spring and summer and sometimes in autumn there are two or three weeks when there is no rain and the sun shines brightly all the time.

People in England like to talk about the weather. It changes very often, you see.

Exercise 17. Translate into your mother tongue.

In the Garden* **(A song)¹**

It's good to be back
At the soil again,
Out in the garden
To work again.
It's good to plant
And to sow again,
To dig and to rake
And to work all day.
I'm happy and merry,
I sing again
Because today
It is spring again.

The national hymn, flag and emblem of Uzbekistan
Амалий машғулотнинг ўқитиш технологияси

<i>Вақт: 2 соат</i>	<i>Талабалар сони: 10-15</i>
<i>Ўқув машғулотининг шакли ва тури</i>	Practical class (Practical translation)
<i>Амалий машғулотнинг режаси</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - translation of the texts 3. Introduction of the results and grading of the students.
<i>Машғулот мақсади:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
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<i>Ўқитиш услуби ва техникаси</i>	Cluster
<i>Ўқитиш шакли</i>	-practical, group-discussion
<i>Таълим воситалари</i>	-book: "Translation"; -hand-outs (copies of cluster method and), тарқатма материаллар, role-play.
<i>Ўқитиш шарт-шароити</i>	-classroom, ёки компьютер зали.

1.8. Амалий машғулотнинг технологик картаси

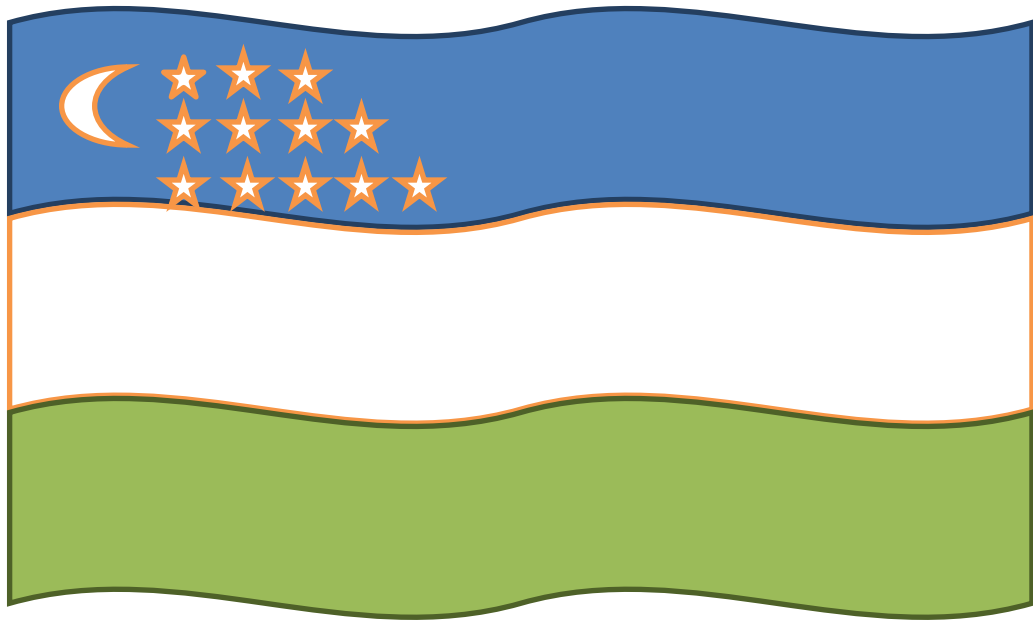
Босқичларв акти	Фаолият мазмуни	
	Ўқитувчи	Талаба
1-босқич. 15 мин	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students -to inform about the method that is expected to be used in class	-listens, takes a note; -listens, asks questions any arise.

2-босқич. 60 мин	Main part: -to organize the class according to the selected method-: -translation of the hymn of Uzbekistan; -giving definition of the flag of Uzbekistan -giving definition of the emblem of Uzbekistan -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -listens, asks questions.
3-босқич. 5 мин	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work

WHAT ARE DEPICTED ON THE EMBLEM OF UZBEKISTAN?



WHAT DO THE COLOURS MEAN ON THE FLAG?



MORE ABOUT UZBEKISTAN...

- **Area:** 447,001 km² (172,588 mi²) or 2.5 size of Florida
- **Population:** 31 million (July 2003 est.)
- **Ethnic Groups:** Uzbek 80%, Russian 5.5%, Tajik 5%, Kazakh 3%, Karakalpak 2.5%, Tatar 1.5%, other 2.5% (1996 estimates)
- **Independence** in August 1991 from

- Uzbekistan is a **landlocked** country in Central Asia.
- The nation is divided into **12 vilayats** (governmental regions) plus one

- Uzbekistan is a **landlocked** country in Central Asia.
- The nation is divided into **12 vilayats** (governmental regions) plus one autonomous republic: Karakalpakstan (the Aral Sea region).
- The country can be divided into three zones:
 - **Desert** (Kyzylkum), steppe and semi-arid region covering 60% of the country, mainly the central and western parts;
 - **Fertile Valleys** (including the Fergana valley) that skirt the Amu Darya and Syr Darya rivers;

<u>500-300 B.C.</u>	<u>Early History</u>
<u>700-800 A.D.</u>	<u>The Early Islamic Period</u>
<u>900-1200</u>	<u>The Turkification of Mawarannahr</u>
<u>1219-1380</u>	<u>The Mongol Period</u>
<u>1380-1510</u>	<u>The Rule of Timur</u>
<u>1510-1870</u>	<u>The Uzbek Period</u>
<u>1867</u>	<u>Arrival of the Russians</u>
<u>1867-1900</u>	<u>The Russian Conquest</u>
<u>1900</u>	<u>Entering the Twentieth Century</u>

<u>1900-1930</u>	<u>The Jadidists and Basmachis</u>
<u>1929-1953</u>	<u>The Stalinist Period</u>
<u>1953-1982</u>	<u>Russification and Resistance</u>
<u>Sep 1, 1991</u>	<u>Independence</u>

Мавзу № 11

Education system of GB and Uzbekistan. Ex 20-23. p.16-17

Амалий машғулотнинг ўқитиш технологияси

<i>Вақт: 2 соат</i>	<i>Талабалар сони: 10-15</i>
<i>Ўқув машғулотининг шакли ва тури</i>	Practical class (Practical translation)
<i>Амалий машғулотнинг режаси</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - translation of the texts 3. Introduction of the results and grading of the students.
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<i>Ўқитиш услуби ва техникаси</i>	Boomerang
<i>Ўқитиш шакли</i>	-practical, group-discussion
<i>Таълим воситалари</i>	-book: "Translation"; -hand-outs (copies of cluster method and), тарқатма материаллар, role-play.
<i>Ўқитиш шарт-шароити</i>	-classroom, ёки компьютер зали.

1.9. Амалий машғулотнинг технологик картаси

Босқичлар	Фаолият мазмуни
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акти	Ўқитувчи	Талаба
1-босқич. 15 мин	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students -to inform about the method that is expected to be used in class	-listens, takes a note; -listens, asks questions any arise.
2-босқич. 60 мин	Main part: -to organize the class according to the selected method:- -exercise 20. Translate the text into English in written form; -exercise 21. Discuss the equivalents; -exercise 22. Translate the text into your mother tongue; -exercise 23. Translate the text into your mother tongue; -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -listens, asks questions.
3-босқич. 5 мин	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work

Exercise 20. Try to translate the text into English.

ТОШКЕНТ ДАВЛАТ УНИВЕРСИТЕТИ

Пойтахтимизнинг талабалар шаҳарчасида Тошкент Давлат университетининг **янги, кўп қаватли, чиройли** бинолари жойлашган.

Биология, химия, физика, математика, геология, география, журналистика ва ўзбек филологияси факультетларининг талабалари янги бинода ўқишади. Юридик факультети ҳозирги кунда мустақил олийгоҳ.

Университетнинг **янги** бинолари шаҳарнинг **энг кўркем** ерига қурилган. Университетнинг ёнида **жуда катта** Ботаника боғи бор. Бу боғда **хилма-хил мевали** дарахтлар ўсади. Ҳамма ерда **оқ, қизил** атиргуллар, **қип-қизил** лолалар очилиб ётибди. Бу **чиройли** ерларда талабалар дам оладилар.

Марказий Осиёнинг **энг катта** университетида тайёрлов факультети ҳам бор.

Exercise 21. Discuss the equivalents in English and in your mother tongue.

1. Слова, обозначающие цвет: ранги англатувчи сузлар:

оқ – белый – white	оппоқ – совершенно белый - absolutely white
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қора - черный - black қизил – красный - red сарик – желтый - yellow кўк – синий, зеленый - blue	қоп-қора – совершенно черный – absolutely black қип-қизил – совершенно красный – absolutely red сап-сарик – совершенно желтый – absolutely yellow кўм-кўк – совершенно синий, зеленый – absolutely blue
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2. Слова, обозначающие

или временные качества:

свойства и качества вещей:

Нарсаларнинг сифати ва хусусиятини

англатувчи сўзлар:

3. Слова, обозначающие пространственные

Вақтга ва масофага тегишли бўл-

ган сўзлар:

ингичка – тонкий – thin оғир – тяжелый – heavy енгил – легкий – light аччик – горький – bitter иссиқ – горячий – hot совуқ – холодный – cold йўғон – толстый – thick ширин – сладкий – sweet қаттиқ – твёрдый – hard юмшоқ – мягкий – soft	тўғри – прямой – straight ўнг – правый – right чап – левый – left кичик – малый, маленький – small, little буюк – большой, великий – big, great чуқур – глубокий – deep кенг – широкий – wide узоқ – далекий – far узун – длинный – long
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Exercise 22. Translate into your mother tongue.

School's in Great Britain

In Great Britain boys and girls begin to go to school when they are five years old. Some boys and girls go to school till they are fifteen years old others go up to sixteen, or, eighteen.

English schools are open five days a week. On Saturdays and Sundays there are no lessons.

There are primary and secondary schools in Great Britain. English children begin to go to a secondary, school when they are eleven or older. There are different kinds of secondary schools in Britain. Some secondary schools are only for boys, some are only for girls and some are both for boys and girls. Some schools prepare pupils for work, others for the university.

The pupils of all schools have uniforms. The boys wear dark grey, dark green or dark blue uniforms. The girls in some schools wear blouses and .skirts, in others they wear dresses.

Exercise 23. Translate the text into your mother tongue.

The School Year in Britain

The school year in England begins in the middle of September. It has three terms. The first term lasts from September till the end of December. This is the Autumn Term. Then there are the Christmas Holidays, about three weeks.

In January boys and girls go to school again. The Spring Term begins. It lasts till March or April, when the holidays begin. They last two weeks.

The Summer Term is long. The school year ends in the third week of July. English children Take subjects like English, arithmetic, algebra, geometry, history, geography, biology, zoology, botany, chemistry, physics, foreign languages, drawing, singing. They also have physical training; they call it P.T., and games like football and basket-ball.

When the schoolchildren learn chemistry, physics and biology, they have their lessons in the laboratories.

At the end of each term the pupils have to write lots of tests. In these tests there are many questions to answer. Teachers want to see how much their pupils remember of what they have learned during the term. They have tests in English, French, biology, mathematics, geography, physics and chemistry.

The parents receive a report about their children's school work at the end, of each term.

SYLLABUS FOR THE TWELFTH LESSON

Lesson № 12

Time: 80 minutes

Subject: Written translation

Course: I

Term: I

Theme: Using lexical transformations in written translation (verbs to go, to come, to put, to tell, to say and their equivalences in Uzbek (Russian))

Auditorium: 10-15

Teacher: Bakiev F.

General characteristics of the theme			
Name of the institution and its address	Samarkand state institute of foreign languages	Bustansaroy st. 93.	
Name of the Chair	Translation theory and practice		
Direction	Translation theory and practice		
Teacher	Bakiev F.	e-mail	fakhriddin.uzb@mail.ru
Time and place of the lesson	Translation faculty Room #	Duration of the lesson	80 minutes
Individual working hours with students	Friday and Saturday from 14:30 until 16:00		
Time for the Lesson	80 minutes	Independent work	4 hours
Connections of the theme with other subjects	Main learning language, Translation theory and practice, Literature		

Амалий машғулотнинг ўқитиш технологияси

<i>Вақт: 2 соат</i>	<i>Талабалар сони: 10-15</i>
<i>Ўқув машғулотининг шакли ва тури</i>	Practical class (Practical translation)
<i>Амалий машғулотнинг режаси</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - translation of the texts -doing grammar exercises 3. Introduction of the results and grading of the students.
<i>Машғулот мақсади:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.

<i>Педагогик вазифалар:</i> To introduce the main concepts and words, word-combinations according to the topic; To increase the ability of the students to read and interpret the text under the given topic; To teach how to grasp the main idea of the topic;	<i>Ўқув фаолияти натижалари:</i> Be able to understand the concepts and words, word-combinations; Be able to translate and interpret the texts under the given topic; Be able to retell the main idea of the topic;
<i>Ўқитиш услуби ва техникаси</i>	Brain storming
<i>Ўқитиш шакли</i>	-practical, group-discussion
<i>Таълим воситалари</i>	-book: "Translation"; New head way -hand-outs (copies of cluster method and), тарқатма материаллар, role-play.
<i>Ўқитиш шарт-шароити</i>	-classroom, ёки компьютер зали.

Амалий машғулотнинг технологик картаси

Босқичлар в ақти	Фаолият мазмуни	
	Ўқитувчи	Талаба
1-босқич. 15 мин	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students -to inform about the method that is expected to be used in class	-listens, takes a note; -listens, asks questions any arise.
2-босқич. 60 мин	Main part: -to organize the class according to the selected method-: -Translate the text into Uzbek in written form; -learn the given notes -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -listens, asks questions. -learn the notes
3-босқич. 5 мин	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work

ЗАМЕНЫ

При переводе осуществляются разнообразные замены - замены отдельных слов, форм слова, частей речи, синтаксической структуры предложения.

ЛЕКСИЧЕСКИЕ ЗАМЕНЫ

КОНКРЕТИЗАЦИЯ

Конкретизацией называется замена слова или словосочетания с более широким значением в языке подлинника словом или словосочетанием с более узким значением в языке перевода.

Глагол *to go* и его русские эквиваленты

Задания

1. Сопоставьте английские предложения с их переводом на русский язык.

Обратите внимание!

Русские эквиваленты английского глагола *to go* конкретизируют значение "передвижение в пространстве" не только с точки зрения способа передвижения (*идти* - *ехать* - *лететь*), но и в плане выражения однократности/ многократности, однонаправленности/ разнонаправленности движения.

Учтите, что английскому глаголу *to go* в русском языке могут соответствовать как бесприставочные глаголы, так и глаголы движения с приставками (русский эквивалент в каждом конкретном случае определяется контекстом).

Stroeve <i>went</i> twice a day to the hospital to enquire after his wife. (Maugham)	1	Стрив дважды в день <i>ходил</i> в больницу <i>справляться</i> о жене.
Miss Dinny <i>has gone</i> for Mr. Cherrell. (Galsworthy)	2	Мисс Динни <i>поехала</i> за мистером Черрелом.
Martin <i>went</i> to the telephone in the corner of the room. (London)	3	Мартин <i>подошел</i> к телефону, находившемуся в углу.
Soames rose and <i>went</i> to the window. (Galsworthy)	4	Сомс встал и <i>отошел</i> к окну.
We <i>went</i> one day to the picture-dealer. (Maugham)	5	Однажды мы <i>зашли</i> к торговцу картинами.
A little later he <i>went</i> downstairs and passed into the room. (Galsworthy)	6	Немного погодя он <i>вышел</i> и спустился в комнату.
"Did you <i>go</i> into any of the rooms?" she asked me. (Maurier)	7	— Вы <i>заходили</i> в какую-нибудь комнату? — спросил он.
He's <i>gone</i> to Buenos Aires. (Galsworthy)	8	Он <i>уехал</i> в Буэнос-Айрес.
That evening he <i>had gone</i> to Brighton to live. (Galsworthy)	9	В тот же вечер он <i>переехал</i> жить в Брайтон.
They <i>went</i> each other to the room assigned.	10	Они <i>разошлись</i> по своим комнатам.
He ought never <i>to have gone</i> on that expedition. (Galsworthy)	11	Нечего ему было <i>ездить</i> в эту экспедицию.
Dinny was afraid that at the last minute Diana might refuse <i>to go</i> . (Galsworthy)	12	Динни боялась, что Диана в последнюю минуту откажется <i>ехать</i> .

2. Прочитайте еще раз предложения на русском языке из предыдущего задания. Проанализируйте значения выражаемые глаголами движения с приставками.

3. Переведите английские предложения на русский язык. Там, где возможно, назовите разные эквиваленты глагола *to go*. Сопоставьте Ваши варианты с данными в Ключе.

1. "I shall be quite all right; you *go*", and she *went* into the house. (Galsworthy) 2. It would have been easier *to go* on the train, but the round trip was two dollars and a half. (London) 3. Lionel *went* to the window. (Galsworthy) 4. A few minutes later he *was gone*. 5. I rose and *went* to the win-

2. Support for 11 arrested

The arrest of 11 strikers was one of the latest attacks on farm workers who went into the sixth month of strike. A hunger strike inside and outside jail dramatized this arrest.

Глагол *to come* и его русские эквиваленты

Задания

1. Сопоставьте английские предложения с их переводом на русский язык. Обратите внимание, что русские эквиваленты глагола *to come* конкретизируют выражаемое этим глаголом значение "следующая куда-л., достичь этого места".

I'm so glad you <i>came</i> , Dinny. (Galsworthy)	1	Я так рада, что ты <i>приехала</i> , Динни.
He <i>came</i> home very angry.	2	Он <i>пришел</i> домой очень злой.
Soon we <i>would come</i> to the hotel. (Maurier)	3	Скоро мы <i>подъедем</i> к отелю.
We <i>came</i> to the door of the suite. (Maurier)	4	Мы <i>подошли</i> к дверям номера.
The door opened and he <i>came</i> into the room. (Maurier)	5	Дверь <i>открылась</i> , он вошел в комнату.
She <i>came</i> towards me, and I held out my hand envying her for her dignity and her composure.	6	Она <i>вышла</i> мне навстречу, и я протянула ей руку, завидуя ее достоинству и самообладанию.
<i>Come</i> to me tomorrow morning after breakfast. (Voynich)	7	<i>Зайди</i> ко мне завтра утром после завтрака.
We have <i>come</i> many miles by train.	8	Мы <i>проехали</i> (поездом) много миль.

2. Переведите английские предложения на русский язык. Помните, что русские эквиваленты глагола *to come* конкретизируют значение "следующая куда-л., достичь этого места" не только в плане способа передвижения, но и в плане однократности/многократности движения. Сопоставьте Ваши варианты с данными в Ключе.

8. Переведите английские предложения на русский язык.

1. Celia looked at her for a moment. She seemed to be trying to come to a decision. (Christie) 2. Old Jolyon came to a sudden halt. (Galsworthy) 3. The meal came to an end at last, and Bosinney rose. (Galsworthy) 4. With characteristic decision old Jolyon came at once to the point. (Galsworthy) 5. Kitty came to the conclusion that he was not in the least in love with her. (Maugham) 6. At last the lecture came to an end. 7. The girl was left an orphan and penniless. My mother came to the rescue and Cynthia has been with us nearly two years now. (Christie)

9. Переведите английские предложения на русский язык. Обратите внимание на русские эквиваленты глагола *to come* с постпозитивами. Проверьте себя (см. Ключ).

а) 1. Ask him to *come in*. 2. What time does the train *come in*? 3. The mail *comes in* at eight. 4. This fashion is *coming in* again. 5. The government *comes in* with a big majority.

КЛЮЧ: 1. войти; 2. приходит; 3. приходит; 4. входит (в моду); 5. пришло к власти.

б) 1. When she *came out* it was dark. 2. The leaves are *coming out*. 3. The moon has *come out*. 4. The book *came out* in September. 5. Her secret *came out*. 6. The boy *came out* with the whole story.

КЛЮЧ: 1. вышла (из дома); 2. распустились; 3. взошла; 4. вышла (из печати); 5. раскрыта (тайна); 6. рассказал.

ЗАПОМНИТЕ!

to come out in support	выступать/выступить в поддержку
to come out (on strike)	начать забастовку/забастовать

в) 1. They *came up* to Paris a week ago. 2. The curtain *came up*. 3. I saw her *coming up* the hill. 4. A young woman *came up* to us. 5. The seeds never *came up*. 6. The prices *came up*. 7. This question *has never come up*.

КЛЮЧ: 1. приехали/ прилетели; 2. поднялся; 3. поднималась; 4. подошла; 5. не взошли; 6. поднялись; 7. не возникал/не поднимался/не вставал.

г) 1. Please ask her to *come down*. 2. The curtain *came down*. 3. Wait till Mary *comes down*. 4. The plane *came down* safely. 5. The prices *came down*. 6. The rent *came down*.

КЛЮЧ: 1. спуститься; 2. опустился; 3. спустится; 4. приземлился; 5. упали/ снизились; 6. снизилась.

to put класть/положить ("помещать/поместить в лежащем положении")
ставить/поставить ("помещать/поместить в стоячем, вертикальном положении")

<i>Don't put the basket on the table, put it on the floor.</i>	1	<i>Не ставь(те)</i> корзину на стол, <i>поставь(те)</i> ее на пол.
<i>He put the book on the table.</i>	2	Он <i>положил</i> книгу на стол.
<i>Put the book in its right place.</i>	3	<i>Положи(те)</i> / <i>поставь(те)</i> книгу на место.
<i>He put the parcel on the table.</i>	4	Он <i>положил</i> пакет на стол.

б) Учтите, что возможны и другие лексические соответствия:

<i>She put a letter into an envelope.</i>	1	Она <i>вложила</i> письмо в конверт.
<i>Then Lady Corven put her key into the lock and opened the door.</i> (Galsworthy)	2	Леди Корвен <i>вставила</i> ключ в замок и отперла дверь.
<i>The boy put his toys into a big box.</i>	3	Мальчик <i>сложил</i> игрушки в большую коробку.

ЗАПОМНИТЕ!

Глаголы *вкладывать/вложить* и *вставлять/вставить* употребляются в том случае, когда речь идет о полной совместимости, соответствии предметов (письмо и конверт, ключ и замок, очки и футляр, фотография и рамка).

вкладывать/вложить:

письмо в конверт/ что-л. в руку/ очки в футляр/...

вставлять/вставить:

ключ в замок/ фотографию в рамку/стекло в раму/ перо в ручку/...

Глагол *складывать/сложить* имеет значение "положить вместе в известном порядке".

складывать/сложить:

вещи в чемодан/ игрушки в коробку ...

2. Переведите английские предложения на русский язык. Аргументируйте выбор русского эквивалента глагола *to put*. Проверьте себя (см. Ключ).

Глагол *to tell* и его русские эквиваленты

Задания

1. Сопоставьте английские предложения с их переводом на русский язык. Обратите внимание, что русскими эквивалентами английского глагола *to tell* выступают близкие по значению глаголы *рассказывать/рассказать* и *говорить/сказать*. Выбор одного из них часто определяется широким контекстом.

Dinny <i>told</i> him of Ferse's return. (Galsworthy)	1	Динни <i>рассказала</i> ему о возвращении Ферза.
I feel quite ashamed of <i>telling</i> you, but you know what flat — hunting is. (Christie)	2	Мне стыдно об этом <i>рассказывать</i> , но вы сами знаете, что это за проблема — снять квартиру.
There's your Aunt Em, <i>don't tell</i> her. (Galsworthy)	3	А вот тетя Эм; <i>не говори</i> ей ничего.
If there's anything worrying you, <i>tell</i> me and I'll fix it. (Galsworthy)	4	Если вы чем-нибудь расстроены, <i>скажите</i> , я все улажу.
Alan Tasburgh <i>told</i> me he would come any time if anyone was wanted. (Galsworthy)	5	Алан Тасборо <i>говорил</i> , что придет сразу, если он нам понадобится.

ЗАПОМНИТЕ!

to tell smb. the facts/ the news	сообщать/ сообщить кому-л. факты/новости
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2. Переведите английские предложения на русский язык. Сравните выбранный Вами русский эквивалент глагола *to tell* с предложенным в Ключе.

1. *Tell* me, Monsieur Poirot, what are your views on the supernatural? (Christie) 2. I suppose, you ought *to tell* everything you know. (Galsworthy) 3. Furthermore, I *will tell* you an interesting, psychological fact, Hastings. (Christie) 4. Pardon, but could you *tell* me if a Mr. and Mrs. Robinson reside here? (Christie) 5. "Of course", said Miss Hartnell, *telling* the story afterward, "I managed to keep my head".

Rules of writing letters, applications, biography. p.47-51
Амалий машғулотнинг ўқитиш технологияси

<i>Вақт: 2 соат</i>	<i>Талабалар сони: 10-15</i>
<i>Ўқув машғулотининг шакли ва тури</i>	Practical class (Practical translation)
<i>Амалий машғулотнинг режаси</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - translation of the texts 3. Introduction of the results and grading of the students.
<i>Машғулот мақсади:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Педагогик вазифалар:</i> To introduce the main concepts and words, word-combinations according to the topic; To increase the ability of the students to read and interpret the text under the given topic; To teach how to grasp the main idea of the topic;	<i>Ўқув фаолияти натижалари:</i> Be able to understand the concepts and words, word-combinations; Be able to translate and interpret the texts under the given topic; Be able to retell the main idea of the topic;
<i>Ўқитиш услуби ва техникаси</i>	Cluster
<i>Ўқитиш шакли</i>	-practical, group-discussion
<i>Таълим воситалари</i>	-book: "Translation"; -hand-outs (copies of cluster method and), тарқатма материаллар, role-play.
<i>Ўқитиш шарт-шароити</i>	-classroom, ёки компьютер зали.

1.10. Амалий машғулотнинг технологик картаси

Босқичларв ақти	Фаолият мазмуни	
	Ўқитувчи	Талаба
1-босқич. 15 мин	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students -to inform about the method that is expected to be used in class	-listens, takes a note; -listens, asks questions any arise.
2-босқич. 60 мин	Main part: -to organize the class according to the selected method-:	-listens, asks questions should any arise;

	-teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-translate and compare; -answers the questions; -takes part in Translation -listens, asks questions.
3-босқич. 5 мин	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work

RULES OF WRITING.

LETTERS, APPLICATIONS, BIOGRAPHY

The most important rules for writing letters are:

1. Write your address in the top right -hand corner (house number first, then street name, then town, etc.) don't put your name above the address.
2. Put the date under the address. One may to write the date is: number -month-year (for example: 17 may 1982). A common way to write the day's date is like
30 march, 1983 ' 27 July 1984

There are other possibilities

30th march, 1983 march 30 (th) 1983
march 30 (th). 1983 30.3.83

British and American people write all-figures dates differently. British people put the date first, Americans put the month first. 6. 477 = April in Britain. June 4 in the USA.

3. In a business letter, put the name and address of the person you are writing to on the left - hand side of the page (beginning on the same level as the date)

4. Begin the letter (Dear X) on the left-hand side of the page.

5. Leave a line and begin your first paragraph on the left - hand side. Leave another line after each paragraph and begin each new paragraph on the left.

If you begin Dear sir(s) or Dear madam, finish your faithfully.... If you begin with the person's name (Dear Mrs. Hawkends). finish "Yours sincerely" or "Yours (more informal)". Friendly letters may begin with a first name (Dear Keith) and finish with a expression like "Yours or Love"

On the envelope, put the first name before the surname. You can write the first name in full (Mr. Keith Porker) or you can write one or more initials (Mr. K. Porker Mr. K.S. Porker). Titles like Mr. De, Mrs. Are usually written without a full stop in British English.

Formal

14 Prowden Road
Torquay devon
TQ 6 IRS
16 June 2008

The Secretary
Hall School of Design
39 Beaumont Street London
W4 4ZI

Dear sir

I should be grateful if would sent me information about the regulation for admission to the Hall School of Design. Could you also tell me whether the school arranges accommodation for students?

Yours faithfully

Keith Porker

Informal

22 Green Sheet
London
W18 60 H
19 march 1984

Dear Keith and Ann

Thanks a lot for a great weekend. Can I come again soon?

Bill and I were talking about the holidays we thought it might be nice to go camping in Scotland for couple of weeks. Are you invested? Let me know if you are, and we can talk about dates etc.

See you soon, I hope. Thanks again

Yours

Alan

Keith and Ann Porker

19 West Way House

Batley Road

Oxford

Ox6 53 P

Writing skills are often the most difficult skills for students of English as a foreign language to acquire. This may be because of the great emphasis on listening, speaking and reading in the classroom. Or it may be that their teacher have not had special training in this area and feel unsure of their own writing competence. (This is true of native-speaking as well as nonnative-speaking teachers of English.) Whatever the case, it is certainly true that guided writing practice in the early stage of English instruction will help to (1) reinforce and integrate the development of all the language skills and (2) prepare learners for the production of written English at more advanced level.

While there are important differences between spoken and written English - for example. spoken English has more shortened forms, contractions, omissions, and colloquial expressions - these differences need not intimidate the learner at the intermediate level, nor prevent the teacher from introducing real writing practice at this stage. And real writing, that is practicing realistic use of the language (in its simpler written forms), is possible at this stage if the teacher provides good models and useful vocabulary for life-like situations. Writing directions, taking down simple telephone messages, making shopping lists are some examples of simple writing tasks in which the students can actually practice writing English everyday functions.

- ◆ The vocabulary and structures in the letter may be taken from the students' own learned materials.
- ◆ The letter may be short and simple in form and style, gradually increasing in length and complexity as the students progress.
- ◆ The letter writing assignments may vary according to type and style as selected by the teacher and the students.
- ◆ The letters may be correct and kept in the students' notebooks for actual use as models later on.

In addition to these reason for practicing letter writing early in the English language training, there is another even more pedagogically important reason to consider. Letter that are well-organized in form and content generally follow a pattern that is similar to basis composition writing. A well-composed letter, like a good composition in English, usually has three basic components:

1. A salutation, corresponding to the introduction;
2. A general message, corresponding to the body;

.3. A closing and signature, corresponding to the conclusion of the composition.

We see, then, that letter writing can be an effective means of introducing and reinforcing the principles of good composition in English; the writer in both cases must first organize his or her thoughts logically to convey the intended message.

The letter itself may also begin exactly on the left margin, directly under the salutation, or it may be indented five spaces to the right, the traditional signal for a new paragraph in English, (you prefer not to indent for each new paragraph, you should leave an extra space between paragraphs.

Although we are mainly concerned with format here, it will be well to keep in mind that the body of the letter contains the main message or «point» Culturally speaking, a native English language reader usually expects the writer of formal or business letters to (1) introduce him/her. (2) state the purpose of the letter, and (3) conclude the letter. Note that the conclusion often may be a simple «thank you» for the reader's attention.

The closing and signature at the end of the letter are usually spaced from the right margin and aligned under the address and date that appear in the upper right-hand corner. (See the illustrations.) If there is any possibility that the person receiving your letter may not be able to read your signature (because of a difference of handwriting styles), you should carefully print or type your name under your handwritten signature. Remember that when the reader answers your letter and addresses the envelope, he/she must be able to spell your name clearly and correctly. Your letter is the only guideline to spelling your name and address correctly.

General Format

Let's categorize the kinds of letters our students are most likely to encounter into two simple groups: social letters and business letters. For both types, indeed for almost any letter written in English, there is a general layout or format that is followed and several general components that are required. The following model sets out (1) the writer's address, (2) the salutation to the addressee, (3) the body of message, (4) the closing word or phrase, and (5) the writer's signature.

Model letter

writer's city/state/zip code
writer's country
month/day/year
salutation (*Dear*) + addressee's name
body of the letter

closing,
(writer's name)

Readers in American English usually expect to find these parts of a letter arranged in this way; they may be confused if the format is changed. In some countries, for instance, the custom is to include the writer's name in the upper right-hand corner above the writer's address. However, a reader accustomed to American English letters may think that the (foreign) writer's name is a street; if it is written on the first line of the address position.

Writer's Address

Although you will usually find that the writer places his/her address in the upper right-hand corner of the page, business correspondents may place their address in the letterhead at the middle top of the page, or at the lower left-hand corner.

Envelope Address

On the envelope, the U.S. post office requires the addressee's name on the first line, the street address on the second line, the city/state/zip code on the third line, and the name of the country on the last line. All of this should appear in the center of the envelope. The **writer's** name and address should appear in the upper left-hand corner of the envelope.

MODEL ENVELOPE

writer's full name writer's street city, state/zip code country	STAMP
(title) addressee's full name addressee's street address city/state/zip code country	

Learn some Abbreviations of the states of the USA

Alabama	AL	New Jersey	NJ
Arizona	AZ	New Mexico	NM
Arkansas	AR	New York	NY
California	CA	North Carolina	NC
Colorado	CO	North Dakota	ND
Connecticut	CT		
Delaware	DE	Rhode Island	
District of Columbia	DC	South Carolina	SC
Florida	FL	South Dakota	SD
Georgia	GA		
Hawaii	HI		
Idaho	ID		
Illinois	IL		
Indiana	IN		
Iowa	IA		
Kansas	KS		
Kentucky	KY		
Louisiana	LA		
Maine	ME		
Michigan	MI		
Minnesota	MN		
Mississippi	MS		

GLOSSARY (terms are defined in the context of letter-writing)

Acknowledgment	a statement of recognition (or receipt of a letter) informing the sender that the letter has been received
addressee	the person to whom the letter is addressed (and who will receive the letter)
apology	an admission of error that is also an expression of regret
bread-and-butter letter	a letter of thanks after a visit, special dinner invitation, etc.
Condolence	an expression of sympathy or regret over a great loss, death of a friend, etc.
Complaint	a statement or expression of dissatisfaction over a purchase, a

	service, etc.
Congratulations	an expression of pleasure and happiness at someone's good fortune or special achievement
felicitations	expression of congratulations and good wishes for someone's happiness
indent (to)	to set in (from the left margin) several spaces, usually five spaces
margin	the part of the page or sheet of paper that is outside the printed body of writing; the edge
register	style level; the linguistic vocabulary and grammar, ck . used ... a specific context (e.g., formal register used with officials during a state ceremony, intimate register used with very close family, pets, etc.)
regrets only	on an invitation, responding only if you will not attend
RSVP	responder s'il vous plait; (reply if you please); a reply to the in. invitation is requested (and necessary)
Translation the model of	

Мавзу №19

Biography. Translate the texts “Mark Twain” and “Tom Sawyer” into your mother tongue. Ex. 12-13. p. 66.

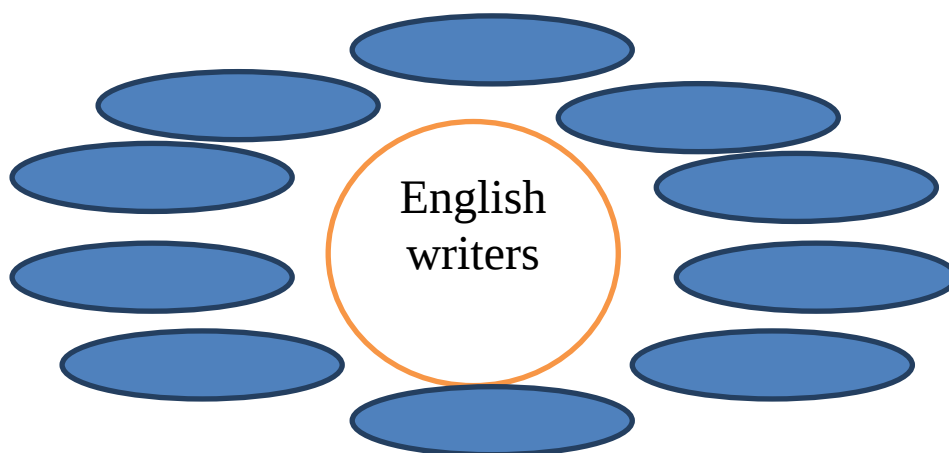
Амалий машғулотнинг ўқитиш технологияси

<i>Вақт: 2 соат</i>	<i>Талабалар сони: 10-15</i>
<i>Ўқув машғулотининг шакли ва тури</i>	Practical class (Practical translation)
<i>Амалий машғулотнинг режаси</i>	1. Introduction to the topic: -to discuss the vocabulary box; -to provide the translation of the basic terms and word-combinations under the given topic. 2. Group discussions of the topic: - Telling the time (vocabulary notes) - translation of the texts 3. Introduction of the results and grading of the students.
<i>Машғулот мақсади:</i>	Deepening the knowledge of students in the everyday speech and increasing their ability to be able to do the free translation of texts.
<i>Педагогик вазифалар:</i> To introduce the main concepts and words, word-combinations according to the topic; To increase the ability of the students to read and interpret the text under the given topic; To teach how to grasp the main idea of the topic;	<i>Ўқув фаолияти натижалари:</i> Be able to understand the concepts and words, word-combinations; Be able to translate and interpret the texts under the given topic; Be able to retell the main idea of the topic;
<i>Ўқитиш услуби ва техникаси</i>	Cluster
<i>Ўқитиш шакли</i>	-practical, group-discussion
<i>Таълим воситалари</i>	-book: “Translation”; -hand-outs (copies of cluster method and), тарқатма

	материаллар, role-play.
Ўқитиш шарт-шароити	-classroom, ёки компьютер зали.

1.11. Амалий машғулотнинг технологик картаси

Босқичларв ақти	Фаолият мазмуни	
	Ўқитувчи	Талаба
1-босқич. 15 мин	Introductory part: -to introduce the topic, goal and expecting results in class; -to inform about the grading system of the students -to inform about the method that is expected to be used in class	-listens, takes a note; -listens, asks questions any arise.
2-босқич. 60 мин	Main part: -to organize the class according to the selected method:- -exercises 12-13. Translate the text into your mother tongue in written form; -learn the given notes -teacher listens to the presentation of each group on their Translation -teacher gives comments on the presentation.	-listens, asks questions should any arise; -translate and compare; -answers the questions; -takes part in Translation -listens, asks questions. -learn the notes
3-босқич. 5 мин	Closing part: -to summarize the results; -to answer the questions posed by students; -to grade the students. -gives the home work	-listens; -asks questions -makes notes of the important points of the class Writes down home work



Exercise 12. Translate the text into your mother tongue and write like it the biography of one of your writers or poets in your native country.

Mark Twain (1835-1910) was a great American writer. Mark Twain's real name was Samuel Clemens. He was born in 1835 in the town of Hannibal on the River Mississippi, USA. His family was very poor. When Samuel was twelve, his father died and the boy had to work to help his family.

Samuel liked the Mississippi very much and he could swim across that great River. He liked to play with his friends and was the leader in all their games. Later he described many of his adventures in his famous novel "The Adventures of Tom Sawyer".

Mark Twain wrote "The Adventures of Huckleberry Finn", "Life on the Mississippi", "The Prince and the Pauper" and many other books. Mark Twain's works are very popular with readers.

Exercise 13. Translate the text into your mother tongue then listen the sentences in English and write your mother tongue.

Tom Sawyer

The teacher, Dr. Dobbins, had a book in his desk in the classroom. Every day he took that book out of his desk and read it when the pupils did written exercises. The book was always under lock and key. Of course, every pupil in the school wanted to look at it. One morning before school Becky Thatcher passed by the teacher's desk and saw the key in the lock. There was nobody in the classroom. She opened the desk, took out the book and began to turn the pages. She saw a very beautiful picture in the book. At that moment Tom Sawyer opened the door and came into the classroom. Becky shut the book so quickly that she tore the picture. She began to cry.

TECTJAP

Where does the Cotton Festival take place in every year?	*Syria	Lebanon	Kuwait	UAE
Find the Trade Representation's activity.	*It studies the economy of the country	It studies the culture of the country	It studies the laws of the country	It studies the economy and laws of the country
The Trade Representation is staffed with...	*experts, engineers, economists	lawyers, experts, teachers	nurses, doctors	orator, speakers
Find the synonym of the "to assess".	*to evaluate	to balance	to note	to appreciate
Where one can find information on what is on at the cinema or theater?	*newspaper	TV	radio	TV and Radio
How old was stubborn old man?	*seventy	sixty	fifty	sixty five
Who gave the lessons on art to the old man?	*Frank Swain	Caswell	Ellsworth	The doctor
What is the most popular in New York - Theater or cinema?	*cinema	theater	both of them	concert
What is often allowed during the show in the theater?	*smoking	playing cards	drinking alcohol	dancing
What is drive- in movie house?	*It is a house to watch a film without leaving the car	It is a house to see a film on the stage of theater	It is a house to watch a film in stadium	It is a house to watch a film in the cinema house
Where is the New York big	*Broadway	Time Square&	Broadway &	Time

movie and Stage Theater situated?	& Time Square	West End	West End	Square and Broadway
How the horror and thriller films are poisoned the minds of cinema goers?	*slowly& methodically	clearly& methodically	firstly& methodologically	firstly & clearly
Why did cinema & TV lose a great deal of its attraction?	*because of dull films	because of growing popularity of the radio	because of horror films	because of not going to these places
What is the world's largest theater?	*Radio City Music Hall	Royal Ballet Theater	Radio City Music Hall and Albert Hall Theater	Albert Hall Theatre
TV is not only a convenient source of entertainment but also ...	*comparatively the cheapest one	strong shows	comparatively expensive	source of information
Why do some people prefer TV to radio?	*because even thing is more living & more real	because it's colorful	a and b	because it more interesting
What is danger of watching TV?	*it begins dominate our lives	there is some lie news	it is not useful	it stops our live
What is the monopolist of Radio in Great Britain?	*BBC	The Channel Radio	CCN	BBC and CNN
How many national services does BBC operate?	*4	5	7	6
For what Radio 1 specialized in?	*pop music	broadcast different cultural program during a day	national music	broadcast the world news
Radio 2 is for	*light music	hart music	broadcast the sport news of Great Britain	classical music
Radio 3 is for...	*Cultural	Social station	National station	News

	station			station
Radio 4 is for ...	*spoken word services	sport news	music services	cultural news
At what age does the compulsory education begin in Great Britain?	*5	6	4	7
Most students want to take G.C.E. What does G.C.E stand for?	*General Certificate of Education	General Certificate of Engineering	General Certificate of Ecology	General Certificate of Economics
What does it mean if the student get “0” in Great Britain?	*He can stay on at school	He will be kicked off	He hasn’t passed exams	He can enter the University
What does three good “A” level passes mean?	*you have chance of going on to Universities	you haven't chance of going on to Universities	It is good but you haven't enough mark for going on University	You have to stay at school one more year
What do the polytechnics offer?	*to study in a more practical way	developing pupil's artistic talent	teacher training	to study in a theoretical way
What is the golden rule of every gentleman?	*ladies are first	all good thinks for ladies	ladies are beautiful	men are smart
What gentlemen can't offer to ladies?	*to shake hands with a lady	.to drink alcohols	to smoke	to kiss
One of good manners is...	*forbid smoking	go disco clubs	use public phone	drink alcohol
Put the preposition. He spoke ... his first meeting.	*about	in	to	on
Find the synonym of the "tremor" as medical terminology	*shake	earthquake	freezing	still
What is the Parkinson's disease?	*freezing of muscles	relaxing of muscles	appearing tumors in the brain	freezing and relaxing of

				muscles
What is the Ependymoma?	*appearing tumors in the brain	B. re laxing muscles	freezing muscles	Parkinson's disease
How many grades has Ependymoma?	*4	2	3	5
Find the specific symptoms of Ependymoma	*raising of intracranial pressure	swelling of the nerve at the back of the eye, rapid, jerky eye movement	person's muscles are relaxed	rising of blood pressure
What is CT?	*computerized tomography	complicated test	computerized test	complicated tomography
Which grade is considered dangerous in Ependymoma?	* high grade	low grade	moderate grade	moderate and high grade
Find the antonym "expired"	*fresh	used	normal	terminated
Put the preposition. A good example is a press-conference arranged ... the Trade Representation.	*by	with	to	at
What is the ventricle (medical)?	*brain or heart cavity	fluid-filled space in the brain	sample of cells from the tumor	frontal lobe of the brain
What is a biopsy investigation?	*sample of cells from the tumor	sample of fluid in the brain	sample of cells from the brain	sample of the tissue
How many types of the brain scanning do you know?	*2	3	1	4
What are the cytotoxic drugs?	*anti-cancer drug	resting tremor	eye drugs	brain drugs
Find the antonym of "loan"	*borrow	take	credit	advance
Put the preposition, "who is giving me orders ... my time of	*at	in	on	by

life"				
What was the name of Ellsworth's picture?	*Trees dressed in white	Dressed trees	White trees	Trees dressed in green
Put the preposition. I have a dental appointment ... the morning	*in	on	at	by
How did Ellsworth win the Lathrop Gallery first prize?	*He bought the Gallery	He was the best artist in the World	His picture was the best one	He bought the first prize
<u>Find the synonyms of the underlined word.</u> Will you give me a <u>piece</u> of paper to write my dictation on?	*sheet	bit	slide	lump
My father always <u>follow</u> football matches to television with great enthusiasm.	*watches	sees	notices	supports
Bob is the best student among the freshers. He <u>has a good command</u> of English.	*is good at	does well in	studies well	does his best
Mr. Murdstone <u>ill-treated</u> little David pretending he wanted to make a real man out of him.	*treated him badly	treated him carefully.	gave him good education	helped him in every possible way
Do you know that the Quiet American by Green has just <u>come out</u> ?	*has appeared	has been published	has been sold out	has been translated
We refer to the encyclopedia only <u>on occasion</u> .	*from time to time	time and again	at a time	very seldom
I'm <u>found of</u> sitting by the fireside.	*like	hate.	admire	favour
Find the antonyms of the underlined words	*enjoy	dislike	hate.	think much

I don't <u>care for</u> detective stories.				
Samuel Johnson published his <u>famous</u> dictionary in 1755.	*notorious	wonderful	interesting	outstanding
Do you know Peter has failed his exam? – Oh, it serves him right! He worked by <u>fits and stars</u>.	*properly	hard	little	easily
Why are gymnastics and athletics <u>compulsory</u> in our schools and colleges?	*optional	important	necessary	impossible
The Roarers football team played badly, they didn't have a chance <u>to win</u>.	*to loose	to score	to even	to defend
Why may children sometimes become <u>naughty</u> and play pranks.	*obedient	noisy.	agreeable	ill-tempered
<u>Choose the most appropriate word.</u> They didn't become _____ over my plan to spend the summer holidays in the country.	*exited	nervous	pleased	frightened
The boy especially likes to run up and down the stairs of the cottage; I'm afraid he may _____ himself.	*up	down	back	forward
I'm sure you make a great mistake in trying to bring _____ children without whipping them.	*hurt	beat	cut	slap
I used to be quite a good cricketer when I was at school	*have played	have kept	have watched	have supported

and I _____ it up ever since.				
We must speak English all the time. It's the best way _____ a language.	*to master	to study	to understand	to learn
Can you lend me a nice book, Dick? I'm _____ with reading thrillers most of the time.	*fed up	tired	happy	sick
<u>Choose the prepositions</u> I'm going to join the local library. Where is it , _____ the way	*by	down	up	on
The library is just _____ the corner.	*at	round	on	from
This news was _____ great importance to me.	*of	in	from	with
Kate always helps her friends _____ their Grammar.	*with	in	for	by
Many football fans used to go _____ football in their school-days.	*in for	in	from	after
_____ the sight of his father the boy immediately becomes obedient.	*at	of	from	since
<u>Complete the sentence</u> In England friends often meet at tea-time for a chat while _____.	*they have their cup of tea and a cake	they sing songs	they talk shop	they listen to the music
I know football is Britain's most popular outdoor game but _____ .	*my friend doesn't go in for it	I never liked it	I never watched it	they never broadcast it
The applicants go in for entrance examinations in July	*the academic	the bell rings	the dean welcomes them	it starts raining

and August before _____.	year begins			
When I talk to him about books I feel that _____.	*he has never read any	he has written many books	he has bought some books	he has read every book I have heard of
If the book you want is out you may _____.	*borrow it from your friend	buy it at the nearest shop	give up reading it	ask the librarian to keep it for you.
Dickens received six shillings a week and had to live in miserable lodgings and for two years he _____.	*Never had sufficient to eat	never borrowed money	studied shorthand	became a clerk in a lawyers office
<u>Choose the correct form of the verb</u> If, at the end of the fortnight, you _____ reading the book, you may renew it for another fortnight.	*have not finished	stopped	are still	began
As a reporter Dickens often had to go to the country and he _____ his experience “on the road” in many of his novel.	*described	was putting down	had checked	would enjoy
I’m sure that you _____ your best and there will be no need for your teachers to worry.	*have done	did	are doing	will do
The Greeks _____ in for these sports with great enthusiasm and their Olympic Games included most	*are going	went	have gone	will be going

of the sports we go in for today.				
Choose the best answer What harm can whipping do to the children?	*whipping hurts their feelings	whipping does no harms	it helps to make a real man out of child	it makes children obedient
What did the ancient say about sport?	*A sound mind in a sound body	Early to bed, early to rise makes the man healthy, wealthy and wise.	Look before you leap	Sink or swim
When does your friend lag behind the group?	*If he works by fits and starts	If he works hard	If he doesn't understand the rule	If he learns everything by heart
Do you know who wrote "The Old Man and the Sea"?	*E. Hemingway	Bernard Shaw	Charles Dickens	Mark Twain
Who do people like to have their private collection of books?	*They can't do without reading	There are no libraries in their places	They don't like to join a library	They are proud of having their own libraries
<u>Choose the best answer</u> Диккенс ёзган китобларни ўқиса арзийди.	*Books by Dickens are worth reading	Dickens' books are worth reading	Books published after Dickens are worth reading	Books after Dickens are worth reading
Ўйлаёман-ки Аня бу пьесани театрда кўрмаган.	*I think Ann hasn't seen this play at the theatre	I think Ann didn't see this at the theatre	I don't think Ann has seen this play at the theatre	I don't think Ann hasn't seen this play at the theatre
Kate will catch up with the group Хавотирланмасак ҳам бўлади.	*We needn't to worry	we must not worry	we may not worry	There is no need for us to worry
Хоккей шундай тез ўйин,	*Hockey is	Hockey is very	Hockey is so	Hockey is

уни кузатиш ҳам қийин	so fast that it is difficult to follow it	quick it is difficult to follow it	quick it is difficult to follow it	so fast it is difficult to follow it
Нега энди мен болани жазолашим керак?	*Why on earth should a punish the child?	Why must I punish the child?	Why do I have to punish the child?	Why would I punish the child
Choose one of the phrases to fill in the blanks. I have been feeling rather poorly	*since early morning	before breakfast	in two days	that day
Mr. Smith when he heard a slight noise behind his armchair.	*was trying to concentrate on the arrangements for the wedding-party.	will stay a little longer with the Archers	comes to his office	appeared to be upset
..... You have just come in.	*If I'm not mistaken	At least	It seemed	To tell you the truth
Why on the earth ? We have never done it before!	*should I start punishing children	she looks so offended	would we whip the boy	he appeared so frightened
Ask your friend if there are any..... subjects in her courses of studies.	*optional	disgusting	heart-breaking	international

ГЛОССАРИЙ

A		Associated words
abrasion	The wearing away of the land by rivers, glaciers and the sea armed with a load of debris. (Also known as corrasion).	erosion
agriculture	Farming	arable pastoral dairy market gardening
alluvium	Fine sediment deposited by a river.	silt
anemometer	An instrument for measuring wind speed.	
anticyclone	An area of high pressure generally associated with light winds clear skies and settled weather.	
aquifer	An underground layer of rock which holds large amounts of water.	
arable	A type of farming: growing crops (e.g. wheat)	agriculture
atmosphere	The layer of air which surrounds the Earth: up to 15 km in depth at the equator and less thick in higher latitudes. The atmosphere comprises Oxygen (21%), Nitrogen (78%), Argon, Helium and other gases in minute quantities.	
attrition	The wear and tear particles transported either by rivers and waves or the wind. These particles collide with each other and break down into smaller pieces	erosion
B		Associated words
backwash	The backwards movement of water back down the beach after a wave has broken and advanced.	swash longshore drift
bank	The side of a river channel .	river bed

barometer	An instrument for measuring atmospheric pressure.	air pressure
basalt	An igneous rock forms when magma emerges onto the earth's surface and cools rapidly.	
bay	An indentation in the coastline with headlands on either side, resulting from the more rapid erosion of softer rocks.	
beach	A collection of deposited material. These can be found on the coast as well as on the inside bend of a river where the water is moving slowest. The material on a beach is often sorted or graded from large to small.	river coast transportation deposition
bearing	A compass reading between 0 and 360 degrees (where 0° is North), indicating direction of one location from another.	
bed	The bottom of a river channel .	river bank
birth rate	The number of live births per 1,000 people in a population per year.	population
brownfield site	An area in a town which has been used in the past but can be redeveloped.	

C		Associated words
caldera	A large crater formed by the collapse of the summit cone of a volcano during an eruption.	
capital	The money tied up in a factory or business.	
channel	The depression in the land that a river flows in.	bed bank
climate	The general or average atmospheric conditions that an area experiences.	
coast	Where the land meets the sea. There are two main types of coasts, those created by the	

	action of erosion and those by deposition .	
commercial	Commercial farming is the growing of crops or rearing of animals for sale and to make profit.	agriculture
confluence	The point at which two rivers meet.	drainage basin
constructive	Places where two plates are pulled apart by convection currents in the mantle . New crust is created in these zones.	mid-ocean ridge
continental crust	Continental crust is thicker and less dense than oceanic crust. It is what the continents are made of.	plate
contour lines	Lines on a map that show relief . When they are close together then the slope is steep, when they are far apart then the slope is gentle.	plate
core(1)	In physical geography , the core is the innermost zone of the earth, probably solid at the centre and at very high temperatures, composed of iron and nickel.	
core(2)	In human geography , the term core refers to a central place, usually the centre of economic and political activity in a nation or region.	peripheral
corrasion	See abrasion .	
corrosion	A form of erosion where water dissolves the rock.	
crust	The solid outer-most layer of the Earth. There are two types: oceanic crust and continental crust .	plate

D		Associated words
dairy	Types of farming that take products from livestock without harming them.	agriculture

The 'dropping' of transported material.

deposition Evidence of deposition is normally in the [erosion](#) [transportation](#) form of some sort of [beach](#).

demography The study of population.

drainage The area drained by a [river](#) and all of it's tributary watershed
basin tributaries.

E		Associated words
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earthquake A movement of the earth's surface. [plate](#) [seismic](#)

environment The physical surroundings including soil, vegetation, wildlife and atmosphere.

epicentre The point on the surface directly above the [focus](#) of an [earthquake](#). This is where the earthquake is felt strongest.

erosion The wearing away of the land by running water, moving ice, the wind or the sea. [attrition](#) [abrasion](#) [corrasion](#)
[corrosion](#) [hydraulic action](#)

F		Associated words
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fault A large crack in a layer of rock or the Earth's [crust](#).

farming The management of the environment to produce to produce food. [agriculture](#)

fluctuate To move above and below a fixed point.

The point underground where two sides of a [fault](#) slip past each other and cause an [earthquake](#). The deeper the focus is, the [epicentre](#)
focus weaker the magnitude of the earthquake of the earthquake on the surface.

freeze-thaw See [frost action](#).

The breaking down of rocks by the repeated freezing and thawing of water in cracks. [weathering](#)
frost action The freezing makes the water expand in the crack and forces to the crack to enlarge.

When it thaws, the water trickles further into the crack and the process is repeated. Shards of rock known as [scree](#) fall away. This process happens in areas where the temperature [fluctuates](#) around freezing point (0°C): e.g. mountain areas. This process is sometimes known as [freeze-thaw](#) weathering.

G		Associated words
glacier	A body of ice which flows down a valley .	erosion
greenfield site	An area which has never been developed before, often on the edge of a town.	

H		Associated words
human geography	The study of people and their activities.	physical
hydrological cycle	The water cycle .	geography
hydraulic action	Type of erosion . The wearing away of the land by the action of water alone.	erosion river coast

I		Associated words
igneous	A rock which originated as magma at depth in or below the earth's crust .	
in situ	"Happening in one place". With no movement.	weathering

L		Associated words
labour	The workforce: i.e. people who work in a firm.	
lava	The name given to molten rock (magma) when it comes to the surface.	volcano
livestock	Farm animals.	agriculture pastoral dairy
load	The material carried by rivers and	transport(1)

[glaciers](#).

The movement of beach material along a beach in the same direction as the prevailing wind. This process leads to the creation of depositional landforms such as [spits](#) and [tombolos](#).

longshore drift [transportation](#) [deposition](#) [swash](#)
[backwash](#)

M		Associated words
magma	The molten rock below the Earth's crust .	lava
	The strength or size of an event.	
magnitude	Usually used when discussing earthquakes or hurricanes.	seismic
	The layer of the Earth directly below the crust made up of slow moving molten rock or magma .	
map	A scale drawing showing a plan or birds-eye view of an area.	contour lines
market	The buyers for a particular product.	
market gardening	Growing fruit and vegetables for sale.	agriculture arable commercial
	Naturally found chemicals (often salts) that are useful to plants, animals and peoples.	
minerals		
mouth	Where a river ends in a sea or lake.	estuary

O		Associated words
oceanic crust	Oceanic crust is denser and thinner than continental crust . It makes up the ocean floors of the Earth.	mantle plate
	The breaking down of rocks due to repeated extreme heating and cooling.	
onion skin	The changes in temperature make the rocks expand and contract until the outer layer can be peeled away like the skin of	

an onion. This type of [weathering](#) occurs in areas with a large daily variation in temperature: e.g. hot deserts.

P		Associated words
pastoral	Types of farming that involve the rearing of livestock.	agriculture
physical geography	The study of the natural environment .	human geography
plate	Plates, otherwise known as tectonic plates, are large, rigid slabs of the Earth's crust . The crust is divided into a number of these gigantic slabs, up to 100km thick, which float on the Earth's molten mantle .	earthquake volcano
periphery	The outlying area around a core area.	
R		Associated words
rapids	A part of a river with turbulent water caused by the uneven nature of the river bed . Often this is caused by the river flowing over narrow bands of hard and soft rock: they are like a series of small waterfalls.	hard rock soft rock waterfall
relief	The shape of the land.	map contour lines
Richter Scale	A logarithmic scale used to measure the magnitude of earthquakes . Each step on the scale is ten times greater	seismic

than the previous one.

river A moving body of water that flows from a [source](#) in a highland area to its [mouth](#) [channel](#) [drainage basin](#) where it meets a lake or sea.

S		Associated words
scree	The sharp stones found at the bottom of rocky outcrops where freeze thaw weathering is happening	
seismic	To do with earthquakes .	magnitude Richter seismometer seismograph
seismograph	A graph that is produced by a seismometer , showing the magnitude and length of earth movements.	seismic earthquake Richter
seismometer	A machine that measures the magnitude of earthquakes .	seismic Richter
source	A place where a river begins, usually in a highland area.	spring
spit	A coastal landform that comprises an arm of beach material sticking out into the sea. It is created by the action of longshore drift .	transportation deposition beach coast
spring	A place where water comes to the surface, often the source of a river . Water from spring is often thought to be pure and have health-giving properties as it picks up minerals from the rocks that it has passed through	source

	underground.	
stream	A small river .	beck rill
	The movement of a wave going up the beach. This	
swash	happens in the direction of the prevailing wind and can lead to longshore drift .	backwash transportation deposition beach coast
T		Associated words
tectonic	see plate	
	The methods of moving something from one place to another. This can be the	
transport	ways that people move about (bus, car, bicycle, etc.) or the way in which natural forces such as wind, wave and rivers move material.	load
	A small stream that joins the	
tributary	main river in a drainage basin .	confluence
	A coastal landform created when a beach links the coast	
tombolo	with an island. It is created by the action of longshore drift .	transportation deposition beach coast
U		Associated words
	Valleys created by the	
'u'-shaped	erosion of glaciers . These valleys tend to have a distinctive rounded floor and steep sides (a 'u' shape).	
V		Associated words

valley	A long area of low land between stretches of high land. There is normally a stream at the bottom.	'v'-shaped
viscous	Viscous liquids are very sticky and slow moving. Viscous magma leads explosive volcanoes.	
volcano	A cone-shaped mountain formed by material ejected from the Earth's interior.	plate earthquake shield magma lava
'v'-shaped	River valleys tend to have a 'v' shape caused by the river eroding downwards strongly.	erosion

W		Associated words
water cycle	The continuous movement of water between seas, the atmosphere and the land.	hydrological cycle
watershed	The high land that marks out the edge of a drainage basin .	river
weather	The state of the atmosphere at a particular moment in time. The elements of the weather include wind, precipitation, air pressure and humidity.	
weathering	Weathering is the breaking down of materials in situ by frost action , biological action, chemical action and onion skin weathering.	erosion

10 Tips for Teaching English-Language Learners

1. Know your students

Increase your understanding of who your students are, their backgrounds and educational experiences. If your students have been in US schools for several years and/or were educated in their country of origin, are literate or not in their native language, may provide you with a better understanding of their educational needs and ways to support them.

2. Be aware of their social and emotional needs

Understanding more about the students' families and their needs is key. When ELs have siblings to care for afterschool, possibly live with extended family members or have jobs to help support their families, completing homework assignments will not take priority.

3. Increase your understanding of first and second language acquisition

Although courses about second language acquisition are not required as part of teacher education programs, understanding the theories about language acquisition and the variables that contribute to language learning may help you reach your ELs more effectively.

4. Student need to SWRL every day in every class

The domains of language acquisition, **Speaking, Writing, Reading and Listening** need to be equally exercised across content areas daily. Assuring that students are using all domains of language acquisition to support their English language development is essential.

5. Increase your understanding of English language proficiency

Social English language proficiency and academic English language proficiency are very different. A student may be more proficient in one vs. the other. A student's level of academic English may be masked by a higher level of Basic Interpersonal Communication Skills (BICS) compared to their Cognitive Academic Language Proficiency (CALP). For example, a student may be able to orally recall the main events from their favorite movie but struggle to recall the main events that led up to the Civil War.

6. Know the language of your content

English has a number of [polysemous](#) words. Once a student learns and understands one meaning of a word, other meaning may not be apparent. Review the vocabulary of your content area often and check in with ELs to assure they know the words and possibly the multiple meanings associated with the words. For example, a "plot" of land in geography class *versus* the "plot" in a literature class. A "table" we sit at *versus* a multiplication "table."

7. Understand language assessments

Language proficiency assessments in your district may vary. Find out when and how a student's English language proficiency is assessed and the results of those assessments. Using the results of formal and informal assessments can provide a wealth of information to aid in planning lessons that support language acquisition and content knowledge simultaneously.

8. Use authentic visuals and manipulatives

These can be over- or under-utilized. Implement the use of authentic resources for example; menus, bus schedules, post-cards, photographs and video clips can enhance student comprehension of complex content concepts.

9. Strategies that match language proficiency

Knowing the level of English language proficiency at which your students are functioning academically is vital in order to be able to scaffold appropriately. Not all strategies are appropriate for all levels of language learners. Knowing which scaffolds are most appropriate takes time but will support language learning more effectively.

10. Collaborate to celebrate

Seek support from other teachers who may teach ELs. Other educators, novice and veteran, may have suggestions and resources that support English language development and content concepts. Creating and sustaining professional learning communities that support ELs are vital for student success.

Suggested resources

Hadaway, N., Vardell, S., Young, T. *What Every Teacher Should Know About English-Language Learners* (Pearson Education, Inc. Boston, MA 2009)

Haynes, J. *Getting Started with English-Language Learners: How Educators Can Meet the Challenge* (ASCD, Alexandria, VA 2007)

Hill, J., Flynn, K. *Classroom Instruction that Works with English-Language Learners* (ASCD, Alexandria, VA 2006)

10 tips to improve the way you speak English

1. Observe the mouth movements of those who speak English well and try to imitate them.

When you are watching television, observe the mouth movements of the speakers. Repeat what they are saying, while imitating the intonation and rhythm of their speech.

2. Until you learn the correct intonation and rhythm of English, slow your speech down.

If you speak too quickly, and with the wrong intonation and rhythm, native speakers will have a hard time understanding you.

Don't worry about your listener getting impatient with your slow speech -- it is more important that everything you say be understood.

3. Listen to the 'music' of English.

Do not use the 'music' of your native language when you speak English. Each language has its own way of 'singing'.

4. Use the dictionary.

Try and familiarize yourself with the phonetic symbols of your dictionary. Look up the correct pronunciation of words that are hard for you to say.

5. Make a list of frequently used words that you find difficult to pronounce and ask someone who speaks the language well to pronounce them for you.

Record these words, listen to them and practice saying them. Listen and read at the same time.

6. Buy books on tape.

Record yourself reading some sections of the book. Compare the sound of your English with that of the person reading the book on the tape.

7. Pronounce the ending of each word.

Pay special attention to 'S' and 'ED' endings. This will help you strengthen the mouth muscles that you use when you speak English.

8i. Read aloud in English for 15-20 minutes every day.

Research has shown it takes about three months of daily practice to develop strong mouth muscles for speaking a new language.

9. Record your own voice and listen for pronunciation mistakes.

Many people hate to hear the sound of their voice and avoid listening to themselves speak. However, this is a very important exercise because doing it will help you become conscious of the mistakes you are making.

10. Be patient.

You can change the way you speak but it won't happen overnight. People often expect instant results and give up too soon. You can change the way you sound if you are willing to put some effort into it.

УМУМИЙ САВОЛЛАР

1. Ёзма таржима ва унинг хусусиятлари қандай?
2. Ёзма таржиманинг оғзаки таржимадан фарқи нимада?
3. Ёзма таржимада гапларни бир бирига мантиқан тўғри келиши учун қандай усулдан фойдаланиш керак?
4. Ёзма таржимада луғатлардан фойдаланиш қанчалик зарур?
5. Ёзма таржима билан кетма-кет таржиманинг фарқи нимада?
6. Ёзма таржима бўйича қандай адабиётлардан фойдаланиш мумкин?

7. Ёзма таржима бўйича қайси олимларнинг китобларини биласиз?

МУАЛЛИФЛАР ҲАҚИДА МАЪЛУМОТ

o'qit.Ulugova Sh.Sh. –

SamDCHTI “Tarjima nazariyasi va amaliyoti” kafedrası o'qituvchisi.

Qurbonova O'. A.–

SamDCHTI “Tarjima nazariyasi va amaliyoti” kafedrası o'qituvchisi.

Bakiev F. J.–

SamDCHTI “Tarjima nazariyasi va amaliyoti” kafedrası o'qituvchisi.

ФОЙДАЛИ МАСЛАҲАТЛАР

- Эшитиб тушуниб ёзиш;
- Ўқиб тушуниб ёзиш;
- Ёзиш малакасини ошириш учун ижтимоий ва сиёсий воқеаларга бағишланган мавзулар устуда эссеилар ёзиш;
- Ёзилган матнларни таржима қилиб, гапириш малакасини ошириш учун кўпроқ ўрганилаётган тилда мулоқот олиб бориш, ҳар хил мавзуларга бағишланган мавзуларни мазмунини равон гапиришни ўрганиш;
- Ўқитувчи билан мунтазам равишда маслаҳатлашиб туриш.