

15) 15. 'Akkadian' was the ancient Semitic language of Assyria which was used by interpreters

- a. Around 1900DC
- b. Around 1900BC
- c. Around 1900DC
- d. Around 1900AC

17) 17. Interpreting is different from other types of translation activities because of

- a. Its immediacy in the transferring the message
- b. Its concern about the transfer of meanings and ideas
- c. Its recognition of the message to be transferred
- d. Its concern about communication across barriers of language and culture

18) 18. Unlike translation, in interpreting the SL text is presented

- a. Once and thus the TL text can be reviewed
- b. Twice and thus the TL text can be reviewed
- c. Once and thus the TL text can be reviewed
- d. Once and thus cannot be reviewed

22) 22. Sign language interpreting normally takes place in

- a. Military barracks
- b. Educational institutions
- c. Commercial organizations
- d. Conference interpreting

28) 28. The English word 'interpreter' is derived from

- a. The Latin term interprets
- b. The Akkadian term targumanu
- c. The French term entrepreneur
- d. The English term express

29) 29. The word 'interpreter' means in English

- a. Exfounder

- b. *Exposer*
- c. *Extender*
- d. *Expounder*

16) 16. *The most appropriate interpreting of ‘Floods forced the suspension of rail services between Exeter and Tiverton Parkway’ is*

- a. باركواي وتيفرتون اكستر بين الحديديّة الخطوط خدمات الفيضانات علقت
- b. باركواي وتيفرتون اكستر بين الحديديّة السكك بخدمات الفيضانات علقت
- c. باركواي وتيفرتون اكستر بين الحديديّة السكك خدمات تعليق الفيضانات أجبرت
- d. باركواي وتيفرتون اكستر بين الحديديّة السكك خدمات تعليق الفيضانات أجبرت

-----

1. *The activity of interpreting could be traced back to Akkadian, the ancient Semitic Language of Assyria and Babylonia around 1900 BC.*

2. *The English Word ‘interpreter’, in contrast, is derived from Latin interpretes*

3. *The English Word ‘interpreter’ (in the sense of ‘expounder’)*

4. *What distinguishes interpreting from other types of ‘translational activity is its immediacy.*

5. *Interpreting is ‘the oral rendering of spoken message’*

6. *interpreting as a form of translation in which The source–language text is presented only once and thus cannot be reviewed*

11. *Sign language interpreting where it normally takes place in educational settings*

-----

28) *Interpreting could be define as*

- a) *The oral translation of written message*
- b) *The oral rendering of a spoken message*
- c) *The oral translation of written dialogue*
- d) *The oral translation of texts of general nature*

*The second lecture*

- 3) 3. *The scope of the interpreter's task is mainly*
- a. *Processing*
  - b. *Retrieving*
  - c. *Storing*
  - d. *Production*

- 7) 7. *Interpreting is generally defined as*
- a. *The oral translation of a written message*
  - b. *The oral translation of a spoken message*
  - c. *The oral translation of a written message*
  - d. *The oral translation of texts of general nature*

- 20) 20. *Notions of translation like 'transfer, ideas, sameness, intention or culture' are.....to the definition of interpreting.*
- a. *Adaptable*
  - b. *Adoptable*
  - c. *Portable*
  - d. *Compatible*

- 31) 31. *The notion of 'activity' in translation could be specified as*
- a. *Practice in interpreting*
  - b. *Service in interpreting*
  - c. *Commercial in interpreting*
  - d. *Production in interpreting*

-----

*7. Notions like transfer, ideas, sameness, intention or culture  
will carry over to our definition of interpreting.*

8. The notion of 'activity' could be specified as a 'service'

9. The scope of the interpreter's task (mainly production)

### **Third Lecture**

13) 13 : **The most appropriate interpreting of**

سأل أحد التلاميذ معلمه الحكيم: من كان معلمك أيها المعلم؟

a. **One student asked his wizard teacher: who was your teacher??**

b. **A wise student asked his teacher: who was your teacher?**

c. **A student asked his teacher: who was your teacher, my teacher?**

d. **A student asked his wise teacher: "who was your teacher, sir?"**

22) 22. **Sign language interpreting normally takes place in**

- a. **Military barracks**

- b. **Educational institutions**

- c. **Commercial organizations**

- d. **Conference interpreting**

23) 23. **Liaison interpreting is mainly practiced in**

- a. **Courts**

- b. **Commercial negotiations**

- c. **Police stations**

- d. **Hospitals**

32) 32. **Interpreting in Court is distinguished from legal interpreting  
in**

- a. **Its specific domain**

- b. **Its specific mode**

- c. **Its specific discourse**

- d. **Its specific setting**

-----

10. *Liaison Interpreting is a form of interpreting practiced mainly in commercial negotiations*

11. *Sign language interpreting where it normally takes place in educational settings*

12. *Bilateral interpreting is called Liaison Interpreting.*

-----  
9- *Liaison interpreting is mainly practiced*

*A- in courts.*

*B- in commercial negotiations.*

*C- in police stations.*

*D- in hospitals.*

10- *Sign language in interpreting normally takes place in*

*A- military barracks.*

*B- educational institutions.*

*C- commercial organizations.*

*D- conference interpreting.*

*\*) فقال الأستاذ: هات ما عندك لأسمع the most appropriate interpreting of '48)*

*a. the professor said: what do you have to hear*

*b. the teacher said: 'give me what you have to listen to*

*c. the teacher said: ' say what you have*

*d. the teacher said: 'speak, I am listening*

*conference interpreting is distinctive because it takes place*

*- a. Within a particular format of interjection*

*- b. Within a particular format of reaction*

*-*

**c. Within a particular format of interaction**

- d. *Within a particular format of conjunction*
  - . *Bilateral interpreting is modeled*

**a. As three-party interaction**

- b. *As one-party interaction*
- c. *As two-party interaction*
- d. *As four-party interaction*
- . *Conference interpreting emerged*
  - a. *During World War II*

**b. During World War I**

- c. *Between World War I and World War II*
- d. *After World War II*

. *Interpreting Constellations of interaction are bilateral,  
.....and conference interpreting*

- a. *Business interpreting*
- **b. Multilateral interpreting**
- c. *Liaison interpreting*
- d. *Community interpreting*

. *Interpreting consecutively is usually*

- a. *Tri-directional between three people*
- b. *Quadrant directional between four people*
- c. *Between more than five people*
- **d. Bi-directional between two people**

***As far as localized interpreting is concerned,***

***A- Bilingual meetings tend to involve English and the  
local dialects.***

***B- Bilingual meetings tend to involve English and the  
local language.***

***C- Bilingual meetings tend to involve English and the  
local culture.***

***D- Bilingual meetings tend to involve English and the local accents.***

***14- Conference interpreting***

***A-emerged during World War I when negotiations were held in French.***

***B- emerged during World War II when negotiations were held in French.***

***C- emerged between World War I & World War II when negotiations were held in French.***

***D- emerged after World War II when negotiations were held in French.***

The main typological parameters of interpretation are language modality,.....and directionality.

- a. Working mood
- b. Working mode
- c. Working model
- d. Working mould

21) 21. In communication with .....tactile interpreting is normally used.

- a. The deaf only
- b. The blind only
- c. The deaf-blind
- d. Neither the deaf nor the blind

27) 27. Language modality in interpreting refers to the use of

- a. Consecutive interpreting

- b. Simultaneous interpreting
- c. Spoken language
- d. Whispered interpreting

**Varieties of interpreting**  
consecutive versus simultaneous

**the medium of interpreting**  
human, machine

مهم جدا

**CAI**  
computer **a**ided **i**nterpreting

هذي المحاضره السادسه

### **Lecture6**

**14) 14. The interpreter tends to use "symbol-based system"**

- a. When talking
- b. When taking notes
- c. When listening
- d. When interpreting

**6 :..... teaching consecutive interpreting is mainly concerned with**

- a. Plan
- b. note-taking
- c. investigation



#### **d. Talks**

**3 ::e.g. highly technical meetings, working lunches, small groups, field trips ) ,they remains relevant to ):**

**a. consecutive interpreting**

**b. Simultaneous interpreting**

**c. whispered interpreting**

**d. Directionality**

**32- consecutive interpreting is :**

**a- Closely related to speaking skills**

**b- Closely related to listening skills**

**c- Closely related to note-taking skills**

**d- Closely related to public speaking skills**

#### **Lecture7**

**12) 12. Sight translation is a special form of interpreting**

**- a. That can be used as a proficiency test**

**- b. That can be used as an altitude test**

**- c. That can be used as an aptitude tes**

**t**

**- d. That can be used as a general language test**

**27) 27. Language modality in interpreting refers to the use of**

**- a. Consecutive interpreting**

**- b. Simultaneous interpreting**

**- c. Spoken language**

**- d. Whispered interpreting**

**35) 35. Traditional examination methods for conference interpreting include**

**- a. Bilingual translation of textual material into another language**

**- b. Bilingual or multilingual interview, written translation and sight translation**

- c. Multilingual written translational activity into another oral translation

- d. Bilingual written summary in another language

44. Varieties of interpreting are

- a. Human versus machine

- b. Professional versus natural

- c. Consecutive versus simultaneous

- d. Spoken versus written

49. Interpreting simultaneously takes place

- a. As the SL text is being presented

- b. After the SL text is presented

- c. Before the SL text is presented

- d. Only where the interpreter works right next to listeners.

) The most appropriate interpreting of

في المائة 03 كشفت تخصصون في التربية والتعليم أن  
"منالوطن العربي يعاني من الأمية".

a. Specializers in the detection of Education that 30 per cent of the Arab world is suffering from illiteracy .

b -.literate are World Arab the of percent 30 that detected have learning and teaching in Specialists

c.-Specialists in education have found out that 30 per cent of the Arab World is suffering from illiteracy.

d - World Arab the of cent per 30 that detected have Education of Ministry the in Educationalists .  
.illiterate the helping are

25– The most appropriate interpreting of

'Local people told journalists they had heard explosions throughout the night, coming from the direction of the garrison town's military camp'

- وقال للصحفيين الناس أنهم سمعوا انفجارات طوال الليل ، قادمة من أنحاء بلدة مخيم الحامية العسكرية
- المحليين للصحفيين أنهم سمعوا انفجارات طوال الليل، السكان وقال قادمة من أنحاء بلدة مخيم الحامية العسكرية
- وقيل للصحفيين أنهم سمعوا انفجارات طوال الليل ، قادمة من مخيم الحامية العسكرية .
- وقال الصحفيون أن الناس قد سمعوا انفجارا طوال الليل ،قادمة من اتجاه الحامية العسكرية

19 :The most appropriate interpreting of

جلس سيد الغابة في عرينه حزينا وأخذيفكر في أمره

- a.– Master of the forest sat in his den sad and taking the thinking of his life.
- .b –.misfortunes his of thinking den his in miserably sat forest the of lord The
- .c –.life his of thinking sadly house his in sat forest the of master The
- .d –.age old his about unhappily home his in sat forest the of lord The

**Conference Interpreting:**

***World War I***

## Military interpreting:

### World War II

**B. A man and his wife moved into a new house two years ago**

**Bilingual and multilingual interview are examples of**

- a. Specialized tasks
- b. Holistic communicative tasks
- c. Situational tasks
- d. Virtual tasks

The most appropriate interpreting of „ Floods forced the suspension of rail services between Exeter and Tiverton Parkway“ is

ترجمتها

اجبرت الفيضانات تعليق خدمات السكك الحديدية بين اكستر وتيفرتون

The most appropriate interpreting of “ I knew nothing about the Arabic culture before I came to Kuwait and I really fell in love with it.

ترجمتها

لم اكن اعرف شيئاً عن الثقافة العربية قبل مجيئي الى الكويت وانيحاً

عشقتها

انتقل رجل مع زوجته الى منزل جديد

ترجمتها

A man with his wife were moved into a new house

من كان معلمك ايها المعلم :سأل احد التلاميذ معلمه الحكيم

ترجمتها

A student asked his wise teacher: “who was your teacher, sir

الدكتور حلها كيذا بالمحاضره

a man move on new house with his wife

والجمله كانت كذا

انتقل رجل مع زوجته إلى منزل جديد

ال المعلم هات ما عندك لاسمع

ترجمتها

the teacher said: 'give me what you have to listen to

معناها تحرك - move on - شلون ترجمها كذا

هذيالترجمه الصح مثل ما نوني مترجمتها << انتقل الى - move into

شوفوا الجمل الاربع كلها صحيحه بمعناها عشان كذا نشوف الاقرب

وامسكي الجملة العربيه كلمه كلمه تلاقين اولها فعل الامر هات

give me بمعنى

انتقل رجل مع زوجته الى منزل جديد

Man moved into a new house with his wife

كذا حلها الدكتور في المحاضره الثانيه تأكدت منهاو

**what's the define of (expounder**

**interpreting**

**translation**

**person explaining what is obscure**

**nothing**

note -taking ما تكون الكلام طويل يستخدمون

a bidirectional يستخدمون short ولما يكون

Lecture 13

**Orientation of Interpreting Studies**

Having studied some basic issues in Interpreting studies as a discipline, it is now important to consider some future plans if you want to specialise in interpreting studies

من المهم الآن النظر في بعض الخطط المستقبلية إذا كنت تريد أن تتخصص في دراسة الترجمة

For those would-be researchers in interpreting, there **is no** list of particular research questions, no a description of the methods to be adopted.

The field is indeed wide **open** and the plurality of **domains** and paradigms makes it impossible to compile a systematic and balanced research agenda and methodological inventory.

بالنسبة لأولئك الراغبين في أبحاث الترجمة ، ليس هناك قائمة خاصة للأسئلة البحثية ولا لوصف الطرق التي يتعين اعتمادها.

المجال مفتوح على مصراعيه لتعدد المجالات يجعل من المستحيل تجميع وتوازن أعمال البحوث

Therefore, **to take** one's first steps towards the goal of **completing an interpreting research project**, one needs to follow the following steps

: لذلك ، حتى تحقق هدف استكمال مشروع بحث الترجمة يجب ان تأخذ بإحدا الخطوات الاولى واتباعها

1-You need to gain **an overview** of the territory of interpreting. In other words, you should by now have had some kind of basic understanding and broad overview of the map of the interpreting studies landscape.

2-It is vital to find your bearings and reflect on your '**position**'; that is, where you stand with regard to both your professional and you institutional (academic ) environment.

3-These contextual factors, including the prevailing research paradigms as well a your relevant personal experience, will largely determine underlying '**model**', or theory, or interpreting.

4-You should be able to choose a research **topic** that interests you. There are many additional and related concepts and issues on which you may want to build a research idea of your own.

5-Having found the place you want **to explore in depth**, you need to 'dig deeper' that is , "read, read, and read". Your reading is designed to establish,

in detail, the state of the art in your topic area.

6-The reading process will help you formulate a specific **research question and consider ways in which might be addressed.** The purpose you have set yourself for your study will shape your methodological orientation and strategy.

7-Making your basic stance **as explicit as possible** for yourself, and for others, is an important step after all because it largely informs the way you will design and implement your study.

8-Deciding on a **research design**, for instance, may not mean the same to someone testing a **causal hypothesis in a laboratory** as it does to someone wishing to understand how participant **behave in a real-life event**. In the former case, a number of standard designs with certain types of experimental conditions, subjects, materials and methods may be available to **choose** from . In the latter, preparing to 'go into the field' may require a complex process to **develop** an appropriate design under a particular set of (often unknown ) circumstances and constraints . **The context of research includes a number of factors** which may have significant influence on the design of a study. These factor are : **personal goals, ethical concerns, research skills, personal experience, and prevailing paradigms**. The contextual factors influencing research design: **The purposes-** that is the object and goals of a study, including **pragmatic consideration and personal motivations-** and **the conceptual context** –that is the **theoretical assumptions and frameworks** informing or guiding the study. Are linked up to the **research questions** as the central component, which is in turn closely related with **the methods and techniques** to be used and the validity issues hearing on the study.

9- It is important to know how **to plan and organise your study,**

10-And **how to implement** your research design by collecting , processing and analysing various types of data

11-And **how to evaluate and interpret your findings** in relation to the research question and the underlying theoretical framework

12-And **how to report on you study in an appropriate way,** be in the form of a conference presentation. A journal article or an academic thesis

The most appropriate interpreting of " I don't know I was that heavy a sleeper," she said:

ترجمتها

## قالت: لم اعلم اني ذو نوم ثقيل

The most appropriate interpreting of " I don't know I was that heavy a sleeper," she said:

ترجمتها

قالت: لم اعلم اني ذو نوم ثقيل

منبت جوليا وسط الحطام الذي سببها لاعصار وقد شاهدت فجوة في سقف غرفه نومها حيث كانت نائم

ترجمتها

Julya walked threw her debris-strewn house and looked at the hole in the ceiling of her bedroom, where she usually sleeps

.استطرد المعلم قائلاً: لقد كان رجلاً سعيداً، لم اراه يوماً يستسلم لليأس جراء عودته صفر اليدين

ترجمتها

- The teacher went on to say: 'He was a happy man, I had never seen him giving in to despair when he returned empty-handed' the interpreting the source languag text normally presented

هل هو

once and the tl can be reviewed

or

once and tl can,t revied

كشف متخصصون في التربية والتعليمان ٣٠ في المائة من الوطن العربي يعاني من الامية

ترجمتها

Specialists in education have found out that 30 per cent of the Arab World is suffering from illiteracy

The most appropriate interpreting of

"I graugted with literature's degree in mid-1980s"

إذا الخيارات كان فيها كلمة منتمصفتلترجمة

تكون الاجابة

1980 تخرجت من الجامعة باحازة بالادب في منتصف عام

لكن اذا ماقبه كلمة منتمصفت بالعربي

تكون الاجابة

تخرجت من الجامعة باحازة بالادب في الثمانينات

و لوجود حرف

لكن مثل ماقلت اذا فيه كلمة منتمصفت

و يختارها حتى لو فيه

: بس حيت اعطيكم فاصل اعلاني بسؤال على السريع نشوف الي مذاكر ..أسف ع المقاطعة

Interpreting could be define as .... a spoken messagea

a) The oral translation of

b) The oral rendering of

c) The oral Interpreting of

d) The oral translation of tests of

\*one of the first steps towards the goal of completing interprinting research:

a- the need to maintain close view of territory of interpreting

b- the need to sustain a good view of the territory of interpreting.

c- the need to gain an overview of the territory of interpreting.

D- the need to retain an overall view of territory of interpreting

أم التماما حيبيني انا بجاوبك على سؤالك

السؤال واضح بسألجواب عبارة عن جزئين

هو الي في المحتوى كذا

Otto Kade, defined the interpreting in which 2 source:

a- The source-language text is----- presented only once and thus cannot be reviewed or replayed,

b- The target-language text is----- produced under time pressure,with little chance correction and revision

بس هو لاعب بالسؤال شوية ومسوي اثنين في واحد

once and thus the TL text can be reviewed

الي باللون الازرق هذا هو جواب السؤال وهو الجزء الاول في الاجابة

و كمل الجزء الثاني الي هو بالاحمر الي هو اللغة الهدف

بالعربي اللغة المصدر لايمكن مراجعتها الا مرة واحدة

وبالتالي اللغة الهدف يمكن مراجعتها

تقريبا هذا هو معنى سؤاله فيالاختبار