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UNIVERSITATEA DE STAT DIN MOLDOVA

FACULTATEA DE LIMBI ŞI LITERATURI STRĂINE

Catedra Traducere, Interpretare şi Lingvistică Aplicată

Rodica LUPAN

WRITTEN TRANSLATION TECHNIQUES

(English – Romanian, Romanian – English)

Suport de curs

Aprobat de
Consiliul Facultăţii de
Limbi şi Litreraturi Străine

Chişinău, 2010
CEP USM

CZU 811.111'25=135.1(075.8)
L 93

Recomandat de Catedra Traducere, Interpretare şi Lingvistică Aplicată

Recenzent: **Tamara MATEI,** *dr., conf. univ., Catedra Limbi Germanice*

Prezentul suport didactic este elaborat conform cerinţelor curriculare universitare şi are ca scop crearea şi dezvoltarea deprinderilor, abilităţilor şi competenţelor de traducere scrisă la studenţii anului I, Departamentul Traducere.

Lucrarea este structurată în şapte capitole având obiectivul să familiarizeze studenţii cu particularităţile traducerii scrise, accentul punându-se pe tehnicile de traducere scrisă şi de rezumare şi specificul traducerii diferitelor tipuri de texte.

Descrierea CIP a Camerei Naţionale a Cărţii

Lupan, Rodica

Written translation techniques: (English – Romanian, Romanian – English): Suport de curs / Rodica Lupan; Univ. de Stat din Moldova, Fac. de Lb. şi Lit. Străine, Catedra Traducere, Interpretare şi Lingvistică Aplicată. – Chişinău: CEP USM, 2010. – 159 p.

Bibliografie: p. 157-158 (23 tit.); Internet (18 tit.). – 50 ex.

ISBN 978-9975-70-966-8.

811.111'25=135.1(075.8)
L 93

ISBN978-9975-70-966-8.

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FOREWORD

Only in the last decades translation has been payed greater attention and, though there are several studies in this domain, teaching devices and materials is still insu`fficient. This manual is designed for teachers and students of foreign languages faculties, translation departments and treats the major aspects of t written translation, the working languages being English and Romanian.

Being aimed at creating and developing abilities and skills of written translation and summarizing to the students of the I-st year, the manual has been worked out according to the requirements of the CEFRL, Chapter 8 – *Users' Guide For Textbook And Materials Writers.*

The manual consists of seven chapters which treat such aspects of the written translation as the main terms (SL, TL, pre- and post- translation analysis) in chapter I, translation strategies, types and techniques (chapters II - V), linguistic and translation peculiarities of different types of texts in chapter VI, and, finally, the chapter VII - summary writing and annotation basics. Students should be of the level C (according to the CEFRL), that is to have sufficient linguistic competence, which includes lexical, semantic, orthographic and orthoepic, and grammatical competences, in order to be able to perform an adequate translation. They have to know how to use both the SL and the TL.

As well, teachers should know how to perform a translation; they should be familiar with the translation of different types of text, being able to tell their students how to format a translation, what are the legal implications of their profession when they graduate, etc. Each chapter presents a concis, clear, concrete, but at the same time thorough theoretical background to each topic, as well as a set of exercises comprising a wide range of tasks, such as: select, find/identify, group/classify, compare, analyse, complete, insert, explain, justify, commentate and translate. Most of the tasks are open-ended and complex, aiming at making use of all the students' linguistic and intercultural abilities in order to be fulfilled.

Texts for analysis are similar to, or that help to prepare learners for, texts they will encounter in the real world, in terms of media, genre and text-type, roles of interlocutors, purposes, etc. Thus, both the tasks and texts aim at developing the four major language activities, overall known as skills: *productive* (spoken and written), *receptive* (spoken, written and audio-visual), *interactive* (spoken and written), and mostly *mediating* (as an interpreter / translator). Besides, the texts for analysis cover all the context of language use, as the CEFRL calls domains, such as personal (example of a translated recipe full of realia), public (these are all kinds of documents, especially contracts), occupational (for example the advertisementsfor translation), and educational (texts on educations, such topics as *Bolognia Process*, *Education of the American Indians*, etc).

We suggest how to divide this material in order to achieve the final goal. The number of hours may be reduced twice, it depends on the level of students and time reserved to this course.

Nr.	Topic	Nr./h.
1.	Notion and peculiarities of written translation.	4
2.	Types of written translation.	6
3.	Lexical translation techniques.	8
4.	Grammatical translation techniques	8
5.	Stylistic translation techniques	6
6.	Translation peculiarities of different types of texts	14
7.	Summary writing basics	14
	total	60

We have taken into account learners'aim, as well as their age, interests, SL and TL abilities, educational and professional aspirations and hope this manual will develop the proper written translation and summarising skills to the students and w ill contribute to their professional formation.

Rodica Lupan

Topic 1. Notion and Peculiarities of Written Translation

1.1. Definition of translation.
1.2. Translation vs. Interpretation.
1.3. The pre- and post- translation analysis.
1.4. The legal framework of the translators' activity in the RM and the EU.
1.5. Texts for analyses.

1.1. Definition of translation

Translation is the process of SL message transposition into the TL. A completely exact translation is almost impossible, because of either different languages structure (grammar, number of words, ways of word-building) or different cultures as such. If languages peculiarities or difficulties may be solved out due to any dictionaries, then you will not find culture guides or some similar books which can always help you. It is believed that the translator should posses the same amount of knowledge related to both cultures. Still, many texts are successfully translated, as they are based on universal values and truths.

The **SL**, that is, source language is the one which you translate from, so the **ST** is the text one translates. The **TL** is the language you translate into, thus, the **TT**, is the translated text, or the product of translation, or the translation.

Measuring Success in Translation. As the goal of translation is to ensure that the ST and TT communicate the same message taking into account the various constraints placed on the translator, a successful translation can be judged by two criteria:

1. Faithfulness, also called fidelity, i.e. the extent to which the translation accurately renders the meaning of the ST, without adding to it or subtracting from it, and without intensifying or weakening any part of the meaning; and

2. Transparency, i.e. the extent to which the translation appears to a native speaker of the TL to have originally been written in that language, and conforms to the language's grammatical, syntactic and idiomatic conventions.

The concepts of faithfulness and transparency are looked at differently in recent translation theories. The theory that acceptable translations can be as "creative" and "original" as the ST is gaining momentum.

Translation Problems constitute another important issue for the translation studies. The problems a translator may face are of different nature, their source may be the ST, or the SL, or even the TL. The general problems are grouped accordingly:

- Problems with the ST:
  - ✓ Changes made to the text during the translation process;
  - ✓ Illegible text;
  - ✓ Mis-spelt text;
  - ✓ Incomplete text;
  - ✓ Poorly written text;
  - ✓ Missing references in the text (e.g. the translator is to supply missing captions to the photos);
- Language problems:
  - ✓ Dialect terms and neologisms;
  - ✓ Unexplained acronyms and abbreviations;
  - ✓ Obscure jargon;
- Other
  - ✓ Rhymes, puns and poetic meters;
  - ✓ Highly specific cultural references.

The question of whether particular words are untranslatable is often debated; there are lists of "untranslatable" words being produces from time to time. Some words are hard to translate only if one wishes to remain in the same grammatical category (e.g. it is hard to find a noun corresponding to the Rom. *deceluş*, but the Eng. adj. *inquisitive* is just fine).

The problem often lies in failure to distinguish between translation and glossing. Glossing is what a glossary does: gives a short (usually one-word) equivalent for each term. Translation is decoding meaning and intent at the text level (not the word level or even sentence level) and then re-decoding them in a TL.

1.2. Translation vs. Interpretation

The goal of translation is to establish a relationship of equivalence between the ST and the TT (that is to say to ensure that both texts communicate the same message) taking into account a number of constraints. These constraints include context, the rules of grammar of the SL, its writing conventions, its idioms and the like.

Translation vs. Interpretation

When one talks about interpreting he or she refers to converting orally one spoken language into another. It is the process of facilitating communications between the parties that do not speak the same language. Translating, on the other hand, refers to converting written texts from one language into another.

Interpreters and translators are often discussed together because they do have some common elements and share common skills. Both work in one or several language pairs (English - Romanian, French – Italian, etc.) which make them fluent in at least two languages. One language is *active* (native) and the other is *passive* (secondary). Interpreters interpret into and from languages while translators usually translate only into their active language. Both tasks require accuracy, good concentration, subject matter knowledge, sensitivity to cultural issues, etc.; these are, however, two different professions and most people are better suited for one or the other. Not all good interpreters are good translators and vice versa.

For some reason most laypeople refer to both translation and interpretation as „translation". Although, translation and interpretation share the common goal of taking information that is available in one language and converting it to another, they are, in fact, two separate processes. So what is the difference between translation and interpretation? It's very simple.

Translation is written - it involves taking a written text (such as a book or an article) and translating it in writing into

the TL. Interpretation is oral - it refers to listening to something spoken (a speech or phone conversation) and interpreting it orally into the TL. [1]

An interpreter must interpret all utterances impartially, completely, without embellishments or explanations, and in such a way that the listener can understand. An interpreter should also follow the code of ethics including such professional standards as neutrality, discretion and confidentiality among others. (There are 3 types of interpreting: consecutive, simultaneous and sight interpreting).[2]

Translators convert written materials from one language into another. This requires not only strong knowledge of grammars of both languages, but good writing skills, analytical ability, accuracy and high attention to details, ability to use various reference materials and do research work. Translators do not just replace words with their equivalents in the TL, but convert ideas and sentences in such a way that the meaning stays the same and the whole text as if it were written in the TL.

Modern technology changed translation process significantly. Today, all translations are done on the computers and submitted electronically. This allows translators to work virtually, from anywhere and many of them work at home. Internet provides tremendous opportunities for translators to do research using on-line dictionaries and glossaries as well as find job opportunities. Today many translators also use machine-assisted translations such as memory tools, which helps save time and reduce repetition.

As with interpreters, translators also specialize in certain fields and subjects, and many of them have degrees in subjects other than linguistics. Literary translators, perhaps, are at the top of the translation industry. There are no many literary translators, but the existing ones are famous and recognised.

[1] http://french.about.com/cs/translation/a/introduction_2.htm
[2] Modes of Interpreting, http://www.ricintl.com/interpreting-services-types.html

1.3. The pre- and post- translation analysis

At the very beginning of his carrier a translator is often tendered to choose the easiest way of handling a translation, i.e. simply to start translating the ST from the beginning, looking only for an unknown word. Professionals know it is better to get prepared for the t4ranslation. [3]

The purpose of the pre-translation analysis is to find out what type of text a translator has to deal with, the first step being the skimming through the ST. The basic aspects of the pre-translation analysis are:

1. Collecting the external data about the ST (the data about the author of the text, the period of its creation, the global text to which our fragment belongs, etc, as the TT should be adequate to the author's style and to the time language peculiarities.);

2. Determining who is the target recipient of the text (i.e. the target audience, which determines the linguistic features necessary to be rendered in translation.);

3. Determining the content and density of information of the ST (the information conveyed by any text may be divided into three: cognitive, emotional and aesthetic. The aesthetic info is addressed to our sense of beauty. It is usually rendered through such specific means as metaphors, epithets, puns, rhymes etc. The emotional info is addressed to our senses, to our subjective perception. It may be the phrases of welcome and farewell, as well as any opinions and appreciations. The emotional info is conveyed with the help of emotionally colored lexis and syntax. Very often these are limited by the business etiquette norms. The cognitive info repre-

[3] Andreea Modrea, M.A., *Translation and Ideology, Ideology, Subversion and the Translator's Voice: A Comparative Analysis of the French & English Translations of Guillermo Cabrera Infante's Tres tristes tigres,* TRANS Nr. 16, University of Ottawa, March 2006, found at **http://www.inst.at/trans/16Nr/09_4/modrea16.htm**

sents the objective data about the external world. It is rendered through linguistic signs having the basic characteristics of a term: mono-semantic, neutral and context-free. So, these will be translated through their direct equivalents from the dictionary. Another important feature of cognitive info is that it is rendered respecting the norms of the literary written language (in business correspondence, scientific papers). In his practice a translator will more often meet texts in which various types of info are mixed. Such are, for instance, the advertisements, where one can feel a mix of cognitive info (name of the company, name of the product, its price and characteristics), emotional info (an exaggeratedly positive appreciation of the product's quality) and aesthetic info (play upon words, rhymes, repetitions, phraseology. The predominant type of info in the ST will influence the translator's choice of linguistic means of translation. Depending on the type of info conveyed, texts may be divided into the following groups:

- Informative-terminological: scientific and technical texts, manuals, instructions, business and legal texts. Cognitive info is dominant; a lot of terms and context-free words are present. The specialized dictionaries are the main tools in handling such texts.
- Informative-emotional: newspaper and journal articles, memoirs, advertisements, sermons, etc.
- Artistic texts.

An important criterion in pre-translation analysis is the density of info. Thus in certain varieties of text, as for instance, in encyclopedic items, there are widely used abbreviations, the secondary components of the syntactic structures are omitted etc. This signals that the original contains means of info compression, which must be preserved in the translated variant as well.);

4. Determining the communicative goal of the text (after having distinguished the information type of the ST, the next step is to define its communicative goal: e.g. *to offer some important data; to convince someone of something*);

5. Determining the genre of the text (genres of the text are object of study of functional stylistics).

It will usually take you up to ten minutes of your time to make a pre-translation analysis, and then you are free to start the translation proper. A professional translator will always revise the final variant of the TT. The goal of this proofreading is to check whether any word or passage has been omitted, to correct some minor stylistic mistakes, to avoid the frequent repetition of one and the same word and to revise the grammatical correctness of the text.

1.4. The legal framework of the translators' activity in the RM and the EU

a) Translators' activity in the RM.

The translation industry of the RM is quite developed. There are about 7 higher education institutions which prepare translators of foreign languages, though this profession has not been introduced in the State Register of Professions yet. Today the translation market of the country is very inhomogeneous. There is no any law, except the Law on Notary's Activity, which would stipulate that the person performing the translation ought to be licensed in this domain. The employer is the one who tests the translator's abilities, that is why anyone could be a translator or interpreter. This situation led to the appearance of a certain number of translation bureaus, about 40 in 2007, which share their clients with the notaries' bureaus, as the legal translation must be legalised by a notary, that is the "documents are signed, but are not verified".[4]

[4] Eleonora Rusnac (Preşedintă, Asociaţia Traducătorilor din Republica Moldova)http://www.terminometro.info/modules/print.php?lng=ro&id=2900&ln=es Rolul şi locul Asociaţiei Traducătorilor Profesionişti Moldova pe piaţa traducerilor din Republica Moldova, Martie, 2007, *www.translators.md/Activities/Sibiu_2007.doc*;

There is neither a Central Register of Translators, neither a list of minimal qualification requirements to be able to activate as a translator, nor a single deontological code to be observed by all Moldavian translators (you may see the Deontological Code of the Romanian Translators Association[5], The Code of Ethics for Interpreters and Translators Employed by the International Criminal Tribunal for the Former Yugoslavia[6], AUSIT (The Australian Institute of Interpreters and Translators Inc) Code of Ethics for Interpreters & Translators[7], NAJIT Code of Ethics and Professional Responsibilities[8]; Code of Ethics for Interpreters and Translators Employed by the Special Court for Sierra Leone[9], International Federation of Translators , The Translator's Charter *(approved by the Congress at Dubrovnik in 1963, and amended in Oslo on July 9, 1994)*)[10], etc).

In 1998 the Association of Professional Translators of Moldova, ATP Moldova, has been created. The objectives of the Association are: To achieve wider recognition for the profession of interpreter and translator; to support training and accreditation, certification of translators/ interpreters through competent and reliable methodologies; to advance the highest quality services, and to encourage better communication among active interpreters and translators. [11] ATP now has 47 full-fledged members, bound by its Statute[12], Regulation[13] and Code of Ethics.[14]

[5] http://traducatori.blogspot.com/2008/05/codul-deontologic-al-atr.html;
[6] http://www.un.org/icty/legaldoc-e/basic/codeinter/IT144.htm
[7] http://www.ausit.org/eng/showpage.php3?id=650
[8] http://www.najit.org/ethics.html
[9] http://www.scsl.org/LinkClick.aspx?fileticket=1nVwtfjRDb8%3D&tabid=176
[10] http://www.fit-ift.org/en/charter.php
[11] http://www.translators.md/aboeng.htm
[12] Ibidem
[13] Ibidem
[14] Ibidem

This year has been marked by the adoption of the Ist official document that regulates partly the translators' activity – the Law nr. 264 on the Authorisation and Payment of Interpreters and Translators Hired by the Magistrates Supreme Council, the Ministry of Justice, the Prosecutors Bodies, Criminal Prosecution Bodies, Courts, Lawyers and by the Judicial Executors, published on March 20, 2009, and entered into force on September 20, 2009.[15] The expertise report, which reveals some drawbacks, on the draft law may be found at http://capc.md/ro/expertise/avize/nr-342.html. The law gives us information on the definitions of the interpreters and translators, the basic principles of their activity, their rights and responsibilities, the procedure of the interpreters and translators authorisation, the requirements to issue, withdraw, adjourn and suspend the interpreters and translators authorisation, the State Register of authorised interpreters and translators, the payment of interpreters and translators (an hour of consecutive or simultaneous translation is 85-90 lei; a translated page costs 85 lei, if any of the working languages is: Japanese, Chinese, Turkish, Arabian, etc - a page costs 150 % more, if the work is urgent (24-48 hours) - the page costs 50% more).

b) Translators' activity in the EU.

The European Union has 27 Member States and 23 official languages.[16] Each Member State, when it joins the Union, stipulates which language or languages it wants to have declared official languages of the EU. The EU sees the use of its citizens' languages as one of the factors which make it more transparent, more legitimate and more efficient. Translation in the European institutions concerns legislative, policy and administrative documents, which are complex and highly formal in form and content. In such translation, repetition and strict adherence to layout and stylistic rules are signs of good practice. Electronic translation support tools are very useful for this purpose.

[15] http://lex.justice.md/viewdoc.php?action=view&view=doc&id=331056&lang=1
[16] http://europa.eu/languages/en/home

A multilingual system like the EU relies on professional linguists to keep it running smoothly. The role of the language services in the various EU institutions and bodies is to support and strengthen multilingual communication in Europe and to help Europeans understand EU policies. In particular, the work of written translators enables the EU to meet its legal obligations in terms of communicating with the public.

The links on this page will take you to those translation services which have their own website. The EU passes laws that are directly binding on individuals and companies, and as a matter of simple natural justice, they and their national courts must be able **to** read these laws in a language they can understand. More broadly, every citizen in the EU is entitled and encouraged to make a contribution to the cause of European integration, and they must be able to do this in their own language.

The work of the EU's institutional translation enhances the EU's openness, legitimacy and efficiency. Their precise tasks and working methods vary depending on the role of each institution European Parliament, Council of the EU, European Commission, European Court of Justice, European Court of Auditors, European Central Bank, EU Translation Centre. [17]

The major activity of the translation services which work for the European Union's institutions and bodies is to supply versions in the official languages of official texts produced by those organisations. The underlying principle is that documents are translated into the languages required by EU law and otherwise strictly according to need. Much of the material translated is legislation and the documents leading up to it. all finalized EU law has to be published in the *Official Journal in all the official languages* before it can enter into force. Documents of major political importance are also translated into every official language. Correspondence with the authorities, associations, businesses and the public in the Member States is translated only into the language or languages needed by those addressed. The Union's translators are also active in developing customized versions of translation memories and other computerized translation aids.

The EU's translation services cooperate interinstitutionally through an Interinstitutional Committee on Translation and Interpretation: The European Parliament, The European Commission, The European Economic and Social Committee, The European Court of Justice, The Translation Centre for the bodies of the European Union.

The institutions of the European Union employ large numbers of highly-qualified professional translators working into and out of the 20 official languages. Opportunities are available for both staff translators, stationed at the various places of work of the institutions, and freelance translators working externally. There are also openings for lawyer-linguists, translators with a degree in law.

To become a staff member of one of the translation services, the same rules apply as for any other permanent position with the European Union Institutions. In order to guarantee equal access for all citizens of the Union, recruitment is based on a selection process of open competitions, which lead to reserve lists of successful candidates. From these lists translators, other administrative staff and assistants are recruited, usually at the starting level in the relevant career bracket, which for translators is AD 5 and for assistants AST 1. Open competitions for translators, other administrators and assistants are held periodically and on an interinstitutional basis by the European Personnel Selection Office, EPSO. Graduates with translating skills can apply for work-experience traineeships in the translation services of some of the EU institutions and bodies.

As en entity operating in many official languages, the European Union generates a number of language-related ser-

[17] http://europa.eu/languages/en/chapter/36

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vices - such as multilingual collections of reference material and terminological databases - which it makes available for public consultation: IATE - Inter-Active Terminology for Europe - the EU's terminology database, EUR-Lex - The access to European Union Law, Translation and drafting aids in the European Union languages. [18]

EU institutions employ many conference interpreters (about 800 Conference interpreters on the staf). As opposed to translation, **interpreting** deals exclusively with verbal communication - rendering a message from one language into another, naturally and fluently, adopting the delivery, tone and convictions of the speaker and speaking in the first person. Giving everyone at the table a voice in their own language is fundamental to the democratic legitimacy of the EU. The interpreters at the EU institutions make possible multilingual communication when people speak, even if the speakers do not share a common language. The majority of the interpreters at work every day are staff members of the European Parliament or the European Court of Justice, which each have separate interpreting services, or of the Directorate-General for Interpretation (DG Interpretation) of the European Commission. The three interpreting services cooperate closely, in particular in the management of their joint pool of 2700 freelance interpreters.[19] The interpreters are employed on the same basis as the translators.

The EU translation and interpreting services comprise training, consultation, pedagogical assistance, grants for training in conference interpreting, and interinstitutional cooperation.[20] Some additional information may be found on the site of the ***Europa Languages Portal***

[18] http://europa.eu/languages/en/chapter/37
[19] http://europa.eu/languages/en/chapter/40
[20] Ibidem.

The European Standard for Translation Services

On April 13, 2006 the European Committee for Standardization (CEN) approved the European standard EN 15038:2006, known as BS EN 15038:2006 in the UK. BS EN 15038:2006 is a "European standard which sets out the requirements for the provision of quality services by translation service providers (TSPs), or translation companies. It describes the processes involved in providing a translation service through commissioning, translation, review, project management and quality control, to delivery."

Williams Language Solutions Ltd has always concentrated on providing translations and other language services of the highest quality (training, tuition, and terminology search, creation of glossaries for clients), and already complies with the major aspects of this standard, and now committed to obtain the certification by 2010. This will provide our clients with the confidence of knowing that we comply in all respects with the highest quality standards in the translation industry, and will facilitate business with ISO certified companies. Standards are copyright, however, much information can be found on the net.

EN-15038 currently includes the following sections:

- **Scope**: the reasons for the standard to be created.
- **Terminology**: definition of the terms used in the standard (the possibility of creating an annex with the terms used in translation in general is being considered, independent of the standard).
- **Basic requirements**: infrastructure (human and technical resources), quality management (of the service, not the translation itself) and project management.
- **Relationship between the customer and the translation service provider**: quotations, contracts, rights and obligations, viability studies, etc.
- **Translation Service Procedures**: administrative, technical and linguistic work; the so-called translation process; review, revision, etc.

- **Added Value Services**: localization, DTP, translation memory management, glossary compilation, etc. In general, any service that can be offered in addition to the translation itself.

- **Annexes**: The purpose of these documents is informational in nature, not normative. They contain suggestions for different

Running throughout the entire context of the standard, there is a basic principle that consists of checks and corrections of a translation being made by a third party, to serve as a mechanism to provide increased quality of the translated text through increased objectivity. This point was one of the most intensely debated. Within the majority of the committees, it is now considered to be one of the principal successes of the standard, along with recognizing the work done by reviewers and revisers. It is very important to stress that this review/revise process and that of translation are indivisible, even though they are carried out in different phases (they can also be carried out in parallel). The removal of the review process, or the reduction of it in any way, can have a negative impact on the quality of the translation or of the end product.[21]

About EN 15038

EN 15038: 2006 was developed by the European Committee for Standards (CEN) to establish and define the requirements for the provision of quality services for translation service providers (TSPs). The standard encompasses the core translation process including commissioning, translation, proofreading, review, project management, quality control, traceability, and delivery. It helps describe and define the entire service and offers a set of procedures and best practices involved in all aspects of the translation process. The EN 15038 standard is not applicable for interpretation service providers.

[21] http://www.translationdirectory.com/article472.htm

Benefits of EN 15038 Certification

The EN 15038 standard aims to unify the terminology used in the translation field, define basic requirements for language service, and create a framework for the interaction between customers and service providers in terms of their rights and obligations. Other benefits of certification include:

- Higher client confidence
- Continuous improvement of services
- High-quality results thanks to well-organized workflows
- Certification mark serves as unique selling proposition (USP) in corporation communications.[22]

Pricing a translation

If you are a free lancer and you are no not a member of any professional assotiations opr you are just a biginner, we have some suggestions to make in order to make the technical or financial aspect of your work faster solved. Translation pricing comes from 4 components - 1. Language. What language pair are we working in? Some languages are more expensive than others.

2. Content type. Content that requires specialist knowledge and skills (e.g. pharmaceutical product descriptions) require translators who have a background in the specialist field.

3. Volume. Usually based on a word count, this is a major factor in pricing. (Usually it is 1800 character without space per page.)

4. File type. Some file types are more difficult to work in that others. Translating and typesetting a brochure in Quark takes several times the time to translate the same volume of words in Word.[23]

[22] http://www.tuvamerica.com/services/qmservices/EN15038.cfm
[23] http://www.a2ztranslate.com/translationprocess3.asp

1.5. Texts for analyses

Exercise 1

Analyse the translation and the research that accompanies it.

Devonshire Splits

- 1/2 oz. fresh yeast
- 1 teaspoon caster sugar
- 1/2 pint milk - warmed to blood heat
- 1 lb. strong white flour
- 1 oz. caster sugar
- 1 teaspoon salt
- 2 oz. butter

Mix together the yeast, the 1 teaspoon of sugar and the warm milk and leave in a warm place for 20-30 minutes until frothy. Rub the butter into the flour and stir in the 1 oz. of sugar and the salt. Add the yeast liquid to the flour and mix to a soft dough. Knead on a floured surface until smooth and elastic. Leave covered in a warm place for about 1 hour until doubled in size. Knock back, knead again and divide into 16 pieces. Mould into neat bun shapes and place on floured baking sheets. Leave once again in a warm place until well risen. Bake in a pre-heated oven at 425° F or Mark 7 for approximately 15 minutes until pale golden in color. Cool on a wire rack. These sweet dough buns are often served with a traditional Clotted Cream tea. They are split and filled with the cream and home-made jam.

Brioşa de Devonshire

- 15 gr de drojdie proaspătă
- 1 linguriţă de zahăr pudră
- 1/2 l de lapte fierbinte
- 450 gr de făină de grâu de calitate superioară
- 30 gr de zahăr pudră
- 1 linguriţă de sare
- 60 gr de unt

Amestecaţi drojdia, 1 linguriţă de zahăr pudră şi laptele cald şi lăsaţi compoziţia la loc cald pentru 20-30 min, până devine spumoasă. Amestecaţi untul cu făina, apoi adăugaţi zahărul rămas şi sarea. Turnaţi drojdia lichidă în făină. Frământaţi aluatul pe o suprafaţă presărată cu făină până devine moale şi elastic. Scoateţi bulele de aer din aluat, mai frământaţi-l o dată şi împărţiţi-l în 16 bucăţi egale. Daţi aluatului o formă netedă de brioşă sau chiflă şi plasaţi bucăţile pe foi de copt presărate cu făină. Lăsaţi-l la loc cald până aluatul creşte. Încălziţi cuptorul până la 250°C, sau indicele 6. Coaceţi-le vreo 15 minute până se rumenesc, iar apoi răciţi-le pe o tavă de gratii de metal. Aceste brioşe sunt servite cu o cremă tradiţională preparată din lapte şi smântână închegată. Brioşele sunt tăiate orizontal în 2 şi umplute cu cremă şi dulceaţă de casă.

These are the investigations made to find the information about the English realia which miss in Romanian:

- **Strong or Hard flour, or bread flour**, is high in gluten, with a certain toughness that holds its shape well once baked. Soft flour is comparatively low in gluten and so results in a finer texture.
- **Knocking back the dough** is often termed punching down the dough. Just give it a good jab with your fist a couple of times and a bit of a knead to get all the extra air out so you can shape it. After letting the dough rise, you knead it again, gently but enough to 'knock' the air out. You then divide it and let it rise again.
- **Clotted cream**[24] is a thick yellow cream made by heating unpasteurized cow's milk and then leaving it in shallow pans for several hours. During this time, the cream content rises to the surface and forms 'clots'. When clotted cream is not commercially available, a reasonable copy may be made by combining two parts whole milk with one part whipping (heavy) cream, heating at the very lowest possible heat for a couple of hours until a skin forms, leaving it undisturbed overnight, and then harvesting the skin and its under clots. The remaining milk may be consumed or used in any number of recipes.

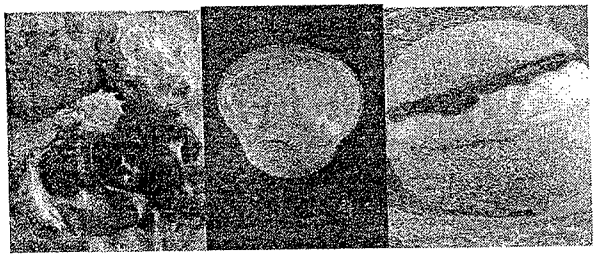
[24] //www.convert-me.com/en/

In the European Union, *Cornish clotted cream* is a protected designation of origin (PDO) for cream produced by the traditional recipe in Cornwall. True Cornish clotted cream must be made from unpasteurized milk or the clots will not form. It has a minimum fat content of 55%. Clotted cream is generally served as part of a cream tea (known as a Devonshire Tea in Devon) on (warm) scones with strawberry or raspberry jam. In Devon, the cream is traditionally used instead of butter, with the jam spread on top of the cream - as in the photo; in Cornwall the jam is spread first because the runny substrate of Cornish clotted cream would make the Devonian method of service impossible to achieve without looking messy.

While there is no doubt of its strong association with South West England, it is not clear whether clotted cream first originated in Devon or Cornwall. While strong claims have been made on behalf of both there is a lack of documentary evidence to support them.

Its principal high-volume manufacturer in the UK is Rodda's based in Scorrier, Cornwall, but in southwest England its manufacture is also a cottage industry, with many farms and dairies producing cream for sale in local outlets.

In Mongolian cuisine, clotted cream is called *Öröm*. It is added to salted tea or eaten in small pieces as a snack. In a modern household, it also sometimes serves as a replacement for butter on a slice of bread.



Clotted cream on scones with jam, also called Cream Tea. Note the little buttery clots on the yellow cream

Exercise 2

Make the pre-translation analysis of the following texts:

a) Marks & Spencer

Dear Sir: I have many items purchased at Marks & Spencer by my peripatetic businessman father, including some beautiful clothes and a fold-up umbrella. Ah, the umbrella! It has never broken, inverted, failed to open or been mislaid without being recognized as mine and returned to me. Having had it for about four years, I call that unusual life span a testimony to British ingenuity.

If Mrs. Thatcher ever decides to hand over the government to Marks & Spencer, I may emigrate and change my nationality. Or maybe we could import some M&S managers to run our government!

Sincerely yours, Barbara Pilvin Philadelphia

b) Long, long ago, when the world was young and people had not come out yet, the animals and the birds were the people of this country. They talked to each other just as we do. And they married, too.

Coyote was the most powerful of the animal people to the west of the Big Shining Mountains, for he had been given a special power by the Spirit Chief. For one thing, he changed the course of the Big River, leaving Dry Falls behind. In some stories, he was an animal; in others he was a man, sometimes a handsome young man. In that long ago time before this time, when all the people and all the animals spoke the same language, Coyote made one of his frequent trips along Great River. He stopped when he came to the place where the water flowed under the Great Bridge that joined the mountains on one side of the river with the mountains on the other side. There he changed himself into a handsome young hunter.

c) Un viitor pentru fiecare!

Votați soarele!

Un primar din oameni şi pentru oameni!

Un primar din oameni şi pentru oameni!
Aţi cerut să ne unim - noi ne-am unit!
A venit timpul să vă uniţi şi voi - electoratul nostru!
Votează „Moldova Noastră"!

d) „... and Gatsby was overwhelmingly aware of the youth and mystery that wealth imprisons and preserves, of the freshness of many clothes and of Daisy, gleaming like silver, safe and proud above the hot struggles of the poor".
(The Great Gatsby, by Francis Scott Fitzgerald

Exercise 3.
Read the Law nr. 264 on the *Authorisation and Payment of Interpreters and Translators Hired by the Magistrates Supreme Council, the Ministry of Justice, the Prosecutors Bodies, Criminal Prosecution Bodies, Courts, Lawyers and by the Judicial Executors*. Make a short summery in English and give your opinion. Translate the Chapter II on the *Interpreters and Translators rights and responsibilities* (http://lex.justice.md/viewdoc.php?action==view&view=doc&id=331056&lang=1). See *The Translator's Charter (approved by the Congress at Dubrovnik in 1963, and amended in Oslo on July 9, 1994)*), http://www.fit-ift.org/en/charter.php.

Capitolul II. Drepturile şi obligaţiile interpretului şi traducătorului

Articolul 5. Dreptul de a exercita activitatea de interpret şi traducător (1) Dreptul de a exercita activitatea de interpret şi/sau traducător pentru organele prevăzute la art.1 alin. (1) îl are persoana care: a) posedă diplomă de licenţă ori echivalentă din care rezultă specializarea în limba sau limbile străine pentru care solicită autorizarea; b) are o vechime în muncă pe specialitate de cel puţin 2 ani;
c) cunoaşte limba de stat vorbită şi scrisă;
d) are capacitate deplină de exerciţiu;
e) nu are antecedente penale.
(2) Prevederea alin. (1) lit.a) nu este obligatorie în cazul interpreţilor şi traducătorilor din sau în una din limbile orientale ori rar folosite (japoneză, chineză, turcă, arabă etc.), precum şi interpreţilor semnelor celor surzi, muţi ori surdomuţi.

Articolul 6. Drepturile interpretului şi traducătorului
Interpretul şi traducătorul au dreptul:
a) la plată pentru serviciile prestate, în condiţiile prezentei legi;
b) să solicite de la persoanele fizice şi juridice documente şi informaţii necesare pentru prestarea serviciilor;
c) la asigurare socială şi la asigurarea obligatorie de asistenţă medicală, în modul prevăzut de lege;
d) la contestarea, în condiţiile legii, a deciziilor autorităţilor respective;
e) la asociere în organizaţii profesionale;
f) la autoinstruire continuă;
g) să exercite alte drepturi prevăzute de legislaţia în domeniu.

Articolul 7. Obligaţiile interpretului şi traducătorului
(1) Interpretul şi traducătorul au următoarele obligaţii:

a) să presteze serviciile solicitate, în baza contractului de prestări servicii încheiat în scris, în condiţiile legii;

b) sa facă traduceri veridice;

c) sa păstreze secretul cu privire la actele şi faptele de care au luat cunoştinţă în cadrul activităţii;

d) sa achite contribuţiile în fondul de asigurări sociale de stat şi în fondul de asigurare obligatorie de asistenţă medicală, în condiţiile legii;

e) sa fie imparţiali;

f) să se autoinstruiască continuu;

g) să respecte alte obligaţii prevăzute de legislaţia în domeniu.

(2) În cazul în care interpretul şi/sau traducătorul îşi schimbă numele, domiciliul, reşedinţa sau numărul de telefon, ei sînt obligaţi să aducă la cunoştinţă această situaţie, în termen de 30 de zile de la data schimbării, Ministerului Justiţiei, care ţine evidenţa lor.

Articolul 8. Răspunderea civilă şi penală a interpretului şi traducătorului (1) Interpretul şi traducătorul răspund, în condiţiile legii, pentru veridicitatea traducerilor orale şi scrise, pentru două refuzuri nejustificate, în termen de un an, de a presta serviciile solicitate, pentru divulgarea intenţionată a actelor şi faptelor care le-au devenit cunoscute în cadrul activităţii, pentru încălcarea altor obligaţii.

(2) Prejudiciul cauzat de interpret şi/sau traducător în exercitarea atribuţiilor lor se repară în modul stabilit de legislaţie.

(3) Interpretarea şi/sau traducerea cu bună ştiinţă incorecte atrag răspundere penală.

(4) Statul nu răspunde pentru prejudiciul cauzat de interpret şi traducător.

Exercise 4

Comment on the following text, add or extract smth if necessary.

What makes a good translation?

- Native ability in the target language.
- Good familiarity with the subject matter in both the language of origin and the target language.
- Enough understanding of the language of origin, so as to be able to recognize bad language from good.
- Knowledge of the target audience and the author's intentions.
- Close cooperation with all concerned.
- Preparation, patience and determination are essential qualities in any sectors and are fundamental for a translator.

A few basic guidelines for good translation!

DOs	DON'Ts
Use your own style of writing, but write in the language and terminology of the target audience.	Do not try to mimic the author's style unless it can improve the content of his message.
Translate ideas, and remain true to the author's intentions.	Do not translate words or even sentences, unless it contributes to the intended meaning of the author
Eliminate redundancy where emphasis is not clearly intended by the author.	Author's often repeat themselves, when intending no additional emphasis. Do not pass an author's poor writing habits onto your target audience.
Eliminate unnecessary and ambiguous language, if it does not contribute to the author's intention or ideas.	Do not make your target audience suffer, because of the author's inability to express himself clearly.
If you can improve on the author's logic without contradicting his intended meaning, then do so.	Do not be afraid to consult the author, when you are uncertain about his intended meaning.
Know your author's intentions and basic assumptions.	Do not filter the author's ideas with your own value judgments, and do not purposely incite your target audience, unless it was the author's intention to do so.

In the end one must understand before one can translate.

Exercise 5

Translate the following text.

Procesul de traducere este o activitate intelectual-creativă care cuprinde următoarele etape şi elemente:

a) **analiza inițială a textului** (identificarea eventualelor probleme de ambiguitate lingvistică, a anomaliilor, abrevierilor sau oricăror alte aspecte care necesită clarificare împreună cu beneficiarul traducerii);

b) **cercetarea textului-sursă** din punct de vedere terminologic şi al domeniului de specialitate, stabilirea terminologiei textului, avizarea ei de către beneficiar sau de către un specialist în domeniu;

c) **prima versiune de traducere**;

d) **corectarea** primei versiuni de traducere (se face de către traducător);

e) **revizia lingvistică a traducerii** (de către un traducător, altul decât autorul **traducerii** respective; se vor urmări redarea integrală şi corectă a mesajului textului-sursă, corectitudinea gramaticală, folosirea adecvată a limbajului de specialitate şi conformitatea cu scopul îndeplinit);

f) **revizia de specialitate a traducerii**;

g) **revizia stilistică**;

h) **aprobarea şi elaborarea versiunii finale**;

i) **corectarea traducerii finale** (o ultimă privire înainte de predarea traducerii).

Exercise 6. Find the synonyms to the following words and translate them: *to say, to do, to answer, to translate.*

Exercise 7. Write 10 sentences with the idioms of the following verbs (for each verb): *to get, to go, to take, to make, come.*

Exercise 8. Look through different translators' codes of ethics, indicated in this chapter and trace the main similarities. Make your own deontological code.

Exercise 9. Translaye the following text: *Professional guidelines for translation service providers.* It might help you a lot in your future carrer. Try to find out whether there are any similar rules in some translators' bureaus.

- represent their credentials, capabilities and experiences honestly
- answer, courteously, inquiries related to services, fees and available equipment,
- accept only assignments that they have the knowledge, resources and time to do well
- disclose, prior to accepting any assignment, any biases that may have relevance
- agree, before work starts, what is to be delivered, as well as how, when, and who will bear any delivery cost
- agree, before work starts, on payment amount, timing and currency, and who will bear any payment cost
- set their rates at levels that allow them to deliver, on an ongoing basis, the quality levels that their clients require
- treat all sensitive information as confidential, and take steps to protect that confidentiality
- take any and all steps necessary to ensure consistent delivery of work of a high professional standard
- accept responsibility for the quality of work they deliver, even when that work has been subcontracted
- do not attempt to change, after work has begun, agreed-upon terms (except by mutual consultation)
- do everything possible to meet agreed-upon terms, even when unforeseen problems are encountered

- do not directly contact end clients, or subcontractors, without permission
- attempt to resolve disputes directly among parties involved
- strive to continually improve their own skills
- do not unjustly criticize other professionals or their work
- capitalize on opportunities to further the industry as a whole
- do not engage in conduct or communication unbecoming of a professional
- Professional interpreters:
- ask for clarification, and give it, when appropriate, making clear when they are speaking and not interpreting
- do not interject their own feelings, opinions or advice
- interact with others only to the extent required to interpret
- do not accept assignments in which payment is contingent on the outcome of a case or proceedings

Topic 2. Translation Strategies and Translation Units

2.1. Types of written translation.
2.2. Units of translation.
2.3. Types and transformations during the written translation.
2.4. Texts for analyses.

2.1. Types of written translation

Speaking of what methods and techniques (the way the translation is performed) to use while rendering a text, we should state out that this is the translator who chooses them according to his personal background and knowledge. Thus, we have two types of translation: complete and partial.

The partial translation is the shortened translation and may be applied to any types of texts, which results are: reports, thesis, annotations, digests etc. It can be selective or functional.

- The selective type is the choice of the key-words and their rendering into the ST, so we rely completely on the translator's professionalism and good willing.
- The functional translation is the functional transformation of ST translation units, as for the summary of a literal work.

The complete translation is the detailed reproduction of the ST message units into the TT. It may be performed through 3 ways: communicative, semantic and word-for-word translations.

- Word-for-word translation is the literal one. The main peculiarity of this technique is the maintenance of the SL word order in the TT and is especially used for untranslatable words, often accompanied in the TT by the word "cuvânt cu cuvânt; literalmente".
- Semantic translation is the message rendering through 2 strategies:
  - ✓ I strategy - focused on standard SL expressing ways, language constructions (lexico-grammatical elements, sentence length, punctuation, typical metaphors, terms etc).

✓ II strategy - focused on unusual SL expressing ways (sometimes word-for-word translation is used)

- Communicative translation. The emotional impact on the TL reader is more important than the linguistic message. It is used for literal texts, newspaper style, poetry, translation of poems in prose form.

While translating a text all techniques may be used, but one is predominant[25].

Rules to choose the types of translation:

1. **Partial translation** - when one needs to get some general information of the ST message.
2. Selective partial translation - for different texts. The main object is to get the general information about the ST style, the author's style, etc.
3. Functional partial translation - the TT is addressed to the general knowledge reader or to an audience with a superficial knowledge in the domain.
4. **Complete translation** – when comprehensive and detailed information for the TR is requested.
5. Word-for-word translation - is very rarely used, having an instructive or scientific target (e.g. translation of the literal genre as epos).
6. Semantic translation - for the texts with a high socio-cultural importance, for a large number of specialists in the field.
7. Communicative translation - is the pragmatic one, sometimes used for advertisements. This type of translation is peculiar for the texts with a high socio-cultural importance, for a large public.

[25] Т. А. Казакова, *Практические основы перевода, English - Russian, Russian - English* , «Издательство Союз» Санкт-Петербург, 2001.

2.2. Units of translation

At the beginning any student has the tendency to translate word for word. We forget that we should render the speech units, as the linguistic ones don't coincide in all languages.

A translation unit is a ST unit that has an equivalent in the TT, but whose composing elements haven't an equivalent in the TL, taken separately. It may vary from a phoneme to a complex sentence or even episode. The main criterion to find and distinguish the translation unit is to establish its textual function (the syntactic functions of words, i.e. subjects, predicates or adverbial modifiers, etc.). Words are in a systemic interrelation between them, so they are dependent on each other in a text. These relations may be spatial-temporal or cause and consequence. The difficulty occurs that these relations are differently rendered in different languages. [26]

e.g. a) *She lives in Paris.* - Ea locuieşte la Paris. *(To live-* is longer in period than the Romanian equivalent.)

b) *She is staying at the Astoria.* - Ea locuieşte la hotelul Astoria. (the translator has used an absolute equivalent).

The most important questions that should be asked in order to find the translation unit are: **what?, where?, when?, how?** Another group of questions are: **what is it said about?** (despre ce se spune?), that is the theme **and what is said?** (ce se spune?), that is the rheme.

e.g. *A few students of our university* (the theme)/**1** *were reported to take part in the competition (*the rheme)/**2**.- După cum s-a relatat, la competiţie au luat parte /**2** câţiva studenţi ai universităţii noastre./**1** (The theme in English is usually at the beginning, not always in Romanian; passive voice is not so often used in Romanian as in English.)

[26] Т. А. Казакова, *Практические основы перевода, English - Russian, Russian - English* , «Издательство Союз» Санкт-Петербург, 2001.

Still, the most difficult matter dealing with the finding of the translation unit is the case when it's more than 1 sentence, even an episode. (e.g. *Alice in Wonderland.* The supratextual interrelation of the words dominates and it is not easy to render the puns, irony and humour.) In this case the successful translation depends only on the translator's background and special knowledge. The supratextual interrelation may be rendered through transliteration, calques or translator's comments.

Rules to establish the translation unit:

1. In order to establish the translation unit, the translator should first of all find the contextually interrelated groups of words that may vary from a phoneme to a whole episode. The more the word keeps its contextual independence, the surer the translator is that this is the minimal translation unit.

2. If the word is dependent on its nearest context, this means that the translation unit will be either a word combination or a simple sentence, which comprises this word.

3. If the word is dependent to several textual components, even those which may be contained in other sentences, then the translation unit will be either a complex sentence or even an episode.

4. If the word is dependent on a lot of textual components, then the whole text will be at the background of this translation unit.

5. If the word depends on any conditions that exceed the text, then the translator should take into account the possibility to make a cultural comment or to create a new language unit through transliteration or calques. [27]

[27] Т. А. Казакова, *Практические основы перевода, English - Russian, Russian - English* , «Издательство Союз» Санкт-Петербург, 2001.

2.3. Types of and transformations during the written translation

While establishing the translation units, there can be distinguished 2 textual units: units having a standard contextual dependency or, as V.N. Komissarov calls them - typological equivalents and those having a non-standard contextual dependency. [28] The translation of the I-st group is relatively easily performed at the lexico-grammatical level taking into consideration the typological characteristics of both languages. These are the most numerous units in a text and are the basis of it. Actually the transformation of these units is reduced to intrelingual correspondence.

Units having a non-standard contextual dependency require special translation techniques, as their structure and function may vary in different languages, or the socio-cultural traditions are not the same as the personal experience of the ST author, of the translator, and that of the receiver may influence a lot their rendering. While translating these units, 3 factors should be taken into consideration: the linguistic, socio-cultural and the personal psychological experience.

a) The linguistic factor is expressed in the usage of various translation techniques determined by the ST elements: transliteration, modulation, calque, translator's comments etc.

b) The socio-cultural factor is expressed in the translator's degree of information about the translated element as such and in the given contest.

c) The psychological factor is expressed in the translator's opinion of the element based on his own knowledge and the supposed ST author's one.

[28] Комиссаров В.Н. Теоретические основы методики обучения переводу. Москва: Рема, 1997

From the linguistic point of view the translator has 3groups of techniques to render the non-standard textual units, that is, lexical, grammatical and stylistic.

1. The lexical procedures are applied at the word level: we have a special name in a culture (e.g. Devonshire Splits, Clotted cream tea, etc) or a term in a special domain (credit (n.)). These words are very important in a text, as being partly free, they confer to the text a special colour and meaning. Such words as *Făt-Frumos or Harap Alb* do not exist in the TL and they are rendered through transliteration. The case of *Bloody-Mary* is different, as in Romanian it is known as a name of an alcoholic beverage, whereas in English it also may refer to the historical personage *Bloody-Mary*, who was a queen. Thus, when translating this term into Romanian, we should take into account this too: *Maria cea Sângeroasă* for the queen and *Bloody-Mary* for the cocktail. Sometimes an image is created from a chain of such words, as in the case of Bread-and-butterfly in *Alice in Wonderland.* The specific techniques are: transliteration, transcription, calque, semantic modulation, description, compensation, parallel translation, etc.

2. Grammatical procedures: a grammatical structure may vary from a morpheme to a suprasentence unit. It is less difficult to be rendered, but also require special techniques as transposition and addition. As an example may serve the English absolute constructions that lack in Romanian: *The work having been done, everybody felt a great relief. --- Când au terminat lucrul /după ce au terminat lucrul, toți s-au simțit ușurați.* Such techniques as omission, literal translation, fragmentation, condensation, transposition, etc.

3. Stylistic procedures are applied to stylistic devices. Some of them cannot be translated, others are partly rendered or there are devices which only a small part are translated through an equivalent. The mostly often translated and which causes lots of problems to the specialists is the metaphor. Try

to translate the next sentence, keeping the image of the metaphor: *There was not an organ in his body that had not been drugged, dusted and dredged, fingered and photographed, removed, plundered and replaced.* The required techniques are: extended transposition, transposition of image, transposition of stylistic device, word-for-word translation.

Questions for evaluation:

1. How do the translation units determine the character of transformations while translating?
2. What techniques are used for lexical transformations?
3. What techniques are used for grammatical transformations?
4. What techniques are used for stylistic transformations?

2.4. Texts for analyses

Exercise 1. Make a selective translation of the following text, preserving the main information and avoiding the details.

In February 1987, the real thing happened. A star much larger and much hotter than our sun reached the end of its conventional life. In its core, hydrogen in quantities equal to about six times the mass of the sun had been converted to helium in hellish thermonuclear reactions. Helium in turn had fused into carbon and oxygen, which themselves fused into even heavier elements. Eventually the innermost section of the core, about half again as massive as the sun, was turned into almost pure iron. The star was running out of available reactions, and activity in the core slackened. Now the radiation pouring outward was no longer as strong as the gravitational force pulling inward; the star collapsed, falling inward on itself until it could give no more, and exploded, spewing radiation and most of its mass into space. For astronomers, the supernova (known as Supernova 1987A, or SN1987A for short) was -- and is -- the story of the century.

Exercise 2. Make a communicative translation of the following text, taking into consideration the peculiarities of the advertising text (see subchapter 6.6.).

Gentlemen, may we recommend a small hotel overlooking Green Park.

Ever since Cesar Ritz built his famous hotel in Piccadilly to create "the most fashionable hotel in the most fashionable city in the world", it has been a firm favourite with business travellers coming to London. Many regard it as the finest business address in London. With only 128 rooms, the Ritz offers a friendly, personal service which is second to none.

The famous Ritz Restaurant, described as "the most beautiful dining room in London," is perfect for business entertaining be it breakfast, lunch or dinner. For private meetings or business functions there are luxurious suites available.

The Ritz. Where it's a pleasure to do business.

Exercise 3. Render the following text through the semantic translation applying the elements of the communicative-pragmatic means, that the text has not a purely scientific character.

Realistic art was not common among Native Americans of the North-West Pacific Coast. In a great many cases, where the object carved was for a ceremonial use, the animals were not realistic representations of the familiar ones of everyday life. They were either mythical beings belonging to the supernatural past or present, or were the actual animals represented in the more nearly human form, which they were all believed to possess. In the second place, the totem poles in particular were intended to suggest a narrative, or a combination of ideas. To do this the artist took liberties with the anatomy of the animals in order to bring about the combination he desired. The better carvers of the North-west Coast were skilful enough to portray accurately features of religious and symbolic significance. On the other hand, some carvings were definitely intended as realistic representations of animals and portraits of humans, rather than as representations of mythical monsters and personages.

Exercise 4.
Compare the ST and TT. Identify the key-words and the translation units.

Air Pollution... Cause and Effect	**Poluarea aerului... Cauză şi effect**
One of the traits that distinguishes humans from other forms of life is our ability to adapt to varying habitat. People populate this planet from the coldest Arctic regions to the steamiest rain forests. We've even made our environment portable for short periods of time, such as in space or ocean exploration. All of this aside, however, the plain truth remains that we cannot create the elements of our environment essential to our survival: air and water. It was realization of this, coupled with the rapid increase in manufacturing and technology and the accompanying pollution that prompted researchers and government officials to take a good look at the consequences of air pollution.	Una din principalele deosebiri dintre oameni şi alte forme de viaţă este capacitatea noastră de a ne adapta la mediul de viaţă schimbător. Oamenii locuiesc pe întregul teritoriu al acestei planete: de la veşnica înzăpezită Arctica până la regiunile tropice cu păduri aburind de atâta ploaie. Omul a devenit atât de iscusit, încât e capabil să transporte mediul său ambiant pentru perioade scurte în cosmos sau în ocean pentru a face careva experimente. Totuşi, în pofida tuturor realizărilor, trebuie să recunoaştem purul adevăr: nu suntem în stare să creăm cele mai esenţiale elemente ale naturii importante pentru menţinerea vieţii pe pământ aerul şi apa. Realizarea acestui adevăr, îmbinat cu dezvoltarea rapidă a industriei şi tehnicii, precum şi poluarea drept consecinţă a acestei revoluţii tehnologice, i-a determinat pe savanţi şi pe membrii de guvernământ să evalueze efectul poluării atmosferei.

Exercise 5.

Identify the translation units. Translate the text. Pay attention to the underlined words while translating them.

The Smithsonian Institution brings to life the nation's cultural, social, scientific, and artistic treasures and heritage. It is the largest complex of museums, art galleries, and research facilities in the world. Each year, more than 20 million visitors come to the Smithsonian's 14 museums and galleries -- from the National Air and Space Museum to the National Museum of Natural History -- and the National Zoological Park. Millions more share in the Smithsonian experience through travelling exhibitions, magazines, as members of the Smithsonian Associates, and by attendance at educational and performance programmes sponsored by the Institution, including the annual Festival of American Folklore. And while the visitors explore the galleries and exhibition halls, behind the scenes, curators, conservators, and researchers are busy caring for and learning from the national collections that the Smithsonian holds in trust for the American people.

Exercise 6.

Translate, say what difficulties (lexical, grammatical or stylistic) have you met and the way you overcame them:

a) There was not an organ in his body that had not been drugged, dusted and dredged, fingered and photographed, removed, plundered and replaced.

b) The Naked and the Dead (1948) brought Norman Mailer unexpected and unnerving acclaim. But he turned his back on his easy success and began a deeper exploration of the contemporary consciousness than the technique of his first novel would allow. He has been savagely attacked for the "failure" of his later work, as well as for his unorthodox public opinions and behaviour. Much of Mailer's technique is derived from Dos Passos, Steinbeck, Hemingway, and later Fitzgerald -- much, much later. And Thomas Wolfe, of course.

c) *Census-taker*: "Your husband is an inventor?"

Frau: "Yes indeed! Many of his excuses for staying out late are in use all over the world."

d) Observatorii se aşteptau ca Administraţia să ceară suplimentarea cheltuielilor.

e) *Irritated father*:"Where on earth did that child get her temper? Certainly not from me."

*Mother (sweetly):"*You must be right, dear, since you never lose your temper – but always have it."

Exercise 7.

Translate the text, pay attention to the culturally bound words, suggest a translation and motivate your choice.

Nu trece mult după asta, şi-ntr-o zi, prin luna lui mai, aproape de Moşi, îndeamnă păcatul pe bădiţa Vasile tântul, că mai bine nu i-oi zice, să pună pe unul, Nic-a lui Costache, să mă procitească. Nică, băiat mai mare şi înaintat în învăţătură până la genunchiul broaştei, era sfădit cu mine din pricina Smărăndiţei popii, căreia, cu toată părerea mea de rău, i-am tras într-o zi o bleandă, pentru că nu-mi da pace să prind muşte...

(Amintiri din copilărie de Ion Creangă)

Topic 3. Lexical Translation Techniques

3.1. Introduction
3.2. Transliteration.
3.3. Calques.
3.4. Lexico - semantic modulations.
3.5. Translation of phraseological units.
3.6. Texts for analyses.

3.1. Introduction

The categories used to analyze translations allow us to study the way translation works. These categories are related to text, context and process. Textual categories describe mechanisms of coherence, cohesion and thematic progression. Contextual categories introduce all the extra-textual elements related to the context of the ST and translation production. Process categories are designed to answer two basic questions. Which option has the translator chosen to carry out the translation project, i.e., which method has been chosen? How has the translator solved the problems that have emerged during the translation process, i.e., which strategies have been chosen? However, research (or teaching) requirements may make it important to consider textual micro-units as well, that is to say, how the result of the translation functions in relation to the corresponding unit in the source text. To do this we need translation techniques.

However, there is some disagreement amongst translation scholars about translation techniques. This disagreement is not only terminological, but also conceptual. There is even a lack of consensus conserning the categories names, different labels are used (procedures, techniques, strategies) and sometimes they are confused with other concepts. Terminological diversity and the overlapping of terms make it difficult to use these terms and to be understood. The same concept is expressed with different names and the classifications vary, covering different areas of problems. In one classification one term may

over-lap another in a different system of classification. The category itself is given different names; for example, Delisle uses procedure, translation strategy, etc.[29]

We think that translation method, strategies and techniques are essentially different categories. Translation method refers to the way a particular translation process is carried out in terms of the translator's objective, i.e., a global option that affects the whole text. The translation method affects the way micro-units of the text are translated: the translation techniques. Thus, we should distinguish between the method chosen by the translator, e.g., literal or adaptation; that affects the whole text, and the translation techniques, e.g., literal translation or adaptation, that affect micro-units of the text.

Whatever method is chosen, the translator may encounter problems in the translation process, either because of a particularly difficult unit, or because there may be a gap in the translator's knowledge or skills. This is when translation strategies are activated. Strategies are the procedures (conscious or unconscious, verbal or non-verbal) used by the translator to solve problems that emerge when carrying out the translation process with a particular objective in mind. Strategies open the way to finding a suitable solution for a translation unit. The solution will be materialized by using a particular technique. Therefore, strategies and techniques occupy different places in problem solving: strategies are part of the process, techniques affect the result.

Translation techniques are not good or bad in themselves; they are used functionally and dynamically in terms of:

1) the genre of the text (letter of complaint, contract, tourist brochure, etc.);
2) the type of translation (technical, literary, etc.);

[29] Lucía Molina, Amparo Hurtado Albir ;T*ranslation Techniques Revisited: A Dynamic and Functionalist Approach;* Meta : journal des traducteurs / Meta: Translators' Journal, vol. 47, n° 4, 2002, p. 498-512; found at http://www.erudit.org/documentation/eruditPolitiqueUtilisation.pdf

3) the mode of translation (written translation, sight translation, consecutive interpreting, etc.);
4) the purpose of the translation and the characteristics of the translation audience;
5) the method chosen (interpretative - communicative, etc.).[30]

In the light of the above, we define translation techniques as procedures to analyse and classify how translation equivalence works. They have five basic characteristics:

1) they affect the result of the translation;
2) they are classified by comparison with the original;
3) they affect micro-units of text;
4) they are by nature discursive and contextual;
5) they are functional.[31]

Obviously, translation techniques are not the only categories available to analyse a translated text. Coherence, cohesion, thematic progression and contextual dimensions also intervene in the analysis. Our classification of translation techniques is based on the linguistic factor, i.e., there are 3groups of techniques to render the non-standard textual units, that is, lexical, grammatical and stylistic translation techniques.[32]

Lexical translation techniques are applied at the word level and they are the following: transliteration, transcription, calques, concretisation, generalisation, neutralisation, emphatic intencification, neutralisation, description, translator's comments and functional replacement.

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[30] Lucía Molina, Amparo Hurtado Albir ;T*ranslation Techniques Revisited: A Dynamic and Functionalist Approach;* Meta : journal des traducteurs / Meta: Translators' Journal, vol. 47, n° 4, 2002, p. 498-512; http://www.erudit.org/documentation/eruditPolitiqueUtilisation.pdf

[31] Ibidem

[32] Т. А. Казакова, *Практические основы перевода, English - Russian, Russian - English* , «Издательство Союз» Санкт-Петербург, 2001.

3.2. Transliteration

Transcription is the phonetic imitation of the SL word into the TL. As transcription is very rarely used when speaking of English and Roamnian, we shall treat mostly the case of transliteration, which is the spelling imitation of the SL word into the TL. These techniques are applied to the following vocabulary elements: persons' names, peoples' and tribes' names, geographical names, different institutions names, special domains terms, folklore personages, realia (e.g. *the town of Orhei, Harap Alb)*

In many cases there are established traditional equivalents for special words as: *The Capitol - Capitoliu, London –Londra, English Channel – Canalul Englez* or *La Manche, England- Anglia, Black Sea – Marea Neagră, sarmale – cabbage roll-ons, etc.*

When the proper name includes a common one, the last one is translated, so we have a semantic translation combined with transcription or transliteration: *The Pacific Ocean – Oceanul Pacific, Hilton Hotel – Hotelul Hilton,* etc.

The names of different firms, companies, editorials, and periodicals must be kept in translation, which is rendered through transliteration or trascription: *Subaru, Ford Mustang, Novaya Gazeta* etc.

When dealing with these special SL words, the translator should first look for an equivalent and only after that, if not found, create his own word in the TL. If there is an equivalent of the SL term in the TL, transcription or transliteration is not requested, as it can cause a communicative misunderstanding.

Transcription or transliteration may be used along with calque, semantic translation or translator's comments, thus we have a mixed translation.

3.3. Calques

Another lexical translation technique used together, very often with transliteration or transcription, is calques that is the literal translation at phrase level.calqueshas been used in nu-

merous cases when transliteration was unsuitable for different esthetic, semantic or other reasons. Due to an intense interlingual interference European languages comprise common structural morphemes, such as *–ist (communist),*

-ism (nationalism), -tion (constitution) etc. More than that, a lot of stem morphemes also have direct equivalents in these languages, such as: *bancă- bench, bătrân-old, război- war, întunecat- dark, bani-money, a merge –to go,* etc. Actually, a lot of political, scientific and cultural terms are calques.

In comparison with transliteration and transcription,calques requires some serious transformations: the change of the case form, the number of words and affixes, the word order, the morphological or syntactical statute of the words etc. e.g. *two-thirds majority – o majoritate de două treimi de voturi* (a morphological and syntactical change took place). The prefix *mal-* is differently rendered in Romanian: *to maltreat- a maltrata, a se purta urât față de cineva; maltreatment- (jur.) delapidare, sustragere de bani, (med.) tratament greșit;* or *non-taxable income – venit neimpozabil.*

What can be calqued? Usually are calqued widely used terms and phrases: historical monuments and events (*White House- Casa Albă, the Mususlim invasion- Invazia musulmană*), names of literal works (*Amintiri din copilărie – Memories of my boyhood*), political parties names (*the Democratic Party- Partidul Democrat*), or some phrases and word combinations (*the Fruits of Enlightenment- roadele Iluminismului*).

Sometimes, in the case of historical events and periods there are parallel equivalents: *invazia tataro-mongola- the Mongol invasion or the Tartar conquest.*

The geographical names of rivers, mountains, seas etc. are rendered through calques, if there are "translatable components": *Black Sea – Marea Neagra.*

Calques may be applied to terms too and we translate either the word structure or the phrase type is recreated: *back-*

door – ușa din dos, income - tax – impozit pe venit, decision - making – luarea de decizii, risk analysis - analiza riscurilor, database development – dezvoltarea bazelor de date.

The choice of calques is often dictated by the dictionary or some well established traditions, but certainly, there are cases when the translator should find his personal way to render some special historical or cultural events or some geographical names. The literal translation is seldom the most appropriate, as you should translate the functional structure and not the formal one. Such is the case of the *cai verzi pe pereți, țiganul la mal se înneacă,* etc. We should also mention that calquesis more widely used than transliteration as the word resulting from the last technique sounds very strange in a foreign language and is often considered a pseudo word. Cases when transliteration cannot be avoided are rare and very often mixed translation is applied: e.g. *„prin luna lui maiu, aproape de Moși – one day in the month of May, close upon the Whitsun Mosi festival; Ăștea-s mânzii popei, fiule. – These are the clergyman's foals, my son.; de plăcinte râde gura, de varzare și mai tare. - Pies make the mouth rejoice, and cabbage pies even more. Coliva - corn-meal cake or boiled weat with nuts (Romanian coliva)".*

Rules of calques usage:

1. Calques are applied when we want to create a semantic unit in the TT and to keep the forms and functions of the ST elements.
2. Calques are used when dealing with geographical names, historical-cultural events and monuments, titles, schools names, state institutions names, museums, terms etc.
3. In some cases calques are used together with transcription, transliteration and semantic modulation.
4. Sometimes calques are accompanied by the following techniques: concretisation or generalisation, according to the typological characteristics of the two languages.[33]

[33] Т. А. Казакова, *Практические основы перевода, English - Russian, Russian - English* , «Издательство Союз» Санкт-Петербург, 2001.

3.4. Lexico - semantic modulations

These techniques refer to the units that depend totally on the context and may acquire different meanings due to it.

1. Concretization is used in the cases when the SL word has a larger usage then that of the TT and requires a specification, as the word *man*:

*a) He is a **man** of taste. - E o **persoană** cu gusturi.*

*b) All the king's **men** – toți **soldații** regelui* or ***suita** regelui.*

*c) Then, you'll be **man**, my son. – Atunci vei deveni **bărbat**, fiule.*

2. Generalization is used in the cases when the SL word has a more restrictive usage than that in the TT and requires a generalization, as the Romanian word *tratament* which has less meanings than the English *treatment:*

*a) **Tratamentul** s-a dovedit a fi reuşit şi ea s-a însănătoşit.- The **treatment** turned to be successful and she recovered completely.*

*b) **Modul lor de a înțelege** situația – their **treatment** of the situation.*

*c) Avea un **comportament** foarte respectuos față de părinții săi. – His **treatment** of his parents was very differential.*

3. Emphatic intensification is used for emotionally coloured words due to their context, either positive or negative.

e.g. *a cow-eyed girl* - (neg. mean.) *o fată cu ochii mari cât cepele, ochi bovini, bulbucați, căscați*; (pos. mean.) *privire profundă, nişte ochi în care încăpea o lume etc.*

The translator should pay attention to words whici have the same source, but have acquired additional emotional meanings: *pompous- pompos* (in Romanian it has a negative meaning), *bombastic; ambitious – ambițios (only in the ast years, due to some foreign influence it has acquired a shade of positive meaning*)

4. Neutralization is used to neutralize the meaning of an emotionally coloured word: e.g. *a cow-eyed girl - o fată cu ochi mari; This was a **hell of a situation**. – A fost o **situație dificilă.***

5. Functional replacement is used in the cases when the word gets a new meaning in a given context, which is not present in dictionaries. This is the common case of the neologisms (5000-6000 new words in a language every 10 years), realia and culturonemes.

e.g. *the relaxation of the well-earned rest – să te bucuri de odihna bine-meritată; rezervație naturală – open-air museum* (and not landscape and architecture preserve).

***6.* Description** is used in cases when there is no possibility to find a word-equivalent:e.g. *colivă - boiled weat with nuts, corn-meal cake, varzari - cabbage pies.*

7. Translator's comments are placed as foot notes or end notes and are more detailed in comparison with the description that replace the word in the text: *e.g.: coliva*[34]*, hora*[35]*, the plow*[36]

Rules of these techniques usage:

a) Concretization is used in the cases when SL word has a larger spectrum of meanings and the translation strictly depends on the given context meaning.

b) Generalization is used in the cases when the SL word has an indefinite information level which is developed by the context.

c) Emphatic intensification and neutralization are used when the languages of work are part from quite different cultures, with different emotional-appreciation traditions.

d) Description is applied in cases of regular vocabulary correspondence lack or the meanings of words with similar

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[34] A dish of boiled grain, honey and walnuts carried at the head of funeral procession and later divided among the mourners.

[35] Hora- Romanian folk dance

[36] The plow: peasant custom. A group of children going from house to house singing and offering good wishes for the New Year. A New Year carrol.

source don't coincide. It should be short, fit the text when used without the artificial unit, created through transcription, transliteration or calque.

e) Translator's comments is an additional technique accompanying the word translated by lexical-semantic transformation, but it requires an additional explanation on the condition the dictionary doesn't offer it, or it lacks or is differently treated in different cultures.

3.5. Translation of phraseological units

Phrase units are set expressions with a figurative meaning. They are difficult to deal with as they are widely used and very often are re-created by our modern authors. This is the case of the next sentence that has as a background the saying: a bird in the hand is worth two in the bush, *Soames doggedly let the spring come – no easy task for one conscious that time was flying, his birds in the bush no nearer the hand, no issue from the web, anywhere visible.* (Translate it).

Phrases play an important role in our life, as they confer to the communication process "different shades of stylistic colours", that is our speech may become more emotional, more expressive, give hints to our origin, background and culture.

Difficulties related to phrases start with their identification in a text, as almost all of the phraseological units have a two or three semiotic level. For example, the English phrase *to come through with flying colours* has a direct meaning *a merge întreaga cale pe sub drapeluri fluturânde* (I-st phrase level); it also has an established figurative meaning (IInd phrase level) *a duce lucrul la un bun sfârşit;* but in some situations it may mean *a-şi arăta caracterul, a vobi verde-n ochi (*the IIIrd phrase level*).*

Thus, one of the main rules of phrase identification is the presence of any awkward, strange to common sense word combinations, as in the following example: *By that time he had reached to see the condition of pink elephants.- La acel moment ajunsese la starea când vedea stele verzi.* The second rule refers to the ability of their speech function analysis. The author often plays with the direct and figurative meaning of these set expressions, thus creating humorous effect. More than that, many phrases are associated with definite social classes. The IIIrd rule concerns the fact that every phrase is stylistically coloured: these may be elements of high, neutral or low styles, professionalisms or jargon.

The peculiarities of phrases identification emerge into several difficulties related to their translation:

a) Latin or Greek phrases acquired different meanings in other cultures or are differently emotionally coloured: e.g. *Xote was not built in a day. / Rome was not built in a day. / Москва не сразу строилась. /Lucrurile mari nu se fac repede, încetul cu încetul se face oţel, Roma nu s-a construit într-o zi.*

b) International phrases, having similar source and almost similar meaning in different languages, but have acquired different functional characteristics, different emotional associations or different formal development e.g. *Madam, you are Caesar's wife (must be above suspicion). / Doamnă, soţia lui Cezar trebuie să fie în afara suspiciunilor,* and not *Doamnă, sunteţi soţia lui Cezar.*

c) The resemblance between units with similar key-words.: e.g. *every tree is known by its fruit – omul după fapte se cunoaşte;* and *as the tree, so the fruit – surcica nu cade departe de pom.*

d) Phrases based on modern realia, the majority of which are translated through caques: e.g. *Hell's Angels –Îngerii Iadului; Zero option -- opţiunea zero, etc.*

e) Stable phrases are another group that cause some difficulties: e.g. *black gold* stands for *oil* in all modern cultures, whereas *белое золото* stands in Russian for *cotton,* but in English it doesn't acquire any figurative meaning, it, actually, means white gold and one option of rendering it is to insert inverted comers - "white gold". Another example is the word combination *moartea albă,*

that during the Perestroika period was used for *sugar* and now stands either for sugar, or more often for *salt.*

Another difficulty related to this category are the phrases or, as sometimes called nicknames, for different geographical units, such as every American state has a nickname: *Delaware – The First State; New York - The Empire State; Florida – The Sunshine State; Alaska - The Last Frontier;* etc. Very often the nickname is rendered through the official state name.

f) The last category of phrases is the historical one which became very famous, it is part of a certain culture and gradually become international: *Put your trust in God, my boys, and keep your powder dry!* (Oliver Cromwell). It is translated as *Aveți încredere în Dumnezeu și țineți praful de pușcă uscat!* when referring to some historical events, but this phrase is so widely used in everyday life by Americans, that in such cases should be translated as *Dumnezeu ajută pe cei care înșiși se ajută.*

Generally speaking, when dealing with phrases, a translator should know both languages very well, should be able to analyse the ST stylistic and cultural-historic aspects and to find the right equivalents.

Rules to render the phraseological units:

1. Look for a TL direct equivalent.
2. If p.1. is impossible, than one should look for analogical phraseological units having a common meaning, but structured differently, though many of them are differently stylistically coloured.
3. Calque is less effective, but sometimes it is an accepted technique in the cases of phrases that have antique or religious sources or are well known and widely used.
4. Apply double or parallel translation in cases of cultural-historical topics, which is to translate the phrase in a part of the text, through calque, for example, and to explain its figurative meaning in another part of it.

5. If the equivalent lacks or calquescannot be applied, translation-explanation of the figurative meaning is used, that is the transformation of a fixed set expression intc a free one, which has lost its figurative meaning. The only way to inform the reader about the presence of such a phraseological unit is through the translator's comment technique.
6. Use dictionaries, they contain a large number of phrases.[37]

3.6. Texts for analyses

Exercise 1: Find the Romanian equivalents:

a) Sophie Wilkins Aubrey Herbert;

b) Amenemhet Moctezuma Pyramid of Cheops Nebuchadnezzar

c) Vintage Books, Random House of Canada Limited, Dell Publishing Co., United States Environmental Protection Agency, Eastman Kodak Company, UNIX System Laboratories, Hitachi Ltd., River Dart Kentucky , Devonshire New Jersey, British Columbia Cornwall, Ocean-city Grosvenor Square, Mount Rainier Okehampton Castle

d) The greenhouse effect, global warming, exhaust fumes, lead-free, farm produce, organic farming, the food chain, drinking water, the balance of nature.

Exercise 2: Find the English equivalents for using different techniques: Făt-Frumos, Ileana Cosânzeana, Făcală, Dunărea, Ungheni, mujdei.

Exercise 3: Find the Romanian equivalents for the Greek proper names. Introduce historical comments where they are required.

When Schliemann read Homer's description of the Gorgon shield of Agamemnon and was told that the buckler strap had been decorated with a figure of a three-headed snake, he ac-

[37] Т. А. Казакова, *Практические основы перевода, English - Russian, Russian - English* , «Издательство Союз» Санкт-Петербург, 2001.

cepted all this as gospel truth. The chariots, weapons, and household articles portrayed in detail by Homer were for him part and parcel of ancient Greece. Were all these heroes -- Achilles and Patroclus, Hector -- and this pageant of friendship, hate, love, and high adventure, nothing but mere invention? Schliemann did not think so; to his mind such people and such scenes had actually existed. He was conscious that all Greek antiquity, including the great historians Herodotus and Thukidides, had accepted the Trojan War as an actual event, and its famous names as historical personages.

Exercise 4: Underline the words in the text that should be rendered through transcription. What units require the translator's comments?

The saga of the Northwest Indians probably began millennia ago when hunting families in search of food set out from Siberia, walked across a land bridge, the Bering Strait, to a new country that became known as Alaska. Later, many Indian tribes lived south of the Arctic Circle and divided into two distinct language groups: the Algonquians extended eastward to below Hudson Bay, and the Athapascans stayed in Northwest Canada. Gradually, some of each group moved southward.

Exercise 5: Underline the elements of the text that require mixed translation techniques (transliteration and calque). Which of them require development or shortening, or other techniques?

Potlatch

The word "potlatch" comes from the Chinook Jargon and originally meant "to give". In its common use among the white people and the natives of the Northwest Coast it has taken on a very general meaning and is applied to any Indian festival at which there is feasting, or, in connection with which property is given away. Because of this loose and general meaning there necessarily exists a good deal of confusion as to what is meant by the term. From the Indian's viewpoint many different things

are meant when he uses the Chinook word in speaking to white people, for it is the only word intelligible to them by means of which he can refer to a considerable number of ceremonies or festivals each having its own Indian name.

Exercise 6: Find the calques and the elements of transcription and transliteration in the text. Find their English equivalents and give variants of translation. Translate the whole text.

Există o personalitate în istoria Americii pe are ea o consideră măreață, dar care nu a luptat pentru independența ei ca Washington, nu a contribuit la afirmarea libertății politice şi civile, precum Franklin, Adam şi Jefferson, nu i-a eliberat pe negri precum Lincoln, dar a pronunțat, în calitate de preşedinte, că America aparține americanilor, că orice amestec al străinilor în afacerile americanilor vor fi considerate de Statele Unite ale Americii drept ofensă. Această învățătură simplă poartă denumirea de *doctrina Monroe* şi este principiul fundamental al politicii externe ale Statelor Unite ale Americii.

Exercise7: Find in the text elements to which you may apply transliteration and calques in Romanian. Translate the text.

Fundamentally, we can understand the way in which language represents the world to us, in terms of two opposing positions. According to one view, human beings generally (whatever their culture or language) are endowed with a common stock of basic concepts -- "conceptual primes" as they are sometimes known. Language, according to this view, is merely a vehicle for expressing the conceptual system which exists independently of it. And, because all the conceptual systems share a common basis, all languages turn out to be fundamentally similar. According to this position, thought determines language. We might characterize this view as the "universalist" position.

The alternative position maintains that thought is difficult to separate from language; each is woven inextricably into the other. Concepts can only take shape in and when we have

words and structures in which to express them. Thinking depends crucially upon language. Because the vocabularies and structures of separate languages can vary so widely, it makes no sense to positconceptual primes of a universal nature. Habitual users of one language will experience and understand the world in ways peculiar to that language and different from those of habitual users of another language. The latter viewpoint might be termed the "relativist" position.

Exercise 8: Translate, devide the sentence into translation units, number them and identify the translation techniques.

1. There we are likely to see an inhospitable land of rocks and crazily precipitous crags and mountains under a big sky.

2. When we, human beings, can stop using language or when we can use it to cope purely and only with the present moment, we find that the quality of our living is changed.

3. Eight hundred years ago Toba, a Japanese artist, painted a long scroll with many scenes of apes and frogs and rabbits and deer frolicking; in this scroll, for example, a frog sits cross-legged in a 'sacred' place, as if he were the Buddha or a Buddhist abbot.

4. Many of us tend to think of life as a parade, something planned to be a triumph of artifice over nature.

5. True insight does not issue from specialized knowledge but comes from the preconscious intuitions of one's whole being, from one's own code.

Exercise 9. Translate. Pay attention to the underlined words and be sure the TT conveys the same shade of irony as the ST.

At one point during my career I held an administrative point in the government, which generally precluded the practice of ongoing therapy. I did from time to time, however, see people for brief consultations. Often they were high-ranking political figures. One such was Mr. R., a wealthy lawyer on leave of absence from his firm while serving as general counsel to a large federal department. It was June. Mr. R. had consulted me about his son, Roger, who had

turned fifteen the month before. Although Roger had been a good scholar in one of the suburban public schools, his marks had declined gradually but steadily throughout the ninth grade. In his end-of-the-year evaluation the school guidance counsellor had told Mr. and Mrs. R. that Roger would be promoted to the tenth grade but suggested a psychiatric evaluation to determine the cause of his academic decline.

Exercise 10. Translate, using functional replacement for the underlined words.

a) In many parts of Great Britain, the custom of First-footing in the early hours of January 1st is kept with great vigour. The First Foot comes as soon as possible after midnight has struck. The First Foot is traditionally supposed to influence fortunes of the householders in the following twelve months.

b) Egg-shackling takes place on Easter Monday, or Ducking Monday, as it is often called in Eastern Europe. Young men splash unmarried girls vigorously with water. The girls are, of course, expected to submit with good grace, and even, in some areas, to pay for the privilege with gifts of painted eggs, or glasses of brandy.

c) Jack-in-the-Green is that very ancient figure who represents the Summer. As Green George, or the Wild Man, his counterparts exist all over Europe. In England, he takes the form of a man encased in a high wickerwork cage which completely covers him and is in its turn entirely smothered in green branches, leaves and flowers. Only his eyes are visible, looking through the hole cut in the cage, and his feet below the level of the wicke-work. Sometimes he goes about alone, sometimes with only a few attendants, and a musician or two.

Exercise 11. Write the translator's comments to the underlined words.

The conflict that took shape in the 1790s between the Federalists and the Antifederalists exercised a profound impact on

American history. The Federalists, led by Alexander Hamilton, who had married into the wealthy family, represented the urban mercantile interests of the seaports; the Antifederalists, led by Thomas Jefferson, spoke for the rural and southern interests. Hamilton feared anarchy and thought in terms of order; Jefferson feared tyranny and thought in terms of freedom. Washington and the Congress accepted Hamilton's view -- and an important precedent for an expansive interpretation of the federal government's authority.

Exercise12: Translate, paying attention to the underlined units.Find an equivalent phrase fot the undelined ST units.

1. He had to keep a sharp eye on his sister for the sake of her good.
2. If you haven't been born under a lucky star you just have to work all the harder to get what you want.
3. Oh, by the way, if you want a bath, take one. There isn't a Peeping Tom on the place.
4. He would stand second to none in his devotion to the custom.
5. I thought it my duty to warn you, but I'm prepared to take the rough and the smooth.
6. She offered me a choice between French and Russian dressing, and I chose the latter, and she brought something red in a small super
7. They couldn't touch him because he was Tarzan, Cain and the Flying Dutchman.
8. Politicians look on the cliché as a friend in need.
9. He seized with avidity upon the subject, which had for him all the charm of forbidden fruit.
10. But I refuse to condemn others for the mote in their eye when there is a beam in my own.

Topic 4. Grammatical Translation Techniques

4.1. Translation rules applied to the grammatically similar and different forms.
4.2. Syntactic transformations at the word combination level.
4.3. Syntactic transformations at the sentence level.
4.4. Grammatical peculiarities and difficulties.
4.5. Texts for analyses.

When speacking about this type of techniques we refer, actually, to some techniques applied in case of certain grammatical units, such as parts of speech or parts of the sentence; we also distinguish techniques applied at the word combination or sentence levels. Some of the grammatical items may be similar; others act differently in different languages. We have taken into account the grammatical peculiarities of both languages, English and Romanian, and suggest some translation rules.

4.1. Translation rules applied to the grammatically similar and different forms

In case **of grammatically similar forms** there are applied the following techniques:

1. Literal (word for word) translation is applied in cases of full grammatical forms, significance and functions similarity in the SL & TL. *e.g. Anna reads a book –Ana citeşte o carte.* As you see this technique is applied to the whole sentence.
2. Omission (Zero translation) is applied in cases when grammatical forms coincide in both SL & TL, but the way they are used doesn't coincide.This is the case of certain pronouns. E.g.: ***you** see – înţelegi, **they** say – se spune.*
3. Partial translation is applied in cases when one and the same grammatical form may contain several meaningful functions, which are different in number and composition in both languages (tenses, contracted forms of some pronouns, etc.). E.g.: *He raised **his** hands. - El şi-a ridicat mâinile. He pulled*

himself *together quickly. - **S-a luat în mâini.** Ea **va sta** la hotel - She **will stay** at a hotel./ She **will be staying** at a hotel. /She **is staying** at a hotel.*

4. Functional replacement is applied in cases when the functions or the meanings of the grammatically similar forms don't coincide in the SL & TL: in this case the SL form is replaced by another TL typical one, but different in form. E.g. *a cere scuze - excuse me, excuse his manner, sorry for being late, we must apologize for the delayed answer; we must apologize for the inconveniences.*

5. Transposition (assimilation) is applied in cases of grammatical constructions whose structure doesn't coincide in the SL & TL (as is the case of predicative constructions). E.g.: *She advised us **what to buy**. - Ea ne-a sfătuit **ce să cumpărăm**. Jane was known **to be a great pianist**. – Jane era cunoscută **drept un mare pianist**. / Jane era un pianist faimos. **Weather permitting**, we shall go for a walk. - Ne vom duce la plimbare, **dacă ne permite timpul**. **Generally speaking**, he is nice. – **În general, el este o persoană plăcută.***

6. Conversion is the change of the word initial grammatical form (that is the change of the parts of speech). E.g.: *And, help me God, I'll never eat spinach again as long as I **live**. – Şi, Doamne mă iartă, jur că niciodată-**n viaţă** nu voi mai mânca spanac.* (irony). *I'll take care for her **as long as I live**. - Voi avea grijă de ea **întraga viaţă**. **Reading books** is my favorite pass-time. – **Lectura** este activitatea mea preferată în timpul liber.*

7. Antonymic translation is applied to avoid the possible conflict between the lexical and grammatical compatibility of linguistic units in the SL &TL (the usage of TL antonyms to the SL grammatical constructions). E.g.: *He **did not have much time** at his disposal. - Avea **puţin timp**.* (la dispoziţie). *He **was eager** to start climbing. - Era **nerăbdător** să urce.*

In case **of grammatically different forms** there are applied the following techniques:

1. Omission is applied in the cases when some grammatical items lack in the SL, e.g.: ***It** rains. - Plouă. (there is no in Romanian a special personal pronounwhich refer to things, natural phenomena, etc.). Before **one** can say a word ... - Înainte să spui ceva... **One** must be humane. - Trebuie să fim umani.*

2. Addition bounds with functional replacement and consists in adding a word or two to render better the sentence,thus making it clearer to the TT reader, e.g.: ***They were powerful enough not to need a governor**, especially a governor. – **Ei erau destul de influenţi şi nu aveau nevoie de guvernator**, mai ales de un astfel de guvernator.* Still, it is much easier to distinguish this technique as a lexical one, e.g. ***Costeşti** este un loc pitoresc. – The **village of Costeşti** is a picturesque place. I-a dăruit mamei acest ceas. - **He** gave this watch to his mother.*

3. Structural replacement or conversion are applied if the grammatically different form is not a separate part of speech; e.g.: *After **visiting** several toy-shops, we managed to buy a teddy-bear. – După ce **am vizitat** mai multe magazine de jucării, în sfârşit am cumpărat un ursuleţ de plu□. Rather reluctantly he agreed to **selling** them, but **would let me pay** him first. – Fără o mare tragere de inimă el a fost de acord **să** le **vând**, dar **a trebuit** mai întîi de toate **să-l plătesc**. The boys **talked him away** and he forgot about his fears for a while. – Băiatul l-a luat cu vorba şi el uitase de fricile sale pentru ceva timp.*

4. Compression or shortening of a grammatical construction, e.g.:

*This was the last day of August, and, like almost all of them, of extraordinary beauty **when each day is fine enough and hot enough for sitting out**. – Era ultima zi a lunii august şi, nemaipomenit de frumoasă ca şi majoritatea zilelor, **tocmai bună pentru a sta afară**.*

Recommended rules:[38]

1. Zero translation is the omission of a certain grammatical form.
2. Functional replacement is the rendering not only of the source grammatical unit meaning, but also the rendering of the semantic and grammatical functions in the text.
3. Conversion is the change of the morphological status of the SL grammatical unit.
4. Development is the separation of lexico - grammatical unit into components, each of them bearing a part of the source information.
5. Compression is the shortening of the SL grammatical form on the condition that the meaning is partially kept.

4.2. Syntactic transformations at the word combination level

The difficulties related to syntactic transformations at the word level are mainly the following: lack of absolute equivalence and different syntactic combination rules. There are suggested some ways out, that is complete translation, partial and complete transformation.

1. Complete translation:

a) in cases of syntactic combination in both languages (e.g. *lesson 1- lecția 1*);

b) a detailed translation is required, as in the case of technical texts, or the rendering of some national-cultural elements (*Fratii Jderi- The Brothers Jderi* not *The Jderi Brothers*);

2. Partial transformation (very often more than one technique is used)

[38] Т. А. Казакова, *Практические основы перевода, English - Russian, Russian - English*, «Издательство Союз» Санкт-Петербург, 2001.

a) shortening / compression, that is the skipping of some elements of the ST , e.g.: *Organic foods are foods that are grown* ***without synthetic chemical pesticides or fertilizers.*** *– Produsele ecologice sunte acelea crescute* ***fără pesticide.***

b) development /addition (addition of some elements in the TT) bordering with description in case of unknown phenomena, e.g.: *colivă - boiled weat with nuts; Stress Management – managementul situațiilor de stress.*

c) functional replacement, that is the change of the lexico-semantic or morphological status of one or more ST elements, e.g.: *Weaver permitting, we will go home. – Vom merge acasă cînd va fi timp bun.*

d) replacement, i.e.the change of word order within the word combination, especially applied in the case of many attributive construvtions, e.g.: *camera fetelor – the girls' room, European union – Uniunea Europeană*, etc

3. Complete transformation may be achieved through different techniques:

a) her archaeologist husband - soțul său arheolog (replacement)*/ soțul său care este arheolog* (addition)

b) creative activity – creativitate (compression) */acțiune creativă* (literal translation)

c) the language of the simple people – limba oamenilor simpli (replacement) */limba simplilor oameni* (literal translation –negative connotation)

d) *for a short time –pentru un timp scurt* (replacement)*/ pentru puțin, pentru o clipă* (literal translation and antonymic translation)

e) civil servants – angajat al seviciului civil (development) */ funcționar* (functional replacement)

f) vite cornuted mari -- the cattle - домашний скот (functional replacement)

g) nu era în toate mințile – insane - не в своем уме (functional replacement)

h) pîinea noastră cea de toate zilele – our daily bread (concretisation) -- *пропитание и хлеб насущный.* (functional replacement)

Syntactic transformations at the word level imply the delimitation of some categories of the word combinations, such as attributive groups and their subgroup, the noun word combinations. The attributive groups are the ones which elements are in attributive relations: *a nice girl, my mother's book,* etc. The ways these word combinations are translated depend on their composition.

a) The usual translation rule applied to this category of vocabulary unit is the replacement, that is the last SL word becomes the first TL word and so on: *Romanian literature – literature română; business card etiquette – eticheta cartilor de vizita;etc.*

b) When the attribute is a word combination or a whole sentencethe usual technique is replacement and attribute is rendered either through a TL attribute or through a relative clause:

- *out-of-town visitors–vizitatorii oraşului /oaspeţii oraşului-- приезжие посетители;*
- *out-of-the-way places– locurile rar vizitate, locurile pe unde piciorul calcă mai rar* (functional replacement)-- *места, где редко бывают;*
- *the better-than-anticipated results– rezultate mai înalte decât cele prevăzute* (description) -- *показатели выше запланированных;*
- *an-hour-early visitor - un vizitator care a sosit cu o oră mai devereme* (description) -- *гость, явившийся на час раньше срока.*

c) Word combinations formed according to the morphological criterion (n+suffix reffering to the whole word combination):

- *to watch birds -- a bird-watcher - un admirator/apărător/supraveghetor al păsărilor* (calques)
- *a no-show customer – un client care nu se prezintă la momentul stabili* (description) .

Noun word combinations of this following type *Problemele de cercetare ale monumentelor de arhitectura ale oraşului Chişinău* should not be rendered as *The problems of research of the monuments of architecture of Chişinău* (literal translation), **but**, after a superficial semantic and syntactic analysis - *Researching of Chişinău's architectural monuments.* The next example may be rendered through literal translation: *colecţii de artă - collections of arts*, whereas the following one requires a syntactic analysis: *cocktail time - ora pentru cocktail* (functional replacement).

Recommended transformational rules to render the word combinations:

1. Complete translation in cases of syntactic combination in both languages or a detailed translation is required, as in the case of the technical texts, or the rendering of some national-cultural elements.
2. Partial translation when there are different syntactic combination rules: shortening, addition or replacement.
3. The functional replacement is a kind of partial replacement, but is accompanied by lexico-semantic and morphological transformations.
4. Description or the translator's comments in cases of the nationally or culturally coloured terms/realia.

4.3. Syntactic transformations at the sentence level

A sentence is a unit of speech whose grammatical structure conforms to the laws of the language and which serves as the chief means of conveying a thought. It is not only a means of communicating smth about reality, but also a means of showing the speaker's attitude to it. A sentence may be differently interpreted, i.e. differently translated in comparison with a word or a word combination. We will examine the translation of certain parts of the sentence.

1. Translation of the subject. Taking into consideration the the grammatical peculiarities of the Romanian and English languages we ought to say that elyptical sentences where the subject is omitted are quite often used in Romanian in comparison with English, rich in formal or grammatical subjects.

e.g. ***The door*** *will not open.* – *(*the lack the subject in Romanian*) Este imposibil de deschis uşa. /* ***Uşa*** *nu se deschide./* ***Uşa*** *nu se va deschide.*

e.g. În articol se vorbeşte despre noile tendinţe economice. (the appearance of the subject in English) - ***The article*** *says about the new trends in economy.* (functional replacement - grammatical personification).

Such techniques like literal translation, omission, functional replacement, or replacement are advised to apply when rendering the subject.

a) Omission is used for English sentences with a formal or grammatical subject or the pronouns "you", "we", "they" and "one" used in an indefinite meaning: *e.g.* ***It*** *is a long way to the final solution. - Mai este cale lungă până la soluţia finală.* ***You*** *must know your place. - Ştie-ţi locul.* ***One*** *must be humane. - Trebuie să fim umani.*

b) Functional replacement is applied when the grammatical subject contains a semantically important unit, which requires a lexical transformation. E.g. ***One*** *must be humane. - Omul trebuie să fie uman.*

2. Translation of the predicate is much easily dealt with as this is the main part of the sentenceand even in Romanian elliptical sentences where the missing part is the predicate is used in poetry and other literal woks. The suggested techniques are: literal translation, omission, and functional replacement.

a) Omission is applied in case of the so-called nominative, existential or demonstrative sentences. E.g. *Here* ***is*** *an apple. - Iată un măr.*

b) Functional replacement is applied to translate different kinds of predicates): e.g. *Ţara* ***avea negoţ*** *(*simple predicate*) cu Occidentul, mai ales cu Persia. - The country's trade* ***was*** *(*simple predicate*) with the Middle East, especially Persia.*

Viaţa lui ***a fost*** *la fel de* ***tumultoasă şi tragică*** *(compound nominal predicate) ca □i cea a eroilor săi. - He* ***lived*** *(simple predicate + a cognate object)* ***a life*** *as turbulent and tragic as any of his heroes.* ***It is Mr Evans whom*** *I saw in that house. -* ***Anume pe D. Evans*** *l-am întâlnit în acea casă.*

c) Development /addition is applied in cases of inversion, except the interrogative sentences or *in cases of emphasis, etc,* e.g.: ***Doar aşa putem face faţă*** *situaţiei. -* ***It is by this means that we can handle*** *the situation.* ***Such was*** *his fame that the village became a place of pilgrimage. - Faima lui* ***era atât de mare*** *încât satul devenise un loc de peregrinare.*

Rules to apply techniques:

1. Omission is applied in cases of syntactic or lexico-semantic inappropriateness.
2. Functional replacement - in cases of partial coincidence of semantic-structural characteristics of a certain syntactic unit.
3. Replacement - in cases of different word order traditions.
4. Addition - when the difficulty level of the SL sentence is lower than in the TL.
5. Shortening - when the difficulty level of the SL sentence is higher than in the TL.
6. Antonymic translation is related with the predicate lexico-semantic composition.
7. Compensation - when there is a subtext or implicit meaning.

4. 4. Grammatical peculiarities and difficulties

These are some peculiarities of the English and Romanian parts of speech. Here is a table where we present the differences of each morphological category in English and Romanian.

Part of speech	English	Romanian
Noun	1. Genitive case (analytic & synthetic); 2. Collective nouns that can take sg./pl. predicate; 3. there are some nouns which are homonyms with verbs, e.g. *a dream - to dream.* 4. The gender distinction is weak, there special suffixes or words to be used in order to show different genders. 5. Sometimes, the two plural forms of nouns have different meanings: *Geniuses* (persons of unusual mental powers) – *Genius, Genii* (good evil or spirits).	1. Genitiv (1 singură formă); 4. Substantivul are 3 genuri: masculin, feminin, neutru, delimitate prin sufixe sau rareori prin cuvinte diferite. 5. există substantive a care au două forme de plural, acestea avînd şi semnificaţii diferite, e.g. (cap – capuri, capete);
Adjective	1. The adjectives have a certain order in the sentence.	1. Adjectivele sunt, de obicei, plasate după substantive, schmimbîndu-şi adesea sensul fiind plasate în faţa substantivului, e.g.: *om mare* sau *marele om.* 3. 2. Adjectivele se acordă în gen, caz şi număr cu substantivul.
Article	There are three articles in English: the definite, the indefinite and the zero articles.	Articolul hotărât/nehotărât.

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Verb	1. There are some categories as aspect, mood and a great variety of tenses, which may cause some problems; 2. There are 4 categories of each tense and 2 categories for the future (future and future in the past); 3. Passive voice is much more used than in Romanian. 4. There is a great variety of predicative constructions usually rendered into romanian through subordinate clauses.	1. Numărul timpurilor verbului în limba română este mult mai redus, de aceea acelaşi timp poate fi utilizat pentru a traduce diferite timpuri engleze. 2. Vebul predicat se acordă cu subiectul în număr.
Adverb	1. Some adverbs ending in *-ly* have the same meaning as the adjectives do, e.g.:*bright / brightly; cheap / cheaply;* others get a different meaning, e.g.:*deep / deepl,; direct / directly; hard/hardly*; 2. The usual order of adverbs is: Manner - Place - Time, though there are many more categories of adverbs. 3. Some adverbs require inversion. 4. there is a special order of adverbs in the sentence: manner – place – time.	1. unele adverbe sunt omonome cu adjective, e.g.: *a merge frumos – băiat frumos.*
Pronoun	1. The number of indefinite pronouns is bigger than in Romanian and they are used usually as formal subjects. 2. There is the pronoun *it* used to replace nouns which denote things, natural phenomena, etc and often has the function of a formal subject in a sentence.	1. pronumele pot fi declinate, deci au categoria de gen, număr şi caz.

Numeral	1. The cardinal numeral *zero* has several synonyms.	1. Numeralul se acordă în gen şi număr cu substantivul.
Preposition	Prepositions play an important role, in addition to the ordinary one they form together with verbs idioms.	Rolul lor este conexiunea între cuvinte. Totuşi pot fi ambiguie, unele având utilizare sinonimică sau sunt greşit utilizate.
Conjunction	The conjunction is a word that connects sentences, clauses or words with the same syntactic function.	Aceiaşi importanţă şi semnificaţie ca şi în limba engleză.
Interjection	The interjections are words or sounds which express a sudden feeling or emotion.	Se pare că totuşi numărul interjecţiilor în română este mai mic decât în engleză, astfel una şi aceiaşi interjecţie română este un echivalent pentru mai multe interjecţii engleze.

4.5. Texts for analyses

Exercise 1:
Translate, identify the grammatical translation techniques:

1. He was in the hospital with the pain in his liver.
2. One day he felt that he could endure his loneliness no longer.
3. There was no hope left.
4. She wanted someone to console her, to assure her, to tell her that it was not worth troubling about.
5. There was no taxi in sight and he started to walk in the direction of the Park.
6. I'll be back here as soon as winter comes.
7. It was as easy as that.
8. Equally important were the workmen's compensation laws, which made employers legally responsible for injuries sustained by employees at work.
9. Of all things coming home from a holiday is undoubtedly the most damned.
10. This was the last day of August and like almost all of them of extraordinary beauty when each day is fine enough and hot enough for sitting out.

Exercise 2: Translate, identify the technique used:

1. There was always Mr Chivers at hand to do the rough work.
2. To gain freedom one sacrifices something -- the house, the comfort, the tulips in the garden, and all that these things signify.
3. Presently I became aware of a sense of unity with the others in the room.
4. Gradually I began to be freer in applying my new ideas to the life and work around me.
5. She matched the atmosphere in the shop - or maybe I was being theatrical.

6. What is the right attitude towards criticism?
7. I shall be laughed at and pointed at.
8. How can you talk people into thinking they can do what they really cannot?
9. They were wise enough not to think about coming back but about eating and drinking and laughing and dancing.
10. Sometimes animals injure themselves in the most ridiculous way imaginable.
11. Vântul sărat şi umed iarăşi îmi mângâia faţa şi îmi umplea plămânii cu aer ca pe timpul călătoriilor mele din tinereţe.
12. El iarăşi s-a lăsat atras într-o aventură periculoasă din cauza naivităţii sale.
13. Când a revenit acasă, ea a văzut că toţi erau demult plecaţi şi cheful luaseră demult sfârşit.
14. Native American education got its start more than a century ago through the US Bureau of Indian Affairs. But it was vastly different from the kind of education currently taught at 13 small schools nation-wide where the student body is more than two-thirds Native American. Back then, children were taken from their communities, forced to cut their hair, and punished when they spoke their native language. Today, American Indians who don't go to special schools are faced with different challenges. Those living in cities are likely to go to public schools where their cultural heritage is rarely dealt with, if at all. In reservation schools, which they may attend, the vast majority of teachers are not Indian.

Exercise 3.
Translate applying as many techniques as possible
a) Big business rules
b) consumer goods
c) bread and butter plates
d) absolutely inappropriate

e) live performance
f) to stay awake
g) fifteen-minute period
h) body language
i) "I-don't-trust-him" facial expression
j) a tennis player
k) a large corporate conference
l) He would sarcastically denounce at one stroke all the solemn pretensions of all the philosophers and moralists, all the religious leaders and reformers and Utopia-makers from the beginning of human line.
m) Equivalence-based definitions of translation common usage of the word
n) use value
o) interrelational activity
p) mode of argument
q) restrictive ideas of equivalence
r) computer-generated translations
s) representational translation
t) communication situation
u) large-scale paradigms
v) situational determinant
w) source-language text.
x) Prontoprint!
y) Yes we can. Yes we do.
z) Quality business printing * High volume copying * Creative design service *
aa) Full colour services * Presentation services * Office supplies * Computer supplies

Exercise 4. Translate:
1. Americans today think of the War for Independence as a revolution, but in important respects it was also a civil war.
2. Government policy ever since the Monroe administration had been to move the Indians beyond the reach of the white frontier.

3. Having overseas possessions was a new experience for the United States.

4. He knew he was right, because, as he explained to Clevinger, to the best of his knowledge he had never been wrong.

5. It was a busy night; the bar was busy, the crap table was busy, the ping-pong table was busy.

6. Most Americans were either indifferent to or indignant at the purchase of Alaska from Russia by Secretary of State William Seward, and Alaska was widely referred to as "Seward's Folly" and "Seward's Icebox".

7. The heat pressed heavily on the roof, stifling sound.

8. The warrant officer was unimpressed by the entire incident and seldom spoke at all unless it was to show irritation.

9. Force is wrong, and two wrongs never make a right.

10. It was impossible to go to the movie with him without getting involved afterward in a discussion. Do you happen to know where the ducks go when it gets all fiozen over?

11. I was too depressed to care whether I had a good or bad view or whatever view at all.

12. The Stafford Hotel -- A quiet haven in a corner of St. James's

In a quiet corner of St. James's is a small hotel which up to now has been known only to a select clientele. Its exquisite furnishings and decor retain all the charm and elegance of an Edwardian town house. Every bedroom is furnished and decorated in a different style and many guests ask for "their own room" each time they stay with us.

For business the Stafford is a perfect venue. The American Bar is an ideal place to meet for a quiet drink and the Restaurant is unsurpassed for business entertaining. More formal or confidential meetings can be held in one of our Private Salons which can accommodate up to 30 people.

The Stafford Hotel. Discover it for yourself.

13. Anyone who has contact with customers is a sales person – that includes the telephonist who answers the phone and the service engineer who calls to repair a machine. So that probably includes you!

The relationship between a sales person and a client is important: both parties want to feel satisfied with their deal and neither wants to feel cheated. A friendly, respectful relationship is more effective than an aggressive, competitive one.

A sales person should believe that his product has certain advantages over the competition. A customer wants to be sure that he is buying a product that is good value and of high quality. No one in business is going to spend his company's money on something they don't really need (unlike customers, who can sometimes be persuaded to buy "useless" products like fur coats and solid gold watches!)

Some sales people prefer a direct "hard sell" approach, while others prefer a more indirect "soft sell" approach. Whichever approach is used, a good sales person is someone who knows how to deal with different kinds of people and who can point out how his product will benefit each individual customer in special ways. A successful sales meeting depends on both the sales person and the customer asking each other the right sort of questions.

Exercise 5. Find the syntactical differences in English and Romanian: parts of the sentence, word order, sequence of tences, types of sentences, punctuation, etc.

Topic 5. Stylistic Translation Techniques

5.1. The most frequent stylistic figures. Translation of metaphors, metonymies, and irony. Peculiar mistakes.

5.2. Texts for analyses.

5.1. The most frequent stylistic figures. The translation of metaphors, metonymies and irony. Peculiar mistakes

As we have already stated, stylistic translation techniques are applied to certain stylistic divices. Due to the world linguistic picture, to the fact that different people have various associations with the same phenomena, several stylistic divices cannot be translated literally; the translator has to find an equivalent peculiar to the TL conception. We have picked three stylistic divices, the metonume, irony and the metaphore, to show you how a translator should render them, what analysis and research should be performed in order to do find an adequate equivalent and what are the main difficulties related to these stylistic categories.

a) Metaphor

The rendering of stylistic functions requires special transformations, which help to keep or modify the SL emotionally-esthetic information. The world linguistic picture is very "colourful", things are grouped into feminine & masculine; different qualities are associated with one and the same animal, etc. A kind of metaphor is the zoomorphism, the viewing of human behavior in terms of the behavior of animals, which is different in different languages.[39] However, we may trace some peculiarities:

- In English most nouns denoting animals are masculine, whereas in Romanian most of them are feminine, e.g.: *frog* (m.) – *broască* (f.), *tortoise* (m.) – *broască țestoas* (f.), etc.

[39] http://www.artandpopularculture.com/Zoomorphism

'When we were little,' the Mock Turtle went on at last, more calmly, 'we went to school in the sea. The master was an old Turtle -- we used to call him Tortoise.' (translate the sentence).

- There are similiarities, but also differences in the emotional asset of the association, e.g.: (horse: *Strong as a **horse** - Puternic ca un **bou**,* fox - *Cunning as a **fox** - Viclean ca o **vulpe**;* cats and dogs - *Agree like **cats and dogs** – Se înțeleg ca **mâța și câinele,** etc). He thought of her as of a horse from his stables. Gîndindu-se la ea, o compara cu un cal din grajdul său / cal de rasă).*

- Lack or presence of synonyms expressing different metaphorical shades, e.g.: *1) He is a **pig** - E un **porc**. / E **gras ca un porc**. 2) He is a **swine**. – E **mârșav ca un porc**.* Whereas ***piggy*** has a pretty meaning in English - *purceluș*, which usually is rendered in Romanian by ***iepuraș, motanaș***.

A developed metaphor requires lexical and grammatical transformations, e.g.: *I woke early to see the **kiss of the sunrise summoning a rosy flush to the western cliffs**, which sight never fails to raise my spirit. - M-am trezit devreme ca să văd **stâncile care se îmbujorau de la sărutul răsăritului** – privelişte care mereu mă inspiră.*

For the metaphorical epithet (attributive or noun word combinations, or both) the following techniques are required: replacement/ addition / omission. E.g.: *On the opposite bank an **emerald ribbon of fields and foliage** bordered the river; beyond lay the desert, the Red Land of the ancient texts. Celălalt mal al râului era cuprins într-u **văl de câmpuri și copaci verde ca smaraldul,** iar la poalele lor se întindea pustiul -- numit în cărțile sfinte Tărâmul Roșu.*

Colours, shapes, measure, age, etc. are differently perceived and expressed in various languages:

black day -- zi neagră - черный день;
black deed -- afacere murdară - черное дело ;
black sheep --oaie albă - паршивая овца.

The text of the following advertisement is built around the metaphorical image of the word the *sparkler – diamond*. Try to translate keeping the same image, the same emotional and stylistic message.

SPARKLER.

Honeymoons, family outings, golf and tennis holidays... sparklingly spectacular.

Discover the Sparkler, favourite of discerning vacationers of America and Europe. All's 5-star sparkling, from beach, accommodations, dining, sports to service, service, service.

Sparkler! Light up your life!

The metaphors have different structures. Such are the cases of the following comparisons:

a dream of a dress – o rochie de vis,
a barrel of a man - gras ca o putină,
an angel of a girl - un înger de fată.

Recommended rules to apply certain techniques:

1. Complete translation in cases of completely similar metaphors in both languages.
2. Addition / omission when the degree of the meaning implied is different in both languages.
3. Functional replacement when there are different associations in both languages.
4. Structural transformations in cases of different grammatical traditions.

b) Metonymy

Metonymy is the expression of the effect through the cause and vice versa, of the content through the container, of the thing through the place it is made at, of the concrete through the abstract, of the author through his work, etc. The main difficulty lays in the fact that there are different ways to form it, as well as there are different degrees of usage in the SL and the TL. One may find close similarities between the metaphor and

the metonymy, but the main difference is, that, in comparison with the metaphor, which tries to find as many as possible similar characteristics between the two compared things, the metonymy needs to find at least one unique characteristic to make the thing exceptional, more than that, it does not compare things, but may turn into an epithet. Try to find the metonymy in the following example and translate it: *Doi oameni, unul cu păr rar negru şi celălalt avea un smoc de păr roşcat, stăteau alături, ca noaptea şi ziua. Cel roşcat zâmbea, gata să vadă partea amuzantă a pericolului, cel negru avea o față deformată, sprâncene triunghiulare şi era întruchiparea desperării.*

The most difficult to translate is the metonymy based on association between:

a) the object and one of its characteristics – metonymical epithet, e.g.: *A **Halloween girl** nearly fell into the office. – O **fată îmbrăcată în costum de Halloween** a dat buzna în oficiu. (the TL sentence does not use metonymy);*

b) a whole object and a part of it, that is synecdoche: ***These wheels** will drive you at your pleasure. – **Aceste cauciucuri** vă asigură o plimbare pe placul D-stră.* (The TT does not convey the same image, though it uses the SL stylistic device. It would be more appropriate to render it like that: ***Această maşină** vă asigură o plimbare pe placul D-stră.)*

c) a noun and an adjective, that is antonomasia. This very type of metonymy is the most intricate to render, as it implies a good knowledge of the languages and of the cultures too: *The guards now change at Buckingham Palace to a **Lennon and McCartney.** – Astăzi gărzile palatului Buckingham se schimbă fiind însoțite **de melodiile lui Lennon şi McCartney**.* This type of metonymy is widely used in trade: *to buy some Kellogg's – a cumpăra fulgi Kellogg* sau *a cumpăra nişte fulgi de porumb; Ador Napoleonul – I adore the cake Napoleon; La masă a fost servit "Resan". – The mineral water "Resan" was served.*

Recommended rules to render metonymy:

1. Full translation in case of 100% coincidence in linguistic and cultural traditions.
2. Structural transformation in case of differences in the grammatical standards.
3. Semantic transformation in case of lack of expressing ways in the TL of the SL unit.
4. Functional transformation in case of different stylistic status in languages.
5. Full transformation in case of huge differences in cultural traditions.

c) Irony

Irony consists in the implication of the opposite meaning of the positive characteristics used. Irony is expressed differently in different cultures, which adds some difficulty in translation. The ways to express irony are:

1. The most common way are the inverted comers ("..."), and they are kept in translation. e.g. *"good girls" – "fete cuminți"*.

2. a) The usage of 2 opposite features or 2 possibilities that exclude each other in a small context. The translation in this case may become intricate as it requests more transformations, and some of irony shades may be lost. Addition is advised. E.g. *I went to Balliol University a good classic and a complete ignoramus. – Am mers la Universitatea Balliol în calitate de specialist în filologia generală, dar eram un ignorant desăvârşit în celelalte domenii.* Try to translate the following example: *M-am dus la Paris bou şi m-am întors vacă.*

b) Another difficulty that may occur is the need of antonymic transformation, which, in its turn, may require the transformation of the structure itself. E.g. *I knew vaguely that the first Chapter of Genesis was not quite true, but I did not know why. Bănuiam/ îmi dădeam seama de faptul că această Carte a Genezei făcea abateri de la realitate, dar nu puteam înțelege în ce direcție.*

c) Still, the most difficult case of irony translation is the developed irony, the one that exceeds one sentence and the translator should take into account the irony key elements. The irony in the following example is built around the word combination *thinking up titles*. E.G. *Thinking up titles is an art in itself, but we, legions of would-be authors, face another literary crisis: title depletion. Headless of the future, successful authors the world over keep consuming a precious resource -- book titles -- as if there were no tomorrow, and that puts the rest of us off. And they have creamed off the best. Maybe I would have written The Brothers ..., but some older guy got it first. We're left with odds and ends, like The Second Cousins ...* (Translate it.)

d) The ironic usage of quotations, the most complicated variant being the allusion. Very often lexico-grammatical transformations are required and the initial quotations are changed, i.e. these are not quotations anymore. Still, the quotation should be recognizable in the TT too. E.g. ***To read or not to read?*** *All books can be divided into three groups: "to read", "to re-read", and "not to read at all". (O. Wild) --* ***Să citim sau să nu citim?*** *Toate cărțile pot fi grupate în trei categorii: cărți pentru a fi citite, cărți pentru a fi recitite şi cărți care nu trebuie citite deloc.*

e) A problem may occur because of some irony elements unknown only to the TL culture. Transformation, addition, even translator's comments or cultural-situational replacement may be used. E.g. *Râul Bâc, cunoscut pentru proprietățile sale navigabile, locurile pitoreşti pentru pescarii amatori, poate fi considerat o adevărată atracție în zilele fierbinți de vară.* (Translate, preserving irony, if possible, if not, render the message!)

Recommended rules to translate irony:

1. Full translation with minor lexical and grammatical transformations in case of complete or partial coincidence of irony images in the SL & TL.

2. Development is applied when the ironic meaning isn't obvious to the TT reader, but the main elements should be preserved.

3. Antonymic translation is applied when the literal translation makes the translated structure difficult, unclear, strange, thus irony being minimized or excluded totally.

4. The addition of meaningful components is applied when one should preserve the SL lexico-grammatical forms (e.g. quotations), because of similar forms lack in the TL.

5. Cultural-situational replacement is used when the literal translation does not preserve irony, as the TT reader has a different cultural background. Still, irony should be preserved, as it is part of the author's self expression and style.

5.2. Texts for analyses

Exercise 1. Many idioms are in everyday use in English - here are some idioms about animals that native English speakers everywhere will recognize.

English	Explanation	Romanian
A cat's got your tongue	- you are speechless in a situation when you are expected to say something. Perhaps you feel guilty and so you are unable to think of anything to say.	
To talk the hind legs off a donkey	- you talk a lot without giving others a chance to speak	
To smell a rat	- to have a feeling that something is wrong	
To be as sick as a parrot	- e.g., this happens when you are seasick.	
Let sleeping dogs lie	- leave potential problems alone and they won't harm you	

You can't teach an old dog new tricks	- older people cannot learn new ways of doing things	
When the cat's away the mice will play	- e.g., when the boss is out of the office the staff stop working	
Don't let the cat out of the bag	- don't reveal a secret	
There's not enough room to swing a cat	- there is very little space (the cat in this case is the "cat o' nine tails" - a whip once used to punish sailors in the navy)	
There's more than one way to skin a cat	- there is more than one way of doing things	
It's dog eat dog	- it is a ruthless, fiercely competitive world in which people do not care what happens to others	
She looked like mutton dressed as lamb	- she was an older woman (mutton = older sheep) trying to dress like a much younger woman (lamb = young sheep)	
To make a dog's breakfast of (something)	- to do work very badly	
To make a dog's dinner of (something)	- to do work very badly	
She was done up like a dog's dinner	- she was so tastelessly dressed that she looked awful: also used when 'she looked like mutton dressed as lamb'	
He was like a bull in a china	- he caused chaos because of his unthinking actions	

shop		
He was like a dog with nine tails	- he was very excited (and happy) about something	
He went off with his tail between his legs	- he went off in defeat (like a dog with its tail between its legs)	
He has nine lives	- he seems to escape unharmed from many dangerous or difficult situations (like a cat)	

Exercise2. Complete the sentences, translate them.

1. I'm sure there is another solution to this problem. There's always _____
2. He never stops talking. He can _____
3. Can't you think of anything to say? Has _____?
4. My teenage son had a party in the house when we went away for the weekend. _____
5. The kitchen cabinet doors won't close and a wall unit has fallen off. The carpenter _____ of it.
6. If I tell you, you won't _____, will you?
7. I wouldn't tell him if I were you. It may cause you more problems. _____
8. This kitchen is tiny! _____
9. Something seems to be wrong here. I can _____
10. He will do whatever it takes (whatever is necessary) to take your job away from you. It's _____ world.
11. A woman of her age shouldn't wear a mini-skirt! It made her look _____
12. He gets motion-sickness in cars. He's always as _____
13. When he heard he had been promoted at work he was like _____

14. My grandfather bought a video recorder but never learnt how to use it, you _____
15. The new manager came in and changed everything without understanding how our business works. He was _____

Exercise 3. Translate:

1. The world was insane, and I no longer wished to have anything to do with it.
2. I understand the commune was subsequently raided, but nothing more incriminating was found than the inevitable cannabis.
3. I have tried my best, but I may have exaggerated, especially in the attempts to transcribe my persecutor's dialogue.
4. I have a small vice; I am rather fond of watching football matches, the sight of so much mindless energy devoted to the modern equivalent of the Roman circus.
5. He wanted to talk only about Internal Combustion, its characters and scenic perspectives.
6. He used to belong to the Wimpole, with its porters, waiters, and the best wine in London.
7. Paul's trial, which took place some weeks later at the Old Bailey, was a bitter disappointment to the public, the news editors and the jury.
8. He wanted to write books on Art and, by and while, trotted round Europe studying the Rubenses.
9. What I like most about England is the civilized quality of living there, the comfort and convenience of the public transport, the English pubs, and the milk and the newspapers delivered to your door. I still remember roast Angus, and a wine bar in the Strand where we used to go every Wednesday to eat Stilton. There are values which must be preserved if England becomes continental -- and this is quite likely, when we get our cooking from Paris, our politics from Moscow, and our morals from Cairo. As soon as we stop to cite John Ruskin, to tune Lennon and McCartney, to role-play Shakespeare and to trust in Time, we are the lost nation on the way to nowhere.

10. Chişinău este vizitat de delegaţia oraşului japonez Osaka în fruntea căreia se află preşedintele consiliului orăşenesc. Vizita a fost organizată cu ocazia aniversării a 20 a înfrăţirii acestor două oraşe. Pe parcursul acestor ani a existat un schimb cultural între aceste oraşe cum ar fi expoziţii artistice, competiţii sportive şi vizite ale colectivelor teatrale. De asemenea a fost stabilită o colaborare fructuoasă între grădinile zoologice ale acestor oraşe, ele făcând un schimb intens de animale. De data aceasta Osaka ne prezintă expoziţia artiştilor plastici contemporani din Japonia. La rândul său Chişinău pregăteşte câteva expoziţii şi concerte.

11. Gentlemen, may we recommend a small hotel overlooking Green Park.

Ever since Cesar Ritz built his famous hotel in Piccadilly to create "the most fashionable hotel in the most fashionable city in the world", it has been a firm favourite with business travellers coming to London. Many regard it as the finest business address in London. With only 128 rooms, the Ritz offers a friendly, personal service which is second to none.

The famous Ritz Restaurant, described as "the most beautiful dining room in London," is perfect for business entertaining be it breakfast, lunch or dinner. For private meetings or business functions there are luxurious suites available.

The Ritz. Where it's a pleasure to do business.

Exercise 4. Translate, identifying irony in the ST and preserve it in the TT. Comment on the technique used:

1. Their only hope was that it would never stop raining, and they had no hope because they all knew it would.

2. At the end of ten days, a new group of doctors came to Yossarian with bad news: he was in perfect health and had to get out of the hospital.

3. After that, Colonel Cathcart did not trust any other colonel in the Squadron. The only good colonel, he decided, was a dead colonel, except for himself.

4. Nately had lived for almost twenty years without trauma, tension, hate, or neurosis, which was proof to Yossarian of just how crazy he really was.

5. It was already some time since the chaplain had first begun wondering what everything was all about. Was there a God? How could he be sure? Being an Anabaptist minister in the American Army was difficult enough.

6. Is Oxford worth while? As far as I can judge from my own experience and that of my friends it is certainly not. Of my classmates only one is earning "real money"; he is a film star at Hollywood; incidentally he was sent down for failing to pass his preliminary schools.

7. Hollywood has made its business the business of half of the world. Yet the great pachyderms of the film trade have no suspicion that in most of America and in the whole of Europe the word "Hollywood" is pejorative.

8. În sfârşit, ce mai atâta vorbă pentru nimica toată! Ia, am fost şi eu în lumea asta, un boţ cu ochi, o bucată de humă însufleţită din Humuleşti, care nici frumos până la 20 de ani, nici cu minte până la 30 şi nici bogat până la 40 nu m-am făcut. Dar şi sărac aşa ca în anul acesta, ca în anul trecut şi ca de când sunt, niciodată n-am fost !

Exercise 5. Pick the name of an animal, let it be *cat, dog, horse*, or something else and find as many proverbs in English as possible and give their equivalents into Romanian or your second language of study.

Topic 6. Translation Peculiarities of Different Types of Texts

6.1. Translation of scientific and technical texts.
6.2. Translation of manuals.
6.3. Translation of instructions.
6.4. Translation of business correspondence.
6.5. Translation of documents.
6.6. Translation of advertisements.
6.7. Texts for analyses.

6.1. Translation of scientific and technical texts

Scientific and technical texts include monographs, technical descriptions, scientific articles etc. Any scientific text differs from the rest through a rich arsenal of auxiliary sign systems (including schemes and draughts in technical texts). These signs are not familiar to the greatest part of language carriers. Such texts are designed for specialists in a given area of knowledge. Thus the target recipient is a specialist (doctor, mathematician etc.).

The author of a scientific text is always indicated. Yet, we will never notice any display of an individual author's style in a scientific text. Such texts are usually written following certain rigid rules, and different authors writing on one and the same topic will use not only similar syntactic and morphologic structures, but also identical turns of speech, style. The reason is that authors do not express their own opinion, but act as representatives of a given area of knowledge, based on the rich experience achieved by his predecessors, and structure the text following the rules accepted among the specialists in a given area.

The communicative goal of a scientific text is to convey cognitive information. It signalled as objective info by numerous linguistic means, which require equivalent rendering translation. These are:

1. Subject semantics: the subject is, as a rule, expressed by a noun from the semantic area of a given field of science or by means of secondary nomination (personal and demonstrative pronouns, etc) referring to such a noun. Personal pronouns in singular, meaning the subject, are avoided. In rare cases the author-subject shows himself in the traditional "We".
2. Various means of expressing passivity with respect to the formal subject (Passive forms of the verb, impersonal sentences).
3. Prevalence of verbs in the Present Indefinite, representing the absolute present, the so-called *praesens generellis*. Its use allows presenting the data as being absolutely objective, the ultimate truth.
4. A great number of compound words.
5. A distinct nominative character of the text - prevalence of nouns, expression of actions not through a verb, but through a noun derived from the respective verb. This increases in objectivity of the information rendered.[40]

The most important characteristic feature of a scientific text is the abundance of terms. Terms are mono-semantic, context-free and lack any emotional colouring. In translation terms should be rendered through their direct equivalents, which are as well mono-semantic and context-free. The majority of terms can be found in special bilingual dictionaries.

The rest of the vocabulary in a scientific text is rather monotonous (to come lo the conclusion, to analyze, process etc.) and is referred to as the general scientific layer of terminology or general scientific description vocabulary. Its peculiarities are:

- Lack of any emotional colouring;
- Belonging to the neutral layer of the modern written literary norm of the language.

[40] Rolf Hohansson, *How to write a scientific text,* 09 2003, available at *www.docstoc.com/docs/.../How-to-write-a-scientific-text/*

We may often meet means of cognitive info compression in scientific texts. These are mainly abbreviations, which fall into two groups: special terminological abbreviations (e.g. EUS - Examen Ultrasonografic), and general language abbreviations (e.g., etc., ş.a.). Most terminological abbreviations are offered an equivalent in special bilingual dictionaries, which is to be used in translation. The translator is not allowed to invent any of his own variants.

In case that a given abbreviation is not given a TL equivalent in the dictionary (this happens when the given term from the SL is not known yet in the TL), the translator must decipher the abbreviation and render it in the TT both in its full form and the abbreviation created according to the SL type of abbreviation (weather it is an acronym or a simple abbreviation).

The absolute prevalence of cognitive information in a scientific text requires a logical structure, which is achieved by means of semantic and formal cohesion. The logical character of statements is also achieved through a high degree of complexity of syntactic structures. Usually, a translator is expected to preserve this complexity of syntax, but sometimes he is allowed to split a too long complex sentence in some shorter ones, i.e. to apply the tso called translation technique fragmentation.

It should be mentioned that not every scientific text is perfectly logical and coherent. If the translator hasn't received a special request to proofread and correct some illogical sequences of the text in translation, he is free to preserve the original deficiencies.

A special means of logical structuring of the scientific text are the graphical ones and, first of all, the font type. Various font sizes, bold or italics, used in titles, subtitles are means of emphasizing any important or subordinate information. TL translated variant should preserve all the means of emphasis from the original.

The communicative goal of a scientific text is to communicate new data in a given field. Both the source and the recipient are highly competent in this field. But such texts are usually inaccessible to the laymen. This means that a translator of such

texts needs to get familiar with the topic and vocabulary of the text he has to deal with in order to be competent enough to render the message correctly.

Collecting the external data about the original should not be overlooked as part of pre-translation analysis of the ST. Thus, the translator's mission might become more complicated if the original proves to date from some centuries ago. In such a case he will also have to render in the TT the temporary distance of the text.

Conclusion:

While handling scientific and technical texts the translator will consider all the means to render the invariability of the text used in the original, in order to preserve the objective, logical and compact character of the text. Let's enumerate them once more: terms, general scientific vocabulary without any emotional colouring, verbs used in present indefinite, passive forms of the verb, impersonal structures, compound words, expression of actions and processes through nouns abbreviations, figures, formulae, schemes, complex syntactic structures, semantic and formal cohesion, etc.

6.2. Translation of manuals

This type of texts includes any manuals, textbooks or guides, as well as the texts of special encyclopedias structured on the thematic principle. Translators often have to deal with such texts and failures in handling these are caused by the translator's lack of understanding for the specific character of such texts, so that the translated variant often sounds either too scientific or too literary.

So what are the main characteristics of such texts? The best majority of manuals are designed to communicate to the reader a rather big volume of systematized data, with the purpose of increasing his level of competence. The difference between the level of the author's competence in the area under consideration and that of the recipient is great. Actually, spe-

cialists are usually authors of manuals, but they always adapt the scientific text to the readers' level of understanding. The authors of manuals usually have to deal not only with the recipient's professional incompetence, but also with their age. Thus, an adaptation to the age of the recipient is also required: it is well-known that manuals for children are written in an easier manner than the ones for teenagers, while those for teenagers are easier than the manuals for grown-ups.[41]

The text of the manual, similarly to any scientific one, is obviously specialized in conveying cognitive information. We find here the same means of its conveying, however - in a simplified form. These are:

1. Terms. Terms preserve all their characteristic features in a manual: they are mono-semantic, neutral and context-free. The difference consists in a smaller number of terms used in a manual, each of these being introduced through a definition. In manuals of narrower specialization (e.g. *Guide in Cardiology for Nurses*) the use of oral professional jargon is sometimes observed.

2. General scientific descriptive vocabulary. The volume of such lexis is rather big in manuals, but it is mainly used together with the general language vocabulary, which has nothing to do with the purely scientific description.

3. Time dimension: the absolute present is prevalent.

4. Passive constructions. The number of passive constructions is smaller than in purely scientific texts.

5. Indefinite personal and impersonal structures are often met.

6. The complexity and diversity of syntactic structures is lesser than in a scientific text. The phrases are simpler and shorter, sometimes - significantly.

[41] **Peter Ring,** *Tip of the month 9705, Translation of manuals and multilingual manuals,* available at: www.prc.dk/user-friendly-manuals/ufm/tip-9705.htm

7. Cohesion. The number of formal cohesion means is smaller. At the same time the level of associative cohesion of the text is higher in case of manuals.

8. Density of information. The information is usually compressed in manuals, but the means of its compression are somewhat different than in scientific texts. The wide use of auxiliary non-verbal sign codes is attested (formulae, schemes, graphs etc.), as well as the wide use of illustrative material. At the same time, the use of abbreviations is limited. Actually, the general-language abbreviations are widely used, while the use of special-language abbreviations is rare. The syntactic compression is widely used in manuals (inclusion of some information in brackets).

9. Compound words and models of word-formation with abstract semantics. These are evidently more frequent than in other varieties of text. However these are more limited in comparison to scientific texts.

10. Graphical means of logical structuring of the information. The quantity and variety of these are bigger than in a scientific paper. Besides the common means, such as font type, italics or bold, some additional means are met in manuals: inclusion of info in frames or exclusion of some text outside the margin of the book. These require no special effort from the translator.

The emotional information in a didactic text is much more diverse than in a scientific one. Besides the traditional means reflecting the cold emotiveness of the scientific discourse, manuals might also contain additional lexical means of appreciation, pointing to convey the generally-accepted, established opinion about a certain phenomenon or process (e.g. *the greatest, incomparable, the most important, crucial*). Other means of conveying emotional information are formulae of direct address to the recipient, encouraging his perception of the cognitive info: inducements, rhetorical questions etc. (e.g. *let us imagine..., what do you think of ...?*).

Just translating a manual is most often not enough. It should be localised because documents for a foreign country involves:

- technical changes because of different electrical outlet systems, rules about electrical grounding, local style typewriter/PC keyboards, etc.;
- different traditions for use, e.g. kitchen appliances, or medical equipment;
- different education levels of professional users;
- changing any legal blurbs, disclaimers, etc., you might have in the text;
- the needs for references to the local standards, etc. instead of the standards, etc. of the country of origin

Conclusions for the translator:

While handling a didactic text, the translation dominants are, like in a scientific text, all the lexical and syntactical means of preserving its objectivity, compactness and logical cohesion. However, the translator should bear in mind the fact that these are rendered in a simplified manner, adapted to the specific character of the recipient (age, degree of competence in the given field), so he is not allowed to complicate the text making it sound more like a scientific one.

The demands to a translator of a *manual*:

- Native in the TL. Most translators - especially the official ones - disagree, but most professional buyers of translations do.
- Basic knowledge of the product technology on a user level. The translator does not need to be an expert, but he/she should know the fundamentals and the normal terms of the business. And he/she should be able to make not just a translation, but a true localisation.
- A good knowledge of how to write manuals. The language used in manuals is a special language, where correct bulleting and numbering points, how to write warnings, etc., and the correct use

of passive voice and imperative mode is very important. And don't forget that the translator very often will need to write localised paragraphs, e.g. because of a different power line system.

- Be able to deliver the translation in a suitable EDP format[42], ranging from 'text only' over DTP[43] to final, PRN printer files, - or even handle the printer, too.[44]

The professional translator will normally have some wishes/demands to the author too (indicating professionalism):

- Access to a piece/copy of the product, to be able to test procedures in case of doubts.
- They want the original text on EDP form.
- If they are to translate from a language different from the original of the manual, they want a copy of the original language manual, too, - almost no matter how little they understand of the original language.

6.3. Translation of instructions

Instructions have been used for many centuries and have passed a long way in their development, specialization and interference with other genres. A simplified classification of instructions is:

1. Consumers' instructions to goods (instruction to a TV-set, to a bicycle etc.);
2. Annotations to drugs;
3. Departmental instructions (rules for filling the documents, rules of client's behavior: customs declaration, fire safety precautions etc.);

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[42] A file with the EDP file extension is an Attachmate Extra file.

[43] Desktop Publishing, often referred to simply as "DTP," is the generic term for computer-assisted document preparation , especially with a view towards generating a professional-grade final product that can be given to a printing company for offset reproduction or published in electronic format.

[44] **Peter Ring, *Tip of the month 9705, Translation of manuals and multilingual manuals,*** available at: www.prc.dk/user-friendly-manuals/ufm/tip-9705.htm

4. Official instructions (rules of behavior for an employee in a certain position).

The basic predestination of instructions is to communicate relevant objective information and to prescribe the actions required in a certain situations. Thus, the implied communicative goal is: communicative and prescriptive. There are several "actors" involved in this process, i.e. the author, the info and the recipient.

Recipient

The text of an instruction is addressed to any adult citizen of a country. Consequently, the language of instructions should be intelligible for anyone; no special professional competence is required. Instructions do not usually contain narrow specialization terms known only to specialists. An exception may be the annotations to drugs, which cannot be understood by the patient without a specialized dictionary; these are however addressed mostly to the doctors, not to patients.

Author

The author of an instruction is never known. However, the company manufacturing the item, the ministry or department is always indicated. Actually, these instances are the source of the instructions, but they elaborate them according to some rigid rules, sometimes even regulated by specific legal documents.

Cognitive info

Cognitive info is predominant in instructions. These are the data about the functioning of the device, the composition of a food product, the action of a drug, the activity of a firm etc. Accordingly, terms from various fields of knowledge are met (*technical, medical, economic, etc.*), as well as a special lexis from various areas of activity (*customs, mail, sport, etc.*). However, the basic linguistic level of instructions is the written standard norm. Most instructions are written in the so-called clerical style.

Actually, all the prescriptive info is cognitive: it does not appeal to our emotions; it only has to be considered. From the linguistic point viewpoint this is achieved through various imperative structures, reflecting different degrees of the imperative mode (e.g. *We strongly recommend..., and Don't touch...!*) Neither the emotionally colored vocabulary nor the syntactic emphasis is met in instructions.

Usually, instructions offer clear recommendations and prescriptions, appealing to our reason/mind than to our emotions. This fact limits the choice of translation means.

Instructions often make use of certain linguistic procedures of the special legal text, namely, legal terms, clichés and specific syntactic structures. This is frequent in case of "Guarantee" section of any instruction, which is regarded as a legal document.

The means of info compression (abbreviations, shortenings) are avoided since the goal of instructions is to communicate the relevant data completely and unequivocally. However, special technical abbreviations are met in the sections where special terminology is used; these are mainly the abbreviations of measures (*speed - km/h; tension* etc.)

As for the emotional content of instructions, advertising and instructive components have the tendency to overlap in contemporary instructions, thus enlarging their communicative load. Typical examples are the annotations to many drugs. You will find here a detailed description of the advantageous feature of the drug, with element of excessively positive appreciation characteristic of the advertisements. In a separate section of the annotation or even in a separate brochure one might find info about the functioning of the organ that is to be treated. The lexis here is emotionally colored, sometimes with features of the publicist style. In many user manuals a section referring to the ecological features of the device is often present; this may be regarded both as an advertisement and publicist style.

Conclusions for the translator:

While handling instructions, the translator will make use of the linguistic means that will render its objectivity and prescriptive character:

- terms;
- necessary topical lexis;
- use of the clerical variant of the literary written norm;
- lack of any emotional coloring in the vocabulary or syntax (with the exception of the sections containing advertisements and publicist components);
- imperative structures.

It should be mentioned that the traditions of content and structure of instructions differ from language to language. Thus, for instance, the instructions in English are more detailed than the Romanian or Russian ones, and they also pay greater attention to the rules than the latter.

6.4. Translation of business correspondence

Business correspondence includes such letters as: inquiry, offer, acknowledgement, complaint, letter, reminder, etc. Translation of business correspondence is not a difficult issue for a professional translator. Novices, however, often make serious mistakes.

The communicative goal of a business letter is to get in touch with a business partner or with an official person, to maintain the ongoing relations and communicate some current data. The relations are among concrete persons; however it is not a contact of individuals but a contact of representatives of firms, organizations or independent representatives of free trades. These people have some business in common. Thus, both the source and the recipient act as business partners and they build their relation following certain rigid rules of business partnership.

Despite the fact that cognitive information plays the most important role in business correspondence, its translation presents no difficulties. Translation of another important type of

information, the emotional one, is more complicated. Emotional information is contained in the very first words of the letter. Thus the business letter opens with a ritual welcome formula. It is a formula, indeed, and there is no point in translating it literally. Each language has its own ready-made equivalents for different varieties of welcome formulae; in our case these are formulae referring to the etiquette of business communication. E.g.: *Doamnelor şi Domnilor / Dear Sirs.*

Sometimes the formulae of address contain not only the name of the recipient, but also his or her titles. These are necessarily rendered in translation. Formulae of address convey very important emotional info, even despite the fact that it might seem that the use of formal welcome formulae does not serve to convey the feelings of the source to the recipient. The emotions conveyed are usually either aggressive or friendly. Aggressive emotional info points the rupture of any relations, while the friendly one aims at the maintenance and consolidation of relations.

The same goal is achieved thoroughly the inclusion of politeness formulae in the body of the business letter (e.g. *Much to our regret.... we have the pleasure in letting you know ...)*, as well as the farewell formulae (*we are looking forward to receiving your agreement, we count on having your answer by ... sincerely yours.*)

It should be mentioned that in modern business correspondence there often appear letters lacking any welcome formulae, having only the name of the addressee and the object of the letter notified. This is characteristic of the cases when there has already been established a lasting relation with the business partner in correspondence.

The official business variant of the written literary norm includes a great number of frozen speech patterns, which do not, however, have the status of idiomatic units, because they do not belong to the general language, - these are the so-called clichés (e.g. *We are looking forward to ..., We have to let you know that ..., yours faithfully ..., Best regards ... etc.)*

The density of information is high due to the rendering of quantitative data through figures and general language abbreviations (no contextual abbreviations are allowed in business correspondence!). Passive constructions occur in business letters only in sections characterized by a scientific language (in technical descriptions, in discussing legal norms etc.). The text is basically written in the name of the company - the I-st person pl. – *We* or, in rare cases, the I-st person singular, followed by a reference to the organization (*I, as a representative of...*). Business letters usually lack emotionally colored lexis. The opinions and judgments are expressed with the help of the lexis with appreciative semantics within the limits of the literary standard (e.g. *We strongly recommend..., it is undesirable...*).

Conclusions for the translator:

The translation dominant in business correspondence is the use of linguistic means insuring a constructive contact and the rendering of objective information. These are:

- politeness formulae within the limits of the official business style;
- terms;
- neutral layer of the written literary norm;
- figures and abbreviation;
- proper nouns, titles, ranks, functions;
- addressing from the first person plural;
- lexis with an appreciative semantics within the limits of the written literary norm.

The units of translation are: the phoneme (in case of proper nouns), the word (in translation of terms, titles, and ranks), word combination (in translating the clichés of the official style) and the sentence (in translating welcome and farewell formulae).

Means of achieving conformity:

- mono-semantic, context-free equivalents (terms, titles, proper nouns);

- variant equivalents;
- transformations (politeness formulae, certain syntactic structures characteristic of the written literary standard).

Some useful information on business letters and other type of correspondence may be found at:

- ✓ www.englishclub.com/**business-english/correspondence**.htm
- ✓ http://www.io.com/~hcexres/textbook/genlett.html
- ✓ http://www.crummer.rollins.edu/career_management/skills/letters.PDF
- ✓ http://www.missouriwestern.edu/CareerDevelopment/pdf/buscorr.pdf
- ✓ http://esl.about.com/cs/onthejobenglish/a/a_basbletter.htm
- ✓ http://www.salary.com/careers/layouthtmls/crel_display_nocat_Ser16_Par34.html

6.5. Translation of documents

We often have to deal with a great variety of documents, both as legal and natural persons. The general similarity of textual peculiarities in different documents implies practically a similar approach to each type of document in translation.

There are three different types of legal writing to be distinguished: (a) academic texts which consist of academic research journals and legal textbooks, (b) juridical texts covering court judgements or law reports and (c) legislative or statutory writings consisting of Acts of Parliament, contracts, treaties, etc. It is not possible to enumerate all varieties of documents, so we'll list only the most frequently met types, the ones that most often require a translation:

1. Documents of natural persons:

- Identity Card (ID);
- Passport;
- Driving license;

- Birth certificate;
- Work record;
- Retirement certificate;
- School-leaving certificate;
- Matriculation card;
- University diploma;
- Documents proving any scientific titles;
- Decoration documents etc:

Documents of legal entities:

- Statutes;
- Agreements;
- Contracts (Delivery contracts, Sale-purchase contract, and Credit-payment contract).

There exist a large range of guides for drawing up and translation, containing the necessary cliché expressions and examples of documents. It is usually not the translator's job to draw up documents, so, the only thing he might feel necessary for a correct translation are the samples of corresponding documents in the target language. The point is that all legally valid documents have a cliché form. Thus, all the cognitive information they convey to be drawn up according to a strictly determined paradigm.

Both the source and the recipient of these texts are actually the administrative bodies, which need the documents for the acknowledgment of rights and plenary powers of the respective persons.

There is a lack of emotional information in the texts of documents. These texts are drawn up with the help of the linguistic means referring to the style of official documents, which is a sub-style of the written literary norm. The most prominent features of the style of official documents are:

- the abundance of official clichés;
- archaic (conservative) lexis;
- complicated, cumbersome syntax (this, paradoxically, is oriented towards a maximum exactness of expression in legal texts);

- nominativity of style;
- prevalence of verbs in Present Indefinite;
- frequency of legal terms used.

We consider special attention should be paid to the translation of contracts. These are legal documents and require a very accurate translation. Before proceding to their translation peculiarities, one should take into account some common features of these agreements.

First, there are several types of **contracts,** such as sale-and-purchase, leasing, transportation, consulting, employment, etc. Thus, a translator should look for an equivalent in the TL.

Second, contracts are made / concluded between parties, legal entities or natural persons. Parties may act personally or through their representatives, agents or proxies. As regards the form, a commercial contract may be made in one (usually English) or two languages of the parties involved. In the latter case, the text forms two parallel columns, article by article.

Finally, the most important is the structure of the contract, each part having its linguistic peculiarities. All in all, a contract may comprise up to 20 articles/clauses with paragraphs and subparagraphs. Besides, there may be a number of annexes and specifications to it. The main contract clauses concern the following (find their Romanian equivalents)[45]:

1. General Provisions / Preamble
2. Subject of the Contract
3. Quality of Goods
4. Quantity of Goods
5. Price (and Total Value of the Contract)
6. Time of Delivery
7. Terms of Payment

[45] Olga Dimo, *Your Gide to Business English Writings, Integritas S.R.L., Chişinău 2005,*

8. Transportation / Terms of Delivery
9. Terms of Delivery / Delivery and Acceptance
10. Insurance of Goods
11. Force Majeure / Contingency
12. Claims and Sanctions
13. Legal Addresses of the Parties
14. Annexes / specifications.

We shall take, as an example, a Contract for Procurement of Services (Contract de prestare de servicii) and we will give some peculiar phrases in English, following the contract structure. The traditional style of the preamble is rather elevated. *Shall* is used instead of *will* thoughout the whole text of the contract according to the norms of legal texts. Translate the following clichés:

1. Preamble. *This Contract is made between ...(name of the company), hereinafter called / referred to as the "Customer" and represented by its proxy, on the one part, and ...(name of the company), hereinafter called / referred to as the "Executor", whereby it is agreed as follows...*

2. Subject of the Contract. *The Executor takes an obligation to execute the following services...; The services stipulated in the Contract are under the provisions of ...; The price stipulated in Annex nr. 1 to the present Contract shall be paid and shall be valid for the whole Contract term...*

3. Quality. *The quality of the goods supplied under the present Contract shall correspond to the technical characteristics stipulated in Annex nr. 1 to the present Contract...*

4. The Contract Price. *The price is stipulated in / fixed in / is listed in...; The Contract price is firm and not subject to any alterations within 1 year of the Contract conclusion...*

5. Terms of Payment. *The payment shall be effected as follows; Payment is to be effected by ...; Bank against the following documents presented by the Executor:*

1. one original and two copies of specified invoice
2. Packing List in duplicate
3. Quality Certificate of the goods in duplicate
4. Insurance policy – 1 original and 2 copies, etc...

6. Transportation / Terms Of Delivery. *The goods are considered delivered by the executor and acceptd by the customer in respect to quantity, and in respect to quality...; the goods shall be delivered within the period stipulated in...; the moment of risk transferfrom the executor to the customer is considered the moment when...; the goods shall be delivered in accordance with the scheduale...; the goods shall be delivered within the time limit fixed in Annex nr.1...*

7. Insurance of goods. *The goods may be insured against usual risks and other risks upon the Customer special request or for Customer's account;The insurance of the goods shall be made by the Customer and is charged to his/her account...*

8. Force Majeure / Contingency. *Both parties shall be exonerated from any liability, if contract provisions cannot be observed due to a contingency such as ...; All the liabilities prior to the force majeure remain valid...; To meet its obligations under the contract...; Beginning and termination of the circumstances...; fulfilment/ carrying out of one's obligations...*

9. Claim Procedure. *To settle amicably a dispute without involving mass media...; Recompense short-weight...; Repair or replace faulty goods...;.Pay a penalty for delayed delivery...; to void the Contract .*

Conclusions for the translator:

The text of any document is to be translated following the analogous text of a similar document already existing in the target language. The translation unit in this case will be the phrase or word combination (rarer - the word). In case of a lack of an analogous text, the translation dominants will, as well, be the lin-

guistic means belonging to the style of official documents: official clichés, cumbersome syntax, nominativity of style, present forms of the verb used. Synonymous equivalents and transformations are prevalent in translating official documents.

6.6. Translation of advertisements

Advertising fulfills four basic functions in society: first - it serves a marketing function by helping companies that provide products or services sell their products; second - advertising is educational; third - advertising plays an economic role, and fourth – it helps increase productivity and raises the standard of living.

When translating advertisements, we should take into account first of all the recipient, i.e. the target audience: consumer's advertising, as the name suggests, is targeted at the people who buy goods and services for personal use and business-to-business advertising is aimed at people who buy products for business use. Geographic focus is another way to classify advertising; either it's international, national or local. The purpose or advertising is also important, as it may aim at improving a company's image or influencing public opinion on an issue, at promoting of a particular product, etc.

What actually we translate when dealing with an advertisement? This is the slogan very often. A slogan is a form of verbal logo. Slogans have two basic purposes: to provide continuity to a series of ads in a campaign and to reduce an advertising message strategy to a brief, repeatable, and memorable positioning. The advertising slogan is always short and epigrammatic in nature. The features of the advertising slogan are:

1. Consistent use of initial capitalization (e.g. *Toyota: I Love What You Do For Me*);
2. Sometimes full use of capitalization (e.g. *News Week: THE WORLD'S NEWSMAGAZINE.*);
3. Use of rhymes with brand name (e.g. *Haig Scotch: Don't be vague. Ask for Haig*);

4. Use of alliteration (e.g. *Fila: Functional... Fashionable... Formidable...*);
5. Common uses of second and first person addressee *you, we, us* (e.g. *HYUNDAI: Always there for you);*
6. Use of unqualified comparison (e.g. *Coleman footgear: Better choice, better joys.*);
7. Use of *every, always,* etc (e.g. *Always Coca-Cola; Mitsubishi: Technically, everything is possible.*);
8. Use of *no, none,* etc. (e.g. *Mercedes Benz: The pursuit for perfection has no finish line.*);
9. Use of coined words (Coined words are both new and memorable. E.g. *Burton Menswear: Everywear.*);
10. Use of short simple sentences (e.g. *Sumsung Digitall-Everyone is invited*);
11. Use of everyday sentences (e.g. *Nike: Just do it! Nestle: It's the taste!*);
12. Use of phrases (e.g. *Malaysia Airlines: Beyond expectation*);
13. Use of questions (e.g. *Ford: Have you driven a Ford lately?*);
14. Use of imperative sentences (e.g. *Express card: Don't leave home without it!*);
15. Creative use of idioms or proverbs (e.g. *Financial Times: No FT, no comment. IBM: I think, therefore IBM.*);
16. Use of puns (e.g. *Moss Security: Alarmed? You should be.*);

Conclusions for the translator:

The translator should take into account all the mentioned features above. The translation should respond to the requirements of the product it advertises, to the consumers' needs and the company desires. The TT should be as impressive, naturally sounding and convincing as the ST. Creativity and knowledge are the translator's arms.

6.7. Texts for analyses

Exercise 1.

Translate. Trace the peculiarity of a scientific text:

In February 1987, the real thing happened. A star much larger and much hotter than our sun reached the end of its conventional life. In its core, hydrogen in quantities equal to about six times the mass of the sun had been converted to helium in hellish thermonuclear reactions. Helium in turn had fused into carbon and oxygen, which themselves fused into even heavier elements. Eventually the innermost section of the core, about half again as massive as the sun, was turned into almost pure iron.

The star was running out of available reactions, and activity in the core slackened. Now the radiation pouring outward was no longer as strong as the gravitational force pulling inward; the star collapsed, falling inward on itself until it could give no more, and exploded, spewing radiation and most of its mass into space. For astronomers, the supernova (known as Supernova 1987A, or SN1987A for short) was -- and is -- the story of the century.

Exercise 2.

Translate this medical instruction:

X (the name)

Pastile

COMPOZIȚIA:

Fiecare pastilă conține:

Ibuprofen 400mg

Paracetanol 500mg

DESCRIEREA:

X pastile este un produs cu efect antiinflamator, analgezic şi antipiretic.

MECANISME DE ACȚIUNE:

Mecanismul de acțiune presupune inhibiția prostaglandinsintetazei şi reducerea sintezei prostaglandinelor. Ibuprofen

manifestă acțiune periferică şi paracetamolul manifestă acțiune centrală, astfel prin acestă combinație se potențează efectul analgezic şi antipiretic.

FARMACOCINETICA:

Absorbția:

Ibuprofenul este absorbit din tractul gastrointestinal şi atinge nivelul plasmatic maxim timp de 1-2- ore după ingestie....

Distribuția:

Eliminarea:

INDICAȚII:

Sindrom dureros de origine inflamatorie.

CONTRAINDICAȚII:

Hipersensibilitatea cunoscută la medicament sau în caz de hipersensibilitate individuală către aspirină sau alte medicamente din grupa AINS, A se vedea suplimentar compartimentul ATENȚIONĂRI ŞI PRECAUȚII SPECIALE DE UTILIZARE.

MOD DE ADMINISTRARE:

Adulții: 1 pastlă de 3-4 ori pe zi. Calea de administrare: orală.

PRECAUȚII:

Generale

Hematologice

Gastrointestinale

Hepatice

Nivelul hemoglobinei

De asemenea au fost observate

Meningita aseptică

Efecte renale

Paracetamol

ATENȚIONĂRI:

SARCINA ŞI LACTAȚIA:

REACȚII ADVERESE:

INTERACȚIUNI MEDICAMENTOASE:

PĂSTRARE: A se păstra la temperatura sub 25°C, la loc uscat, ferit de lumină, inaccesibil pentru copii.

PREZENTARE: Blister a câte 10 pastile plasate în cutie de carton.

Exercise 3.

Many of the instructions are multilingual. Pick one, it may be a TV set, food processor or something else. Trace the peculiarities of such a text, analize the translation.

Exercise 4.

Translate the following letter of information request:

Dreamtime Movies Universal Ltd
54 Oxford Road, Skagnes SK3 4RG
Tel: 0223 123 4567 Fax: 0223 765 4321
Email: info@dreamtimemovies.com.uk

14.10.2008

Lingua Services Galactic Ltd
69 Milk Street
LONDON SW7 6AW

Dear Sirs

I should be grateful if you would send us your brochure and price list about your translation services.

We are currently developing our sales literature and web sites and are interested in translating these into five languages apart from English.

I look forward to hearing from you.

Yours faithfully

Andrea Philips

Andrea Philips
Marketing Manager

Exercise 5.

Find samples and translate one per each document mentioned in the following list: Driving license; Birth certificate; Work record; Retirement certificate; School-leaving certificate; Matriculation card; University diploma; Documents proving any scientific titles; Decoration documents or any other documents you are interested in.

Exercise 6.

Compare the contracts of employment in English and Romanian. Trace the peculiar features. You may find them at:

http://www.lucrez.ro/articole/modelcontractdemunca.html

http://www.techagreements.com/agreementpreview.aspx?num=1517&title=N2k%20-%20Employment%20Agreement

Or you may compare the application forms to the ECHR

http://juridic.tma.ro/downloads.htm

http://www.echr.coe.int/ECHR/EN/Header/Applicants/Information+for+applicants/Application+pack/

Exercise 7. Find the collocations to the words: *contract* as the we give the example of collocations of the word *law* as official rule/rules:

- **ADJ.** Administrative, case, civil, common, constitutional, contract, criminal, international, statute, etc.
- **VERB+*LAW*:**become; enforce, uphold; obey, observe; break, flout, violate; adopt, enact, pass; annul, repeal, interpret;
- ***LAW*+VERB:** allow sth, forbid sth, prohibit sth; permit sth; require sth; govern sth;
- ***LAW*+NOUN:** court; enforcement;
- **PREP:** above the law; against the law; within the law; law against; law conserning, law on, law relating to;
- **Phrases:** as the law stands, law and order, the letter of the law, take the law into your own hands.
- See fot reference the *Oxford Collocations Dictionary for Students of English,* page 158, Oxford University Press 2002.

Exercise 8. Find the English equivalents of the following achronims and give their full version: S.R.L., SA, ÎI, TVA, ÎCS, ÎM, SC.

Exercise 9. Translate the following sample of ***Contract individual de muncă*** into English, find some linguistic peculiarities of a contract in Romanian and compare with those in English (You could find a sample of a *Contract of Employment* on net). Identify the main translation techniques you have used:

Model contract individual de muncă (I)

Angajator (persoana juridica sau persoana fizica) .....
Sediul .....
Inregistrat la registrul comertului din judetul .....
sub nr. .....
Codul fiscal .....
Telefon .....

CONTRACT INDIVIDUAL DE MUNCĂ

încheiat şi înregistrat sub nr. ..... la registrul inspectoratului teritorial de muncă din ..... la data de .....

A. Subsemnatul ....., reprezentant legal al persoanei juridice ....., şi salariatul/salariata ....., domiciliat/domiciliată în localitatea ....., str. ..... nr. ....., judeţul ....., posesor al actului de identitate seria ....., nr. ....., eliberat de ..... la data de ....., am încheiat prezentul contract de munca în urmatoarele condiţii asupra cărora am convenit:

I. Durata contractului:

a) nedeterminată, salariatul/salariata .....
urmînd să înceaă activitatea la data de .....;
b) determinată, de ....., pe perioada cuprinsă între data de ....., ss data de ..... .

II. Felul muncii

Funcţia (meseria) .....
Salariatul/salariata va presta urmatoarele activităţi:.....
.....

Activitatea prestată se desfaşoară în condiţii deosebite de muncă ....., grupa de muncă ..... timpul lucrat în aceste condiţii ..... .

Angajatorul poate schimba, pe durata determinată, felul muncii, în condiţiile legii, cu menţinerea salariului stabilit sau cu acordarea unui salariu mai mare, convenit de comun acord cu salariatul.

III. Condiţii de angajare: o normă intreagă, o fracţiune de norma de ..... . Durata timpului de lucru este de ..... ore/zi.

IV. Salariul lunar este de ..... lei, din care salariul de baza de ..... lei şi urmatoarele sporuri ..... . Orele suplimentare prestate în afara programului normal de lucru sau în zilele în care nu se lucrează ori în zilele de sărbători legale se platesc cu sporuri prevazute în Codul muncii sau în contractele colective de muncă. Salariatul ..... beneficiază în plus şi de următoarele drepturi băneşti .....

Data la care se plăteşte salariul este ..... .

V. În situaţia în care salariatul/salariata ..... este trimis/trimisă în delegaţie, beneficiază de următoarele drepturi:

a) transport .....
b) cazare .....
c) diurnă ..... .

VI. Durata concediului anual de odihnă este de ..... zile, în raport cu vechimea în muncă a salariatului, de ..... ani.

VII. Drepturi specifice legate de protecţia muncii:

a) echipament de protecţie .....
b) echipament de lucru .....
c) antidoturi .....
d) alimentaţie de protecţie .....
e) alte drepturi şi obligaţii privind protecţia muncii
.....
.....

VIII. Alte clauze: .....

IX. Obligaţii generale ale părţilor:

Angajatorul are obligaţia:

a) să plătească salariatului drepturile salariale cuvenite pentru munca prestată şi să îi acorde celelalte drepturi prevăzute de lege şi de contractele colective de muncă

b) să îi asigure salariatului condiţii corespunzatoare de muncă, cu respectarea măsurilor de protecţie a muncii;

c) să reţină şi să vireze la timp contribuţiile salariatului pentru asigurările sociale, pensie suplimentară, pentru constituirea Fondului pentru plata ajutorului de şomaj şi celelalte contribuţii prevăzute de dispoziţiile legale;

d) în cazul încetării contractului să îi plătească drepturile la zi.

Salariatul are obligaţia:

a) să realizeze norma de muncă şi celelalte sarcini ce decurg din funcţia sau postul deţinut şi să raspundă de îndeplinirea lor faţă de angajator;

b) să respecte regulile stabilite prin regulamentul de ordine interioară al unităţii şi normele de protecţie a muncii, păstrarea secretului de stat şi de serviciu.

X. Prezentul contract s-a încheiat în trei exemplare, cîte unul pentru fiecare parte, iar cel de-al treilea s-a predat şi s-a înregistrat la Inspectoratul Teritorial de Muncă.

Date privind modificarea contractului individual de muncă: ----------

---------- Semnătura Elementul contractual ----------

Nr. art. asupra căruia s-a convenit modificarea contractului ----------

Exercise 10.

Find examples of advertisement slogans in more languages to the same product.

e.g. **1. Nissan- Nissan Motor's cars** Taglines:

- Shift

Shift expectations.

You can with a Nissan.

Just wait you drive it.

- Prevoshodi ojidania! (Ru);

2. Yves Rocher

- Marca nr. 1 mondial în cosmetică vegetală. (Ro)
- The world leader in botanical beauty care. The future lies in nature. (UK)
- Se reinventer chaque jour. (Fr)
- Тайны будущего в сердце природы. Марка эксперт в области растительной природы.(Ru)
- Reinventarsi ogni giorno (It)

Exercise 11.

Translate, identify the translation techniques you have used:

BUILD YOUR NEST ON DATAW ISLAND. OTHERS HAVE. Settle down to a place that's surrounded with pristine water. Clean, clear air. And far, far away from tourists. Just six miles away from Beaufort, SC, Dataw Island is a private community that offers a flock of activities, like golf, tennis and fine diving. Plus fishing and boating at a magnificent clubhouse. Come for a Dataw Discovery Getaway. Discover Dataw Island.

Exercise 12.

Translate, identify the translation techniques you have used:

HAI SĂ BUCĂTĂRIM!

PORŢIA TA ZILNICĂ DE INSPIRAŢIE ÎN DOAR 10 MINUTE!

Jacob şi Cătălin îţi dau zilnic răspunsul la întrebarea: ce să mai citesc astăzi?

De luni până vineri de la 10:00 şi de la 17:55, la TVR 1.

Exercise 13.

Translate the following advertisements, identify the translation techniques you have used:

This shade is mine. Go get your own.

Ann

XXX

Finally a foundation that lets me create my perfect shade with the simple turn of a dial. Lightweight feel. Naturally flawless. SPF 15.

(Ann's shade is medium, and she turns to click 2.)

Topic 7. Summary writing basics

7.1. Definition and characteristics of a good summary
7.2. Pitfalls to avoid. Guidelines for comprehension
7.3. Stages and steps in summary writing
7.4. Summary structure
7.5. Summary language peculiarities.
7.6. Special skills which involve summary writing: selection, condensation, reorganization or rearrangement and paraphrasing or restatement.
7.7. Common summary writing techniques.
7.8. Understanding a text: lexical field, paragraphs, connectors and transitional words, nominalization.
7.9. Editing your summary.
7.10. Elements of annotation.
7.11. Texts for analyses.

7.1. Definition and characteristics of a good summary

Definition: A **summary** or **recap** is a shortened version of the original.

The main purpose of such a simplification is to highlight the major points from the original (much longer) subject, e.g. a text, a film or an event. The target is to help the audience get the gist in a short period of time. Characteristics:

1. A summary is a short version of a longer piece of writing;
2. It contains all the main parts of the original, but puts them more briefly;
3. It helps the reader to remember the most important elements of a certain text;
4. It creates a condensated version of the ideas and information of a certain text;
5. It could serve as a means to integrate the author's ideas in other readers' writings;
6. It does not estimate the merits of the summarized text;
7. It does not criticize the text;

8. The summary should be written in your own words;
9. Summarizing is a very useful skill when gathering information or doing research;
10. Summary writing is not a writing skill. It is largely a reading skill (you are required to select relevant information in the text) with a bit of writing thrown in (you have to string the points together into a unified text).
11. It develops your comprehension skills.

Characteristics of a Good Summary[46]: A good summary has the following characteristics:

a) Proper Citation: The summary begins by citing the title, author, source, and, in the case of a magazine or journal article, the date of publication and the text.

b) Thesis Statement: The overall thesis of the text selection is the author's central theme. There are several aspects to an effective thesis statement:

- It comprises two parts: a) the topic or general subject matter of the text, and b) the author's major assertion, comment, or position on the topic.
- This central theme is summarized clearly and accurately in a one-sentence thesis statement.
- The thesis statement is stated at the beginning of the summary.

c) Supporting Ideas: The author supports his/her thesis with supporting ideas. Use the following basic guidelines when summarising supporting ideas:

- Cover all of the author's major supporting ideas.
- Show the relationships among these ideas.
- Omit specifics, such as illustrations, descriptions, and detailed explanations.
- Indicate the author's purpose in writing: to inform, to persuade, or to entertain. If the passage is a persuasive piece, report the author's bias or position on the issue.

[46] *www.sdc.uwo.ca/writing/handouts/**Summary**%20Writing.pdf*

- Omit all personal opinions, ideas, and inferences. Let the reader know that you are reporting the author's ideas.

d) Grammar and the mechanics of writing: Grammar and related concerns ensure that, as a writer, you communicate clearly to your reader. The following are particularly important:

- Restate the ideas in your own words as much as possible. Avoid direct quotations.
- Use transitional words for a smooth and logical flow of ideas.
- Edit and re-write your work.
- Check your grammar, punctuation, and spelling

e) Length: The length of a summary depends on how long the original document . 15-20% of the original text. A summary can be as short as a single sentence (a précis or nutshell statement) or as long as 30% of the length of the original article you're summarizing (a detailed summary). Choosing among the options for a summary means thinking about what your readers need.

7.2. Pitfalls to avoid. Guidelines for comprehension

Pitfalls to avoid

1. Do not give more than the required information. Sometimes, students copy chunks from a text, giving two or more sentences. This only highlights their weakness – failure to understand the question and/or text.

2. Do not give two or more answers to a question. Some students write down all the possible answers to a question just to be on the safe side.

3. Do not waste time paraphrasing answers unless you are asked to do so.

Guidelines for comprehension

1. Read the whole passage through once to get a general idea of what the passage is about. Do not worry if you come across unfamiliar words. Sometimes, it is not necessary to understand every word you read.

2. Read the passage a second time, if necessary. The second reading helps you take in the details and improve your understanding.

3. Read the questions carefully. Use cue words in the questions to help you answer the questions. These can be the "wh" words (what, when, where, why, who, whose, how) and action verbs (identify, find, list).

4. Questions sometimes contain words found in the passage. Use these words to help you identify the part of the passage where the answer can be found.

5. You can lift clauses or sentences from the passage to answer questions. You do not have to use your own words unless you are told to do so. Moreover, there is a danger in paraphrasing – you might alter/distort the meaning expressed in the passage.

6. For questions on vocabulary, if you are asked for a word, then give only ONE word and nothing else. Make sure you spell the word correctly. If you are asked for a phrase, then give the relevant phrase.

7. Some questions require you to use your own words and you must do so.

8. Do pay attention to the tense used in the questions when formulating your answers.

7.3. Stages and steps in summary writing

I. Reading and note taking

The reader:

- Skims the text and anticipates the major points.
- Reads the article very attentively.
- Writes down no more than 5 words for each paragraph.
- Identifies the main idea of each paragraph.
- Verifies if every main idea was covered.
- Identifies the author's thesis statement. reformulates it in a very concise way, using only his own words.
- Shows how the main ideas of each paragraph support the author's thesis and tries to use only his own words. If he has to use the author's words too, than they will be framed in a quotation. It is rather advisable to identify the key formulation, the important statements from the

text which express the main ideas in a relevant way. If he quotes them from the text, the number of the page should be included. Quotations longer than one sentence should be avoided.
- Give the supporting information used by the author to develop his idea.

II. Summarising
- The first paragraph will include the author's name and the title of the work. The author's thesis is briefly presented. If it's necessary, include the source of the text and some short data about the author.
- The main ideas are presented in the same order as in the text. Logical connection between ideas should be realized.
- Explain the purpose and the strategy used in the work.
- If you want to avoid plagiarism, put aside the text. Use only your notes. If there are special terms which are very important for the text comprehension, offer their explanation, even if it is not included in the text, which is, actually, annotation.

E.g. The key words and the main idea of the first paragraph of the text *Bolognia Process,* ex. 2 are: key words: compatible academic degree standards, Bologna declaration in 1999, signatory countries.

main idea: Bologna declaration was signed by many European countries in 1999 and aims at making the academic degree standards more compatible.

Steps in Writing a Summary: Initially, summary writing can seem like a challenging task. It requires careful reading and reflective thinking about the article. Most of us, however, tend to skim read without focused reflection, but with time and effort, the steps listed here can help you become an effective summary writer.

a) Read the article

b) Reread the Article.
- Divide the article into segments or sections of ideas. Each segment deals with one aspect of the central theme. A segment can comprise one or more paragraphs. Note: news magazine articles tend to begin with an anecdote. This is the writer's lead into the article, but does not contain the thesis or supporting ideas. Typically, a feature lead does not constitute a segment of thought.
- Label each segment. Use a general phrase that captures the subject matter of the segment. Write the label in the margin next to the segment.
- Highlight or underline the main points and key phrases.

c) Write One-Sentence summaries.
- Write a one-sentence summary for each segment of thought on a separate sheet of paper.

d) Formulate the Thesis Statement.
- Formulate a central theme that weaves the one-sentence segment-summaries together. This is your thesis statement.
- In many articles, the author will state this directly. You may wish to take his direct statement of the thesis and restate it in your own words. Note: In news magazine articles, the thesis is often suggested through the article's title and sub-title.
- In other articles, you may have to write your own one-sentence thesis statement that summarizes this central theme.

e) Write Your First Draft.
- Begin with a proper citation of the title, author, source, and date of publication of the article summarized.
- Combine the thesis statement and your one-sentence segment summaries into a one-to-two-paragraph summary.
- Eliminate all unnecessary words and repetitions.
- Eliminate all personal ideas and inferences.

- Use transitions for a smooth and logical flow of ideas.
- Conclude with a "summing up" sentence by stating what can be learned from reading the article.

f) Edit Your Draft. Check your summary by asking the following questions:

- Have I answered the who, what, when, why, and how questions?
- Is my grammar, punctuation, and spelling correct?
- Have I left out my personal views and ideas?
- Does my summary "hang together"? Does it flow when I read it aloud?
- Have someone else read it. Does the summary give them the central ideas of the article?

g) Write Your Final Draft.

7.4. Summary structure

The material conserning the summary structure may be found in the exercise 3, p. 65.

7.5. Summary language peculiarities

1. The summary should not include any critical observations, opinions, except those mentioned in the ST, or any other information not present in the ST.

2. The summary should be **concise, precise, clear and persuasive**. The unimportant information is dropped.

3. The first sentence of the summary is the thesis statement. The information contained in the title or the bibliography is not included. you should avoid such introductory sentences as: *the author of the article states*.... Historical data, not relevant for the core subject, the description of the early presented works and well known facts are skipped on.

4. If you have scientific, technical texts, use short, simple sentences, avoid complex grammatical structures.

5. If the ST is strictly related to a certain domain, use the peculiar terminology. The summary of social sciences texts allows the usage of terms. The rarely or not well known terms, if mentioned, should be explained the first time they are used.

6. The summary should include the text key words in order to assure the computerized research.

7. Abbreviations, except well known, are rarely used and should be explained when being used.

8. Units of measurement should be transformed into the system peculiar for the TL.

9. The geographical names are written according to the last changes of the *World Map*. In case you cannot find the name in the *World Map,* it is written as in the ST.

10. Tables, formulae, pictures, charts, diagrams, are included if necessary, only if they reveal the main subject and contribute to the summary contraction.

11. The summary length is determined by the ST volume (the amount of information, its scientific importance or practical application), as well as by the language accessibility. The recommended average of the summary is 850 characters. There are some kind of periodicals which do not restrict the summary length and then it is to the discretion of summary author and knowledge to do it.[47]

Even after you note the author and title at the beginning of your summary, readers can sometimes lose track of how much of your paper summarizes an article. In an extended summary (or even one that includes only four to five sentences) is to re-

[47] *Система стандартов по информации, библиотечному и издательскому делу,* Межгосударственный Стандарт , ГОСТ 7.79-2000 (ИСО 9-95), available at www.gsnti-norms.ru/norms/.../doc.asp?...9..

peat the author's name or appropriate pronouns. When you repeat the name, use verbs that underscore the author's purpose in writing the original article. For example, *Jaime O'Neill not only describes his classroom experiment in "No Allusions in the Classroom," but he also argues for "common knowledge"*, the author supports, the experiment O'Neill conducted was..., ...he conducted in his own classroom..., O'Neill shows the scope of this problem by, O'Neill feels that..., The author shows ... his own experiment's results.

Here are some verbs to introduce the author's tags: according to, acknowledge, add, admit, argue, believe, claim, emphasize, find, illustrate, imply, point out, reject, state, suggest, report, write.

A summary should clearly note that the information being conveyed is not your own. To be clear about who originally wrote the material, always begin your summary with the author's name and the title of the piece (i.e., book, article, Web page, etc.). You can introduce the author and title in any of several ways:

- According to author Mick Jagger in "Why My Lips are so Big," . . . (go on to main point).
- Mick Jagger, famous lead singer for the Rolling Stones, in "Why My Lips are so Big" describes . . . (go on to main point).
- An unfortunate childhood disease is the reason Mick Jagger provides for his readers in an article whose title reflects the question often asked of Jagger, "Why My Lips are so Big."

Even if you don't know the author, be sure to note the title at the beginning of your summary.

Once you have determined the main point and presented it for your reader, you need to note major supporting points, if the author includes those. If not, look instead at the supporting detail that demonstrates to your reader how the original author makes his/her point. You do not need to summarize all the information an author provides. just show the key examples or details or outline the kinds of evidence the author uses. In other

words, give your reader enough detail to illustrate the types of proof the author uses in the original article.

While you don't need to summarize all the proof and example a writer uses, you need to provide enough supporting detail to demonstrate to the reader how the author makes his/her point. As a result, it's a good idea to summarize the *type of proof* used rather than its actual content for the reader. If you can summarize the *types* of proof, then you need only to provide one or two details to illustrate how such proof is used.

While the best way to summarize an author's material is simply to present one or two examples of the type of proof she uses, direct quotes can also be used in a summary. Use direct quotes, however, only if the author's wording is so unique, noteworthy, or indicative of his/her style that you could not summarize it on your own without using her words. Of course, when you quote directly you need to cite your source, and you must use quotation marks to show where the quotation begins and ends. Even if you pull two or three words out of a source, you may need to use quotations. So, "we all know that life is too short to worry about grades. . ." (Barber & Grice, 1974, p. 68). However, using citations correctly ". . . can make a big difference in the grade you receive . . ." (pp. 69-70), and for this course, citing your sources will be important. Note the second citation here. We cite only the page number showing that the quotation is from the author cited in the previous quotation. Similarly, when you use the author's name in the text, you do not need to repeat the author's name in the citation. According to Duncan, "Footnotes are passé, but be sure to correctly use the in-text citation method"(1986,p.261). [48]

If you use a long quotation, more than four lines, you should indent the quotation on the left side. Citing your

[48] CITATIONS: In-text APA Format, © 2006 Phil Druker University of Idaho, Available at *www.class.uidaho.edu/.../citations_apa_format.htm*

sources helps your readers complete their own research. Further, correctly citing your sources gives credit where credit is due and can help you avoid legal problems. Finally, citing sources adds credibility to your document. (Laxton, 1986, p. 39) Of course, whenever you quote, you should carefully use the author's exact words, punctuation, and spelling even if the author has made a mistake. If the author made a mistake, you should put [sic] after the error (Duncan, 1986, p. 278). NOTE: Generally, in scientific or technical documents, you should avoid using quotations. In technical writing, authors usually paraphrase rather than quote.

Here are examples of what you NEED to cite. The examples below show how to cite information from the article at the bottom of the page. You need to cite quotations, paraphrases, facts, and ideas.

- Show the quote with quotation marks „"
- Show omitted words with …
- Place any changes you make in brackets

7.6. Special skills which involve summary writing

7.6.1. Selection
7.6.2. Condensation
7.6.3. Reorganisation or rearrangement
7.6.4. Paraphrasing or restatement

Summary writing involves specific skills such as the following:

1. Selection – This means choosing information that is relevant to your answer. Information that is relevant to your answer depends on the aspect(s) of the text you are to summarize. Your thesis statement depends on the selected information as being a major one. (see the lesson 1, p.4 *Guidelines for comprehension*) Table for the homework.

2. Condensation – This means reducing the length of the given information while preserving the important points. This can be done by omitting unimportant details, or using single words to replace phrases or clauses. (See the lesson 1, p.4 *Pitfalls to avoid)* One should "condensate" a ST by:

- Deleting trivial material that is unnecessary to understanding.
- Deleting redundant material.
- Substituting superordinate terms for more specific terms (e.g. use fish for rainbow trout, salmon, and halibut).
- Selecting a topic sentence, or invent one if it is missing.

The French author Ghislaine Cotentin-Rey in the book« Le résume, le compte rendu, la synthèse » Paris, 1995, treats the issue of summary writing. The author emphasises some important **things,** which should be **omitted** whiling summarising:

- Words aiming at precising, characterising or emphasising : e.g. : *approximately, about, close to, just about, some, roughly, more or less, around, or so, almost, most, nearly, near, nigh, virtually, well-nigh. constantly, always, forever, perpetually, incessantly, ever. tomorrow. e.g. There were* ***about*** *100 persons.... He is drunk* ***forever****....*
- Metalimguistic comments: ***As it follows****, I state....* ***In the 4th chapter*** *I will point at....*
- Repetition.
- Pleonasms: Pleonasm is the use of more words or word-parts than is necessary for clear expression: examples are *black darkness*, *tuna fish*, or *burning fire*. Such redundancy is, by traditional rhetorical criteria, a manifestation of tautology.
- Examples.
- Precisions: precision is a means to reformulate in order to make the idea clearer (= explanation). Precision is introcuced usually by *that is.*

- Specification: Hyperonyme – hyponym. In linguistics, a **hyponym** is a word or phrase whose semantic range is included within that of another word, its **hypernym** (sometimes spelled hyperonym outside of the natural language processing community). For example, *scarlet*, *vermilion*, *carmine*, and *crimson* are all hyponyms of *red* (their hypernym), which is, in turn, a hyponym of *colour*.[1]
- Characterisation: e.g. *Even clothes cannot guarantee the security. they easily turn to tear/rag....*
- While summarising one should answer the questions: who, when, how, why, what?

3. Reorganisation or rearrangement – This means taking the given information and arranging it in a different way. You reformulate, you write in your own words, but you keep the same order of ideas.

4. Paraphrasing or restatement – This means saying something in a different way, without changing the meaning. To paraphrase is to say a sentence in a different way. Sometimes we break the sentence down into smaller sentences. Sometimes we change the vocabulary. Sometimes we change active sentences into passive sentences or vice versa. Paraphrasing is a good way to make a sentence clearer and also to make sure that you understand the meaning.

When do I Paraphrase? You should consider paraphrasing in the following instances:

- Paraphrase a passage when you want your readers to understand all of its points. Once the author's ideas are conveyed, you may then elaborate on them or present your opinions of the subject.
- Paraphrase a passage when you are unsure of its meaning. Rewording a complex writing into simple terms may help you better understand the content and purpose of the passage.

How to paraphrase: when paraphrasing, follow the guidelines listed below:

- Include all important ideas mentioned in the original passage but not in the same order.
- Keep the length approximately the same as the original.
- Do not stress any single point more than another.
- Do not change the meaning by adding your own thoughts or views.
- Do not use the original sentence structure.

You may find it helpful to use the following **five steps when paraphrasing**:

1. Understand the meaning of the passage thoroughly. You may have to read the passage several times and consult a dictionary.

2. Outline the passage or subdivide the information into smaller sections. Remember that the paraphrase must include all the important ideas mentioned in the original passage.

3. Restate the information remembering the following:

a) Replace as many of the words as possible with appropriate synonyms. Sometimes you may have to substitute a phrase in place of a word, or a word in place of a phrase. When changing words, keep in mind that most words have more than one meaning and association. You must consider the context in which the word is used. Using an inappropriate synonym may change the entire meaning of the passage. (Dictionaries are frequently better for this step than thesauruses.)

b) Change the order and structure of the ideas or argument.

c) Change the structure of the sentences. All of us have our own writing style. Change the sentences to reflect yours. Be careful not to change the meaning by adding or leaving out any important information.

4. Make sure that you are faithful to the meaning of the source and that you have accurately represented the main ideas.

5. Use quotation marks to identify any unique term or phrase you took from the original.

7.7. Common summary writing techniques

Any summary is judged under 3 criteria: length, information content, level of details. The most common techniques are:

- Replacement of a whole phrase by a single word (noun, adjective, verb, etc).
- Replacement of an enumeration by an unique term.
- Usage of synonyms and message reformulation.

1. Replacement of a whole phrase by a single word (noun, adjective, verb, etc).E.g.:

a) This people was granted the free right to determine itself. (Self-determination, sovereignty)

2. Replacement of an enumeration by an unique term. E.g.:

a) The poems, novels and short stories of this writer are very interesting. (work, creation, writing)

3. Usage of synonyms and message reformulation. (l-ge register). There is a well known joke when speaking about the synonyms usage: "The difference between 'involvement' and 'commitment' is like an eggs-and-ham breakfast: the chicken was 'involved' - the pig was 'committed'." E.g.: *a) The artist is nothing without the gift, but the gift is nothing without work. (talent)*

b) Only two things are infinite, the universe and human stupidity, and I'm not sure about the former. (endless)

7.8. Understanding a text

7.8.1. Lexical field
7.8.2. Paragraphs
7.8.3. Connectors and transitional words
7.8.4. Nominalization.

7.8.1. Lexical field. Definition – a group of words in a text which refer to one and the same idea or reality. They could be synonyms, family words or terms. The lexical field gives the information concerning the text title. Aim - it helps us to identify the topic, the essential info and better understand the text. A text could comprise more than 1 lexical field. The study of the lexical

field is a priority for the descriptive and argumentative texts, helping the student to write a precise and cohesive summary or translation. Building a lexical field helps you to create a piece of writing on a definite subject. It allows you find ideas, avoid repetition and to use a rich and various vocabulary.

Example - **Lexical field of the word *book***

- *Materiel Aspect: cover, page, shine, hard, etc.*
- *Persons: editor, corrector, printer, author, reader, critics, librarian, etc.*
- *Divisions: preface, part, chapter, annex, index, etc.*
- *Production: print, publish, publication, edit, edition, translate, translation, etc.*
- *Publications: annual, anthology, guide, dictionary, atlas, textbook, novel, etc.*
- *Place of dissemination: library, bookshop, etc.*

Elaboration of lexical fields - Nowadays it's commonly accepted that grouping vocabulary into lexical fields makes its learning easier, since it definitely helps to recover stored words , and consequently, it enriches the learner's lexical competence and accurate use of word s and concepts in any foreign language. On the other hand, from a semantic point of view, the meaning of a word is clarified when it is analyzed within the lexical fields to which the different lexical entries of that word belong. In this sense, the lexical field seemed a suitable start for a subsequent study and analysis of each word within it, as it is the relationship between all the words of the whole field what shows the distinctive features of them and lets us determine the identity and the exact meaning of each word. The first step was therefore choosing a lexical field and selecting 10 or 15 words belonging to it. The second step was classifying those words according to their frequency of use, and analysing the items included in the group formed by the most frequently used terms.

7.8.2. Paragraphs.

In order to present shortly and clearly this topic we suggest its presentation in dialogue form.

1. What is a paragraph's function?

a. A paragraph indicates a block of information about one specific topic.

b. A paragraph should focus on one specific key term or concept.

2. What is the best way to start a paragraph?

a. Start paragraphs with a topic sentence that focuses on the key term the paragraph deals with.

b. Put the main point first. This is a basic principle of technical writing.

3. What is the best way to end a paragraph?

a. Conclude paragraphs by analyzing or explaining what the facts and data in the paragraph mean.

b. DO NOT put the topic sentence for the next paragraph at the end of the paragraph for a transition.

4. How long can a paragraph be?

a. There is no set length but: you never want to confront your reader with a full-page paragraph. Short paragraphs work better for technical writing than long paragraphs.

b. One sentence paragraphs are good for transitions and emphasizing main points. So, you do not want to use them very often.

c. Generally, paragraphs should be ½ to 1/3 of a page long (double-spaced pages).

d. Vary paragraph lengths: a document with paragraphs that are the same length is a boring document.

5. How do you format paragraphs?

a. For most documents indent 5 spaces and leave no extra space between paragraphs.

b. For letters: leave extra space between the paragraphs (block style).There are special requirements which should be followed while writing a letter.

7.8.3. Connectors and transitional words

Connectors, often called conjunctive adverbs, are used to connect basic sentence patterns to make compound sentences. The principal connectors are: *however, else, therefore, otherwise, moreover, nevertheless, furthermore, hence, also, then, besides, accordingly, consequently, likewise, meanwhile.*

Compound Connectors. Some connectors consist of more than one word, but they serve exactly the same purpose as one-word connectors. Here are some examples: *in fact, on the contrary, on the one hand, on the other hand, as a result, in the meantime, in short, in sum, in a nutshell (briefly, concisely), in conclusion, etc.*

Transitional Expressions. Transitional expressions serve as bridges between spaces of time and help organize events in chronological order or time sequence:e.g. *as well, similarly, but, yet, and yet, however, for this purpose, hence, in brief,etc.*

7.8.4. Nominalization.

Definition - Nominalization in linguistics, (1) is the use of a verb or an adjective or an adverb as a noun with or without morphological transformation, so that the word can now act as the head of a noun phrase, and (2) is the process of producing a noun by adding derivational affixes to another word classes (e.g. *legalize - legalization*).[49]

Aim - Nominalization is important for the summary editing because:

- Its usage allows us to emphasize certain stylistic effects: it fuses 2 sentences, this, condensation the information and conveying the impression of acceleration, shortening, reinforcement of an idea or emotion.
- It preserves only the essential words.
- In a title the nominal sentence function is to leave out the verb in order to focus us on the most consistent word of the text, thus, drawing our attention upon it.

[49] *en.wikipedia.org/wiki/**Nominalization***

There are several types of nominalization: grammatical and lexical.

a) Grammatical nominalization: nominalization happens in languages around the world. Some languages allow verbs to be used as nouns, while others require some form of morphological transformation. English has cases of both.This is the process by which a grammatical expression is turned into a nominal group, also known more loosely as a noun phrase. An example is the change from *The experiment involved combining the two chemicals* to *The experiment involved the combination of the two chemicals.*

A nominal form is sometime preferable to its corresponding sentence with a relative clause: *He got an eraser, which was shaped like a Lego.* (relative clause), and *He got a Lego-shaped eraser.* (the same, nominalised).

b) Lexical nominalization. Some verbs and adjectives can be used directly as nouns, such as *change, good, murder,* and *use*. Others require a suffix: applicability (from applicable), carelessness (from careless), difficulty (from difficult), failure (from fail), etc.

A verbal sentence is always built around one or several verbs, while a nominal sentence – around a noun. One could find nominal sentences as questions, exclamations, slogans, design indices, prescriptions, but mostly as newspapers titles.

Several types of transformations take place in the process of nominalisation:

- Adjectival nominalization: e.g. *Ann is punctual. I appreciate it a lot. --- Ann's punctuality --- I appreciate Ann's punctuality a lot.* (mind the word order)
- Verbal nominalisation: e.g. *We settled in a new city. It was difficult. --- ...*
- Nominalization based upon the object clause: e.g. I found out that her husband had left. --- I found out about her husband's departure.

How to transform: we have to know how to translate actions (verbs) or the qualities (adjectives and adverbs) through nouns. This transformation may be done:

- Looking for a word of the same family: *His imprisonment was definite. - He was imprisoned.*
- Looking for a word which expresses the verb or adjective idea: - *Young people go to demonstrations. They are arrested. The left wing supporters react violently.*
- *The arrest of young demonstrators generated the left wing supporters violent reactions.*

Feedback: What are functions of these items?

- The lexical field allows us to identify the topic, the essential.
- Connestors – the cohesion and the logical relationshio between words, ideas, sentences, and paragraphs are insured by the connectors and transitional words.
- The study of nominalization allows us shorten most possible the summarized text and to keep only the essential words.
- L'étude de la nominalisation nous permet enfin de raccourcir, de réduire au minimum le texte à résumer et de garder seulement les mots essentiels du texte.

7.9. Editing your summary

Write, revise, and edit to ensure the accuracy and correctness of your summary!

Writing Your Summary

- Now begin writing your summary. Start with a sentence naming the writer and article title and stating the essay's main idea. Then write your summary, omitting nothing important and striving for overall coherence through appropriate transitions.

- Be concise, using coordination and subordination to compress ideas.
- Conclude with a final statement reflecting the significance of the article -- not from your own point of view but from the writer's.
- Throughout the summary, do **not** insert your own opinions or thoughts. instead summarize what the writer has to say about the subject.

Revising Your Summary

- After you've completed a draft, read your summary and check for accuracy.

✓ Does your summary make the same point as the article?

✓ Have you omitted anything important?

✓ Does your summary read smoothly with all parts clearly related?

- Keep in mind that a summary should generally be no more than one-fourth or one third the length of the original. If your summary is too long, cut out words rather than ideas. Then look for non-essential information and delete it.

- Write another draft -- still a draft for revision -- and ask someone to read it critically.

✓ Can that person understand the sense of the article by reading your summary?

✓ Ask for criticism. then weigh these criticisms and make valid changes.

Editing Your Summary

One should	One shouldn't
- Use the author's tags - Use the IIIrd person while summarizing - Introduce the main ideas - Respect the OT point of view - Respect the nr. Of word required - Correct grammar, spelling, and punctuation errors, looking particularly for those common in your writing. - Write a clean draft and proofread for copying errors.	- Follow very strictly the text ideas order - Use the author's words or word combinations

Any summary analysis is performed under 5 criteria:

- Length
- Content (any essential info is kept)
- Individuality (ability to paraphrase and to present the OT ideas in your own way, that is your style)
- Knowledge of how to reword correctly
- Linguistic analysis: usage of connectors, pleonasms, ambiguous or incorrect constructions.

7.10. Elements of annotation

Annotation from the latin *annotatio* (note, remark, observation) was known still in the Roman Empire.At that time annotation was nothing else but some information about the author of the book. Only in the XVIII-th annotation represents some recommendations to the reader.Annotation has a double characteristic, having some similiarities with the bibliographical description and the summary.

After a citation or bibliography entry, a brief summary constitutes the annotation in an objective annotated bibliography. Typically less detailed and shorter than the detailed summary that might begin a response paper, a summary as annotation rarely includes any quoted material and instead concentrates on main ideas. The length of the annotation or summary depends on how readers will use the bibliography. If readers are looking for a nutshell statement to help them decide whether to read the article, then the briefest summary will usually suffice. If readers are hoping to learn about the range of articles written about a topic (so that they don't have to read the articles themselves), then annotations usually are longer and include more details from the article.

In a critical annotated bibliography, the annotation includes both the summary as well as one or two lines of analysis/judgment of the published work's worth for a given topic/line of argument.

➢ **Example Objective Annotated Bibliography Entry**

Jolly, Frank. „Helping Children Learn About TV". *Journal of Communication* 30.3 (1980): 84-93.

In this article, Jolly expresses dismay about the time consumed by television, especially when children watch "inselectively." He does admit that programming brings language into the home and does affect the growing child in positive ways as far as language is concerned. Jolly includes statistics and graphs, including a bar graph indicating the time spent watching TV by children at different socio-economic levels. ***The article appears in a professional journal and is written for an audience of teachers.***

➢ **Example Critical Annotated Bibliography Entry**

Rosen, Jeffrey. "The end of obscenity." *The New Republic* July 1996: 6.

In this article, Rosen talks about the Internet and the overturn of the Communications Decency Act. He believes the Philadelphia judges who overturned this Act deserve credit for enumerating the possibility of one person corrupting cyberspace with obscenities, but they did not take into account that the public are the ones who decipher what is considered to be obscenity. ***This article appears in a professional publication that targets readers concerned with law and the government. This article is useful to our research because it has to do with language on the Internet and the censorship of it.***

Annotation may be of different kinds, based on different criteria. According to the **functional factor** there is the annotation – information, peculiar for the state bibliographical system; annotation – appreciation, which reflects the critical bibliography, and annotation – recommendation, which refers to the corresponding type of bibliography. According to **the content wholeness or integrity** we distinguish the general and critical annotations. and according to the **number of annotated documents** there is the group-annotation, which includes all the 5 categories mentioned above.

7.11. Texts for analyses

Exercise 1.

Give the dictionary explanation to each synonym of the word summary: abstract, synopsis, resume, précis, abridgement, review.

Exercise 2.

a) Read carefully, it will help you to do successfully your assignment. *Defining the Précis or Nutshell Statement*

Our English word precise comes from the same root as the French word précis, and the nutshell statement or précis is a precise and concise restatement of the original article's main point. Typically only one or two sentences, the précis or nutshell doesn't aim to capture the details, supporting arguments, or types of proof a longer summary does. Instead, the précis boils down an article to its essential main point. The précis can be a complicated sentence (or two), especially if the main point (otherwise known as the thesis or claim) of the original piece is complex. And a précis can be extremely difficult to write even though it is short because the writer must take great care to capture the complexity of the original main idea. If you write a précis or nutshell statement to summarize an article, be sure to spend enough time revising to make it both clear and accurate.

b) Highlight the key words in each paragraph. Make one-sentence summary to each paragraph. Make the summary of the text. Make the précis of the text.

Bologna process

The purpose of the Bologna process (or Bologna accords) is to create the European higher education area by making academic degree standards and quality assurance standards more comparable and compatible throughout Europe, in particular under the Lisbon Recognition Convention. It is named after the place it was proposed, the University of Bologna in the Italian city of Bologna, with the signing in 1999 of the Bologna declaration by Ministers of Education from 29 European countries. This was opened up to other countries signatory to the European Cultural Convention of the Council of Europe. further governmental meetings have been held in Prague (2001), Berlin (2003), Bergen (2005), London (2007) and Leuven (2009).

Before the signing of the Bologna declaration, the *Magna Charta Universitatum* had been issued at a meeting of university rectors celebrating the 900th anniversary of the University of Bologna – and thus of (Western) European universities – in 1988. One year before the Bologna declaration, education ministers Claude Allegre (France), Jürgen Rüttgers (Germany), Luigi Berlinguer (Italy) and the Baroness Blackstone (UK) signed the Sorbonne declaration[1] in Paris 1998, committing themselves to "harmonising the architecture of the European Higher Education system".

The Council of Europe together with the members of the Europe Region of UNESCO have jointly prepared the Lisbon recognition convention on recognition of academic qualifications as part of the process, which has been ratified by the majority of the countries party to the Bologna process.

Exercise 3.

Read the info. Underline the key words and be sure you know their translation into English. you will be asked to present each point into English.

1. Реферат включает следующие аспекты содержания исходного документа:

- предмет, тему, цель работы.
- метод или методологию проведения работы.
- результаты работы.
- область применения результатов.
- выводы.
- дополнительную информацию.
- Оптимальная последовательность аспектов содержания зависит от назначения реферата. Например, для потребителя, заинтересованного в получении новых научных знаний, наиболее удобным является изложение результатов работы и выводов в начале текста реферата.

2. Предмет, тема, цель работы указываются в том случае, если они не ясны из заглавия документа.

3. Метод или методологию проведения работы целесообразно описывать в том случае, если они отличаются новизной или представляют интерес с точки зрения данной работы. Широко известные методы только называются. В рефератах документов, описывающих экспериментальные работы, указывают источники данных и характер их обработки.

4. Результаты работы описывают предельно точно и информативно. Приводятся основные теоретические и экспериментальные результаты, фактические данные, обнаруженные взаимосвязи и закономерности. При этом отдается предпочтение новым результатам и данным долгосрочного значения, важным открытиям, выводам, которые опровергают существующие теории, а также данным, которые по мнению автора документа имеют практическое значение. Следует указать пределы точности и надежности данных, а также степень их обоснования. Уточняют, являются ли цифровые значения первичными или производными, результатом одного наблюдения или повторных испытаний.

5. Область применения результатов важно указывать для патентных документов.

6. Выводы могут сопровождаться рекомендациями, оценками, предложениями, гипотезами, описанными в исходном документе.

7. Дополнительная информация включает данные, не существенные для основной цели исследования, но имеющие значение вне его основной темы. Кроме того, можно указывать название организации, в которой выполнена работа, сведения об авторе исходного документа, ссылки на ранее опубликованные документы и т.п. При наличии в исходном документе серьезных ошибок и противоречий могут даваться примечания автора реферата и редактора. [50]

[50] *www.gsnti-norms.ru/norms/.../doc.asp?...9..*

Exercise 4.

Write the summary to the text from the exercise 6. State the structure of the summary.

Exercise 5. Choose the most suitable summary the the following text *The World of Islam.* Characterise each summary by showing its advantages and disadvantages. The summaries were not edited on purpose, they were presented as the students had sent via e-mail. Write your own summary.

The Original text: *The World of Islam*

For nearly 1.400 years Islam, though diverse in sectarian practice and ethnic tradition, has provided a unifying faith for people stretching from the Atlantic to the Indian Ocean and beyond. Starting in the XVI-th century, Western ascendancy, which culminated in colonization, eroded once glorious Muslim empires and reduced the influence of Islam.

After the breakup of the ottoman Empire following World War I and the decline of the European colonial empires following World war II, Muslim nations adopted western ideologies – communism, socialism, secular nationalism and capitalism. Yet most Muslims remained poor and powerless. Their governments, secular regimes, often backed by the west, were corrupt and repressive. (Belt 78).

Belt, Don. "The World of Islam". *National Geographic* January 2002:76-85.

Summary 1:

During the long historical period of 1,400 years Muslim culture was a dominating one on the territory from the Atlantic to the Indian Oceans. The Western ascendancy of XVIth century reduced the influence of Islam and after the centuries of the breakup of Ottoman Empire the Muslim nation adopted new political ideologies of the present that influenced the Muslim countries in a negative way.

Summary 2:

The story of "The World of Islam" was described by DON BELT.He described about the unifying faith of poeple from islam,that were terorized by ottomans Empire .After the break up of the ottoman empire and the decline of the european colonial empires,muslip adopted communism,socialism,secular nationalism,and capitalism.most of the muslims remained powerless and poor because of their governements that were corrupted by the west.

Summary 3:

The evolution of Islam and Muslim empires during the centuries was described in the "World of Islam" by Don Belt in "National Geographic". Western superiority and the events from the 20th century caused the break-up of Muslim empires and took over some western ideologies that determined them to become poor and powerless.

Summary 4:

For a long time, Islam, has kept a unifying faith for people from the Atlantic to the Indian Ocean and beyond. Starting the 16th century, the western part colonized once MUSLIM EMPIRES and diminished the influence of Islam. Later Muslim nations accepted western ideologies, anyway most of them were indigents and weak. The governments backed from west, were perverted and repressive.

Summary 5:

For many years, Islam has provided a unifying faith for people from the Atlantic to the Indian Ocean and beyond. Since 16th Century the Western side colonized once glorious Muslim empires and reduced the influence of Islam. After that, Muslim nations adopted western ideologies and however most Muslims remained poor and powerless. The governments often backed by the west, were corrupted and repressive.

Summary 6:

Hundreds of years Islam has granted faith for people from Africa,Asia and beyond.Western dominance eroded once glorious Muslim empires and reduced the influence of Islam. After the World war II, Muslims adopted western ideologies – communism, socialism, secular nationalism and capitalism. So far Muslims remained powerless.Their governments, secular regimes, were corrupt and repressive.

Summary 7:

The article "The world of Islam", was written by Belt. After the world was had produced a decline in all sectors of it's economy, Muslimes became poor and powerless, because of the weastern ideologies, which influenced their country.

Exercise 6.

Paraphrase the text:

At least four separate theories of crime and punishment compete for pre-eminence in guiding correctional policies. **Justice**: First, there is the ancient Judeo-Christian idea of holding individuals responsible for their guilty acts and compelling them to pay a debt to society. Retribution is an expression of society's moral outrage, and it lessens the impulse of victims and their families to seek revenge. **Deterrence**: Another philosophy argues that punishment should be sure, speedy, commensurate with the crime, and sufficiently conspicuous to deter others from committing crimes. **Incapacitation:** Still another philosophy in correctional policy is that of protecting the public from lawbreakers or habitual criminals by segregating them behind prison walls. **Rehabilitation:** Finally, there is the theory that criminals are partly or entirely victims of social circumstances beyond their control and that society owes them comprehensive treatment in the form of rehabilitation. (p. 100-101)

--Dye, T. (1995). Understanding public policy (8th ed.). Englewood Cliffs, New Jersey: Prentice Hall.

Exercise 7.

Decide whether the paraphrased passages are acceptable or unacceptable. Make your choice in favour of one paraphrase and state it with arguments in written form.

Original Source

A key factor in explaining the sad state of American education can be found in over bureaucratization, which is seen in the compulsion to consolidate our public schools into massive factories and to increase to mammoth size our universities even in under populated states. The problem with bureaucracies is that they have to work hard and long to keep from substituting self-serving survival and growth for their original primary objective. Few succeed. Bureaucracies have no soul, no memory, and no conscience. If there is a single stumbling block on the road to the future, it is the bureaucracy as we know it.

Edward T. Hall, *Beyond Culture*, Anchor Publishing, 1977, p. 219

Paraphrase 1

American education is overly bureaucratic. This is manifest in the increasing size of educational institutions, even in small states. Bureaucracies are bad because they tend to work to promote their own survival and growth rather than that of the institution, as was their initial objective. Most bureaucracies fail because they have a conscience or a soul. I believe that bureaucracies are the biggest stumbling block on the road to the educational future.

Paraphrase 2

Bureaucratization has proved to be a major stumbling block on the road to our educational future. American institutions have become factories that are more conducive to the growth of bureaucratic procedures than to the growth of the students who attend them. Bureaucracies have to work long and hard to keep from promoting their own survival rather than the educational goals that were their primary objective.

Paraphrase 3

Bureaucratization has proved to be a major stumbling block on the road to our educational future. American institutions have become factories that are more conducive to the growth of bureaucratic procedures than to the growth of the students who attend them. This means that, as Edward T. Hall says in his book, *Beyond Culture*, today's educational institutions "have no soul, no memory, and no conscience".

Paraphrase 4

In his book, *Beyond Culture*, Edward T. Hall discusses the problems posed by the increasing bureaucratization of American educational institutions. Hall maintains that overbureaucratization is one of the key factors governing the state of education in America today. He points to the tendency of bureaucracies to promote their own growth and survival first and foremost, and observes that few overcome that tendency. He believes that this is responsible for the fact that many public schools bear a closer resemblance to factories than to educational institutions. In Hall's words, "Bureaucracies have no soul, no memory, and no conscience."

Exercise 8.

Summarise the text. Underline the key words. State the techniques you have used.

Types of Friends

Different people have different tastes and temperaments and hence make different types of friends. They tend to bond with some and stay away from some. It is rightly said that "A friend to all is a friend to none". We tend to meet new people day in day out but out of those numerous people, we tend to be friends with only those who share some similar traits or attitudes. With time and growing trust, some people get really close to each other and remain true friends. They stand up for each other in times of need and provide full support when you lose confidence in yourself.

However, every friend is not the same type. We have different equations with different friends in accordance with the temperament of individuals. Some friends are patient and helpful while some friends are cheerful and caring. Our related sections provide information on these types of friendship and different kinds of friends. You can read and explore your different kinds of friends on the basis of this categorization. This will also help you improve your relation with some individual. Read on to explore more about the type of friendship you share with different types of individuals in your circle.

- Animal Friends

It has been rightly said:"Animals are such wonderful creatures, as they ask no questions. Humans and animals have been known to have a special bond with each other since times immemorial. It is not without reason that somebody has said that a dog is a man's best friend. The relation that we share with animals is a very warm and protective one.

- Internet Friend

Internet has become not only become a vital necessity but also a virtual world for people. Not only people use it for business liaisons and work, it has also become a popular medium for social networking. With increasing internet usage, the trend of internet friendship has also become popular. Online friends are those people who have known each other through the Internet. Making internet friends is similar to making pen pals.

- Pen Friends

Pen friend, also known popularly as Pen Pals is quite a popular way to make new friends. Pen friendship is developed when people write to each other regularly through postal mail. It was a popular means of making friends in different parts of the world before internet came into seen. Pen pals are more or less like e-friends. Mostly, pen friendship aims at learning other cultures, different lifestyles and to even get rid of loneliness.

- Woman Friends

There is a unique charm of having female friends. They can make you feel at the top of the world and pamper you like crazy. Agreed, they are prone to mood swings, can be stubborn, cranky and unreasonably sulk for hours together, but the affection they shower on a friend overshadows all these trivial issues. With a woman, friendship can be really rewarding if you are true to each other.

Exercise 9.

Apply the summary writing techniques to the underlined parts of the sentences.

a) The rights to freedom, speech, life, religion are an important issue for modern societies.
b) Education, relations with the parents and friends, hair dress, toys, collective or cultural tradition: all are different for girls and boys.
c) Neither genius, fame, nor love show the greatness of the soul. Only kindness can do that.
d) His ignorance is encyclopedic.
e) I can write better than anybody who can write faster, and I can write faster than anybody who can write better.
f) When you do the common things in life in an uncommon way, you will command the attention of the world.
g) Pick battles big enough to matter, small enough to win.
h) When a friend is in trouble, don't annoy him by asking if there is anything you can do. Think up something appropriate and do it.
i) Don't walk in front of me, I may not follow. Don't walk behind me, I may not lead. Walk beside me, and just be my friend.
j) This driver has been severely fired for having widely exceeded the speed.
k) The fact that you are nervous, could damage your professional image.
l) It was a decision not to be taken again.

m) Cheaper goods means that the price could endure all kinds of competition.
n) The abuse of medicines which give you a feeling of release are dangerous.
o) He was the person who did not believe in God .
p) One should make a difference between people who cannot read and those who do not know even the ABC.
q) We had a political regime, which did not respect any forms of freedom and imposed a unique way of thinking.
r) This child does not obey either his parents or God.
s) He was making comments not suitable to the situation.
t) We shall try not to make an elephant out of a fly.
u) His goal was to make everybody think they were guilty.
v) He was thought not to be able of making differences between colors.
w) The government decided to grant its people with the banks property and management.
x) The government decided to deprive its people of the right to manage and to own the wine industry.
y) He was working without making any result.
z) They should have treated the matter without taking into consideration his or her feelings.
aa) The money people get from abroad are an important contribution to their income.
bb) People need religion. Nothing can take its place.

Exercise 10.

See the synonyms of the words unemployed and salary. Make sentences with these words as to make their usage relevant: **şomer** – unemployed, jobless, out of (a) job ,out of a collar, out of a job, out of the collar, out of work, outnumber work, pot of place, on the beach

salariu- compensation [amer.], earnings (pl.), establishment, hire, pay packet (sumă pe care o primeşte cineva ca), pay-off, [F.], remuneration, salary (lunar sau trimestrial), screw [F.] , stipend (al unui preot), wage, emolument, screw [arg.], pay [ec.]

Exercise 11.

Transform the sentences using the opposite of nominalization:

a) Determination of policy occurs at the managerial level. The manager _____ policy.

b) The discussion concerned a tax law. We _____ a tax law.

c) The auditor has no expectation that it will meet the deadline. The auditor does not _____ it to meet the deadline.

d) We conducted an investigation of it. We _____ it.

e) There was considerable confusion of the laws from the case. The case _____ the laws considerably.

Exercise 12.

Translate the following connectors. Make sentences with the mostly used ones.

Transitional Expressions. Transitional expressions serve as bridges between spaces of time and help organize events in chronological order or time sequence.

- Addition: *additionally, as well, moreover, further, furthermore, besides, and, and then, likewise, also, nor, too, again, in addition, equally important, next, first, second, third, in the first place, in the second place, finally, last.*
- Comparison and similarity: *similarly, likewise, in like a manner, in the same manner, in the same way.*
- Contrast or opposition: *but, yet, and yet, however, still, nevertheless, on the other hand, on the contrary, after all, notwithstanding, for all that, in contrast to this, although this may be true, otherwise, in contrast, in spite of this, else.*
- Purpose: *to this end, for this purpose, with this object.*
- Result: *hence, therefore, accordingly, consequently, thus, thereupon, as a result, then, thereby, for this reason, that's why.., on this account.*
- Summary and conclusion: *to sum up, in brief, on the whole, in sum, in short, as I have said, in other words, that is, to be sure, as has been noted, for example, for instance, in fact, indeed, to tell the truth, in any event, in conclusion, to conclude,* and *to summarize.*

- Passing of time: *meanwhile, at length, immediately, soon, after a few days, in the meantime, afterward, later, henceforth, eventually, lately, after a while, at last, presently, recently, since then, since..., after that, temporarily, thereafter.*
- Concession or admission of facts: *after all, although, and yet, at the same time, granted, naturally, of course, perhaps, maybe, to tell the truth.*
- Exemplification: *for example, e.g., for instance, namely, incidentally, indeed, in fact, in other words, in particular, particularly, specifically, that is (to say), i.e., as I have said, as has been noted.*
- Sequence or numerical order: *first, firstly, in the first place, first off, second, secondly, in the second place, third, thirdly, then, next, last, lastly, finally.*

Transitional expressions used in narration

- Expressions showing continuation of thought: *first, second, third, etc. too, that is to say, moreover, again, in this manner, further, now, in the same way, finally, then, in any case, likewise, furthermore, in addition to, indeed, for example, in fact , also, in other words, incidentally.*
- Expressions showing passing of time: after a short (long) time, lately, temporarily, after a while, presently, then, afterward, recently, thereafter, at last, since then, eventually.
- Expressions showing result: accordingly, therefore, as a result, thus, naturally, on this account, hence, for this reason, because of this, consequently.
- Expressions showing opposition: *still, however, on the contrary, nevertheless, on the other hand, it must be confessed, but, in spite of this, notwithstanding, yet.*

Transitional expressions used in argumentation

Transitional words and expressions used when writing narratives are essential in writing good arguments. They help to

produce a smooth-flowing style, leading the reader from one reason to another until, finally, he comes to the conclusion. They link sentences and paragraphs together. Here are the transitional expressions again in review:

- To show the passing of time: *after a short (long) time, lately, since, after a while, presently, then, afterward, recently, temporarily, at last, since, then, thereafter.*
- To show addition: *again, besides, in addition, also, further, likewise, and furthermore, moreover and then.*
- To show contrast or opposition: *after all, in spite of, on the other hand, but, nevertheless, it must be confessed, despite, notwithstanding, still, however, on the contrary, yet, in contrast .*
- To show comparison and similarity: *in a like manner, in the same way, likewise, similarly.*
- To show concession, or to admit facts: *after all, at the same time, of course, although, granted, perhaps, and yet, naturally.*
- To show examples: *for example, in fact, particularly, for instance, in other words, specifically, incidentally, in particular, that is, indeed, namely.*
- To show sequence or numerical order: *first, in the first place, then, second, in the second place, finally, third, next, last.*
- To show result: *accordingly, then, as a result, hence, consequently, therefore, thereby, thus.*
- To summarize: *in brief, in short, to conclude, in conclusion, on the whole, to summarize.*

Exercise 13.

Fill in the blanks connectors. Not all of them will be used, of course, and some can be used more than once. Take care of the right punctuation. The recommended connectors are: *and, or, nor, but, for, so, yet, either . . . or, neither . . . nor, both ... and, not only ... but also, however, therefore, moreover, fur-*

thermore, also, besides, consequently, else, otherwise, nevertheless, hence, then, accordingly, likewise

My Uncle Harry was an unusual man. He was always kind _____ at the same time he was also temperamental. He loved children _____ he disliked their noisy ways. He could not stand loud, unnecessary noise _____ could he bear the discordant sounds of some modern music. He _____ watched television _____ allowed his children to watch it. He _____ disapproved of television _____ of movies. His idea of fun was to read the encyclopedia to his children _____ they became very wise at early ages. His goal was to read everything that had been written _____ he did not succeed. He felt that he had to read _____ he would always be half educated. He wanted to buy books _____ he believed in thrift. In his old age he became ill _____ his eyes grew weak. The doctor told him not to read _____ Uncle Harry lost interest in life. He began to watch _____ television _____ films. This was bad for his eyes _____ he said the doctor only told him not to read. Uncle Harry was an unusual man _____ we loved him.

ABBREVIATIONS LIST:

OT - original text
SL - source language
ST - source text
TL - target language
TT - target text
TR - target reader

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