**Unit 12**

**Learning Objectives**

This unit serves as a self-corrective lesson. You identify your own mistakes which appeared during preparation of your editing project. The main part of the lesson includes your editing project presentations and discussion of the identified errors.

**Keywords**

* user-defined errors

**USER-DEFINED ERRORS**

This lesson provides place for you to concentrate on your own mistakes. Go again through all exercises in this course and be honest: what are your weak points?

1. Do you understand the correction code and its usage? Are the translating tools you use really useful or do you need to use other?

2. Are you able to carry out your own editing and proofreading? Do you find all major errors? Do you need help of a spell-check or another person?

3. Is your translation coherent? Are you able to avoid switching of styles and registers?

4. When dealing with the specific translation, do you study all terminology you need? If necessary, do you ask the employer to provide it for you in order to be consistent with other documents in the company?

5. Are you sure you follow all the grammar and spelling rules in particular language? Do you avoid interference of languages in your translations? Are you careful with false friends, collocations, idioms and metaphors in the source as well as in the target language?

Answering those questions can help you realize what is needed to be done and what you should concentrate on. For a brief summary of previously analysed translation problems in this material, see the chart below as a quick summary:

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| 1. Correction code in Czech translations, basic rules and tools
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| 1. Text editing, editing project
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| 1. Translator as an editor: register
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| 1. Content proofreading: factual correctness, terminology
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| 1. Grammar proofreading: Spelling and spell-check, punctuation (author´s correction)
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| 1. Grammar proofreading: Syntax, prepositions and word order (native speaker corrections)
 |
| 1. Style proofreading: Inflection and agreement – tense and aspect, gender, number
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| 1. Style proofreading: Lexical differences between Czech and English. False friends, collocations
 |
| 1. Intrusion – source language: too literal, numbers, dates, measurement
 |
| 1. Intrusion – target language: too free (problems of the translation – omission and addition)
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TASK 1: Test your translation skills! Read the English text and fill in missing words in the Czech translation:

**1. Moving people and goods quickly, efficiently and cheaply is a central tenet of the EU’s goal for a dynamic economy and cohesive society.**

**2. The transport sector generates 10% of EU wealth in terms of gross domestic product (GDP) and provides more than ten million jobs.**

**3. In the EU, 44% of goods go by road, against 39% for short-sea shipping routes, 10% for rail and 3% for inland waterways.**

**4. Road dominates even more for passenger transport (largely car journeys) accounting for 81% against rail’s 6% and 8% for air.**

**5. Shifting goods and passengers from roads to less polluting forms of transport is at the heart of any sustainable transport policy.**

**6. Another priority is to integrate different modes of transport by combining road-rail, sea-rail or rail-air elements.**

1. Rychlá, účinná a levná lidí a zboží je součástí jednoho z hlavních cílů EU, jímž je dynamické a soudržná společnost.

2. dopravy vytváří 10 % (HDP) EU a zajišťuje práci více než deseti milionům lidí.

3. V Evropské unii je 44 % zboží přepravováno po , zatímco doprava na kratší vzdálenost je zastoupena 39 %, doprava 10 % a vnitrozemská doprava jen 3 %.

4. Nerovnováha je ještě zřetelnější u cestujících, kde na silniční dopravu (převážně osobními ) připadá 81 %, přičemž na železniční dopravu pouze 6 % a na leteckou dopravu 8 %.

5. od dopravy zboží a cestujících po silnicích k takovým formám dopravy, které tolik životní prostředí, je základem jakékoli politiky dopravy.

6. Další prioritou je různých způsobů dopravy kombinováním silnice-železnice, moře-železnice nebo železnice-vzduch.

Editing: One Word Too Many

https://www.english-grammar.at/online\_exercises/editing-cloze/ed006-atacama-desert.htm

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|  | The Atacama Desert is one of the most driest places on Earth. |
|  | Though flanked on one side by the Pacific Ocean and by the |
|  | snow-capped Andes on the other, very little of water ever |
|  | reaches this remote area, which it extends for thousands of |
|  | kilometres through northern Chile and up into Peru. In some |
|  | places, there must has been no rain for hundreds of years, |
|  | certainly since the Spanish conquest of the sixteenth century |
|  | and possibly even more longer. Near the coast, however, some |
|  | water gets to the few only plants that can survive there, but  |
|  | in the form of fog, not rain. these plants can have adapted |
|  | to the conditions by taking moisture from the air when the |
|  | clouds roll in from the Pacific. Further south, in all the less |
|  | arid region, the parched brown earth now and also then  |
|  | undergoes a remarkable change when the rain comes and the |
|  | phenomenon that known as the "flowering desert" occurs. |
|  | Suddenly, purple, yellow and blue flowers spring up from  |
|  | seeds, which forming a spectacular sight, but one that |
|  | occurs only about once every other four years. |