

**INSTITUTO BRITÁNICO DE TORREÓN**

**1st PARTIAL EXAM**

**B5 – TRANSLATION AND INTERPRETATION**

**MISS RUTH ARANGO**

**GRAMMAR SECTION**

STUDENT´S NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_DATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SECTION: \_\_\_\_\_\_\_\_\_\_\_\_

**A. Origins of translation**

*I. Match the concepts by writing the corresponding number in the parentheses.*

|  |  |
| --- | --- |
| 1. To bring across | ( ) Sapir-Whorf |
| 1. It has brought history, culture, art, traditions, etc. | ( ) translation |
| 1. Two main divisions of the map of translation studies | ( ) Pure, Applied |
| 1. Branch of the translation studies that provides only one interpretation of the phenomena | ( ) Importance of the translation |
| 1. Branch of the translation that analyses more than one translation work and provides a full translation paper with the best possible meaning. | ( ) translation |
| 1. “Language determines our vision of the world” | ( ) Pure |
| 1. The action of transforming words into a different language | ( ) interpretation |
| 1. The action of transforming meanings into different languages | ( ) Applied |

*II. Use the timeline for putting the events from the box in the correct order :*

Cicero – Bible – Slaves – James Holmes – Babylon civilization



**B) Resources of language and interpreting**

*III. Provide a diagram of interpretation for the following idioms:*

|  |  |  |
| --- | --- | --- |
| 1. All ears |  |  |
|  |
|  |
| 1. Hit the books |  |  |
|  |
|  |
| 1. Sick as a dog |  |  |
|  |
|  |
| 1. In a New York minute |  |  |
|  |
|  |
| 1. In the red |  |  |
|  |
|  |

*III. Translate the phrases and indicate which language device you used for the translation (context, grammar, word order) more than one device can be used in some cases.*

1. They must have been tired for the race \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ( )
2. Can we start using the new notebook, or do we have to wait?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ( )

1. I thought she was smarter but she would not complete her work

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ( )

1. I’m in a hurry! \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_( )
2. I was at the school when you called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ( )

*IV. Classify the words from the box by putting them in the chart*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| * A lot * Those * Gone * Angrily * In addition | * Bunch * Far * Cheaply * Fallen * Flock | * Hero * Both * Think * After * too | * their * fabulous * monkey * babyish * to | * towards * tired * however * with * hairy |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| *Determiner* | *Noun* | *Verb* | *Preposition* | *Adjective* | *Adverb* | *Conjunction / connector* |
|  |  |  |  |  |  |  |



\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Bonus!

Just use your English language for making me laugh; let’s see how creative you can be.