

SEYTJANOV J.

# ORAL TRANSLATION



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**MINISTRY OF HIGHER EDUCATION, SCIENCE AND INNOVATION  
OF THE REPUBLIC OF UZBEKISTAN**

**BERDAKH KARAKALPAK STATE UNIVERSITY**

**SEYTJANOV J.**

# **ORAL TRANSLATION**

**Manual for  
the 2<sup>nd</sup> year students of Theory of practice and translation  
60230200**

**Tashkent  
"METHODIST NASHRIYOTI"  
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The present book is designed for the 2nd students of theory and practice  
of translation of higher educational establishments. The book consists of two  
parts.

The first part of book is practical and second is theoretical. Practical part  
of each lesson is enriched with exercises designed to develop students' oral  
translation, numbers, names of months and days, phone numbers and texts in  
Karakalpak and English on various topics.

The main purpose of lectures and seminars should be to teach the  
students how to translate texts, dialogues and types of numbers on the basis of  
new pedagogical technologies worked out by native and foreign methodologists  
and scholars.

The book ends with the glossary which is needed for oral translation.

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**Preface**

This manual is intended for second-year students of Karakalpak State University  
studying translation specialties. It includes texts, exercises and assignments aimed at  
developing the student's native and foreign language skills.

This manual provides for the reading of artistic and scientific literature adapted  
to the field of translation, as well as the development of our student's written and oral  
communication skills. It takes into account the interests and inclinations of my  
students in the field.

The text of the manual contains interesting information about the education  
system of the Republic of Uzbekistan and England and America, art, journalism,  
culture, sports, domestic service, library, ecology, industry, medicine and  
technology. We hope that they will help to carry out a full communication in English,  
to conduct the English language lesson with more interesting and lyrical digressions.  
We are sure that it will be an important program for students who have been and are  
studying.

The subject of "Oral translation" is directly connected with the subjects of  
"Written translation", "Simultaneous translation", "Mass media translation",  
"translation of terminology".



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## LESSON 1

### 1. Listen, write down and reproduce in English the following numbers

1, 6, 8, 9, 3, 6, 7, 9, 4, 6, 9, 2, 1, 6, 1, 9, 8, 5, 7, 3, 4, 2,5,1,3,6,9,8;  
34, 45, 72. 89, 49, 28, 39, 18, 36, 41, 45, 58, 19, 15, 77, 96, 57, 63;  
376, 289, 295, 376, 187, 264, 347, 167, 937, 992, 867, 357, 519,

### 2. Listen, write down and reproduce in karakalpak language the following dates

September 1, 1991	August 28, 1989
April 9, 2002	December 31, 2022
March 8, 1789	July 10, 1897
May 9, 1945	February 15, 1999

### 3. Listen, write down and reproduce orally in English the following phone numbers

+99893-920-16-11	+99897-349-58-78
+99891-645-23- 78	+99893-347-48-51
+99890-238-48-92	+99891-102-45-99
+99897-549-76-02	+99890-302-66-10
+99890-134-23-89	+ 99899-119-38-59

### 4. Listen to the following text in full and translate orally in English

1889 jilda Parijde qurilg'an Eyfel minarasi 300 metr uzunliqqa iye. 106 etajli Nyu Yorkdag'i en' belgili biyik minaranin' biyikligi 380 metrge jetedi. Bizin' eramizdan alding'i XXVII a'sirde jasag'an Firavn ta'repinen qurilg'an Xeops piramidasi Sankt-Peterburgtin' A'wliye soborin o'z ishine aliwi mu'mkin. Usi qurilislardin' ba'rshesi 19 a'sir aqiri ha'm 20 a'sirde bolg'an ha'm Xeops piramidasi 5 min' jil dawaminda

saqlanip qalg'an. Onin' biyikligi 147 metrge jetdi ha'm har bir ta'rep uzinlig'i 233 metrdi o'z ishine aladi. Piramidani aylanip o'tiw ushin siz bir kilometr juriwin'iz kerek. 19 a'sirdin' aqirin'a shekem Xeops piramidasi dunyadag'i en' biyik mina'ra esaplanadi

#### 5. Translate the text from English into Karakalpak language

##### Education

**NEW WORDS: Acknowledge, rigorous training, attain requirements, lose track, get better at many aspects, pivotal role, yielding improvement**

Education plays an imperative role in the overall progression of a country. Many people may heavily rely on quality education as preparation for real life employment and experiences. However, there are other factors that are needed to propel a country towards success.

We must acknowledge the way the education system of a country prepares most individuals by equipping them with various skills. Prior to gaining a qualification to practice certain professions such as teaching, nursing or accounting, it is necessary for the individuals to undergo rigorous training. Certificate and diploma programs as well as university degrees are good examples of that. Some graduates may even choose to pursue further studies to attain certain requirements to be able to practice their chosen *profession*.

The *education system is undoubtedly important in preparing* individuals to take on roles leading to the development of a country. However, it seems that producing graduates alone isn't a guarantee of the advancement of a country. There are other factors that should come into play, and motivation of individuals is one. Without motivation, people may lose track of what they intend to do to contribute to the improvement of a country. Motivation drives people to achieve and maximize their potentials, because they are determined to get better at many aspects of their life, eventually yielding improvement for their entire country.

Furthermore, the availability of natural resources and job opportunities may also affect the growth of a national economy. Innovations of many individuals require raw materials, and should the country be able to mine these, their production and perhaps even export may help in stabilizing the local market. Finally, it is also important that the availability of employment is aligned with the skills of individuals applying for the positions. Giving skilled people the opportunity to apply their knowledge and experience in their profession makes them more productive, which contributes to GDP growth.

In conclusion, education continues to play a pivotal role in the development of a country. However, other important factors should play a role in order to achieve steady and continuous progress.

#### 6. Translate the text from karakalpak into English language

##### Qaraqalpaqstanda bilimlendiriw

Bilimlendiriw ma`kemelerin qurıw, rekonstruksiyalaw, iri on`law, zamanago`y oqıw-laboratoriya u`skeneleri, komp`yuter texnikası ha`m oqıw-metodikalıq qollanbalar menen ta`miyinlew boyınsha jumıslardı a`melge asırıw arqalı olardıń materiallıq-texnikalıq bazasın bekkemlew, mektepke shekemgi bilimlendiriw ma`kemeleri tarmag`ın ken`eytiw, balalardıń intellektuallıq, estetikalıq ha`m fizikalıq rawajlanıwı ushin usı ma`kemelerdegi sharayatlardı tu`p-tiykarınan jaqsılaw, balalardı mektepke shekemgi bilimlendiriw menen qamtıp alıw ko`lemin ken`eytiw ha`m onıń qolaylılıqların ta`miyinlew, pedagoglardın` ha`m qa`nigelerdin` bilim da`rejesin arttırıw, ulıwma orta bilim beriwdin` sapasın jaqsılaw, shet tiller, informatika, matematika, fizika, ximiya, biologiya sıyaqlı talap joqarı bolg`an pa`nlerdi teren`lestirilgen tu`rde u`yreniw, balalardıń sport penen g`alaba tu`rde shug`ıllanıwına, muzıka ha`m ko`rkem o`nerge dıqqatın qaratıw maqsetinde jan`a balalar sportı ob`ektlerin, balalar muzıka ha`m ko`rkem o`ner mekteplerin qurıw, barların rekonstruksiyalaw, bilim beriw ha`m oqıtıwdın` sapasın bahalawdın` xalıqaralıq standartların engiziw tiykanında joqarı bilim ma`kemeleri belsendiliginin` na`tiyjeliligini arttırıw, ilim-izertlew ha`m innovatsiya iskerligin xoshametlew, ilimiy

ha'm innovatsiya jetiskenliklerin a'meliyatqa engiz-iwdin' na'tiyjeli mexanizmlerin jaratiw siyaqlı ko'plegen wazıypalar o'z na'wbetinde ha'r bir xızmetkerden 2017-2018-oqıw jılında g'ayrat penen islewin, pıdayılıqtı talap etedi.

## LESSON 2

### 1. Listen, write down and reproduce in English the following numbers

3, 2, 5, 7, 1, 9, 7, 8, 5, 6, 2, 9, 2, 5, 4, 1, 7, 3, 9, 6, 3, 1, 2, 8,4;  
43, 65, 79, 81, 86, 63, 78, 83, 92, 74, 28, 19, 66, 58, 93, 87,44;  
546, 924, 678, 897, 387, 927, 561, 789, 349, 518, 843, 490,500

### 2. Listen, write down and reproduce in karakalpak language the following dates

August 15,1900	April 17, 1289
December 11, 2002	March 25,1899
July 20, 1997	September 31,1990
May 15,1978	February 29, 1876

### 3. Listen, write down and reproduce orally in English the following phone numbers

+99893-950-76-11	+99897-379-78-78
+99891-745-33- 78	+99893-327-48-61
+99890-738-28-99	+99890-132-65-88
+99897-349-06-02	+99890-319-66-13
+99890-234-63-89	+ 99899-765-98-59

### 4. Listen to the following text in full and translate orally in English

#### Qaraqalpaqstan televideniyesi

Qaraqalpaqstan Televideniyesi — regionlıq telekanal hám Ózbekstannıń MTRK teleradiokompaniyasi, Ózbekstan quramındaǵı Suveren Qaraqalpaqstan Res

publikasi aymagında efirge uzatladı. Efir waqti kúnine 18 saat bolıp, tiykarınan qaraqalpaq, ózbek, qazaq hám orıs tillerinde esittiriwler alıp barladı. Qaraqalpaq tilindegi eń birinshi, eń iri hám bas telekanal Teleradiokompaniya tiykarınan Nókiste jaylasqan.

Qaraqalpaq televideniesiniń birinshi esittiriwleri 1964 jıl 5- noyabrden baslap qaraqalpaq hám orıs tillerinde kúnine bir neshe minut efirge uzatıla baslandı. 1965-jıldan bul televidenie háptesine tórt ret 2,5 saat dawamında efirge shıǵa basladı. Keyingi jillarda efir waqti hám kúnleri arttı. Ózbekstan gárezsizlikke eriskennen soń, Qaraqalpaqstan televideniyası Ózbekstan TRK (házirgi Ózbekstan MTRK) quramına kirdi. 2002 jilda Qaraqalpaqstan Respublikası teleradiokompaniyası dúzildi.

## 5. Translate the text from English into Karakalpak language

### Job interview

**NEW WORDS:** corporate clients, B2B, B2C, L&D qualification, to be perceived, taking a very personal approach, to be replicated on a larger scale, HR, do devise a strategy

**Interviewer:** Hello, Maria. Thanks for coming in for the interview.

**Maria:** *It's my pleasure. Thanks for inviting me.*

**Interviewer:** Well, as you know, the company has been expanding and we have an opening in our HR department. We're creating a new role for someone to lead our training and development within the company.

**Maria:** Yes, I very much think that my skills and experience are a good fit for what you're looking for.

**Interviewer:** That sounds great. So, your CV looks strong, though it would be good if you could give us an overview, in your own words, of what you've been doing over the past four years or so.

**Maria:** Well, in my first job, four years ago, I was working for a small HR services provider which offered HR services, including L&D, to **corporate clients**.

**Interviewer:** OK, so it was only **B2B**?

**Maria:** Yes, we only offered services to other companies, not **B2C**.

**Interviewer:** Right, and it says here you then left that company about three years ago.

**Maria:** Yes, that's right. I was looking for a little more stability and also to be part of a larger organisation. So, I joined a company with around one hundred staff and a small HR team. As there are only a few of us, we each deal with a range of HR topics. In addition to payroll, one of the areas I was responsible for was learning and development.

**Interviewer:** I see. And, so why do you want to change jobs now?

**Maria:** Well, I very much like the L&D side of my role and I've always had particularly good feedback for my work in this area. I believe I excel in that field. So, I'm looking to specialise, and as your company has around 2,000 people, right ...?

**Interviewer:** Yes, that's right.

**Maria:** Well, an organisation of this size would give me the scope to specialise in L&D. I'm also a big follower of your brand and feel fully aligned with your image and values.

**Interviewer:** Well, that all sounds good. And I can see you have an **L&D qualification**.

**Maria:** Yes, I got a diploma two years ago. I am also currently working on a further diploma in psychology, with a specific focus on learning and performance management.

**Interviewer:** Very good. Well, it looks like you have the qualifications and experience we're looking for. What do you think will be the main challenges of coming to a much larger company?

**Maria:** I can see that it might **be perceived** as a weakness to not have experience in an organisation of this size, though I see that it could also be a benefit. I won't be bringing too many preconceived and possibly inflexible ideas with me to the role.

**Interviewer:** Yes, that would be a good thing.



**Maria:** Also, I'm used to **taking a very personal approach** to employee development. I realise that such an approach with 2,000 staff members will have to happen in a different way, but I bring many ideas with me that can be **replicated** on a larger scale.

**Interviewer:** I see what you mean. Right, so, do you have any questions for me?

**Maria:** Um, I think we've covered many of the areas I had wanted to address. I have two quick questions though.

**Interviewer:** Go on.

**Maria:** Who would I mostly work with on a daily basis?

**Interviewer:** Well, there's the **HR** manager who you would report to. And then the HR team, which currently has six people in it. There's usually an intern or two who you can get some support from also.

**Maria:** OK. Thanks. That's all really clear. And my other question is how performance in this role will be measured. What does success look like?

**Interviewer:** That's a good question. As you know, we have a performance management system in place, and from that we have identified some learning and development needs within the organisation. But we haven't **devised a strategy**. Your role would be to devise and then successfully implement this strategy.

**Maria:** Thank you. That sounds interesting.

**Interviewer:** Great. So, thanks again for coming in today. We'll be discussing all *candidates next week and then I'll get back to you* by the end of next week to let you know the outcome.

**Maria:** Thank you for your time. I'd welcome the opportunity to continue discussing this role with you.

## 6. Translate the text from karakalpak into English language

Xaliq ha'm onin' en' aktiv bo'legi miynet resurslari makroekonomikanin' tiykarg'I bo'legi esaplanadi. Makroekonomika xaliq ha'm miynet resurslarinin' social ekonomikaliq jo'nelisleri analizlew arqali oni jaqsi basqariwg'a ha'm milliy ekonomikani rawajlandiriv maqset etip aladi. Sebebi, miynet resurslari ha'm onin' aktiv bo'legi bolg'an jumis ku'shi islep shig'ariwshi ku'shlerdin' en' tiykarg'I

bo'legi. Sol menen birge miynet resurslari bazar ekonomikasi mu'na'sibetin'in' quramliq elementi esaplanadi. Bazar ekonomikasi sharayatinda, miynetti basqariw institutlari ha'm ekonomikaliq huquqiy mexanizmlerin jaratiw talap etiledi. Bazar ekonomikasi erkin islep shig'ariwshilardin' ,tutiniwshilardin' gorizontaliq jumissizliq, kambag'alliq social-ekonomikaliq jag'daydin' turaqlilig'I siyaqli jag'imsiz ha'diyselerdin' boliwi mumkinligin na'zerde tutiw za'ru'r.

Xaliq ha'm onin' en' aktiv bo'legi miynet resurslari makroekonomikanin' tiykarg'I bo'legi esaplanadi. Makroekonomika xaliq ha'm miynet resurslarinin' social ekonomikaliq jo'nelisleri analizlew arqali oni jaqsi basqariwg'a ha'm milliy ekonomikani rawajlandiriv maqset etip aladi. Sebebi, miynet resurslari ha'm onin' aktiv bo'legi bolg'an jumis ku'shi islep shig'ariwshi ku'shlerdin' en' tiykarg'I bo'legi. Sol menen birge miynet resurslari bazar ekonomikasi mu'na'sibetin'in' quramliq elementi esaplanadi. Bazar ekonomikasi sharayatinda respublikamizda miynet bazari, miynetti basqariw institutlari ha'm ekonomikaliq huquqiy mexanizmlerin jaratiw talap etiledi. Bazar ekonomikasi erkin islep shig'ariwshilardin' ,tutiniwshilardin' gorizontaliq qatnaslarina tiykarlanar eken .jumissizliq, kambag'alliq social-ekonomikaliq jag'daydin' turaqlilig'I siyaqli jag'imsiz ha'diyselerdin' boliwi mumkinligin na'zerde tutiw za'ru'r.

## LESSON 3

### 1. Listen, write down and reproduce in English the following numbers

6, 3, 9, 2, 4, 1, 5, 3, 9, 4, 6, 8, 3, 5, 7, 2, 1, 4, 8, 3, 7, 2, 5, 9, 3;  
45, 19, 31, 28, 32, 82, 43, 38, 74, 23, 68, 91, 25, 84, 59, 33, 76, 65;  
574, 328, 472, 968, 344, 272, 187, 345, 648, 432, 262, 475, 292;

### 2. Listen, write down and reproduce in karakalpak language the following dates

October 7, 2021	January 17, 1997
February 12, 1989	December 23, 1971
September 2, 1938	November 18, 1876
July 3, 1879	April 12, 1893

### 3. Listen, write down and reproduce orally in English the following phone numbers

+99893-208-67-10	+99899-952-54-03
+99890-723-43-67	+99899-957-12-01
+99891-391-34-82	+99888-365-43-80
+99894-148-23-86	+99893-771-12-24
+99890-746-34-21	+99894-456-76-50

### 4. Listen to the following text in full and translate orally in English

#### Sayaxat qiliw ushun qiziqarli jerler

National Geographic jurnalı redakciyası sayaxat qiliw ushin eń qizıqlı jaylar dizimin duzdi. Reyтин avtorları 1-ornıǵa Efiopiya daǵı Xarar qalasın qoyıdı. Bulmanǵa keliwge batına alatuǵın sayaxatshılardı 82 meshit, ájayıp kofe kútip qaladı. Sonın menen birge, keshesi qalaǵa sirtlanlar aralaydı. 2-ornıǵa Argentina daǵı Jujuy

wálayatı qoyıldı. Bulmandıń ózine tartıwshı jayı YuNESKOnın Jáhán miyrasları ob'yektlari dizimine kiretuǵın Kebrada-de-Umauaka oypatlıǵı esaplanadı. Tábiyat kórinisili tawlar menen oralǵan bul oypatlıqta aldinnan adamlar jasap kelgen. Olar bul jerde eramızdan 9 mıń aldın jasawdı baslaǵan. Qánigeler 3-ornıǵa Gruziya paytaxtı Tbilisini ılayıq tabtı. Olardıń pikirine qaraǵanda, bul qala arxitekturalıq usıllarınıń tań qalarlıqlıǵı, xinkali (milliy tamaq) hám jergilikli adamlardıń qońaqshılıǵı ushın keliwge arızıdı. 4- hám 5-ornıǵa Avstraliyanıń Sidney hám Meksikanıń Oaxaka shtatı qoyıldı. Sonın menen birge, jetekshi on danalıqtan vena, Havayidagi Oaxu atawı, Malme, lordaniya hám Dublin jay aldı

### 5. Translate the text from English into Karakalpak language

#### Overview of travelling to other countries

**NEW WORDS:** travel expenses, tourist destinations, complicated and tedious prerequisite procedures; lay much pressure, detriment travel, fascinating experiences, exotic cuisine, enhance tourism industries.

Travelling abroad certainly exerts several positive influences on tourists as well as the host country. Although there are still drawbacks of international travel, I think its values are more significant.

On the one hand, the downsides of welcoming foreign visitors are varied. Regarding tourists themselves, travel expenses in famous tourist destinations, Venice for example, are expensive, and there are many complicated and tedious prerequisite procedures such as visa application or plane ticket reservation. As for the countries that play host to international tourists, the rise in costs of living may lay much pressure on local people and be a detriment to domestic travel. This is because the growth in the number of tourists from abroad would encourage costs of hotel rooms and other services to increase. People in the neighborhood and domestic visitors would suffer in comparison.

On the other hand, I suppose the benefits of international travel would eclipse those analyzed disadvantages. First, travelers can have numbers of fascinating experiences of exotic cuisine and culture, and they get to see places they have not

seen before. A typical example of this is when tourists from other countries come to Vietnam, they would have the opportunity to use chopsticks, enjoy traditional meals and go sightseeing in the countryside. Second, the increased number of foreign people coming to visit another country would evidently enhance tourism industries, contributing greatly to the wealth of that country. If tourists enjoy their trips, they will recommend the destination to their friends or perhaps they will come back in the future.

In conclusion, it appears to me that the merits of international tourism are more notable than its drawbacks.

#### 6. Translate the text from karakalpak into English language

20-21 oktyabr kúnleri Nókis qalasında jaylasqan "Massaget" miymanxanasınıń konferents-zalında Germaniyanıń xalıq aralıq birge islesiw jámiyeti (GIZ) tárepinen Turizm hám mádeniy miyras ministrligi menen birgelikte Qaraqalpaqstanlı gid-ekskursovodlar ushın seminar-trening ótkerildi.

Seminar-trening "Mascontour" xalıq aralıq shólkeminiń turizm boyınsha másláhátshisi, tájiriybeli ekspert Martin Petrik tárepinen alıp barıldı.

Seminar-trening dawamında shet elli miymanlarg'a turistik ob'ekt hám dıqqatqa ılayıqlı ornılarg'a ekskursiya ótkeriw boyınsha qaniygeligin asırıwǵa tiyisli bir qatar temalar, sonıń menen birge prezentatsiya, sheberlik sabaqaları hám ámeliy shınıǵıwlar ótkerildi.

Seminar-treningde mámleketlik muzeyler, turistik kárxanalar, Berdaq atındaǵı qaraqalpaq mámleketlik universiteti, Saygachiy mámleketlik buyırtpa qorıqhanası, turtstlik kárxanalar hám miymanxanalardıń wákilleri qatnastı.

Ilajdıń ekinshi kúnde seminar qatnasıwshıları ushın Nókis qalasınıń turistik ob'ektlerine ekskursiya ámeliyatı shólkemlestirildi.

## LESSON 4

### 1. Listen, write down and reproduce in English the following numbers

1, 3, 8, 2, 5, 9, 3, 7, 1, 6, 2, 5, 8, 4, 9, 6, 2, 3, 7, 9, 4, 6, 4, 9 ;  
34, 27, 39, 41, 84, 29, 37, 43, 58, 94, 66, 17, 21, 83, 72, 62;  
489, 233, 428, 361, 738, 261, 932, 418, 921, 527, 382, 471;

### 2. Listen, write down and reproduce in karakalpak language the following dates

September 4, 2004	December 21, 1987
December 25, 1708	July 10, 1992
March 21, 1994	November 5, 2008
May 8, 1937	January 17, 1971

### 3. Listen, write down and reproduce orally in English the following phone numbers

+99890-764-88-33	+99894-903-98-12
+99891-392-54-32	+99891-376-43-21
+99891-390-45-12	+99890-724-51-01
+99893-776-33-25	+99893-624-18-21
+99899-957-79-51	+99894-906-13-96

### 4. Listen to the following text in full and translate orally in English

#### Pizza

Pizza minarasi - Italiyanıń Pizza qalasında jaylasqan. Onıń qurılıshı 1173- jıldıń avgust ayında baslanǵan. Ortadaǵı bir neshe uzılısler sebeli bul minaranıń qurıp pitkeziliwi 2 asrge (199jil) sozildi. Minara 1370- jilda qurıp pitkerildi. Ol derlik 4 gradusli awıp turıw menen dunyaǵa belgili. Minara 296 yamasa 294 teksheden ibrat. 7- qabatında arqaǵa qaraǵan tarepte 2 tekshe pasrek jaylasqan. Pizza saray minarı ózinde Roman -Pizza usılın sáwlelendiredi. Qurılıs pıtkennen keyin onıń segizinshi

qabatınıń bálentligi 58 metr-ol 36 santimetrdi quradı. Eń joqarı bóleginde bálentligi 56 metr 70 santimetr, eń tómen bóleginde bolsa 55 metr 90 santimetrğa teń. Cilindsiman formağa iye bolǵan minara tiykannıń diametri 15 metr 54 santimetrge teń. Bınanıń sırtqı diywallarınıń qalınlıǵı 4 metr 90 santimetr, joqarı bólegi bolsa 2 metr 48 santimetr. Onıń vertikal oǵınan tayansh dárejesinde iyiwi 4 metrdi, eń joqarı dárejesinde bolsa 5 metr 30 santimetrni quraydı. Adımlab sanag'anda bul 294 adimg'a teń eken. Sonday bolıwına qaramastan sayaxatshılar onı kórip ziyarat qilip atr. Minara tastan qurılǵan hám ash kúlreń hám aq reńli marmar menen bezetilgen. Onıń kirisiw bóleginde haywanlardıń tań qalǵanday súwretleri suwretlengen cho'qintirish zalı bar. Bosǵanıń joqarı bólegindegi Madonna hám jas bala háykeli Andrea Guardi tárepinen bezetilgen. Birinshi qabat ishinde sapor jaylasqan. Keyingi altı qabat dekorativ Roman arkalari menen bezelgen. Olardıń kórinisleri vizantiya arxitekturasın yadǵa saladı.

#### 5. Translate the text from English into Karakalpak language

##### Modern tourism

**NEW WORDS:** Income driver, accompanying services, beverages, churning out, GDP, fostering global relationships, pilgrimage, cross-cultural exchange

Tourism is the main income driver for several global regions today, although it may create some issues. This text will discuss the advantages and disadvantages of tourism before concluding.

The biggest benefit of global tourism is income generation and a boost for the economy of the country. Tourism automatically means transportation and accommodation and accompanying services including food and beverages, nightlife, entertainment, guides, local transport, and a lot more. These help in churning out extra income for the nation in question while increasing overall growth in GDP as well. The second benefit is that tourism leads to full-scale employment, creating job opportunities in the travel and transportation, hospitality, restaurants, entertainment

and cultural sectors. Tourism also has a third benefit, i.e., fostering global relationships with other countries and building a platform for mutually beneficial cross-cultural exchange.

Yet, there are some problems caused by global tourism as well. They include littering across tourist landmarks, an increase in unlawful activities, and also damages to historical landmarks and centers of pilgrimage. National resources are also strained while coping with the influx of global tourists in large numbers. At the same time, there are always instances of rising crime or thefts with a rise in international tourism.

To conclude, despite the numerous cons of tourism, including damages to historical structures, pollution, crime, and over-extension of natural resources, the pros far outweigh them. Tourism contributes towards cross-cultural exchange and global harmony along with contributing massively towards the national economy. It also generates employment for a sizable chunk of the local population.

#### 6. Translate the text from karakalpak into English language

Mazlumxan sılıw (Nazlımxan sulıw dep te ataladı) mavzoleyi (XII-XIV áá.) yarım jer astı arxitekturalıq esteligi bolıp tabıladı. Mavzoleydiń portalı hám gúmbezi jerdiń ústi betinde jaylasqan, al tiykarǵı bólimi tómende bolıp, ol jerge svodlı dáliz arqalı ótiwge boladı. Mavzoleydiń kvadrat formasındaǵı oraylıq zalı segiz qırlı gúmbez benen bastırılǵan bolıp, ol tereń úsh hám onsha tereń bolmaǵan bir tekshege (nishaga) iye. Mavzoleydiń diywalları aspan kók reńdegi «bantik»ler menen bezelgen.

Usı qábir üstindegi saqanada jaqın kúnlerge shekem kók reńdegi mayolika plitkalarınan bezelgen parsı tilindegi jazıwlar saqlanǵan. Ondaǵı epigrafıyalıq jazıwdıń bir fragmenti shıǵıstanıwshı alım A.Nekrasovtıń oqıwınsha, «Áy, insan ... Meniń menen maqtansań (boladı)! Meni qábirimde baxıtsız, dep oylama. Bil sen –

men beyishtemen, beyishtegi húrmen ...» degen mazmundaǵı qosıq qatarlarınan turadı [A.Nekrasov tárepinen keltirilgen tekstti qaraqalpaqshalaǵan M.Qarlıbaev].

Xalıqta Mazlumxan sulıw mavzoleyi menen baylanıslı ájayıp bir ápsana taraǵan, onda jergilikli hákim dúnyanı lal qaldırıp, tań qalarlıq bir nárseni jaratqan adamǵa óziniń Mazlum atlı qızın beriwge sóz bergeni haqqında aytladı. Qızdıń súygen jigiti bir imarat quradı, imarat jerdiń astında bolıp, al jerdiń ústi betinde tek gúmbezi ǵana kórinip turadı. Sonda hákim jigitten «Ashıqlıǵınıń ras ekenligin dáliyllew ushın mına gúmbezden boyındı taslay alasańba?» dep soraydı. Jigit shala pitken gúmbezdiń üstinen boyın taslaydı hám...

Mavzoleydegi eki qábir Mazlumxan sulıw hám onıń súygen jigitiniki, desedi adamlar.

## LESSON 5

### 1. Listen, write down and reproduce in English the following numbers

9, 2, 4, 1, 7, 1, 3, 2, 5, 8, 7, 4, 6, 2, 9, 3, 6, 7, 1, 6, 8, 4;  
35, 23, 65, 72, 98, 44, 81, 63, 78, 49, 94, 26, 37, 85, 63, 79;  
371, 843, 521, 932, 353, 637, 197, 639, 526, 464, 837, 244, 834;

### 2. Listen, write down and reproduce in karakalpak language the following dates

April 3, 1974	November 16, 1977
February 4, 2001	March 29, 1957
May 29, 1965	October 30, 2006
June 14, 1845	January 11, 1886

### 3. Listen, write down and reproduce orally in English the following phone numbers

+99899-135-71-70	+99894-148-26-13
+99891-345-11-77	+99893-707-97-31
+99890-722-25-69	+99893-268-34-11
+99893-772-07-11	+99899-422-85-13
+99894-145-05-42	+99894-906-22-31

### 4. Listen to the following text in full and translate orally in English

#### "Xalıq sozi" gazetasi haqqında magliwmat.

1991 jil 1 yanvar - "Xalıq sózi" hám "Narodnoe slovo" gazetasining 1-sanı shıqtı. "Xalıq sózi" - "Narodnoe slovo" (Baspasózshiler kóshesi, 32) - ǵalabalıq Social -siyasiy gazeta. Shólkemlestiriwshileri - Ózbekstan Respublikası Joqarı

Jiynalısı Nızamshılıq palatası Keñesi, Ózbekstan Respublikası Joqarı Jiynalısı Senati Keñesi hám Ózbekstan Respublikası ministrler Mákemesi. 1991 jil 1 yanvardan chıq baslağan. Háptede 5 ret, ózbek hám orıs tillerinde shıǵadı. Ózbekstan Respublikası Joqarı Jiynalısı Nızamshılıq palatası hám Senati, ministrler Mákemesi hám de jergilikli wákillik hám atqarıw etiwshi húkimet shólkemleri iskerligin, mámleketimizda hám shet elde júz berip atırǵan siyasiy, social - ekonomikalıq, ruwxıy - etikalıq processlerdi qalıs hám qalıs jaqtılandırıw redakciyanıń tiykarǵı waziypası esaplanadı

### 5. Translate the text from English into Karakalpak language

#### International Relations and the Changing Contemporary World of States

**New words:** residents, modification, ongoing, reciprocity, economic basis, meet expectations

International Relations theories are generally associated with the states and their systems. The state is considered to be a country since it has its national government and residents. Furthermore, the state is viewed as a legal institution in its relations with others. In addition, it is considered to be a substantial political-economic organization: its efficiency is determined according to economic basis, political organizations, and national union.

The state's power is identified by its organizations' capability rather than its territory. For instance, most relatively large western states have not formed a strong national government like Nigeria or Congo. Consequently, as they cannot meet expectations regarding freedom, progress, or justice, it becomes a global problem. However, International Relations are dynamic and alternate with the political and economic modifications.

Thus, even undeveloped states can advance their national governments. Overall, as International Relations change, the state's governments alternate. Political

organizations are not consistent and are adjusted according to the ongoing global problems in state regulation. Moreover, the states tend to cooperate to gain mutual benefits in trade, international markets, and even technological knowledge. In addition, they collaborate to deal with critical issues with norms of reciprocity.

### 6. Translate the text from karakalpak into English language

#### Ózbekstan-evropa awqamı: ekonomikalıq rawajlanıw perspektivaları, regionallıq hám qawipsizlik jolındaǵı birge islesiw

Paytaxtımızdaǵı Xalıqaralıq birge islesiw orayında 14-mart kúni «Ózbekstan hám Evropa Awqamı arasındaǵı birge islesiw: keleshekke názer» temasında xalıqaralıq dógerek sáwbeti bolıp ótti. Elimiz dúnyada tınıshlıqtı saqlaw arqalı turaqlı rawajlanıw jolında barlıq mámleketler, sonıń ishinde, Evropa Awqamı elleri menen teńdey sheriklik hám óz-ara isenim ruwxında birge islesip kelmekte. Búgingi jedellesken zaman bul baylanıslardı bunnan bılay da rawajlandırıwdı talap etpekte. Ol, bárinen bunn, Evropa awqamı menen sawda-ekonomikalıq, investiciyalıq birge islesiwdi keñeytiwde, region elleriniń ekonomikasın rawajlandırıwda, bilimlendiriw, awıl xojalıǵı hám basqa da tarawlardaǵı baylanıslardı bekkemlewde kózge taslanbaqta. Sonıń menen birge, globallıq máseleler – ıqlım ózgeriwi, jaslar radikalizmi, terrorizmge qarsı gúresiw, qawipsizlikti támiyinlew boyınsha Evropa Awqamı menen birge islesiwdi jolǵa qoyıw búgingi kúnniń talabı bolıp tabıladı. Ózbekstan Respublikası Prezidenti janındaǵı Strategiyalıq hám regionlararalıq izertlewler instituti, Evropa Awqamı hám Fridrix Ebert atındaǵı qordıń (Germaniya) elimizdegi wákilxanası menen birgelikte Sırtqı isler ministrliginiń kómeginde shólkemlestirilgen xalıqaralıq ánjuman usı sıyaqlı máselelerdi dodalawǵa baǵıshlandı. Onda ministrlkler hám vedomstvolar, elimizde akkreditaciyanı ótken diplomatiyalıq korpus jáne xalıqaralıq shólkemlerdiń wákilleri, EA abıroylı talqlaw oraylarınıń basshıları, mámleketlik jáne jámiyetlik shólkemlerdiń wákilleri, ǵalaba xabar qurallarınıń xızmetleri qatnastı.

## LESSON 6

### 1. Listen, write down and reproduce in English the following numbers

4, 6, 1, 8, 3, 6, 4, 2, 6, 3, 5, 7, 3, 9, 1, 8, 4, 2, 5, 7, 9, 6 ;  
45, 26, 27, 48, 39, 19, 24, 46, 36, 72, 82, 37, 44, 87, 52, 69;  
636, 364, 551, 717, 838, 468, 392, 276, 363, 416, 273, 737, 815;

### 2. Listen, write down and reproduce in karakalpak language the following dates

May 21, 1999	September 18, 1948
July 18, 1964	October 7, 2021
December 29, 1978	January 8, 2006
March 3, 1980	August 13, 1998

### 3. Listen, write down and reproduce orally in English the following phone numbers

+99894-488-45-01	+99893-736-34-66
+99893-366-17-03	+99894-146-37-38
<del>+99899-422-43-13</del>	+99899-952-67-27
+99894-146-32-31	+99890-736-47-98
+99897-551-34-23	+99893-726-78-21

### 4. Listen to the following text in full and translate orally in English

Qaraqalpaqstan respublikasi Joqargi kenesi Prezidentiniñ 2021-jil 10-avgust kungi 431-sanli Ozbekstan Respublikasi mamleketlik garesizliknin otiz jilliq bayramina tayarliq koriw ham oni otkeriw ilajlarinn, Ozbekistan Respublikasi Prezidenti saylawi kompaniyasin ken turde jaratiw ushin baspasóz basilimlarin qollap quwatlaw ilajlari haqqindagi 431-sanli qarari haqqinda Qaraqalpaqstan respublikasi Joqargi kenesi Prezidentiniñ 2021-jil 10-avgust kungi 431-sanli qararinin orinlaniwin tamiynlew maqsetinde ham Ozbekistan Respublikasinin <<Jergilikli

mamleketlik hakimiyati haqqindagi>> nizaminiñ 6, 25-statyalarina tiykarlanip Shomanay rayoni hakimi

### Sheshim etedi:

Qaraqalpaqstan respublikasi Joqargi kenesi Prezidentiniñ 2021-jil 10-avgust kungi 431-sanli Ozbekstan Respublikasi mamleketlik garesizliknin otiz jilliq bayramina tayarliq koriw ham oni otkeriw ilajlarinn O'zbekistan Respublikasi Prezidenti saylawi kompaniyasin ken turde jaratiw ushin baspasóz basilimlarin qollap quwatlaw ilajlari haqqindagi 431-sanli qararin orinlaw ushin basshiliqqa alinsin.

### 5. Translate the text from English into Karakalpak language

#### Polluting for pleasure?

**NEW WORDS:** **waste:** use more than necessary - **obvious:** clear, evident - **unless:** if... not - **stuff:** things, products - **what about:** what do you think about? - **pretty:** quite - **gross :** horrible - **draw the line** - fix the limits .

**Lucas :** Do you think pollution is a bad problem?

**JANICE:** Yes, of course it is.

**MARK:** Yes, everyone does, don't they?

**Lucas:** And what about yourselves? Do you do things that cause pollution?

**JANICE:** I suppose we all do. But I try not to.

**Lucas:** How do you try?

**JANICE:** Well,... I don't waste electricity. I turn off lights; that means less pollution. And I don't use a car very often.

**MARK:** You haven't got one, have you?

**JANICE:** No, but we've got one at home, **obviously**. But I usually go to places on my bike, I don't get my Mum to drive me.

**Lucas:** What about you Mark?

**MARK:** Well pollution's a big problem, and we're going to have to change some of the things we do..... but... no one wants to stop doing things, unless everyone does.

**Lucas:** What things do you mean?

**MARK:** You know, going out in the car. **Popping** down town, things like that. And using chemicals and **stuff**.

**Lucas:** And **what about** polluting for pleasure?

**JANICE:** No-one does that, do they?

**Lucas:** We all do.

**JANICE:** Well we shouldn't.... No, that's **pretty** stupid. I mean, everyone suffers from it.

**MARK:** What do you mean by polluting for pleasure?

**Lucas:** Well, the sort of things you've already mentioned,.... like going out in the car. And sport, for instance.

**MARK:** What kind of sport?

**Lucas:** *All sorts of sport. Look at this picture. (Lucas shows the photo above).*

**MARK:** Oh that's disgusting.

**JANICE:** That's not sport, is it?

**Lucas:** Some people think it is! It's called tractor pulling.

**MARK:** No, that's **gross**. That really is ridiculous!!

**Lucas:** But is it different from other kinds of motor sport?

**MARK:** Well yes, I mean racing cars don't pollute like that, do they?

**JANICE:** Cars and lorries and things always pollute.

**MARK:** Yes, but not like that!!

**Lucas:** O.K. then. So where are you going to **draw the line**?

**JANICE:** I don't know....

## 6. Translate the text from karakalpak into English language

Jaqında Berdaq atındaǵı Qaraqalpaq mámleketlik universiteti Ekologiya hám topıraqtanıw kafedrasınıń Ekologiya qánigeligi boyınsha tayanış doktorantı Maxmud Allamuratov hám basqa da bir qatar ilimpazlar tárepinen Aral teńizi aymaǵındaǵı qum hám topıraqtı qatırwshı polimer reagentlerin sanaat shıǵındıları tiykarında islep shıǵıw boyınsha ilimiy jumıslar alıp barılıp, jaqsı nátiyjelerge erisildi. Bul jumıslardı ámelge asırıwda qorshaǵan ortalıqtıń qorgalıwı hám tábiyǵiy resurslardan únemli paydalanıw máseleleri tiykarǵı baǵdar sıpatında belgilendi.

### BUL JUMÍSLARDÍŃ ÁHMIYETI HÁM ZÁRÚRLIGI

Aral teńiziniń qurıp barıwı usı regionda jasaytuǵın xalıqtıń búgingi kúndegi eń awır mashqalalarınıń biri bolıp qalmaqta. Maǵlıwmatlarǵa qaraǵanda, teńizdiń shólge aylanıwı hám shorlanıwınıń tezlesiwı aqıbetinde sońǵı jıllarda 50 mın gektarǵa shamalas egislik maydan awıl xojalıǵında paydalanıw ushın jaramsız bolıp qaldı. Teńizdiń kewip qalǵan ornında 5,5 million gektardan aslam maydandı iyeleytuǵın jas «Aralqum» shóliniń payda bolıwı usı mashqalanı keskinlestiretuǵın jáne bir jaǵday bolıp esaplanadı.

Aralqum qáwipli ximiyalıq reagentler, mayda duz hám topıraq shańları menen qaplandı. Samal eskende záharli ximiyalıq elementler, duz hám topıraq shańları aralasqan tozań hawaǵa kóterilip, pútkil dúnya boylap tarqalmaqta. Sonlıqtan, qum hám topıraqtı qatırwshı, ósimliklerdiń ósiwine zıyan tiygizbeytuǵın arawlı reagentlerdi islep shıǵarıw zamanagóy ekologiya, qorshaǵan ortalıqtı qorgaw, ximiya hám biologiya ilimleriniń shuǵıllanatuǵın áhmiyetli máselesi bolıp kelmekte.



## LESSON 7

### 1. Listen, write down and reproduce in English the following numbers

2, 1, 3, 6, 8, 4, 5, 2, 7, 4, 7, 8, 6, 8, 5, 9, 2, 7, 4, 3, 9, 2;  
64, 75, 83, 45, 14, 53, 64, 84, 93, 82, 37, 73, 43, 97, 63, 72 ;  
464, 738, 288, 283, 744, 777, 562, 827, 353, 242, 828, 383, 438;

### 2. Listen, write down and reproduce in karakalpak language the following dates

April 17, 1949	May 23, 1874
January 13, 2003	December 9, 1973
March 7, 2018	July 11, 1996
August 12, 1872	February 6, 1986

### 3. Listen, write down and reproduce orally in English the following phone numbers

+99894-463-62-75	+99894-527-28-38
+99893-736-33-78	+99893-537-38-36
+99899-956-47-85	+99899-952-72-77
+99891-354-74-59	+99893-736-23-97
+99890-643-63-73	+99891 392-53-73

### 4. Listen to the following text in full and translate orally in English

Qaraqalpaqstan Respublikasında 2022- jil yanvar-sentyabr aylarında tiykarǵı kapitalǵa ózlestirilgen investiciyalar 7059,0 mlrd. sumdı quradı, bul ótken jıldıń saýkes dáwirine salıstırǵanda 118,9 % ti quradı.

Tiykarǵı kapitalǵa investiciyalar ulıwma kóleminde eń úlken úles 18,5 % menen qayta islew sanaat úlesine tuwrı kelgen bolsa, turar jay qurılısı 11,6 % ti kótere hám

usaqlap satıw sawda 2,1 % ti hám de Awıl xojalıǵı 10,7 % úlesine tuwrı kelgen. Kótere sawda tovar aylanısında eń joqarı kólem kishi biznes subektlerine tuwra kelip, usı kólem 2022- jil yanvar-avgust ayları juwmaǵına kóre, 1490,4 mlrd. sumdı qurap, 2021- jil yanvar-avgust aylarına salıstırǵanda 16,1 % ke ósti. Jámi kótere sawda tovar aylanısındagi úlesi bolsa 86,6 % ti quradı.

2022- jıldıń yanvar-sentyabr aylarında Qaraqalpaqstan Respublikasında islep shıǵaratuǵın sanaat kárxanaları tárepinen islep shıǵarılǵan ónimler kólemi 11230,0 mlrd. sumdı yamasa jámi sanaat ónimleriniń 86,5% tin quradı.

### 5. Translate the text from English into Karakalpak language

#### Starting a business

**New words:** Capital, A loan, An interest rate, A financial institution, Lenders  
Borrowing, Lucrative, A venture capitalist

**Chimwemwe:** Thanks for meeting me for coffee. I know you're busy, but I would appreciate some financial advice.

**Diego:** Of course. I'm always happy to help. What's the issue?

**Chimwemwe:** Well, I want to start my own company, but I don't have much capital. What are my options?

**Diego:** One option is to take out a loan. You want to make sure you get a good interest rate and that the financial institution is stable and trustworthy.

**Chimwemwe:** I've looked at different lenders and have found some good ones. But part of me doesn't want to rely on borrowing.

**Diego:** If your business seems like it will be very lucrative, you may be able to get a venture capitalist to invest in your business.

**Chimwemwe:** That's a good idea. Since you work in finance, would you happen to know of anyone I can talk to about this?

**Diego:** I think I can get you at least a couple of contacts.

**Chimwemwe:** That's fantastic! Thank you.

## 6. Translate the text from karakalpak into English language

### Elektron biznes sistemaların qollaw tájiriybesi.

Ózbekstan ekonomikasınıń qáliplestiriliwi hám kelesinde onı izbe-iz rawajlandırılıwına joqarı ekonomikalıq nátiyjelilikti támiyinleytuǵın elektron biznestiń zamanagóy konsepsiyasını keń kólemde qollamastan erisip bolmaydı.

Búgingi kúnde elektron biznes sisteması infrasisteması, zamanagóy modelleri, shólkemlestirilgen-ekonomikalıq qararlardı qabıllaw principleri hám usılların islep shıǵıw menen baylanıslı bolǵan bir qatar teoriyalıq hám stilistik máseleler ele óz sheshimin tappaǵan. Qabıl etilgen nızamshılıq bazası hám de Ózbekstan ekonomikasınıń zamanagóy qásiyetlerin esapqa alǵan, nátiyjeli ámel etetuǵın elektron biznesti qurıwdıń teoriyalıq hám stilistik tiykarları jetkilikli dárejede islep shıǵılmaǵan. Bazar ekonomikası talaplarına juwap beretuǵın Internet-kompaniyanı hám de onıń quramında elektron magazinlerdi shólkemlestiriwdiń, sonıń menen birge, olardıń ma`nisin bahalawdıń eń nátiyjeli variantı joq.

Oqıw ádebiyatlarında jetkilikli dárejede bayanlanbaǵan elektron biznesti shólkemlestiriw, engiziw, ámel etiw, iskerlik nátiyjelerin bahalawdıń ekonomikalıq nátiyjeliligin tiykarlaw menen baylanısqan teoriyalıq hám stilistik mashqalalardı, sonıń menen birge, kóp maqsetli modeller hám de matematikalıq usıllardı qóllaw tiykarında biznes ma`nisin bahalaw máseleleri usı baspada kórsetilgen.

*Sabaqlıqta bay cifrlı hám kórgezbeli materiallar usınıs etilgen.* Kóp maqsetli jantasıw ideyasın ámelge asıratuǵın, elektron biznes sisteması máselelerin sheshiwdiń usınıs etilgen barlıq maqul túsetuǵın maslastırwshı matematikalıq usıllarına tolıq esap -kitaplar qosımsha etilgen, tekstdegi belgiler ǵárezsiz bolıp, birden-bir ekonomikalıq informaciya maydanın quraydı.

Ǵalaba xabaradı dástúriy qurallarından ayrıqsha bolıp esaplanıw, Internet tómendegi zárúrli artıqmashılıqlarǵa iye: interaktivlik, avtor hám kıtapxan ortasında teris baylanıstıń bar ekenligi, paydalanıwshına jeke jantasıw qóllaw múmkinshiligi, informaciya usınıwdıń joqarı tezligi. Bahası bolsa xabarshınıń alıslıǵınada, uzatılıp

atırǵan xabaradıń kólemine de baylanıslı emes (ádetde, tek ǵana Internetge kirisiw ushın aqsha tolıqlanadı ).

## LESSON 8

### 1. Listen, write down and reproduce in English the following numbers

2, 5, 7, 1, 9, 3, 8, 5, 6, 9, 2, 5, 4, 1, 7, 3, 9, 7, 3, 1, 2, 5, 4;  
93, 65, 79, 51, 86, 63, 78, 83, 92, 24, 28, 19, 76, 58, 83, 87,34;  
846, 624, 678, 807, 587, 927, 961, 689, 849, 538, 843, 450,500

### 2. Listen, write down and reproduce in karakalpak language the following dates

March 4, 1982	December 13,1948
August 15, 1829	April 22, 1997
January 28, 1992	July 26,1857
September 17, 1928	October 3,207

### 3. Listen, write down and reproduce orally in English the following phone numbers

+99894-527-28-47	+99893-263-69-48
+99893-272-77-28	+99894-266-37-47
+99899-936-27-27	+99899-374-75-95
+99893-473-66-46	+99890-392-33-82
+99890-262-64-73	+99890-735-36-44

### 4. Listen to the following text in full and translate orally in English

Xaliqtin' traktor ustaxanasinda 17 su'rim, 54 paxtanin' qatar arasin isleytug'in traktor bar. 24 nasos dvigateli, 20 ju'k mashinasi isleydi. 130 mexanizatorimiz bar.

Xo'jaliq aymag'inda 4 mektep bar. Tek Berdaq atindag'i orta mekteptin o'zinde 400 den aslam bala oqiydi. Xojalig'imizda 59 den aslam mug'allim miynetkeshlerdin balalarina bilim berip, olardi adamgershilikke ta'rbiyalap atir.

Xojalig'imizda 8-10 balali xojaliqlardin sani ha'zir 17 den asti. Solardin ishinde Narjan Qalmuratova, Sapargu'l Narbayevalardin ha'rbiri 10 balani ta'rbiyalap o'sirmekte. Bunday ko'p balali analarg'a xojalig'imizda g'amxorliq ko'rsetilmekte.

### 5. Translate the text from English into Karakalpak language

#### Autonomous cars in this techno-driven world

**New words: Autonomous cars, Have an undesirable influence on employment rates of commercial drivers, The increasing social burden placed upon the government, Navigate their way with less chance of making errors in judgment**

Travelling has been greatly facilitated by a number of technological advances in recent years, and ultimately, cars will be operated completely by computers in years to come. In my view, this can have both positive and negative consequences on society.

One of the main disadvantages of **autonomous cars** is that it will **have an undesirable influence on employment rates of commercial drivers**. There is little doubt that these people will be forced out of work when autonomous cars become the favored preference. This also leads to a more pressing concern about the associated consequences when unemployment rates proliferate, one of which is **the increasing social burden placed upon the government**. Considering the unprecedentedly fast development of car technology in recent years, such a scenario is likely to occur in the foreseeable future.

However, we should consider these disadvantages as inevitable factors that accompany a handful of more significant benefits. For one, autonomous vehicles can accurately **navigate their way with less chance of making errors in judgment** like

human drivers do, hence, increasing the safety of passengers. It is true that the majority of traffic accidents come from situations where speed or alcohol is involved, which would not be the case if cars are operated by computers. Furthermore, such technology will inspire a new generation of mechanics and engineers, in turn, leading to more inventions that will make human life easier and more comfortable.

In conclusion, the predicted appearance of driverless cars will severely impact employment in the transportation industry and result in large social burdens upon the government. Nevertheless, I do think that those negative consequences are the prices we can accept in order to enhance road safety and nurture a new era of engineering.

#### 6. Translate the text from karakalpak into English language

Soñgı jılları respublika ekonomikasına hám xalıqqa transport xızmetin kórsetiwdi jaqsılaw boyınsha keń kólemlı jumıslar ámelge asırılǵanlıǵı atap ótilsin. Jolawshı tasıw jónelisleri tarmaǵı 2006-jılǵa salıstırǵanda 1,4 esege arttı, respublikada 117 jolawshı avtovokzal hám avtostanciya jumıs islemekte, tasıwlardıń qáwipsizligin támiyinlew boyınsha ilajlar ámelge asırılmaqta.

Sonıń menen birge, avtotransport xızmetleri tarawın jedel rawajlandırıwdıń bar imkaniyatlarınan hám rezervlerinen tolıq paydalanılmay atr. Avtotransport xojalıqların modernizaciyalaw zaman talapları dárejesinde emes, tarawda aldınǵı málimleme-kommunikaciya texnologiyaları hám intellektual transport sistemaları jeterli dárejede engizilmey atr. Awır júk tasıwshı avtotransport qurallarınıń hárekettegi quramı parkiniń gónergenligi joqarılıǵınsha qalmaqta. Elimizdiń avtotransport xızmetleri eksportın hám tranzitin arttırıw potencialınıń imkaniyatları menen rezervlerinen tolıq paydalanılmay atr.

Tasıw processlerine, qatnaw kestelerine ámel etiliwi, jolawshılar tárepinen jol haqını elektron tárizde tólew nátiyjeliligi, túsimniń jıynalıwı hám tolıqlıǵı ústinen oraylastırılǵan dispatcherlik basqarıw hám qadaǵalaw sisteması joq. Ózbekistan avtomobil hám dárya transportı agentligi ámelge asırıp atırǵan jumıslar regionlardaǵı jolawshı transportın basqarıw boyınsha arawlı wákillikli uyımlar tárepinen derlik qaytalanbaqta.

## LESSON 9

### 1. Listen, write down and reproduce in English the following numbers

6, 4, 7, 5, 8, 3, 4, 5, 1, 4, 9, 3, 6, 4, 8, 4, 9, 3, 8, 2, 3, 7;  
46, 73, 28, 42, 83, 74, 47, 57, 62, 92, 72, 67, 39, 97, 53, 35;  
856, 528, 736, 836, 936, 839, 746, 374, 886, 624, 837, 341, 283;

### 2. Listen, write down and reproduce in karakalpak language the following dates

May 2, 1837	March 19, 1838
August 12, 1983	July 27, 1991
January 31, 1877	October 5, 2009
November 24, 1993	December 29, 2022

### 3. Listen, write down and reproduce orally in English the following phone numbers

+99894-374-74-85	+99894-824-64-77
+9983-473-44-88	+99893-474-73-82
+99890-463-82-64	+99899-463-21-48
+99891-287-27-53	+99891-392-33-92
+99899-527-52-86	+99890-377-48-49

### 4. Listen to the following text in full and translate orally in English

#### Jaris jeńimpazları anıqlandı

Usı jıldıń 11-12-oktyabr kúnleri sporttıń kishi futbol túri boyınsha 1-kurs student-jasları arasında universitet birinshiligi ótkerildi. Jarista 16 fakultetten 160 dan artıq student-jaslar qatnastı.

Jaristi ótkeriwden tiykarǵı maqset student-jaslardıń bos waqıtların mazmunlı ótkeriw, sonday-aq, 5 áhmiyetli baslamanı student-jaslar arasında keń túrde úgit-násiyatlaw bolıp esaplanadı.

Jaris juwmaǵında 1-orındı Ekanomika fakulteti 2-orındı Qurılıs fakulteti 3-orındı Yuridika fakulteti student-jasları qolǵa kirgizip, shólkemlestiriwshiler tárepinen estelik sawǵaları menen sıyılıqlandı.

## 5. Translate the text from English into Karakalpak language

### *Sports interview*

**New words:** Wakeboarding, Jammer, opposing team, get penalized, roller derby

**Presenter:** Now the 2020 Olympics might seem a long way away to you, but people are already talking about what new sports might be included. Today I'm going to talk to two people who are hoping their sport might be included. The first is Jonny Mills whose sport is wakeboarding. Jonny, can you tell us what wakeboarding is? Is it like surfboarding?

**Jonny:** Well, a bit. It started in California because people wanted to surf but didn't have waves ... It's also a bit like waterskiing in that the rider is towed behind a specially-built speed boat.

**Presenter:** How fast does the boat go?

**Jonny:** Usually at about 25 mph, or a bit less. The rider uses the wake the board produces in the water to launch into the air.

**Presenter:** And then you do a lot of complicated things in the air?

**Jonny:** That's right, spins of up to 1260 degrees, things like that.

**Presenter:** 1260 degrees, that's impossible isn't it?

**Jonny:** Oh no, but it's pretty crazy. You spin round three and a half times in the air.

**Presenter:** And then you have to land again without falling over.

**Jonny:** You'll have to come and watch some **wakeboarding** if you haven't seen any.

Come to Wakestock in July if you can.

**Presenter:** That's in Wales, isn't it?

**Jonny:** Yep, Abersoch in North Wales. It's a really popular wakeboarding and music festival. It's right by the beach. It's not quite the same as California, but it's cool. It attracts a lot of great riders.

**Presenter:** Who does wakeboarding?

**Jonny:** They **reckon** about 3 million people all over the world. More guys do it, but there are increasing numbers of girls too. The people who compete are usually in their teens or twenties, but anyone can do it. There's a lot of crossover with other board sports like surfing and skateboarding. The tricks people pull are similar and the names for things are often the same.

**Presenter:** And looking at you, I'd say the fashion was similar too.

**Jonny:** Yeah, the clothes and the lifestyle are similar.

**Presenter:** Right, now I'd like to ask Jules Russell about her sport. She's a skater in a roller derby team. Tell us about that, Jules. Is it a popular sport?

**Jules:** Yes, it's becoming really popular in the UK. There are about 60 leagues in England and 1,200 throughout the world. In the US and Canada, of course, and places like Scandinavia and Australia, but lots of other countries too.

**Presenter:** The sport began in the States, didn't it?

**Jules:** Yes, in the 1930s, but it was more for entertainment than sport and it died out by the 1970s. Then there was a revival in Texas in 2001 and from then on it's just been growing and growing.

**Presenter:** So how do you play it?

**Jules:** Well, you have two teams of five people on roller skates, of course, and they go round an oval track in the same direction. Each team has a "**jammer**" who scores points by passing members of the **opposing team**. They do whatever they can to stop her, within reason. The team with the most points at the end of the match wins.

**Presenter:** It sounds a bit rough!

**Jules:** Well, it's a contact sport, so there's bound to be a lot of pushing and falling over. It's all good fun, though; people don't often get hurt. If you try and trip someone up you **get penalized**. You do try and frighten the other team a bit though.

**Presenter:** That's right. You have frightening clothes and special names.

**Jules:** People used to have incredible costumes a couple of years ago. Now the sport is changing and becoming more professional. Lots of the teams train three or four times a week, and spend a lot of time in the gym you have to be really dedicated and fit. We still have nicknames, though. I'm "The Julifier".

**Presenter:** And is the sport all female?

**Jules:** There are a few men who do it, but it's mostly female and amateur at the moment. Things are changing fast though, so who knows what the future will bring. It would be fantastic to be an Olympic sport.

**Presenter:** What do you think about **roller derby**, Jonny?

**Jonny:** It's wild! Those ladies scare me to death! Good luck to them with the Olympics thing though. And good luck to us too.

**Presenter:** Good luck to you both

## 6. Translate the text from karakalpak into English language

«Sport salamatlıq girewi» temasında xalıqtıń barlıq qatlamları arasında milliy sport túrleriniń ǵalabalıǵına erisiw, salamat turmıs tárzin saqlawda sporttıń áhmiyeti baǵdarında úgit-násiyat jumısları barsında sport tarawında alıp barılıp atırǵan ilajlar sheńberinde barlıq orınlarında sport háptelikleri ótkerilmekte.

Qanlıkól rayonu Hayal-qızlar komiteti tárepinen usı jıldıń 5-11-noyabr kúnleri «Hayal-qızlar sport hápteligi» sheńberinde, rayon aymaǵındaǵı barlıq puqaralardıń ózin-ózi basqarıw uyımlarında, bilimlendiriw mekemeleri menen mámleketlik mekemelerde hayal-qızlar qatnasında azanǵı shınıǵıwlar shólkemlestirildi.

Bunnan tisqari, rayonlıq hayal-qızlar komiteti tárepinen hayal-qızlar arasında ásirese aymaqlardaǵı jámlespegen hayal-qızlar arasında sporttıń shaxmat-shashka, jeńil atletika, arqan tartıs, kórkem gimnastika, voleybol, stol-tennisi túrlerinen jarıslar

ótkerildi. Janslarda jeńimpazlar estelik sawǵaları menen sıyılıqlandı. Rayonda sport háptelikleri dawam etpekte.

## LESSON 10

### 1. Listen, write down and reproduce in English the following numbers

5, 7, 2, 9, 3, 4, 5, 7, 9, 2, 3, 4, 1, 7, 3, 2, 7, 3, 1, 2, 7, 4;  
36, 57, 95, 18, 66, 88, 39, 22, 42, 81, 97, 65, 88, 38, 73, 41;  
466, 246, 788, 758, 792, 796, 168, 949, 538, 843, 470, 300, 408,

### 2. Listen, write down and reproduce in karakalpak language the following dates

May 15, 1957      August 19, 2001  
March 23, 1983      November 9, 1980  
December 7, 2017      February 11, 2000  
January 5, 1999      July 7, 2004

### 3. Listen, write down and reproduce orally in English the following phone numbers

+999893-374-72-81      +99894-841-23-56  
+99894-374-82-99      +99893-274-48-56  
+99893-734-47-94      +99894-573-82-92  
+99891-382-18-42      +99891-388-29-72  
+99890-477-28-98      +99891-328-12-25

### 4. Listen to the following text in full and translate orally in English

Aq terek — egislikte burınnan málím aǵash. Kelip shıǵırwı Gimalay, Awǵanstan bolıwı múmkin. Orta Aziyada, Oraylıq hám Qubla Evropada, Jaqın Shıǵısta erte waqıtlardan beri egilip kelmekte. Aq terek 30-40 metr biyiklikke shekemgi dúziw ósetuǵın, sulıw, piramidalı, turaqlı aǵ'ash. Baǵanasınıń tıp jaǵı qaraltım sur reńde, azlap jarılgán bolıp keledi. Joqarısı tegis, surlaw-jasıw yamasa kúl reńde boladı. Búrtikleri túksiz, ótkir ushlı, qonır túste boladı. Japıraqları úsh múyeshli

yamasa rombı sıyaqlı, túksiz, ústki tárepi jasıl, tómengi tárepi aqshıl reńde. Kók terekten sál keyinlew gúlleydi. Aq terek tez ósedi. 10-11 jılda ortasha biyikligi 13-14 metr, ortasha diametri 12-17 sântimetr boladı. Biziń jadayda suwıqqá shıdamlı.

### 5. Translate the text from English into Karakalpak language

**Some people say history is one of the most important school subjects**

**New words: compulsory subject, to feel honored, civilization, cultural identities, profound knowledge, mandatory topic**

There is a controversial discussion about which subject should be of the greatest importance in school curriculum. Some people argue that history, which is about the past, should be viewed as the priority in primary education; whilst other people believe that Science and Technology are more critical. In my opinion, despite the fact that history should be taught as a compulsory subject, practical courses about science and technology are more crucial for students' future development.

There is no denying the fact that history helps young people understand their culture and gives them identity. The young generation can grasp an in-depth understanding about how their culture and country have evolved over the centuries from studying history. Meanwhile, it gives young people a sense of belonging. For example, in China, students study history which is dated back / which dates back to 1000 BC and they feel honored about the ancient Chinese civilization. Therefore, I believe history is an important way for people to remember the past and discover their cultural identities.

Although history is still needed in school curriculum, science and technology-related subjects are paramount because they can greatly enhance students' career development. In this era, students who are equipped with profound knowledge in the field of advanced technology or science are popular in the job market. In fact, very few history students can find a good job.

A survey conducted by Harvard University shows that the employment rate of students majoring in computer science is 30% higher than that of students having

history degrees. It is clear that learning Science and Technology will give students a head start and helps them become successful in their career. This can be viewed as the most important outcome for most families and modern education.

In conclusion, this essay agrees with the argument that schools as well as students should devote more resources and time to Science and Technology. Meanwhile, history should still be maintained as a mandatory topic for every student. In this way, students will not only be equipped with knowledge about their culture and identity but also be educated with the most critical knowledge in the future job market.

#### 6. Translate the text from karakalpak into English language

Ha'zir ma'mleketler ortasindag'i sotsial ba'seke pa'n, texnika ha'm texnologiya tarawindag'i ba'sekege aylandi. Demek, ba'seke intellektual negizin ka'sip etip, ta'lim tarawindag'i ba'sekege aylanbaqta desek qa'te bolmaydi. Biraq respublikamizda ta'lim sistemasin engiziw ha'm ba'sekige shidamli kadrlar tayarlawdi ta'miynlewge tiyisli o'tkerilip atirg'an is ila'jlar alding'i ta'lim sistemasinin' jaqsi tar'replerinen toliq waz keshiw degeni emes. Ba'rshe tarawda, tiykarinan, ta'lim sistemasinda da alding'i erisilgen ilmiy potentsialg'a tayanish, ma'na'wiw miyrasdi a'meliyatqa engiziw, jaqsi ta'replerden paydalanuw za'ru'r. Tiykarg'i ma'qset zamanagoy talap da'rejesinde jaslarimizdi tarbiyalaw, do'retiwshilk pikirley alatug'in ta'jriyebeli qa'niygeler tayarlaw esaplanadi

## LESSON 11

### 1. Listen, write down and reproduce in English the following numbers

3, 6, 5, 7, 9, 5, 1, 8, 6, 3, 9, 2, 4, 8, 1, 9, 7, 6, 5, 8, 3, 7, 4, 1;  
46, 62, 36, 78, 87, 58, 79, 27, 96, 16 89, 49, 53, 88, 43, 47, 30, 40;  
372, 223, 213, 444, 737, 364, 849, 559, 237, 476, 826, 838, 964, 892;

### 2. Listen, write down and reproduce in karakalpak language the following dates

December 4, 1938	May 13, 1867
September 27 1883	March 27, 2011
June 14, 2003	August 16, 2020
November 23, 1853	January 20, 1940

### 3. Listen, write down and reproduce orally in English the following phone numbers

+999894-874-92-51	+99894-941-25-88
+99893-639-74-18	+99893-828-20-18
+99894-274-48-72	+99891-318-93-68
+99891-372-82-28	+99899-937-37-75
+99894-492-31-45	+99891-462-91-74

4. Listen to the following text in full and translate orally in English  
Qarshigamın qarawında 700 bas sawlıgı bar. Jaylawdaham oğan jetkenshe hár 10-15 kilometr aralıqta artezian qudıqlar bar. Qoylar 300-350 kilometr uzaqlıqtağı jaylawğa kóship-qonıp, óz erkinshe otlatılıp kete beredi. Ótken jılı qarawındağı 564 qoydan 736 bas qozı aldı. Hár júz sawlıqtan 130 bastan qozı, hárbir qoydan 3,5



kilogramnan jún qırqıp aldı. Ol mámleketke tapsırılğan 261 dana qarakól teriniń 80 procentin birinshi sortqa tapsırdı.

Mal sharwashılıǵı boyınsha qara mallardıń bas sanı 1486 bas bolıp, jobaboyınsha 3060 centner sút sawıp alınırı kerek edi. Sawıwdı jaqsı shólkemlestiriw nátiyjesinde 3368 centner sút sawıp alındı. Xojalıq boyınsha har sıyırdan ortasha 820 litr sút sawıp alıw jobalastırıldı. Al., haqıyqat sawıp alınğan sút 965 litrdi quraydı. Mayda mallardıń bas sanı joba boyınsha 264 bas qoydan 1115 basqa kóbeytildi. «Námuná» diyqan fermerler xojalıǵındaǵı Sh. Dáwletbaevanıń shańaraq aǵzaları eki yarım gektar jerinen 7 tonnadan aslam paxta zúrátin jıynap aldı. Ásirese, ijarashı fermer Nigara Matqurbanova 5,5 gektar jerinen 10 tonnadan aslam paxta jıynap alıp, joqarı sortlarǵa tapsırdı.

5. Translate the text from English into Karakalpak language

**NEW WORDS:** **advertising:** *publicity* - **aim:** *objective* - **antisocial:** *that cause problems for other people* - **behavior:** *activities, actions* - **compel:** *force* - **draw:** *neither win nor lose* - **keep out of trouble:** *avoid problems* - **league:** *competition* - **led to:** *caused* - **offence:** *illegal act* - **peer:** *a person who is in the same age group, or social group, as others* - **peer pressure:** *a force that makes people behave in the same way as their friends* - **pitch:** *field for sports* - **won't 'alf get it:** *will certainly be in trouble* -

Youth crime and vandalism in the Patchway district of Bristol have fallen by 20% in just a few months. Why? Because young people have stopped encouraging each other to do stupid and *antisocial* things, and are now making sure that they *keep out of trouble*. And it's all the result of a new football *league*!

"Peer pressure" is a strong force, specially among young people. Almost everyone can remember a moment when they have felt *compelled* to do something

because their friends were doing it, or to buy something because their friends had bought it.

In the age of social media, peer pressure is stronger than ever. Without it fashion would not be the same, and *advertising* would be much harder. There would also be fewer of today's big social problems: drugs, crime and so on. Yet although peer pressure is usually seen as a bad influence, it can also produce positive results.

Jon Owen and David Morgan, two Bristol policemen, have organised a six-a-side football league for teenagers in Patchway, one of the poorest parts of the city. Police in several parts of Britain organise similar football leagues or competitions, but usually the *aim* is just to keep teens occupied, and build confidence between teenagers and the police. Jon and Dave, however, had a better idea.

They have introduced a system in which football results are linked to young people's *behaviour* off the *pitch*. Teams score points for winning their matches, but lose points if any team-member does anything he shouldn't... on the football field or off it! Teams score ten points for winning a match, and five if they *draw*; but if any player is arrested, the team loses ten points. If a member is caught doing an act of vandalism, such as spraying graffiti, the team loses five points. Three points are lost for more minor *offences*. The teams also lose points if their members behave badly on the football pitch.

The result has been spectacular; since the football league started, crime and vandalism in the area have fallen by 20%, and none of the teenagers playing in the league has been apprehended by the police.

Instead of encouraging each other to do antisocial things, and cause problems, these teenagers are now encouraging each other to behave properly!

"If any of the lads loses points for the team, 'e *won't 'alf get it* from the rest!" says Craig, who plays for one of the teams. "We're making sure we all keep out of trouble!"

The idea is already raising interest in other cities. Social workers will also be looking for other ways in which "peer pressure" can be used to produce positive results, rather than negative ones. If more original ways can be found, to make positive use of peer pressure, levels of crime and other social problems among teenagers and young will fall.

Some people also say that a similar system should be introduced for professional footballers. If red cards *led to* lost points, they might become very rare! Fifty years ago, before red cards were introduced, professional footballers rarely got into fights. In those days, there was enormous peer pressure on them to behave....

In another example of positive peer pressure, statistics show that the number of British teenagers smoking and taking drugs fell steadily from 2000 to 2014. A generation ago drugs and smoking were the coolest things; today the coolest things are phones and social media. Research shows that mobiles have replaced cigarettes, or drugs as a symbol of growing up, in many teenage circles.

## 6. Translate the text from karakalpak into English language

Jaslar-keleshegimiz, milletimiz tiregi. Elimizde jas áwladtı tárbiyalawda olardıń tek ǵana salamat bolıwına emes, al, ruwxıy jetik insan bolıp, kámalǵa keliwine de barlıq sharayatlar jaratılıp, ayrıqsha ǵamqorlıqlar kórsetilmekte. Búgingi kúni internet arqalı kirip kelip atırǵan buzǵınshı ideyalar, biziń neshe mın jılıq ruwxıy, mánawiy kádiriyatlarımızǵa, jaslarımızdıń ruwxıy sanasına zıyan tiygizetuǵını belgili bolmaqta. Sonlıqtan, jaslarımızdıń bos waqıtların biykar ótkermew, oqıw-tárbiya, kitapqumarlıq, kórkem óner, sport penen shuǵıllanıwın támiyinlew búgingi kúnniń áhmiyetli wazıypalarınan sanaladı. Demek, jaslar qanshelli ruwxıy barksamal bolsa, túrli jat illetlerge qarsı immunitetide kúshli boladı. Watannıń keleshegi dáslep onıń perzentleriniń kámalına baylanıslı. Bul hár bir jerlesimizdi óziniń ruwxıy kámalatı ushın joqarı juwapkershilikti seziniwge, óz máplerin usı jurt, usı xalıq mápleri menen baylanıslı jasawǵa jol kórsetedi. Óz Watanın súymegen, onıń hár bir qarıs jeri ushın juwapkershilikti sezbegeń hár bir

insan ruwxıy tárepten jarlı sanaladı. Sonlıqtan ósip kiyatırǵan jas áwladlar sanasın milliy mánawiyatımız dúrdanaları menen suwǵarıwımız kerek. Bunı erteń emes, al búginnen zárúr bolsa házirde baslawımız kerek. Belgili francuz jazıwshısı Viktor Gyugo bılay degen edi: «Adamnıń ullılıǵı onıń boyınıń uzınlıǵı menen ólshenbeytuǵınlıǵı sıyaqlı, xalıqtıń ullılıǵı da ondaǵı adam sanınıń kópiligi menen ólshenbeydi, onıń mánawiyatınıń joqarılıǵı menen ólshenedi». Al, qaraqalpaq klassik shayırı Berdaq Ǵarǵabay ulıda jawızlıqqa qarsı gúresiwshe kúsh-bilimlilik, kámillik dep bileidi. Sonlıqtan, óz qosıqlarında bılay dep jazadı:

**Aqlı kámil ilimi zor,**

**Bilimli el bolmaydı qor.**

Ilim úyreniw, bilim iyelewdiń abzallıqları haqqında hádislerde de ayrıqsha atap ótilgen: «Ilim iyelen! Ilim sahrada dos, ómir jollarında tayanış, jalǵızlıqta joldas, baxıtlı demlerinde basshı, qayǵılı kúnlerinde mádatkár, adamlar arasında baxıt, dushpanlarǵa qarsı gúreste quraldur», «Besikten qábirge shekem ilim izlen», «Jaslıqta alǵan bilim tasqa oyılǵan nıǵs sıyaqlı». Bul pikirler jas áwladqa tárbiya, ilim- bilim beriwde áhmiyetli orın iyeleydi.

## LESSON 12

### 1. Listen, write down and reproduce in English the following numbers

4, 6, 2, 3, 7, 8, 5, 7, 9, 2, 5, 9, 6, 1, 8, 2, 4, 9, 5, 4, 1, 7;  
37, 22, 32, 13, 44, 73, 36, 48, 55, 23, 76, 82, 63, 96, 72, 64;  
153, 646, 816, 473, 973, 636, 381,602,163, 462,305, 398,219;

### 2. Listen, write down and reproduce in karakalpak language the following dates

March 14,1828	January 19, 1963
August 30,1992	November 25,2009
April 9, 1838	October18, 1890
September 7, 2003	June 13,1877

### 3. Listen, write down and reproduce orally in English the following phone numbers

+99893-463-99-24	+99893-759-46-37
+99894-639-91-23	+99893-362-78-20
+99891-274-29-27	+99890-736-48-25
+99893-847-47-28	+99891-647-39-29
+99894-744-88-63	+99891-377-81-34

### 4. Listen to the following text in full and translate orally in English

2020-jıldıń 1-oktyabr halatına 1916,1 mıń adamdı quraydı. Uısı kórsetkish 2020-jıldıń yanvar-oktyabr aylarına 17,8 mıń adamğa yamasa 0,9%ke ósti. Sonıń ishinde, qala xalqınıń sanı 938,6 mıń adamdı (jámi xalıq sanındaǵı úlesi 49,0%) awıl xalqınıń sanı 977,5 mıń adamdı (51,0%) quraydı. 2020-jıl yanvar-sentyabr aylarında 28,2 mıń perzent tuwıldı (tiri tuwılǵanlardı esapqa alǵan halda), sáykes túrde mıń

adamğa tuwılıw koefficienti 19,8 promillege tuwra keledi. Respublikalıq kesimdegi talqılawlarǵa bola, 2019-jıldıń 1-aprel halatına eń kóp xalıq sanı Nókis qalasında 316,3 mıń adamdı (respublika jámi xalıq sanındaǵı úlesi 16,9%) hám Tórtkúl rayonında 211,1 adamdı (11,2%), kerisinshe eń kem xalıq sanı Moynaq 31,4 mıń adamdı (1,7%) sonday-aq, Taxtakópir rayonında 39,9 mıń adam (2,1%) dı quraydı.

Qaraqalpaqstanda xalıq sanı 2020-jılǵı maǵlıwmatlarǵa kóre 1,916,100 adam qurap, 51,0 % awıllarda, 49,0% qalalarda jasaydı.

Qaraqalpaqstan xalqın qaraqalpaqlar — 35,7 %, ózbekler — 38,2 %, qazaqlar — 18,6%, túrkmenler — 5,1 %, qalǵanlar — 1,7% quraydı.

### 5. Translate the text from English into Karakalpak language

#### FAST FOOD,OK?

**NEW WORDS:** **conned:** *deceived, tricked* - **diet:** *what you eat* - **fine by me:** *good, in my opinion* - **frankly:** *honestly* - **junk:** *rubbish, very poor quality* - **hassle:** *trouble* - **I'm not all that keen on:** *I don't particularly like* - **mad cow disease:** *a fatal illness of cows, BSE* - **organic:** *natural, produced without chemicals* - **pretty:** *quite* - **rip off:** *a deception, very bad value for money* - **stuff:** *things* - **the point:** *the subject* - **vegan:** *someone who eats no animal products at*

**In Britain, many people say that teenagers do not eat good food. Television chefs have tried to encourage teenagers and young people to eat better food; but still, many young people in Britain prefer a daily diet of hamburgers and other fast food. Freeway magazine asked some British teenagers for their opinion about "fast food".**

**FREEWAY:** People say that today's young people like nothing apart from "fast food"; do you think this is true? And what do you think of fast food?

-----

**GORDON:** I don't have anything against it, really! It's O.K! I mean, you hear people saying it's all *junk* food, but most of the time it tastes good. Though I wouldn't want to live off it all the time!

**DANNY:** Yeah, if you mean hamburgers and whatever, there's nothing wrong with them. They're good food! They fill you up; and that's what food's supposed to do, isn't it? I mean there's meat, vegetables and bread and cheese; as far as I'm concerned, that's a *pretty* balanced *diet*.

**GORDON:** Yeah, hamburgers are all right. I mean, my mum says it's all junk, but *frankly* I can't really see what makes it any different from the *stuff* she cooks. I mean bread's bread, isn't it, and steak's steak, as far as I'm concerned.

**KATHY:** I tend to agree. Like, personally *I'm not all that keen on* hamburgers - they just make you fat - but if you go to a McDonald's or somewhere like that, you can get salads and things too....

**JO:** Well yes, 'course you can, but that's not *the point*, is it? I mean the thing about junk food is that it's all deep frozen, it's never fresh....

**KATHY:** What d'you mean? You can't get deep-frozen salads...

**JO:** Well maybe not the salads... but the rest's all deep frozen industrial stuff.

**GORDON:** But so's most of the food you get these days...

**JO:** It isn't at all! What about all the *organic* stuff, and fresh meat and things like that.

**GORDON:** Yes, OK... but who says it's any better than deep frozen stuff?

**DANNY:** It certainly doesn't taste better, and it's much more *hassle*.

**FREEWAY:** Don't you eat fresh food at home then?

**DANNY:** Yeah, of course, from time to time; but most of the time my mum does stuff out of the deep freeze. It's good!

**JO:** what sort of stuff?

**DANNY:** All sorts of stuff. Pizzas, fish fingers, lasagna, things like that.

**JO:** You're not really suggesting that deep frozen pizza's as good as the real thing, are you?

**DANNY:** What d'you mean 'the real thing'? Deep frozen pizza's perfectly real, and *fine by me*... once it's been heated up, I mean!

**KATHY:** Anyway, who eats home-made pizza at home anyway? No-one does! D'you?

**JO:** No, 'cos I'm a vegetarian!

**KATHY:** That doesn't stop you eating pizza, does it?

**JO:** It depends what kind of pizza it is, doesn't it? I mean I love a good vegetarian pizza.

**DANNY:** D'you eat cheese then?

**JO:** Yes, I'm not *vegan*.

**GORDON:** I think you've got to be sensible about it really: like as I said, I like hamburgers, but I wouldn't want to go round eating them every day; and there's some things that are better than others, obviously. I mean, look at chicken nuggets for instance. People think they're eating meat, but they're 90% nugget and only 10% meat. I reckon things like that are a *rip off*; you're really being *conned*!

**JO:** But it's the same with all junk food, isn't it?

**GORDON:** What d'you know about it? You just said you were a veggie!

**JO:** Yeah, I am now, but I didn't use to be! If you want to know, the reason I went vegetarian is because I got sick of tasteless junk food.

**DANNY:** Maybe you ate the wrong stuff! Most of the things I eat are pretty tasty, to be quite honest!

**JO:** Yeah, I'm sure they are! But it's all done with chemicals and flavourings, isn't it? You never know what you're eating!

**DANNY:** So what, it's not poison, is it? You can kill yourself by eating poisonous mushrooms, can't you, and they're quite natural...

**GORDON:** And organic....

**JO:** Well look at *mad cow disease*...

**GORDON:** Well that was an extreme case, wasn't it? An' anyway, how many people caught it? About twenty! Probably as many as died from eating bad fruit....

## 6. Translate the text from karakalpak into English language

### Awqatlanıw ta`rıbi ha`m awqatlanıw gıgienasi

Balanın` bir ku`nde jeytug`in awqati sol waqıt ishinde sarplanatug`in energiya omin qaplawı ha`m o`siwin ta`minlewi kerek. Balalarfı awqatlandırıwda awqat quramındag`i o`nimler qatnasın biliw kerek. Uliwma bilim beriwshi mekteplerde ha`m mektep internatlarında birinshi smenadg`i oqıwshılarg`a azang`i awqat 7.30 dan 8 ge shekem bir ku`nlik ratsionnıń 25%, ekinshi awqat 11-12 de ratsionnıń 15-20%, mektepten qaytqan son` tu`slik jewi kerek, bul ratsionnıń 35% quraydı, keshki awqat 19-20 sa awqat ratsionının` 20-25% qurawı kerek.

Aziqlıq zatlar energiya deregi ha`m qurılıs materialı esaplanadı. Sonın` ushin olar tolıq qımbatlı awqat jewleri kerek. Sonda g`ana olar jaqsı o`sesi, tu`rli keselliklerge shıdamlı boladı. Balalar awqatı barlıq za`ruriy zatlardan o`simlik ha`m haywan o`nimlerinen, sapalı o`nimlerdin` jeterli da`rejede bolıwı kerek. Awqatlanıw tuwri du`ziw u`lken a`himiyetke iye. Orta mektep oqıwshılari 4 ma`rte awqatlanıwları, ha`lsiz balalar tez-tez awqatlanıwı lazim. Awqatlanıwda jeke gıgienag`a, stol a`tırıpında o`zin tutıwıg`a boysınıwı kerek. Za`harleniw bakterial ha`m bakteriyası tu`rlerge bolinedi. Bakterial zaharleniw tu`rlerine salmonellyoz kiredi. Bul salmonella tu`sken awqattı jegende rawajlanadı. Bul awqat tu`rlerine go`sh ma`yek, su`t o`nimleri kiredi. Bunnan tisqari pıshaq taxtalar , stollarda, qolda da mikroblar bolıwı mu`mkin. Olar peshshe, tıshqan, balpaq tıshqan, iyt, pıshıq arqalıda jug`adı. Za`harlenniń belgileri : bir ku`n o`tkennen son` o`t qalta a`tırıpında awrıw payda boladı, qusadı, ish ketedi, bası awrıydı, tirisadı, suwıq ter basadı.

Balalar organizmi ushin beloklar, maylar, uglevod-lar, mineral duzlar ha`m suwdan tisqari, vitaminler da zarur. Vitaminler energiya bermeytug`in organikalıq birikpe. Vitaminler organizmnın` o`siwine, zat almasıwına ha`m fiziologiyalıq halatına ta`sir etedi. Olar o`simlik ha`m haywan o`nimlerinde ko`beyedi, atı latin ha`ripleri menen an`latıladı. Misali, A, V, C, D, PP h.t.b. Eger organizmda vitaminler jetispese, turli

kesellikler kelip shig`adı. Bir vitamin bolmag`anda avitaminoz, ol jetispegende gıpovitaminoz payda boladı.

## LESSON 13

### 1. Listen, write down and reproduce in English the following numbers

1, 4, 7, 8, 2, 3, 4, 5, 1, 4, 9, 3, 6, 5, 8, 4, 9, 3, 8, 6, 2, 4, 7;  
63, 84, 28, 37, 44, 75, 29, 27, 67, 49, 97, 33, 85, 66, 70, 44;  
565, 287, 368, 636, 390, 463, 866, 230, 307, 401, 183, 135, 621;

### 2. Listen, write down and reproduce in karakalpak language the following dates

August 21, 1938	April 25, 1988
May 26, 1883	September 26, 2012
December 31, 2002	October 6, 1993
March 19, 1958	November 14, 1864

### 3. Listen, write down and reproduce orally in English the following phone numbers

+99893-674-44-95	+99893-718-01-82
+9983-473-44-88	+99894-828-28-82
+99890-463-82-64	+99890-736-70-32
+99891-387-17-73	+99899-963-12-08
+99899-927-42-56	+99893-284-27-62

### 4. Listen to the following text in full and translate orally in English

Shimbay meteostantsiyasi maglumatlarina kore, jawingershilik mugdari jilina 73 mm, pawlaniw 990 mm ham igalliq 897 mm di quraydi. Bul korsetkishler Urgench metostantsiyasi boyinsha 83 mm 1300 mm ham 1247 mm di quraydi. Bul sharayatda joybar xojaliqlarindagi awil xojaligin juritiw tek jasalma suwgariwga tiykarlangan.

BMT suw tanqisligi shegarasi jan basina bir jilga 1700 m3 dep belgilegen. Kop jilliq baqlawlarga qaraganda sutkadagi ortasha temperatura jil dawaminda tek ozgeredi ham turaqsizligi menen xarakterlenedi. Qubla rayonlarda 10 OSnan joqari effektiv temperaturalar summasi 2385 OS. Arqa rayonlarda 1985 OS ga deyin jetedi. Suwiqsiz dawir suwgarilatugin rayonlarda 150-200 kun.

### 5. Translate the text from English into Karakalpak language

#### *Storing electricity.... the great green challenge*

**NEW WORDS:** **involve:** use, concern **abundant:** lots of **literally:** really - **purpose:** objective, aim - **store:** to stock, to keep - **apply:** use - **power:** energy - **drive:** to make something work - **tower:** very tall building - **solar-farm:** place where electricity is produced from the sun - **last :** continue - **shaft:** a vertical hole in the ground - **pressure:** force - **compressed:** made more dense, forced into a smaller volume - **Norwegian** a person from Norway

As the world moves fast towards renewable sources of energy, engineers are facing a big challenge. How can we store electricity to be used at times when the wind is not blowing and the sun is not shining? In some cases the answer will be batteries; but in other cases it could come from a variety of different solutions – starting with gravity.

Gravity is the most **abundant** source of power on Earth. It is everywhere... **literally** everywhere. It's always been everywhere, since the beginning of time. Nobody knew about it until around 1700, when Isaac Newton saw an apple fall from a tree in his garden. Newton asked himself the question: "Why did that apple fall to the ground?" And he soon worked out the answer.

Everything will fall to the ground if it can do so, because there is a massive force that pulls things towards the centre of the earth. Newton decided to call this force "gravity", a word that then just meant "weight". Engineers have used gravity as a

source of power for centuries, long before Newton first explained it. In particular they used gravity to move water from one place to another, to irrigate fields and bring water to cities. They knew that water would flow downhill, but never uphill, so they built structures, such as Roman aqueducts, to use the force of gravity most effectively.

In 1907, engineers in Switzerland first used gravity for a new **purpose**: to **store** energy. **Applying** the principle that "What goes up must come down", they used surplus hydroelectric **power** to pump water up a hill, where they stored it in a lake. Then when they needed more electricity, they let the water come back down the hill, **driving** electric turbines as it fell. The idea was just so simple, and it is now used in many parts of the world. However the problem is that "pumped storage" hydro schemes can't be built just anywhere, as they need lots of water and big hills or mountains. A more recent idea adapts the principle of pumped storage so that it can be used almost anywhere in the world. Instead of water and a mountain, some modern gravity systems use water, or big blocks of concrete, and a **tower**. A tower can be built anywhere, such as beside a **solar farm** where it can produce electricity when the sun is not shining. During the day some of the sun's energy is used to lift a heavy weight to the top of the tower; then during the night, the weight comes slowly back down to the ground, driving electric generators as it falls.

The system is so simple, and it's also very green. It does not use chemicals or rare metals, and towers can be built anywhere. Experts think that energy storage towers will **last** for 50 years or more... while batteries only last for a few years. Another idea that is being developed is to use old coal mines. There are old coal mines with big vertical **shafts** all over the world; there are mines with shafts that are over 1000 metres deep. Some experts believe that gravity systems are the cheapest way to store electricity. Gravity-stored electricity is maybe half the price of battery-stored electricity, but even so it is not cheap; in order to make gravity more effective, we would need to increase its force – and that, of course, is quite impossible.

Yet gravity is not the only way of storing energy, and engineers are working on

systems that store it using water **pressure** or **compressed** air... and even sand!

**Norwegian** engineers have built a system using the pressure that exists deep in the ocean; and in Italy there are plans to store energy using compressed CO<sub>2</sub> in cylinders at the bottom of the sea. Doing things very differently, the town of Kankaanpää in Finland has started storing energy in 100 tons of hot sand. This could perhaps be the cheapest and easiest solution of all, because sand is very cheap and easy to transport. Storage is one of the big scientific challenges of our time, as storage is the essential partner of wind power and solar power. We need clean electricity 24 hours a day, not just when the sun is shining or the wind is blowing.

## 6. Translate the text from karakalpak into English language

Ózbekstan 2030 jilǵa shekem elektr energiya islep shıǵarılıshida qayta tikleniwshi energiya dárekleri úlesin házirgi 10 procentten 25 procentke jetkiziwdi maqset etken. Elektr energiyasın dástúriy usıllar járdeminde islep shıǵarıw qashannan berli urfdan qalıp atır. Barlıq tarawlar qatarı bul tarmaqta da eń zamanagóy texnologiya, innovatsiyalardı qóllaw dáwir talabına aynalǵan. Bul, óz gezeginde, átirap -ortalıqqa zálel jetkezbeytuǵın, insan salamatlıǵı ushın qawipsiz bolǵan ekologiyalıq taza elektr energiyasın payda etiw imkaniyatın jaratadı. Tábiy resurslarǵa bay bolǵan mámleketimizde keyingi jillarda energetika salasın reformalawda jańasha sheshim hám texnologiyalarǵa úlken itibar qaratılayotgani biykarǵa emes. Usı waqıtta Ózbekstanda islep shıǵarılıp atırǵan elektr energiyasınıń derlik 90 procenti kómir, tábiy gaz hám basqa neft' ónimlerin qosıw ornına alınadı. Bul artıqsha joytıwlar talap etiw menen birge, átirap -ortalıqqa zálel jetkizbewden qalmaydı.

Tuwrı, insaniyat rawajlanıwında adamlardıń energetikaǵa bolǵan mútajlıǵı olardı tábiy derekler — otın, kómir, torf hám basqa janar maylardan paydalanıwǵa májbúr etdi. Bul usıl házir de energetika alıwıń eń operativ, anıq hám waqt sınaqınan ótken sheshimi esaplanadı. Hátte, áne sol tábiyǵıy baylıqlardıń qanshellilik kópligi mámleketlerdiń energetika tarawı rawajlanıwın belgileydi.

## LESSON 14

### 1. Listen, write down and reproduce in English the following numbers

8, 6, 2, 1, 3, 8, 9, 7, 3, 7, 4, 2, 6, 1, 8, 3, 4, 1, 5, 4, 6, 7;  
57, 12, 32, 43, 44, 83, 38, 49, 75, 83, 46, 83, 23, 56, 22, 74;  
233, 646, 816, 473, 973, 6316, 675, 998, 569, 254, 834 173, 307;

### 2. Listen, write down and reproduce in karakalpak language the following dates

April 3, 1947      January 9, 1984  
May 18, 1967      October 27, 1876  
December 23, 2006      June 14, 1892  
November 22, 2012      August 8, 2018

### 3. Listen, write down and reproduce orally in English the following phone numbers

+99890-563-98-24      +99893-372-80-28  
+99893-439-61-93      +99894-285-28-61  
+99890-274-59-77      +99890-735-28-92  
+99894-547-47-88      +99891-381-91-20  
+99893-344-68-53      +99893-392-97-29

### 4. Listen to the following text in full and translate orally in English

Dunya xalqinin sani 8 mlrd. Olar 5 minnan aslam tilde soylesedi. Ozbekistan Respublikasinda xaliq sani 30 mln. Onda 130 dan aslam millet wakilleri bar. Mekteplerde 7 tilde oqitiladi. Qaraqalpaqstan Respublikasinda bolsa xaliq sani 2 mln.

Bunda mekteplerde 5 tilde oqitiladi. Ozbek tili alipbesinde 26, al Qaraqalpaq tili alipbesinde bolsa 34 harip bar.

### 5. Translate the text from English into Karakalpak language

#### Remembering Queen Elizabeth II

**NEW WORDS :** **century:** period of 100 years - **flown :** from *to fly*, to go through the sky - **nurse:** person who helps sick people - **coronation:** official ceremony when a new monarch is officially appointed - **event:** occasion - **viewer:** spectator - **several:** a number of - **remain:** stay, be - **neutral:** without expressing an opinion - **retire:** stop working - **Jubilee:** festival - **throne:** the official seat of the king or queen

Queen Elizabeth II, who died on September 8th 2022, was one of the best-known people in the world. She lived a life that covered almost a **century**, and a century of enormous change. She was born before the age of television. When she was young, few people had cars, very few people had **flown** in an aeroplane, few people had telephones, and nobody had a computer. It was a different age. Elizabeth II was the older daughter of King George VI. As a teenager she lived through the Second World War, when she trained as a **nurse** and as a mechanic. Her father died suddenly at a young age in 1952. At the time Princess Elizabeth (as she was called) was on a trip to Africa. She was just 25 and had two young children, Charles and Anne. Her **coronation** took place in Westminster Abbey, London, on 2nd June 1953. It was the first big **event** to be shown live on television to **viewers** around Britain, and live on radio around the world. When she became Queen in 1952, her first prime minister was Winston Churchill. For over 70 years, she was Britain's head of state. She was also head of the Commonwealth, and the head of state of **several** Commonwealth countries, including Australia, Canada, New Zealand and other smaller nations. As head of state, she took an active part in life, meeting with her prime ministers every week, and undertaking thousands of official functions. She was head of state, but she played no part in politics, and had



to **remain** strictly **neutral** in all circumstances. It was not an easy life, but she did not think of **retiring** when she reached the age of 65. She continued with her official business until two days before her death. For most of her life she was very popular with people in Britain and around the world. There was a period in the 1990s, after the death of Princess Diana, when she lost some of her popularity, but her difficult years did not last long. In 2002 she celebrated her Golden **Jubilee**, marking 50 years on the **throne**. After that, she remained popular, indeed very popular, for the rest of her life. She was like a national figurehead, the nation's grandmother. People liked her, and more importantly they respected her. As head of state, she was so much better than any politician! Even though she has now left us, she will continue to be present in British life for many years to come. Her head is on banknotes and **coins**, her initials E II R are on red letterboxes all over the country, her name has been given to London's newest underground railway line, and her image is in millions of photos taken over the past 96 years. Elizabeth II marked an age in Britain, just as her great-grandmother Queen Victoria did in the 19th century. Only a few kings and queens have ever done that, in Britain or anywhere else.

## 6. Translate the text from karakalpak into English language

### Islam Abdug'aniyevich Karimov

Islam Abdug'aniyevich Karimov (1938-jil 30 -yanvar, Samarqand qalası — 2016 -jil 2-sentyabr, Tashkent qalası [2]) — mámleket hám siyasat ğayratkeri, Ózbekstan Respublikasınıń birinshi prezidenti. Ózbekstan Qaharmanı (1994). Ózbekstan Qurallı Kúshleri Joqarı Bas Komandiri hám 2007- jilǵı prezidentlik saylawları jeńimpazı, 2015- jilǵı prezidentlik saylawları jeńimpazı. Ózbekstan ğárezsizligi daǵaza etiwge shekem O'zSSR kommunistlik partiyası birinshi xatkeri. 1991-jıldan ómiriniń aqırına shekem Ózbekstan Prezidenti. Islam Karimov basshılıǵında Ózbekstan óziniń Konstitusiyasına iye boldı, BMTda tán alındı hám MDH mámleketleri menen teń haqlı baylanıslardı alıp barǵan.

Tálimdi rawajlandırıwǵa qosqan úlken úlesi ushın onnan artıq shet el mámleket universitet hám akademiýalarınıń eń húrmetli pán doktorı, professor hám de akademikalıqlıǵına saylaǵanı. Onıń :

„Ózbekstannıń óz ğárezsizlik hám rawajlanıw jolı“ (1992),

„Jańa úy qurmay turıp, eskisin buzbań“ (1993),

„Ózbeksten — bazar munasábetlerine ótiwdiń ayırıqsha jolı“ (1993),

„Bizdan azat hám obod watan qalsın“ (1994),

„Ĝárezsizlik hám ruwxılıq“ (1994),

„watan sıyınıw ornı sıyaqlı múqaddesdir“ (1995),

„Ózbeksten XXI ásir bosǵasında : qawipsizlikke abay, turaqlılıq shártleri hám rawajlanıw kepillikleri“ (1997),

„Bárkámal áwlad ármansi“ (1998),

„Kúshli mámlekettin kúshli jámiyet sari“ (1998),

„Tariyxıy yadız keleshek joqlar“ (1998),

„Alla kewilimizde, kewilimizda“ (1999 ),

„Azat hám obod watan, erkin hám jetkilikli turmıs — sońı maqsetimiz“ (2000),

„Tınıshlıq ushın ğuresiw kerek“ (2001),

„Ózbekstanda demokratiyalıq ózgerislerdi jáne de tereńlestiriw hám puqaralıq jámiyeti tiykarların qalıplestiriwdiń tiykarǵı baǵdarları“ (2002)

Joqarı ruwxılıq -jeńilmes kúsh (2008)

hám basqa dóretpelerinde ekonomika, sociallıq-siyasiy rawajlanıwdıń aktual máseleleri izertlew etilgen, Ózbekstannıń ishki hám sırtqı siyasatı ilimiy tiykarlab berilgen, házirgi hám keleshekтеgi wazıypalar kórsetip otılgen. Onıń dóretpeleri ingliz, rus, fransuz, ispan, nemis, hind, qıtay, arab, koreys, tu'rk hám basqa shet el tillerge awdarma etilip, bir neshe márte baspa etilgen.

## LESSON 15

### 1. Listen, write down and reproduce in English the following numbers

7, 3, 7, 4, 2, 6, 1, 8, 3, 4, 6, 7, 9, 3, 2, 1, 7, 8, 5, 1, 6, 2;  
83, 28, 59, 85, 43, 96, 87, 13, 86, 92, 34, 44, 20, 62, 17, 29;  
243, 746, 896, 453, 673, 606, 975, 398, 549, 154, 734 473, 707;

### 2. Listen, write down and reproduce in karakalpak language the following dates

January 4, 2003	February 13 1983
May 26, 1982	April 22, 1874
March 29, 1978	November 9, 1991
September 19, 2019	June 4, 2005

### 3. Listen, write down and reproduce orally in English the following phone numbers

+99893-748-28-08	+99893-828-37-13
+99894-645-12-23	+99894-473-72-88
+99891-472-72-29	+99893-462-12-98
+99890-736-89-28	+99891-378-29-27
+99899-362-93-25	+99890-735-48-59

### 4. Listen to the following text in full and translate orally in English

Ma'kke - en' joqari zu'ra'a'tli egin. Ol sharwashiliq mallari ushin ju'da' jug'imli aziq-awqat o'nimlerin beredi. Ma'kkeden aytarliqtay qaldiq shiqpaydi. 1 kg ma'kke da'ninin' aziqliq jug'imlilig'i 1,34 kg salig'a, yag'niy 1,21 kg arpag'a ten' keledi.

Kimde kim ma'kke jetistiriwdi o'z qolina alsa ol mal sharwashiliqti rawajlandiriwda jaqsi jetiskenliklerge erisedi. Ma'kke o'siriwshi diyqanlardin' ta'jiriybeleri teren' u'yreniliwi, turmisqa ken' engiziliwi kerek.

### 5. Translate the text from English into Karakalpak language

#### Public or private healthcare

**NEW WORDS: Overcrowded and underfunded, Private healthcare services, Reduce the burden on the public system, Private healthcare insurance, A waste of money, Afford the best and quickest treatment available**

These days many people feel that good health and well-being is essential to all people and therefore healthcare services should not be run by privately owned companies, whose main objective is to make profit. Personally, while I do agree with this statement, I also believe that private healthcare services do have many advantages.

Firstly, public hospitals in most countries are usually **overcrowded and underfunded** which can put a lot of pressure on doctors, nursing staff and patients to recover quickly so that more people can be treated. When people choose **private healthcare services** it can help to **reduce the burden on the public system**, and as a result can also help to reduce the amount of money required by the government for funding. In addition to this, those who choose to pay for private healthcare services will experience many benefits, such as the quality and speed of treatments, short waiting times for appointments and operations, and more private and comfortable facilities.

However, while there are a number of benefits to private healthcare, there are also a number of drawbacks. To begin with, **private healthcare insurance** is very costly and many people simply cannot afford it. In addition, private healthcare insurance is usually paid on a monthly basis, whether you use the system or not, and

therefore many people pay thousands of dollars each year for private healthcare but never need to use the facilities or services. Many people consider this to be a **waste of money**. Furthermore, some people also argue that private healthcare services create inequality between citizens of a nation as only the wealthy can **afford the best and quickest treatment available**.

In conclusion, I believe that as long as governments do their best to provide a good standard of healthcare facilities and services for the general public, then private healthcare services can also exist and provide many advantages that will outweigh the disadvantages.

## **6. Translate the text from karakalpak into English language**

### **Densawlıqtı saqlawdıń jeke hám basqa túrdegi sistemaları**

Densawlıqtı saqlawdıń jeke hám basqa da túrdegi sistemaları qatarına óz qarjıları, tartılǵan qarjılar hám nızam hújjetlerine muwapıq basqa da derekler esabınan qarjılandırılatuǵın emlew-profilaktika mákemeleri, dárixanalar, dárilik zatlar, medicinalıq buyımlar hám medicinalıq texnikanı islep shıǵaratuǵın kárxanalar, sonday-aq farmacevtika jumısı menen shuǵıllanıwshı fizikalıq shaxslar kiredi. Densawlıqtı saqlawdıń jeke hám basqa da sistemalarına qarastı emlew-profilaktikalıq mákemeler puqaralardıń ayırım toparlarına biypul medicinalıq xızmet kórsetedi. Bunday xızmetlerdiń kólemi, dizimi, olardı kórsetiw tártibi hám kompensaciyası tiyisli wákillikli uyım tárepinen belgilenedi. Densawlıqtı saqlawdıń jeke hám basqa da túrdegi sistemalarında tek ǵana nızam xújjetlerinde belgilengen tártipte qollanıwǵa ruxsat etilgen profilaktikalıq, diagnostikalıq hám emlew qurallannan paydalanıladı. Densawlıqtı saqlawdıń jeke hám basqa da sistemaları belgilengen tártipte medicinalıq xújjetti júrgiziwi hám statistikalıq maǵlıwmatlardı usınıwı shárt.

## **THEORETICAL PART**

### **The part of preparing in deciphering and translation.**

Interpreting and interpretation ('Translation' with an upper-case T) are practiced under a wide assortment of conditions. Numerous mediators and interpreters work full-time. Others such as housewives, understudies, restorative specialists, engineers and writers work part-time for supplementary salary (see for occurrence Katan 2009). Deciphering and translation work can moreover be relegated every so often or frequently to representatives whose official obligations bear no relationship to such errands but who happen to talk one or more foreign languages. Translators can be required to perform profoundly imaginative work, as when they interpret sonnets or other scholarly writings. At times, their work involves the acquisition and some deep processing of specialized information, in particular – but not exclusively – in scientific and technical translation. In other circumstances, it involves rewriting into a target language business letters, road signs, directions for hotel guests, information for tourists, etc. Translators may have to accept much responsibility, for instance when translating or interpreting important political speeches and legal texts. In other cases, they have a modest role, for instance when translating the menu for a cafeteria in a small town. Their educational level varies from top academic qualifications to a modest primary school level. Some enjoy high social prestige as 'creators' in their own right or highly skilled language mediators, while others are viewed as minor clerical staff. Their work may be intended to serve a single person, for instance a foreign guest at a specialized conference, or be subject to much exposure, for instance when they interpret for television or translate a best-selling book. Some earn a great deal of money, and others have very low salaries. In other words, although their activity is given the same name – 'interpreting' or 'translating' – intellectually, technically, socially, economically, it is far from homogeneous and perhaps these two words could be seen as hypemyms covering a rather wide range of distinct occupations. Socially and economically, this situation is

not favourable to top-level professionals: their status and working conditions tend to be dragged down by the existence of interpreters and translators at 'lower' levels rather than the other way around. Because there are so many self-proclaimed interpreters and translators whose level of performance is very low and so many 'bilinguals' who engage in translation without any training, many a layperson is not in a position to (and does not necessarily wish to) see and acknowledge the difference between them and high-level professionals. Titles such as 'conference interpreter,' 'court interpreter,' 'community interpreter,' 'scientific translator,' 'technical translator,' or 'legal translator,' which, incidentally, are not protected by law or regulations in most countries, may afford some defence against this phenomenon by discriminating between specialties and levels of expertise, but with insufficient effectiveness in most cases. Many laypersons, and even regular users of conference interpreting services, do not even have a clear idea of the difference between translation and interpreting. In spite of the diversity of performance levels and conditions, interpreting and translation can be defined as performing essentially the same function, namely re-expressing in one language what has been expressed in another for communication or other purposes. At the lowest levels of performance requirements, this function can be fulfilled by persons having a minimum knowledge of the languages involved and no specific training. As quality requirements become more stringent, performance problems arise in connection with comprehension of the source Text, linguistic reformulation in the target language, behavioural issues (including compliance with norms of appropriate professional conduct), technical issues, ethical issues, psychological issues (in particular in public service interpreting)... Some of these are solved naturally: Translators (translators and interpreters) extend and deepen their knowledge of the languages and the subjects they deal with while Translating and by seeking to learn more through books, newspapers, other periodicals, lectures, workshops etc. Their technical and other skills also improve with practice. Some, perhaps many, actually reach top-level performance through experience and self-instruction. Others encounter obstacles

which halt their progression. I have been told by some experienced translators that they somehow never manage to free themselves from the source-language structure when writing target-language sentences, and by several experienced conference interpreters that they feel they do not perform well enough in consecutive interpreting because they have had no formal training in notetaking techniques. Other colleagues reach a certain level of proficiency with which they are comfortable but do not know how to move up, from instance from general translation to specialized translation, from sentence-by-sentence interpreting to 'true' consecutive interpreting, from consecutive to simultaneous interpreting. This is by no means an absolute rule. I have had the opportunity to meet and sometimes work with self-taught interpreters and translators who have developed bad habits, but my experience does not match that of Wilhelm Weber, former dean of the Translation and Interpreting Division of the Monterey Institute for International Studies, who writes:

Only exceptionally gifted people (of whom I have only met one or two during my professional career) can hope to accede to these professions on their own without developing serious bad habits and making mistakes that will tarnish their professional performance for the rest of their careers. (1984: 2)

In this context, the sometimes heated debate on whether "translators are born, not made" (Nida 1981) or "made, not born" (Healey 1978) seems rather pointless, at least if taken literally. While certain 'natural' aptitudes are prerequisites to high-quality translation – especially literary translation – or to simultaneous interpreting, it makes little sense to challenge the idea that guidance into Translation can be useful, be it for the purpose of helping natural talents unfold and develop or for instruction in technical procedures (see for instance Tetrault 1988; Viaggio 1988) and in the acquisition of linguistic and extralinguistic knowledge. Interpreter and translator training can usefully be considered against this background. Formal training is not mandatory, but it can perform at least two important functions. One is to help individuals who wish to become professional interpreters or translators enhance their performance to the full realization of their potential. The other is to help them

develop their Translation skills more rapidly than through field experience and self-instruction, which may involve much groping in the dark and learning by trial-and-error. Formal training programmes also have other functions, more social or professional in nature. In particular, they can help raise general professional standards in the marketplace by selecting the best candidates at admission and the truly skilled at graduation. This in turn may help raise the social status of Translators, especially if standards are set at postgraduate academic level. Through the professional circles they are connected to, training programmes can also help beginning interpreters and translators start their professional careers by introducing them to professional organizations and clients. This is a particularly important function in conference interpreting, as interpreting schools maintain close links with major international organizations and other institutional clients, and invite their representatives to take part in graduation examinations. Training programmes may also help standardize working methods (which may or may not be desirable), give Translators the comforting feeling they belong to a genuine profession, and provide good observation opportunities for research into interpreting and translation. Indeed, the vast majority of research projects on Translation are planned and carried out by academics who teach translation or interpreting (see Pöchhacker 1995 for interpreting), and a considerable amount of research uses the training environment for reflection, observation and experimenting. All these social functions are important. However, they are to a large extent contextdependent and vary considerably from one country to the next and from one market to the next. In contrast, the didactic function of formal training is essentially invariant, although the application of common principles is also context-dependent, as operational aims vary according to the nature, duration, resources and baseline status of the relevant training programmes. This book targets a relatively wide audience and focuses on the principles underlying the didactic function of training for high-level non-literary translation and conference interpreting. Principles which apply to general, non-specialized translation, to technical and scientific translation, to conference interpreting and broadcast interpreting are

presented and discussed; the book does not address systematically the specific needs and circumstances of dubbing, subtitling, localization, public service interpreting and of various signed language interpreting contexts. While I believe that students and practitioners studying and/or working in these areas can also benefit from the concepts and models presented in this book, and references to them can be found in works on signed language interpreting (see for instance Bélanger 1995, papers in Janzen 2005, books by Carol Patrie) and on public service interpreting (see for example Collados Aís & Fernández Sánchez 2001), each of these Translation sectors and modalities has technical, sociological and other idiosyncrasies, in particular with respect to the role of the translator or interpreter, and deserves additional teaching materials which are found in sector-specific literature.

### **Requirements for interpretation**

To ensure the high quality of the translation, the translator is the original copy of the translated text comparing with, evaluating and classifying possible errors, should be able to make the necessary corrections. If the translator is some If he has to fulfill the requirements, then it is up to him to evaluate the results of his work determined by how completely and successfully they fulfilled these requirements. The set of requirements for translation quality is called the translation norm. The quality of the translation is the level of its compliance with the translation norm and this norm determined by the character of involuntary or conscious exclusion. Normative requirements are formulated in the form of principles or translation rules. Normative rules can be general or special, specific, individual cases covers or refers to a particular type of translation or to translation in general it can. They are formulated as a single rule or this rule conditions that may or may not apply the presence of cases with more or less cases (exceptions to the rules). The results of the translation process (translation quality) are the semantics of the translation to the original degree of closeness, genre and stylistic affiliation of the original and translated texts, determined by pragmatic factors affecting the choice of translation option. All these aspects of translation have a direct normative character, and they

defines the translator's strategy and criteria for evaluating his work. Translation the concept of norm refers to the translator's requirement of normative use of the target language, as well as the goals and objectives of the translation activity of the results of the translation process includes the need to conform to generally accepted views on a certain historical period. Thus, translation norms are five different types of norms formed as a result of the interaction of requirements.

### **Norm of translation equivalence**

Norm of translation equivalence or source text (ST) and translation text (TT) maximum identification of all levels of content. The content equivalence of ST and TT is their communicative serves as the basis of equivalence, their presumed existence is this translates the text. The norm of translation equivalence is not a fixed parameter. This is original to the greatest possible commonality between the content of the copy and the translation means that it is necessary to achieve, but only ensures the adequacy of the translation to the extent consistent with other regulatory requirements. New translators, students are often involved in the violation of the norm of equivalence allowed by: mainly at the level of lexical content and syntactic structure the desire to ensure equivalence leads to literalism, ambiguity of understanding. At the same time, at the levels of the purpose of communication and the method of describing the situation equivalence may not be achieved.

### **Genre-stylistic norms of translation**

V.N. Komissarov defines the norm of genre-style of translation as dominant of translation task and methodological features, as a requirement that the translation corresponds to the relevant text type defines. The choice of this type is determined by the nature of the original and the translation Stylistic requirements are normative rules that describe similar types of texts in the language of the text. Genre and stylistic norm in many ways defines both the required degree of equivalence and the dominant function, their provision is the main task of the translator and evaluation of the quality of his work is the main criterion.

### **Norm of translation speech**

A translation text is a spoken work in the target language, which is the standard and usage of the language rules are binding for him. However, these rules are all language activities not the same for cases. They are both in different functional styles and general literary it also differs depending on the variety of the language. Between the latter, there is usually a conversation speech (informal communication) and the language of fiction are distinguished. Linguistics In the literature, the opinion is expressed that the language of science is also a separate type of language.

### **Pragmatic norm of translation**

Ensuring the pragmatic norm of translation and the pragmatic value of translation can be defined as a requirement. This is not a "norm" in the full sense of the word, because the pragmatic supertask of the act of translation can be individual and in general not specific to translation. However, the results of the translation process for pragmatic purposes Change is a very common phenomenon, without taking it into account translations Normative assessment is not possible.

### **Traditional norm of translation**

Currently, the traditional norm of translation is the original version of the translation. As close as possible, he fulfilled the tasks of his translation without the ability to completely replace the original, both general and detailed can be defined as a requirement. In a practical sense, there is a certain difference between different aspects of the translation norm there is a hierarchy: translators and translation users are primarily to the pragmatic value of translation, in solving the pragmatic "super" problem they focus on success. task", if such a task is assigned.

In practice, this does not happen often, and in most cases pragmatic normative requirements are sufficient is satisfied by providing a high degree of translation equivalence.

#### **1. Clarity and orderliness**

Although losses are possible in the translator, the translator reproduces the original message as much as possible must keep completely.

#### **2. To determine the basis of the translation unit.**

The main task of a translator is to translate new, basic information. The translator should distinguish the meaning (purpose) of each statement should omit the basic information.

#### **3. Calmness**

That the translator missed, forgot, or didn't understand something should not show in any way. Based on the broad context, the translator can fill in the missing information later.

#### **4. Correct speech**

A translator sometimes edits the source text to make it more logical and coherent need Also, the translator uses parasitic words, sound pauses ("okay", "good" etc.) should not be used. If the speaker does not finish the sentence or thought sometimes the translator has to finish it himself. The translation is natural the translator skillfully uses lexical and grammatical changes to be need: change the order of words, replace parts of speech, cause and effect relations etc.

#### **5. Translation time**

A translation should take about the same time as the original, or slightly less must be.

#### **6. Direct speech**

When translating, it is necessary to preserve the grammatical category of person: if the author of the text says "I", the translator translates "I".

#### **7. Modality of the sentence**

Mistranslating the tense of a verb or a modal verb is a serious mistake.

**8. International words** should be kept. Interpreter's non-false, but similar (global - "global" - "dunya boylap") without replacing the words with karakalpak synonyms should be left.

#### **9. Neutrality**

The translator should not show feelings about the translated text - neither approval nor doubt nor denial.

## 10. Translation technique

All in order for the translator to have as much access to the translated material as possible should use the opportunities. He asked him to present a test, the thesis of the speech, may ask to know what topics will be discussed. Those terms can build vocabulary and review texts on similar topics.

## 11. Ability to use synonyms

If the translator forgets a word, he can quickly replace it with a synonym need

## 12. Know the clichés

At the beginning and end of meetings, as well as thanks, congratulations, a standard that the translator should be aware of in advance in expressions of sympathy, etc expressions are used.

The translator should not comment on his work or point out his mistakes, e.g. "I don't remember", "how can I say this in English?". The main requirements that a good translation should satisfy are:

1. Correct transmission of the original text. Fully conveying the author's views, nothing should be added of itself.
2. The most concise and concise, characteristic of the style of Karakalpak scientific and technical literature strict clarity of presentation of thought with form. English in translation its specific features should not be transferred to the Karakalpak language text.
3. The translation fully complies with the generally accepted standards of the Karakalpak literary language should come. A syntactic characteristic of the English language that does not exist in the Karakalpak language This should be taken into account when translating constructions. In addition, every always remember that semantic saturation in English is at the end of the sentence weakens, and in Karakalpak, on the contrary, the semantic growth is from the beginning of the sentence goes to the end. So the focus is on the English sentence in the first place, and in the Karakalpak language it is in the last place.

To receive a full-fledged translation, the translator must meet the following requirements need:

1. Complete familiarization with the topic discussed in the original text;
  2. The original language and its lexical-grammatical features are sufficient compared to the mother tongue good knowledge of the level;
  3. Basics of translation theory, as well as translation techniques and know how to use them;
  4. The essence of the scientific and technical functional method in both the original language and the mother tongue clear understanding;
  5. Accepted signs, abbreviations, system of measurements and weights, etc introduction to both in the original language and in the mother tongue;
1. Good knowledge of mother tongue and correct use of terms.

## The types of oral translation

It allows carrying out of productive communication between representatives of various language cultures. The structure conveys the content of oral speech through the vocabulary, grammar and peculiarities of intonation structures. As a rule, two main varieties of oral translation exist:

- simultaneous;
- consecutive

Both types are actively used when communicating at very various levels: from official speeches to interpersonal communication. For observance of accuracy of information conveyance and correctness of applied vocabulary, translators of particular specialization are involved to oral translations who besides having skills of oral speech are competent in one or another practiced field.

## Features of oral speech

Oral translation which is conventionally subdivided into simultaneous and consecutive ones has own features. Simultaneous translation is considered as the most complicated form of translation. The speech of the speaker goes in normal pace, and the simultaneous interpreter conveys interpretation on its background. Thus, the



time gap between the source speech and interpretation is minimum. Listeners easily apprehend the translation as if the speaker spoke in their native tongue. This popular form of oral translation is widely used at official speeches, conferences and upon important declarations. The specialist can work in simultaneous interpretation at most 20-30 minutes, thereupon he/she should be substituted.

#### **Scope of application:**

- Official speeches of various officials;
- Negotiations, including telephonic ones;
- Speeches of court sessions;
- Briefings and conferences;
- Oral instructions and explanations;
- Excursions, descriptions etc.

Oral consecutive translation supposes conveyance of the speaker's speech and then translation of the same in the logic pauses. Like simultaneous interpretation, the consecutive one is used upon official communication, as well as upon less strict forms of communication: meetings, excursions, accompanying of delegations etc. Upon consecutive translation, the specialist can be engaged for several hours running. Payment of his/her services is by the hour. To ensure accurate translation, the interpreter shall possess the vocabulary in the assigned field as well as understand the specifics and niceties of the field. Whereas, as opposed to the written translation, the oral one cannot be corrected, the requirements to its quality are rather higher than to the quality of the written translation. The specialist shall clearly and accurately convey the speaker's thoughts to listeners, as well as the content of his/her speech with preserving the intonation peculiarities.

#### **The Four Different Types of Language Interpreters**

Language interpreters play a crucial role in international business, global politics and domestic communications. Imagine the G7 getting together without the use of interpreters or a hospital not being able to understand what the sick, foreign patient

in-front of them needs? We work with clients on a daily basis within commerce and trade that rely on interpreters for negotiations and the like.

Without interpreters, the world would be very different! The job, as a result, is far from simple and far from uniform in its nature. Although interpreters all share the basic skill of translating between two or more languages, how and where they do this differs depending on the situation.

So how do interpreters differ?

Here are 4 basic types of interpreter that cover most, if not all, means and ways of delivering it as a service.

#### **1. Simultaneous Interpreters**

Simultaneous interpreters essentially do the translating 'live', meaning at the same time as what is being said. This is what we see on live news feeds for example where sometimes we listen to a delayed translation by a voice other than the speaker. It is also commonly seen at political meetings such as at the EU or during major international conferences. It's application and uses are endless.

In most cases the interpreter sits in a soundproof booth, listening via headphones to a speaker. At the same time as they listen they also try to translate into a microphone which is sending out the translation via radio-waves to people wearing headsets. Simultaneous interpreting is sometimes also called conference interpreting or live interpreting.

#### **2. Consecutive Interpreters**

Consecutive interpreters translate what is being said during pauses in speech. This types of interpreter is usual for face to face scenarios such as meetings, court cases, interviews, etc. It can take place between two or many people. The consecutive interpreter has to remember what is being said and at agreed or convenient points in the conversation, translate what has been said. This essentially doubles any sort of conversation. Consecutive interpreting is more than likely what is used when there are smaller numbers of people. It is also known as liaison interpreting.

### 3. Whisper Interpreters

A.K.A. chuchotage interpreting, this can be seen as half-way between consecutive and simultaneous interpreting. Translation is live in a sense, but without all the equipment. What usually happens is the interpreter sits next to or near the person(s) needing the translation and whispers what is being said so as not to disturb those around them.

### 4. Phone Interpreters

Phone interpreters essentially carry out consecutive interpreting over the phone between one or more parties. This is not to say that simultaneous interpreting can not also be applied in the same way; just that it is used much more in a consecutive manner. An interpreter is usually working remotely, dialed into a conversation and speaks between the parties.

Phone interpreting is commonly used in public services and in areas where physical interpreters are not possible such as at hospitals, for the police and government offices.

### Media interpreting

Media interpreting is one of the most stressful and challenging type of interpreting and translation services. It is done simultaneously, and requires extensive technical support. It is generally done for live media coverage's such as press conferences, live news reports, and live or taped interviews with celebrities, politicians, musicians, artists, sportsmen or business people.

Here, the interpreter sits in a sound- proof booth and a monitor is provided where the interpreter can see the speaker real time. The interpreter converts what the speaker is saying into the target language. This is then broadcasted into TV channel(s) for the foreign audience.

While media interpreting is not as popular as other forms of audiovisual translations such as dubbing or subtitling, in the translation and interpreting industry, it is one of the most significant and challenging practices. A media interpreter must "experience" that they are at the reporter's side while doing the interpretation and share the emotion

ions with them to make the interpretation realistic and reach the audience more effectively.

### CONDITIONS OF MEDIA INTERPRETATION:

- Ensure that there are sound-proof booths for the interpreters.
- Make sure that the proper earphones are available; Earphones required for interpreters' use are floating the same as those for singers or journalists.
- Test the equipment to make sure that:
  - the interpreters cannot hear their own voice in the headset
  - volume control is available for the interpreters
  - the interpreters can hear all the speakers
  - The interpreters have a complete view of the set with everyone, either in person or through the monitors.
- Run the equipment in "live" conditions before the program starts,
- There should be a direct connection for communication from interpreters to technicians throughout the program.

### INTERPRETER

The Interpreter is responsible for LIVE translation of interviews and speeches from a foreign language to Arabic, This is a very important job in a Newsroom depends a lot on covering Live events from all over the globe and interviewing newsmakers & experts who do not speak Arabic. Interpreters should be able to work nonstop for long hours in breaking news cases and they should enjoy excellent Arabic language as they work as a bridge between 2 languages.

### MISSIONS

- Provide live on-air English (and/ or French, German or Italian) /Arabic interpreting for prearranged interviews and press conferences inside and outside

### News Bulletins

- Provide live on-air English (and/ or French, German or Italian) /Arabic interpreting for live and recorded weekly programs, like Talk Shows,

## Sports Programs, Occasional

### Sports Programs.

- Provide live on-air English (and/ or French, German or Italian) /Arabic interpreting for daily Sports News programs.
- Once notified of an impending prearranged activity which requires their services, interpreters are responsible for preparing for the event by making the necessary research for background information on the subject, the personalities and issues involved to assist them in their tasks during the live coverage.
- During events which are spread over a long period of time interpreters are required to provide live on-air which may last for hours?
- Facilitate effective communication between two parties that do not speak a similar language by converting one spoken or written language to another.
- Relay concepts and ideas between languages.

### REQUIRED SKILLS

- \* Mastery in the working languages.
- \* Good research ability.
- \* To be able to work as part of a team.
- \* Very good communication and coordination skills.
- \* To be able to work under severe pressure.
- \* A sense of urgency

## BE

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<b>e above (something)</b>	1) to be so important that you needn't do particular things. 2) to be so good that no one can think you did something wrong
<b>be about (something)</b>	to explain, describe or give facts on a particular subject
<b>be about to do (something)</b>	to be ready to start to do something very soon
<b>be after (someone)</b>	to be trying to catch someone
<b>be against (someone/something)</b>	to disagree with or not support someone or something
<b>be getting at (something)</b>	to be explaining or saying something important
<b>be behind (with)</b>	to not have done as much as you should
<b>be down</b>	to feel very sad
<b>be (all) for (something/someone)</b>	to support an idea, plan, person, etc. very strongly
<b>be dying for (something)</b>	to want something very much
<b>be in</b>	1) to be at home. 2) to be popular
<b>be in for (something)</b>	to be likely to experience something uncomfortable or difficult
<b>be taken in (by)</b>	to be made to believe something that isn't true
<b>be into (something)</b>	to enjoy doing a particular activity very much
<b>be off</b>	1) not to be going to happen. 2) to smell or be bad
<b>be let off</b>	to be allowed to go without being punished
<b>be on</b>	to be going to happen
<b>be not on</b>	to not be acceptable
<b>be out</b>	1) to not be at home. 2) to not be in fashion any more
<b>be out of (something)</b>	to not have something in your home or shop
<b>be over</b>	to have finished

<b>be through (with)</b>	to be tired or bored with someone or an activity and so determined to leave
<b>be up</b>	1) to be out of bed. 2) to have increased in price
<b>be up to (something)</b>	to be doing something wrong or bad
<b>be caught up (in)</b>	to be in a difficult or dangerous situation
<b>be made up of (something)</b>	to include as its parts

## CALL

<b>I (something) off</b>	to cancel or stop something
<b>call on (someone)</b>	1) to visit someone as a routine 2) ask for an answer or opinion
<b>call (something) out</b>	to say something in a loud voice
<b>call after (someone)</b>	be named after someone
<b>call around (round)</b>	1) phone many different places/people 2) to visit
<b>call (someone) back</b>	return a phone call
<b>call in</b>	1) get someone to come and do sth 2) short visit
<b>call (someone) up</b>	phone

## CLEAR / COME

### CLEAR

<b>clear (something) up</b>	to make a place clean and tidy again
<b>clear away</b>	1) leave a place 2) remove or tidy
<b>clear off</b>	leave somewhere quickly
<b>clear out</b>	1) tidy up thoroughly and throw away unwanted stuff 2) leave somewhere

## COME

<b>come about</b>	to happen
<b>come across (as someone)</b>	to seem to be a particular kind of person
<b>come across (something)</b>	to find something by chance
<b>come apart</b>	to fall into pieces
<b>come back (from)</b>	to return to a place from another place
<b>come back (into fashion)</b>	to become fashionable again
<b>come back (to)</b>	to return to your memory
<b>come between (someone and someone)</b>	to cause a quarrel between two or more people
<b>come down</b>	to decrease
<b>come down with (something)</b>	to become ill with a particular infection
<b>come from (somewhere)</b>	1) to be born or live in a place 2) to have started or developed from a particular animal, plant or substance
<b>come on</b>	1) to move more quickly 2) to begin gradually 3) to arrive somewhere after others
<b>come out</b>	to arrive in the shops, etc
<b>come round</b>	1) to visit someone's home 2) to become conscious again after fainting
<b>come through</b>	to become known
<b>come through (something)</b>	to survive a difficult event or period
<b>come to</b>	to become conscious again after fainting
<b>come up</b>	1) to rise in the sky 2) to be mentioned 3) to be used in a test 4) to become available
<b>come up against (someone/something)</b>	to have to deal with difficulty, opposition, etc

**come up to (something)**

1) to reach a particular level  
2) to be as good as the level people expect

**come up with (something)**

to produce an excuse, a suggestion,  
the correct answer, etc

## CUT / FALL

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### CUT

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**cut down (on)**

to use much less of something

**cut down**

to remove a tree or plant by cutting  
it near the base

**cut back**

to reduce the amount of money being spent

**cut across**

to take a shortcut over an area  
instead of going around the edge

**cut in**

to interrupt someone when they are speaking

**cut off**

1) to stop supplies of something like  
electricity or water  
2) to stop a telephone connection

**cut out**

when an engine or piece of machinery  
suddenly stops working

**cut through**

to be able to deal with the problems  
or bureaucracy quickly

**cut up**

to divide something into smaller pieces

### FALL

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**fall apart**

to fall into pieces

**fall back on (something)**

to use money you kept because you need it

**fall behind (with)**

1) to move more slowly so that others  
are further ahead  
2) to make slower progress than others

**fall for (someone)**

3) to not make the necessary regular payments

to feel strong romantic feelings for someone

**fall for (something)**

to be tricked into believing something  
that isn't true

**fall off**

1) to become separated from an object  
2) to become less gradually

**fall out (of)**

to fall from a high place

**fall out (with) (over)**

to have quarrel and end a friendship

**fall over**

to fall onto the ground

**fall through**

to not be agreed, completed, etc successfully

## GET / GIVE

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### GET

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**get (something) across (to)**

to be successful in explaining your idea, plan, etc.

**get ahead (get on (in life))**

to have success in your life

**get around to (get round to doing (something))**

to do something you have planned or  
wanted to do for a long time

**get at (someone)**

to criticise someone all the time and upset them

**get away (from/to)**

1) to be successful in going on holiday  
2) to go from a place, sometimes because  
it is difficult to stay

**get away with (something)**

to not be punished for doing  
something bad or wrong

**get back (from)**

to return to a place

**get (something) back**

to manage to have something  
you own returned to you

**get your own back (on someone)**

to punish or harm someone who

<b>get by</b>	has done something bad to you
<b>get (someone) down</b>	to get enough money or food
<b>get (something) down</b>	to cause someone to feel very sad
<b>get down to (something)</b>	to write something
<b>get in touch (with someone)</b>	to start doing something
<b>get into (something)</b>	to phone, email, etc. someone
<b>get (someone) into a trouble (with)</b>	1) to manage to enter a place after an effort 2) to start a conversation, fight, etc. with someone
<b>get off</b>	to do something that makes yourself deserve punishment (or someone)
<b>get on (with)</b>	1) to leave a bus, train, etc. 2) to start a journey
<b>get (someone) out of trouble (with)</b>	to have a friendly relationship with someone
<b>get out of (doing)</b>	to do something so that you avoid punishment
<b>get over (someone)</b>	to manage to avoid doing a job you don't like
<b>get over (something)</b>	to become happier after the end of a romantic relationship
<b>get through</b>	1) to become well after being ill with a particular illness 2) to become happier after being sad, frightened, etc
<b>get through (something)</b>	1) to be successful when you try to phone someone 2) to pass a test or exam
<b>get (something) through to (someone)</b>	to survive an unpleasant or difficult period
<b>get to (someone)</b>	1) to manage to reach someone by telephone 2) to manage to make someone understand something
	to make you feel very angry or upset

<b>get to (somewhere)</b>	to arrive at a place
<b>get together (with)</b>	to join other people for a party, meeting, etc
<b>get (someone) up</b>	to wake (someone) up and get (them) out of bed

## GIVE

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<b>give (something) away</b>	1) to give something to someone because you don't want it or because you want them to have it 2) to tell a secret or give information
<b>give back</b>	to return something borrowed
<b>give in (to)</b>	to agree to something but not because you want to
<b>give in</b>	to accept that you have been defeated and agree to
<b>give (something) out</b>	1) to give copies of the same thing to many people 2) to tell people something
<b>give up</b>	1) to admit that you don't know 2) to leave your job
<b>give up (sth)</b>	to stop doing something before you have finished it, usually because it is too difficult

## GO / HOLD

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<b>GO</b>	
<b>go after (sb)</b>	to chase or follow someone in order to catch them
<b>go after (something)</b>	to try to get something
<b>go along with (someone/something)</b>	to support an idea, or to agree with someone's opinion
<b>go away</b>	1) to leave your home in order to spend time somewhere else, usually for a holiday 2) to stop being present

<b>go down</b>	1) to move to a lower place 2) to change to a lower, amount, price, etc
<b>go down with (something)</b>	to start to suffer from an infectious disease
<b>go for (something)</b>	1) to try to have or achieve something 2) to like or admire
<b>go in</b>	1) to enter a place 2) to be understood
<b>go in for (something)</b>	to do something regularly, or to enjoy something
<b>go into (something)</b>	1) to start doing a particular type of work 2) to discuss, examine, describe, or explain something in a detailed or careful way
<b>go off</b>	1) to leave a place and go somewhere else 2) to become worse in quality 3) to ring loudly or make a loud noise (alarm) 4) to explode or fire (bomb, gun) 5) to stop working (light, machine)
<b>go off (something/someone)</b>	to stop liking or being interested in someone or something
<b>go on</b>	1) to continue or move to the next thing 2) to start operating
<b>go out</b>	1) to leave a room or building, especially in order to do something for entertainment 2) to stop producing light or heat
<b>go out with (someone)</b>	to have a romantic and usually sexual relationship with someone
<b>go over (to)</b>	to move near someone
<b>go over (something)</b>	to examine or look at something in a careful or detailed way
<b>go round</b>	1) to visit a place 2) to be enough for everyone or everything 3) to walk, drive round the outside of a place
<b>go through</b>	1) to experience an unpleasant or difficult time 2) to

<b>go through with (something)</b>	to do something unpleasant or difficult that has already been agreed or promised
<b>go together</b>	to look good together
<b>go under</b>	to go below the surface of water
<b>go up</b>	1) to move higher, rise, or increase 2) to be built
<b>go with (something)</b>	to look attractive with something
<b>HOLD</b>	
<b>hold against</b>	1) have a grudge; 2) show little respect
<b>hold back</b>	not show emotion
<b>hold back</b>	prevent from progressing or moving forward
<b>hold back</b>	not disclose or make public
<b>hold back from</b>	not allowed to do something
<b>hold down</b>	keep or have a job
<b>hold down</b>	prevent from moving by restraint
<b>hold down</b>	retain in your stomach
<b>hold forth</b>	state your opinions about something
<b>hold off</b>	delay
<b>hold off</b>	bad weather NOT appearing
<b>hold off</b>	prevent someone from attacking or beating you
<b>hold on</b>	wait
<b>hold on</b>	grip tightly
<b>hold onto</b>	keep longer than necessary
<b>hold onto</b>	hold tightly; grip

<b>hold out</b>	resist
<b>hold out</b>	extend in front of you
<b>hold out for smth</b>	wait for something better
<b>hold out on</b>	not disclose; not pay
<b>hold over</b>	delay
<b>hold over</b>	go longer than planned
<b>hold together</b>	not break up or come apart
<b>hold up</b>	delay especially when travelling
<b>hold up</b>	Robbery (a bank hold up, etc.)
<b>hold with</b>	agree or accept

## Glossary of Terms & Phrases

**Certified translation** – A certified translation contains a clause stating that the translation was done by an independent party to the subject matter of the document. The document is then notarized. An individual can never certify a translation done for his or her own materials. Translators will also say that they are certified by certain organizations such as the American Translator's Association. There is no official industry certification.

**Gist Translation** – Machine translation and free translation services offer gist translation to give the user an idea of what the text is about. Gist translation can save money for large documents but should not be depended on for actual meaning. Human translation is still the only way to get an accurate translation for the intended meaning.

**Human Translator** – Translators who are native speakers who translate the text from the source language to the target language. Expect greater accuracy from a human translation (100%) as opposed to a machine translation (70%).

**Internationalization** – This is another word for globalization.

The conversion of the spoken word from one language to another.

**Interpreting, simultaneous** – The conversion of the spoken word from one language to another while the speaker is speaking.

**Interpreting, consecutive** – The conversion of the spoken word from one language to another by an interpreter as the speaker pauses for the interpretation.

**Interpreting, conference** – The conversion of the spoken word from one language to one or many other languages while the speaker is speaking.

**Language Pair** – The term used to define the source language and the target language. For example, for text that is being converted from Spanish to English, the language pair would be Spanish-English or sp-en.



– The process of adapting the language, cultural, and technical content into readily acceptable usage for distinct markets.

**Machine Aided Translation** – Tools to help the human translators work accurately and quickly. Most are terminology databases and translation memories. Examples include Trados, DejaVu, Wordfast, Transit, and SDLX.

**Machine Translation** – The translation of text from one language to another by computer without human intervention. This process depends the computer's capacity to analyze the structure of a statement and translate the elements into the same structure in another language. Market analysts predict that this percentage will not change radically by 2007 and that it will remain only about 1% of an over US \$10 billion translation marketplace. Good for providing "gist translation".

**Native Speaker** – (mother tongue) – A native speaker is a person who has spoken the language from about the age of 5 and has a "normal" accent for the region. The person is most familiar with in regards to language, dialects, culture and customs.

**Professional Human Translation** – The transformation of the written word from one language to another by a person experienced in translating from the source language to a native target language. Usually, the translator has familiarity with the subject matter.

– Translation done by a professional human translator. To maintain quality for important documents, you want to have an experienced translator. In-house personnel may not have the experience or specific localization knowledge to deliver the quality you need.

**Source Language** – The original language of a document, web page or email before it is translated.

**Target Language** – The language into which the material is to be translated.

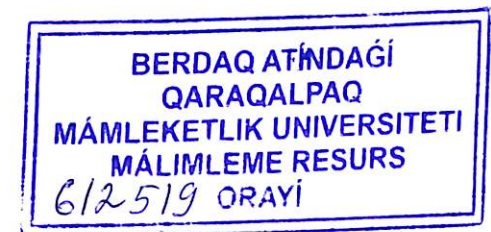
**Transcreation** – Developing brand content that is culturally relevant while keeping the message consistent. Standard translation may not communicate the emotional intent of the content for other cultures and languages.

– The transformation of the written word from one language to another.

**Translation Glossaries** – Databases of terms collected on translation projects used for reference in future projects of a similar nature.

**Translation Memory Software** – Software that automates the storage of matching source and target language segments for future use.

– This is the translation of web pages for use in other languages. 85% of web sites are in English yet 50% of web users are native speakers of another language.



SEYTJANOV J.

# ORAL TRANSLATION

Manual for  
the 2<sup>nd</sup> year students of Theory of practice and translation  
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*"METHODIST NASHRIYOTI" MCHJ matbaa bo'limida chop etildi.  
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*Nashriyot roziligisiz chop etish ta'qiqlanadi.*