

CUADERNILLO DE Técnicas de Traducción

IV

SEMESTRE

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PRESENTATION

Estimada y estimado estudiante:

Me es grato darte la bienvenida al nuevo semestre que estás por iniciar. En la Dirección General del Colegio de Bachilleres de Quintana Roo, somos conscientes de las circunstancias que te rodean y que han afectado al mundo desde hace más de año y medio; por ello, el cuadernillo que ahora posees, es producto de un esfuerzo y trabajo conjuntos entre los docentes y los responsables de las áreas académicas de nuestras oficinas centrales.

Si bien es cierto la pandemia continúa, ello no representa un impedimento para no cumplir con nuestra labor educativa, razón esencial de nuestra gran institución. Por ello, hoy más que nunca, la labor académica es vital para alcanzar nuestro principal objetivo: tu formación escolar que contribuya a consolidar tu proyecto de vida.

El contenido de este *Material didáctico del estudiante*, te permitirá continuar con tu proceso de enseñanza-aprendizaje desde casa. Por supuesto, estarás respaldado por la asesoría y seguimiento de cada uno de tus docentes y autoridades educativas.

Cada una de las personas que laboramos en el Colegio de Bachilleres del Estado de Quintana Roo ponemos lo mejor de nosotros para seguir caminando juntos, aun en la pandemia, generando resiliencia y fortaleciendo las competencias académicas y socioemocionales que nos permitan salir adelante.

Te invito a no bajar la guardia en lo académico y en el cuidado de tu salud. Trabaja intensamente, con compromiso y con responsabilidad; sé responsable y perseverante, ello te llevará al éxito y a cumplir tus metas. Te deseo lo mejor para este semestre que inicia.

Dr. Rafael Ignacio Romero Mayo
Director General



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INTRODUCTION

El propósito general de la capacitación de Lengua Inglesa es estructurar traducciones generales de inglés a español y viceversa, eligiendo los métodos, técnicas e instrumentos pertinentes en cada texto o discurso lingüístico que elabore para favorecer una comunicación asertiva y pensamiento crítico en el idioma inglés, en situaciones de su vida cotidiana.

La capacitación de Lengua Inglesa que se encuentra en el componente de formación para el trabajo y que forma parte del campo disciplinar de comunicación, busca que el estudiantado cuente con las herramientas necesarias que le permita emplear técnicas de lectura, escritura, expresión oral y escrita de manera efectiva con la finalidad de que posteriormente pueda realizar traducciones e interpretaciones asertivas en el idioma inglés en diversos contextos.

Además de contar con una base de conocimientos y habilidades que les permita egresar con las competencias profesionales básicas que enmarca el perfil del nivel medio superior y el cual propiciará su ingreso a la educación terciaria. Derivado de lo anterior, esta capacitación está integrada por cuatro módulos.

En el Módulo II se pretende que el alumno aplique las normas y procedimientos de redacción en la elaboración de diferentes tipos de textos y/o correspondencia, que elabore resúmenes y síntesis de textos variados, aplique estrategias de comprensión e interpretación en diferentes tipos de correspondencia, redacte y traduzca textos y/o correspondencia, que utilice adecuadamente las fuentes de documentación, que realice traducciones de segmentos breves.



Block I. Técnicas de Traducción de Inglés a Español y Viceversa

- **Aprendizaje Esperado:** Usa técnicas de traducción en inglés, mediante el análisis reflexivo de lecturas de diversas disciplinas relacionadas a su contexto, tomando decisiones de manera consciente e informada, asumiendo las consecuencias de sus actos para propiciar una traducción fidedigna.
- **Atributo (s):** CG6.1 Elige las fuentes de información más relevantes para un propósito específico y discrimina entre ellas de acuerdo con su relevancia y confiabilidad.
- **Conocimiento (s):** Conoce y emplea las técnicas de traducción en inglés (Directas: Literal, Calco, Préstamo e Indirectas: Omisión e Inserción, Transposición, Modulación, Adaptación y Reformulación



Previous Reading

When we talk about *translation*, we refer to an art that has been passed from generation to generation of translators since the Old Egypt (196 B.C.). Translation started very rough around the edges, with very minimal composition and structure. However, with the passing of time, this art has become into a key and binding necessity nowadays thanks to globalization and social networking. Translation helps us understand people all around the world — from the very basics of communication to research and developing of new technologies and studies.

Cuando hablamos de traducción, nos referimos a un arte que ha pasado de generación en generación de traductores desde el Antiguo Egipto. La traducción comenzó de forma muy aproximada, con una composición y estructura mínimas. Sin embargo, con el paso del tiempo, este arte se ha convertido en la actualidad en una necesidad clave y vinculante gracias a la globalización y las redes sociales. La traducción nos ayuda a comprender a las personas de todo el mundo, desde los conceptos básicos de la comunicación hasta la investigación y el desarrollo de nuevas tecnologías y estudios.

Translation can be separated into two main categories: Literal Translation and Free Translation —the former being more suited for technical translation of legal, technical, or scientific texts whereas the latter is ideal for literary translations. Like with everything in this world, we need to find the proper tools for the job we are going to do. This means we must first understand what type of text we are going to work with and then pick the right translation method. Afterward, we will find that there are techniques we can apply to our translation to make it sound more natural for our target audience.

La traducción se puede dividir en dos categorías principales: traducción literal y traducción libre; la primera es más adecuada para la traducción técnica de textos legales, técnicos o científicos, mientras que la segunda es ideal para traducciones literarias. Como con todo en este mundo, necesitamos encontrar las herramientas adecuadas para el trabajo que vamos a hacer. Esto significa que primero debemos entender con qué tipo de texto vamos a trabajar y luego elegir el método de traducción correcto. Posteriormente, descubriremos que existen técnicas que podemos aplicar a nuestra traducción para que suene más natural para nuestro público objetivo.

This time, we will be focusing on *Literal Translation*, also known as *direct translation*. This category involves three major techniques: Calque, Borrowing, and Literal Translation. Each of the techniques have a specific theory and application that requires research or previous knowledge of the expression or idea from the target language. That is, the translator must be able to investigate the idea from the source text while comparing it from other texts from the target language



Literal translation is the rendering of a text from one language to another one word at a time without considering the meaning of the text. Literal translation is also known as direct translation or word-to-word translation. In translation studies, translators use literal translations for technical translations of legal, scientific, or technical texts.

La traducción literal es traducir un texto de un idioma a otro, una palabra a la vez, sin considerar el significado completo del texto como tal. Esta técnica se conoce como traducción directa o palabra-por-palabra. En estudios de la traducción, los traductores la utilizan para traducciones técnicas de documentos especializados, legales y legales.

Literal translation involves word to word translation, and there are no additions or deletions from the original text, but free translations consider the meaning in general and may involve additions and deletions to keep the flow of language fluent and natural.

La traducción literal implica traducir palabra por palabra y no hay adiciones u omisiones del texto original. La traducción libre, a diferencia de esta, considera el significado general y puede involucrar adiciones y omisiones para mantener en constante flujo y con naturalidad el lenguaje.

Then, we have *Calques*. These are words or phrases borrowed from another language by literal translation, usually from a source language that has a certain connection, either direct or indirect, to our target language. To prove our word or phrase is a calque, we need to compare it with the untranslated term. A similar phrase may be created and used nonchalantly in either language. However, it is most often than not a *literal translation* of an exact idea, concept, or structure, independently to the rest of the sentence or paragraph.

Luego, tenemos Calques. Estas son palabras o frases tomadas de otro idioma por traducción literal, generalmente de un idioma de origen que tiene una cierta conexión, ya sea directa o indirecta, con nuestro idioma de destino. Para probar que nuestra palabra o frase es un calco, debemos compararla con el término no traducido. Se puede crear una frase similar y usarla con indiferencia en cualquier idioma. Sin embargo, la mayoría de las veces es una traducción literal de una idea, concepto o estructura exactos, independientemente del resto de la oración o párrafo.

Finally, but not less importantly, we have *Borrowings*. This technique is one of the most common ones since it's not as complicated to use as others. A borrowing is basically a conscious decision made by the translator to not translate a word from the source text, applying it to our target text. This also grants the translator the ability to put a text into a particular context to prevent



loss of information and register. It is used quite often for scientific terminology, translations from Latin, and very specific vocabulary that just doesn't exist in our target language.

Finalmente, pero no menos importante, tenemos Préstamos. Esta técnica es una de las más comunes, ya que no es tan complicada de usar como otras. Un préstamo es básicamente una decisión consciente tomada por el traductor de no traducir una palabra del texto de origen, aplicándola en nuestro texto de destino. Esto también le otorga al traductor la capacidad de poner un texto en un contexto particular para evitar la pérdida de información y el registro. Se utiliza con bastante frecuencia para terminología científica, traducciones del latín y vocabulario muy específico que simplemente no existe en nuestro idioma de destino.

In the same fashion we have our direct translation techniques, we also have indirect ones. These other techniques are also called *Free Translation* techniques, since they give the translator free reign to do their work. This category has more techniques than its sibling, the direct translation. *De la misma manera tenemos nuestras técnicas de traducción directa, también tenemos las indirectas. Estas otras técnicas también se denominan técnicas de traducción libre, ya que le dan al traductor libertad para hacer su trabajo. Esta categoría tiene más técnicas que su hermana, la traducción directa.*

These include:

Omission, in which one ignores a word or a few words from the Source Text on the translation. This can happen by accident in some cases. For example, when the source language has not the same structure or idea as the target language, we usually omit words to make it sound more natural, without altering the context overall.

Omisión, en la que uno ignora una palabra o algunas palabras del Texto Fuente en la traducción. Esto puede suceder por accidente en algunos casos. Por ejemplo, cuando el idioma de origen no tiene la misma estructura o idea que el idioma de destino, generalmente omitimos palabras para que suene más natural, sin alterar el contexto en general.

Transposition; one of the most important and relevant translation techniques since it's the guideline towards oblique translation (free translation). This technique allows the translator to exert their freedom of modifying the idea but keeping the focal point the same. This replaces a word class with another one without changing the meaning of the idea as a whole.

Transposición; una de las técnicas de traducción más importantes y relevantes, ya que es la guía para la traducción oblicua (traducción libre). Esta técnica permite al traductor ejercer su libertad de modificar



la idea pero manteniendo el mismo punto focal. Esto reemplaza una clase de palabras por otra sin cambiar el significado de la idea como un todo.

Modulation is the process of translation in which there is a change on the *concept* or a *term* (Point of view or perspective) without modifying the intent. It expresses the difference between literal translation and coherent meaning translation (the idea remains the same, but the wording of it changes to match the target language). There are expressions in our source language that people can *literal translate* and will still make sense grammatically – It is not difficult to express – *Eso no es difícil de expresar.*” However, in some cases you can modulate it to make it sound better on our target language. It works mostly with concrete and abstract concepts and passive to active voice.

La modulación es el proceso de traducción en el que existe una posibilidad sobre el concepto o un término (punto de vista o perspectiva) sin modificar la intención. Expresa la diferencia entre traducción literal y traducción de significado coherente (la idea sigue siendo la misma, pero la redacción cambia para adaptarse al idioma de destino). Hay expresiones en nuestro idioma de origen que las personas pueden traducir literalmente y aún tendrán sentido gramaticalmente. No es difícil de expresar. Eso no es difícil de expresar “. Sin embargo, en algunos casos puede modularlo para que suene mejor en nuestro idioma de destino.

Adaptation, also called cultural substitution or cultural equivalent, is a cultural element which replaces the original text with one that is better suited to the culture of the target language. This achieves a more familiar and comprehensive text.

La adaptación, también llamada sustitución cultural o equivalente cultural, es un elemento que reemplaza el texto original con uno que se adapta mejor a la cultura del idioma de destino. Esto logra un texto más familiar y completo.

Equivalence or Reformulation. This is a translation technique which uses a completely different expression to transmit the same reality. Through this technique, names of institutions, interjections, idioms or proverbs can be translated.

Equivalencia o reformulación. Se trata de una técnica de traducción que utiliza una expresión completamente diferente para transmitir la misma realidad. Mediante esta técnica se pueden traducir nombres de instituciones, interjecciones, modismos o refranes.



Activity 1.- Underline which of the following words is a **calque**.

Calques

- Balonmano.
 - Baseball.
 - Boulevard.
 - Hot-dog.
 - Doctor.
-

- Handball.
 - Béisbol.
 - Boulevard.
 - Hot-dog.
 - Doctor.
-

- Cancún.
 - Hotel.
 - Cabaña.
 - Luna de miel.
-

- Microondas.
 - Televisión.
 - Libros.
 - Croquetas.
-

- Jardín de niños.
- Teclado.
- Computadora.
- Juegos.

Activity 2. Underline which of the following words is a **borrowing**.

Borrowings

- Food truck.
 - Bulevar.
 - Autopista.
 - Banqueta.
-



- Bluetooth.
 - Dienteazul.
 - Hamburguesa.
 - Taladro.
-

- Burger.
 - Mondadientes.
 - Conexión.
 - Consola.
-

- Bistec.
 - Espagueti.
 - Lasaña.
 - Croissant.
-

- Bistec.
 - Espagueti.
 - Lasaña.
 - Croissant.
-

Activity 3. Use *Literal Translation* on the following sentence:

Literal Translation

- "I saw a bird on the window."

Answer: _____.

- "Paolo is fine with that."

Answer: _____.

- "I ate pizza with my friends."

Answer: _____.

- "She lives with her parents."

Answer: _____.

- "Susana Campusana enjoys the fresh air of the morning."

Answer: _____.

- "Anita washes the bathtub."

Answer: _____.

- "Yo amo las películas de horror."

Answer: _____.

- "Los dulces de piña son muy ricos."

Answer: _____.

- "The Literal Translation is Word-for-word."



Answer: _____.

- “The Legend of Zelda is the greatest video game saga.”

Answer: _____.

Activity 4. Identify if the following sentences are correct examples of *Literal Translation*.

“I travelled to Spain on Christmas.” – “Yo viajé a España en Navidad.”

Correct / Incorrect

“José lives in London.” – “Londres es donde José vive.”

Correct / Incorrect

“She likes salty popcorn.” – “A ella le gustan las palomitas saladas.”

Correct / Incorrect

“My friends and I drive by the Boulevard.”

—

“Mis amigos y yo manejamos por el Boulevard.”

Correct / Incorrect

“We saved two hours using the highway.” – “Ahorramos dos horas usando la autopista.”

Correct / Incorrect

“Los Video Juegos son más favorables que contraproducentes.”

—

“The video games are favorable than counterproductive.”

Correct / Incorrect

“*Friday The Thirteen* has many films.” – “*Viernes 13* tiene muchas películas.”

Correct / Incorrect

“Bacalar has the best lagoon in the world.” – “La mejor laguna del mundo es la de Bacalar.”

Correct / Incorrect

“The Fourth of July is an special celebration for Americans.”

—

“El Cuatro de Julio es una celebración especial para los Americans.”

Correct / Incorrect

“Avocado goes well on toast.” – “El aguacate va bien en tostadas.”

Correct / Incorrect



"Pucker, my dog, has not found a way to climb up the sofa." – "Pucker, mi perro, aún no descubre cómo subirse al sofá."

Correct / Incorrect

"You made the bed with the sheets you weaved."

—

"Tendiste la cama con las sábanas que tejiste."

Correct / Incorrect

Activity 5. Find and circle the *calques* and find and underline the *borrowings* on each sentence.

- Compré un perro caliente en el Boulevard.
- El software de mi computadora se eliminó.
- Tamal leaves are deep green.
- El juego de baloncesto se canceló por las lluvias.
- El microondas explotó mi lasaña.
- Juanito comió pizza y una Burger.
- My daughter's quinceañera was on November.
- La luna de miel de mi tía fue en Hawaii.
- Compramos un kilo de rib eye y mi perro se lo comió.
- I live my nachos like I like my friends; cheesy.
- Living in Chetumal is peaceful.
- Tuve que cambiar el hardware de mi laptop.
- Naruto and Dragon Ball Z are famous animes.
- Final Fantasy has always had an amazing story every time.
- Comimos cruasanes en Marseille.
- A él le gustó el tiramisú que le compró su abuela.



- I had a great evening with you, monseieur.
- We visited El Paso, Texas, last week.
- Visitamos New Hampshire cuando viajamos a los United States.

Activity 6. Translate the following sentences.

- 1. *Esta casa es vieja.*

Answer: _____.

- 2. *Ese coche no es muy caro.*

Answer: _____.

- 3. *Esta pregunta es muy fácil.*

Answer: _____.

- 4. *¿Qué es ese ruido?*

Answer: _____.

- 5. *¿Dónde está el servicio?*

Answer: _____.

- 6. *¿Está la ventana abierta?*

Answer: _____.

- 7. *Mi casa es muy pequeña.*

Answer: _____.

- 8. *¿Cómo es ella?*

Answer: _____.

- 9. *Mi teléfono no es muy bueno.*

Answer: _____.

- 10. *¿Cuál es la respuesta?*

Answer: _____.

- 11. *No recuerdo dónde dejé mi cartera.*

Answer: _____.

- 12. *¿Te apetece un bebida?*

Answer: _____.



- 13. *¿Estás escuchando música ahora?*

Answer: _____.

- 14. *El final del libro fue decepcionante.*

Answer: _____.

- 15. *En cuanto me haya duchado me sentiré mejor.*

Answer: _____.

- 16. *Ojalá no me hubiera olvidado el pasaporte.*

Answer: _____.

- 17. *No voy a llamarlo hasta que no se disculpe.*

Answer: _____.

- 18. *Ojalá me hubiera quedado. Se lo pasaron bien.*

Answer: _____.

- 19. *Me decepcioné con el regalo.*

Answer: _____.

- 20. *Es probable que ellos te visiten así que, si yo fuera tú, haría un pastel.*

Answer: _____.

- 21. *Diles que pueden preparar la cena.*

Answer: _____.

- 22. *Los zapatos hubieran sido más baratos.*

Answer: _____.

- 23. *Agarra algo de dinero para tu bebida.*

Answer: _____.



Activity 7. Match the calques on the left with their respective original word on the right.

Kindergarten

Rascacielos

Cuenta atrás

Ciencia
ficción

guardacostas

Fin de
semana

Skyscraper

Countdown

Weekend

Vagabundo

Science Fiction

Autoservicio

Homeless

Jardín de
niños

Self-service

Coastguard

Unemployment

Desempleo



Activity 8. Match the borrowings on the left with their respective language on the right.

Bypass	
Camping	
Hamaca	English
Boutique	
Software	
Chef	French
Gouda	
Barman	
Aduana	Italian
Blog	
Gourmet	
Paparazzi	German
Algebra	
Manager	
Chat	Spanish
Mozzarella	
Test	
Best-seller	Arabic

Activity 9. State if the following sentences about Direct Translation are **True** or **False**.

1. Borrowings are only words from English into Spanish.
True / False
2. Calques change the meaning of the word.
True / False
3. Literal Translation is the most commonly used translation technique.
True / False
4. Literal Translation is the most recommended technique to use for every type of translation.
True / False



5. Literal Translation is mostly used for the technical translation of legal, scientific, or technical texts.
True / False
6. Borrowings are new words that came from another language.
True / False
7. Borrowings are words *borrowed* from another language into our target language.
True / False
8. Calques are words borrowed from another language into our target language.
True / False
9. A calque is a word taken from a source language and translated into the target language keeping the original meaning but altering the structure. It's usually less than three words.
True / False
10. Calques and Borrowings are the same.
True / False



Activity 10. Write a sentence in Spanish using the word in parenthesis as Borrowings.

(Chef): _____.

(Chance): _____.

(Software): _____.

(Stalking): _____.

(Golf): _____.

(Gangster): _____.

(Closet): _____.

(Amateur): _____.

(Hobby): _____.

(Sandwich): _____.

(Tour): _____.

(Boy-scout): _____.

(Ping-pong): _____.

(Kayak): _____.

(Pony): _____.

(Scanner): _____.

Activity 11. Write a sentence in Spanish using the word in parenthesis as Calques.

(Weekend): _____.

(Countdown): _____.

(Skyscraper): _____.

(Money Laundering): _____.

(Green house effect): _____.



(High voltage): _____.

(Light year): _____.

(Homeless): _____.

(Coastguard): _____.

(Self-service): _____.

(Compact Disc): _____.

(Blue-blood): _____.

(Kindergarten): _____.

(Motherboard): _____.

(Broadband): _____.

Activity 12. Write a sentence on each of the lines using either a calque or a borrowing as you see fit. The sentences must have at least 10 words.

1. _____.

2. _____.

3. _____.

4. _____.

5. _____.

6. _____.

7. _____.

8. _____.

9. _____.

10. _____.



Activity 13. The next words are considered *false calques*. Write the *false calque* of each of them followed by the *true calque*.

Example: Severe / Severo.



Severe actually means “Riguroso” or “Áspero”.

Library:

False calque: _____.

True calque: _____.

Actual:

False calque: _____.

True calque: _____.

Exit:

False calque: _____.

True calque: _____.

Injury:

False calque: _____.

True calque: _____.

Sensible:

False calque: _____.

True calque: _____.



Assume:

False calque: _____.

True calque: _____.

Embarrassed:

False calque: _____.

True calque: _____.

El Papa:

False calque: _____.

True calque: _____.

Management:

False calque: _____.

True calque: _____.

Discontinue:

False calque: _____.

True calque: _____.

Activity 14. Apply the *Omission* technique to the following sentences:

1.- "She studied English for years." _____.

2.- "We know who is speaking." _____.

3.- "The professor has said that we are good to go." _____.

4.- "Cats and dogs don't get along, says the old woman." _____.

5.- "Someone has got to think about the future." _____.

6.- "Omission of a word is very simple." _____.



7.- "You have to think how you say something naturally in your language."

_____.

8.- "Then, you will know the answer to your question." _____.

9.- "Once you understand how to get it working." _____.

10.- "It will be as easy as breathing in and breathing out." _____.

Activity 15. Apply the *Modulation* technique to the following sentences:

1.- "Something is getting closer. It's almost within earshot."

_____.

2.- "He's found himself in a hand-to-hand combat."

_____.

3.- "There is around 200 pounds inside that bag. It's very heavy."

_____.

4.- "I had to travel many miles to see him."

_____.

5.- "The art piece has been painted by that artist over there."

_____.

6.- "The topic was taught by the professor in charge."

_____.

7.- "They knew what they were getting into."

_____.

8.- "The exam was presented by the students."

_____.

9.- "It is something new to be worked by."

_____.

10.- "The ball was kicked by the kid."

_____.



Activity 16. Apply the *Adaptation* technique to the following sentences:

- 1.- "Would you like a cup of **tea**?" ¿Te gustaría una taza de **café**?
- 2.- "He lives several miles away from me." _____.
- 3.- "If you can feel it, you know it's true." _____.
- 4.- "She's having a ball." _____.
- 5.- "Pedro is having the time of his life!" _____.
- 6.- "Juana is having a laugh at this." _____.
- 7.- "This is alright." _____.
- 8.- "I'm pissed off! Don't talk to me." _____.
- 9.- "He's being a little cheeky today." _____.
- 10.- "It's very cold. Isn't it?" _____.



Block II. Fuentes de Consulta en Inglés

- **Aprendizaje Esperado:** Establece las normas de redacción que debe emplear al momento de redactar textos, resúmenes y síntesis en el idioma inglés, haciendo uso de técnicas, fuentes e instrumentos para favorecer un pensamiento crítico en la traducción de diversos textos que abordan situaciones de su entorno.
- **Atributo (s):** 4.1 Expresa ideas y conceptos mediante representaciones lingüísticas, matemáticas o gráficas. 4.3 Identifica las ideas clave en un texto o discurso oral e infiere conclusiones a partir de ellas. y 6.1 Elige las fuentes de información más relevantes para un propósito específico y discrimina entre ellas de acuerdo a su relevancia y confiabilidad.
- **Conocimiento (s):** Fuentes de Consulta en Inglés (Primarias y Secundarias)

Previous Reading

Primary resources contain first-hand information, meaning that you are reading the author's own account on a specific topic or event that s/he participated in. Examples of primary resources include scholarly research articles, books, and diaries. Primary sources such as research articles often do not explain terminology and theoretical principles in detail. Thus, readers of primary scholarly research should have foundational knowledge of the subject area. Use primary resources to obtain a first-hand account to an actual event and identify original research done in a field. For many of your papers, use of primary resources will be a requirement.

Secondary sources describe, summarize, or discuss information or details originally presented in another source; meaning the author, in most cases, did not participate in the event. This type of source is written for a broad audience and will include definitions of discipline specific terms, history relating to the topic, significant theories and principles, and summaries of major studies/events as related to the topic. Use secondary sources to obtain an overview of a topic and/or identify primary resources. Refrain from including such resources in an annotated bibliography for doctoral level work unless there is a good reason.



Primary and secondary sources

Primary sources provide a first-hand account of an event or time period and are considered to be authoritative. They represent original thinking, reports on discoveries or events, or they can share new information. Often these sources are created at the time the events occurred but they can also include sources that are created later. They are usually the first formal appearance of original research.

Secondary sources involve analysis, synthesis, interpretation, or evaluation of primary sources. They often attempt to describe or explain primary sources.

Scholarly journals, although generally considered to be secondary sources, often contain articles on very specific subjects and may be the primary source of information on new developments.

Primary and secondary categories are often not fixed and depend on the study or research you are undertaking. For example, newspaper editorial/opinion pieces can be both primary and secondary. If exploring how an event affected people at a certain time, this type of source would be considered a primary source. If exploring the event, then the opinion piece would be responding to the event and therefore is considered to be a secondary source.

Primary sources

Examples of primary resources include:

- Diaries
- Correspondence
- ships' logs
- original documents e.g. birth certificates, trial transcripts
- biographies
- autobiographies
- manuscripts
- interviews



- speeches
- oral histories
- letters
- clinical reports
- interviews
- case law / case studies
- dissertations
- legislation
- regulations
- constitutions
- government documents
- statistical data
- research articles
- research reports
- a journal article reporting NEW research or findings
- creative art works (poetry, music, video, photography)
- literature
- newspaper advertisements and reportage and editorial/opinion pieces.

Primary sources can be found using:

- Library collection
- Primary sources for history subject guide

Secondary sources

Secondary sources offer an analysis, interpretation or a restatement of primary sources and are considered to be persuasive. They often involve generalization, synthesis, interpretation, commentary or evaluation in an attempt to convince the reader of the creator's argument. They often attempt to describe or explain primary sources.

Examples of secondary sources include:



- Almanacs
- journal articles that comment on or analyze research
- textbooks
- dictionaries and encyclopedias
- books that interpret, analyze
- book reviews
- commentaries
- political commentary
- biographies
- dissertations
- magazine articles
- newspaper editorial/opinion pieces
- criticism of literature, art works or music

Activity 1. Underline the correct definition for each Source of Research category:

Primary Sources are:

- Firsthand accounts of actual events written by an eyewitness or original literary or artistic works.
- Discussions, evaluations, syntheses, and analyses of primary- and secondary-source information.

Secondary Sources are:

- Firsthand accounts of actual events written by an eyewitness or original literary or artistic works.
- Discussions, evaluations, syntheses, and analyses of primary- and secondary-source information.

Activity 2. Circle the correct category of Source of Research for each example:

Grammar dictionary

- Primary source of research
- Secondary source of research



The comment section on an official Web Site:

- Primary source of research
- Secondary source of research

Creative works like novels and comics

- Primary source of research
- Secondary source of research

A biography of George W. Bush

- Primary source of research
- Secondary source of research

Photographs of World War 2 soldiers during the war

- Primary source of research
- Secondary source of research

Letters written by Edgar Allan Poe

- Primary source of research
- Secondary source of research

A documentary on PTSD

- Primary source of research
- Secondary source of research

A newspaper article about the massive earthquake of the '85

- Primary source of research
- Secondary source of research

The speech "I Have a Dream"

- Primary source of research
- Secondary source of research

A personal interview done to WW II veterans

- Primary source of research
- Secondary source of research

A magazine article about the importance of exercise

- Primary source of research
- Secondary source of research



A news report about the anniversary of the 9/11

- Primary source of research
- Secondary source of research

The autobiography of Benjamin Franklin

- Primary source of research
- Secondary source of research

A newspaper article about the Pearl Harbor attack

- Primary source of research
- Secondary source of research

Activity 3. Underline which of the following is an example of the Source of Research requested:

Primary Source of Research:

- Ship's log.
- Almanacs
- Newspaper editorial opinion pieces

Secondary Source of Research:

- Speeches
- Interviews
- Clinical reports

Primary Source of Research:

- Dissertations
- Regulations
- Magazine articles

Secondary Source of Research:

- Books that interpret / analyze
- Literature
- Research articles

Primary Source of Research:

- Research reports
- Book reviews



- Commentaries

Secondary Source of Research:

- Government documents
- Textbooks
- Case studies

Primary Source of Research:

- Journal articles that comment on or analyze research
- Constitutions
- Criticism of literature

Secondary Source of Research:

- Biographies
- Letters
- Research reports

Primary Source of Research:

- Regulations
- Dictionaries
- Encyclopedias

Secondary Source of Research:

- Political commentary
- Case law
- Ship's log



Activity 4. Complete the following chart on the left by categorizing the sources of research from the right.

Primary	Secondary		Diaries	Photography
			Comic books	Manga
			Letters	Summaries
			Grammarly	Thesaurus
			Official documents	Journal articles
			Dissertations	Book reviews
			Literature	A plane's black box

Activity 5. Write **P** (for Primary) or **S** (for Secondary) on the lines to categorize each example.

- 1) A play showing how Benjamin Franklin flew a kite during a lightning storm. _____
- 2) A short story describing Thomas Edison and Nikola Tesla's 'electrical' battle. _____
- 3) Anne Frank's diary describing her life during World War 2. _____
- 4) A cartoon showing how Pocahontas met John Smith. _____
- 5) A textbook describing the civil rights movement. _____
- 6) A news report about the opening of a power plant. _____
- 7) A scientist explaining what it was like for Buzz Aldrin to walk on the moon. _____
- 8) A YouTube video describing how the pyramids were built. _____
- 9) An interview with Alexander Graham Bell about how he invented the telephone. _____
- 10) A radio broadcast from the day the Soviet Union launched Sputnik. _____
- 11) An autobiography about the 40th president, Ronald Reagan. _____
- 12) A book describing Christopher Columbus sailing to America. _____



- 13) A famous artist's painting of what cowboy life was probably like. _____
- 14) A journal by a cowboy about the cattle drives from Texas to Kansas. _____

Activity 6. Fill in the blanks with “Primary Source of research” or “Secondary Source of research” accordingly to complete the idea.

- A _____ is a first-hand perspective in which a person describes an experience.
- A _____ is a second-hand perspective in which a person describes an experience someone else lived.
- A _____ is better to find facts and for research.
- A _____ is better to find more detailed information.
- In _____ are easier to corroborate their authenticity.
- In _____ are harder to corroborate their authenticity.
- A _____ are often empirical studies / research where an experiment was performed or a direct observation was made.
- A _____ are usually studies or research in which an experiment was reviewed or analyzed indirectly.
- _____ are created during the time or period in which they took place or created not far later by a direct witness or witnesses.
- A _____ summarize, evaluate, and analytically interpret primary material, often by offering a personal perspective.

Activity 7. Answer the questions below each image using the information you can find in them.



Question 1: What type of Source of Research is this?

Answer: _____.

Question 2: What is the name of this Source of Research?

Answer: _____.

Question 3: What is the purpose of this Source of Research?

Answer: _____.

Question 4: Where can you find this Source of Research?

Answer: _____.

Question 5: How common it is to find it?

Answer: _____.



Question 1: What type of Source of Research is this?

Answer: _____.

Question 2: Do you think this information is from a new or an old document?

Answer: _____.

Question 3: What is the purpose of this Source of Research?

Answer: _____.

Question 4: Where can you find this Source of Research?

Answer: _____.

Question 5: How common it is to find it?

Answer: _____.

*Ham. To be, or not to be, I there's the point,
To Die, to sleepe, is that all? I all:
No, to sleepe, to dreame, I mary there it goes,
For in that dreame of death, when wee awake,
And borne before an everlasting Iudge,
From whence no passenger ever returnd,
The vndiscovered country, at whose sight
The happy smile, and the accurd damn'd.
But for this, the ioyfull hope of this,
Whol'd beare the scornes and flattery of the world,
Scorned by the right rich, the rich curst of the poore?*

Question 1: What type of Source of Research is this?

Answer: _____.

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Answer: _____.

Question 3: What is the purpose of this Source of Research?

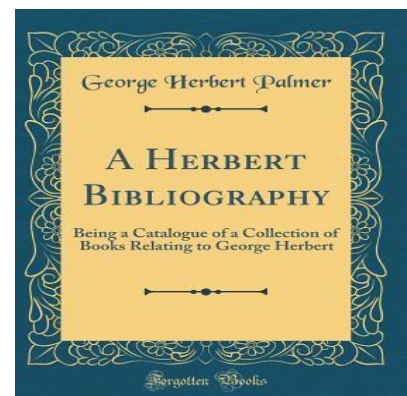
Answer: _____.

Question 4: Where can you find this Source of Research?

Answer: _____.

Question 5: How common it is to find it?

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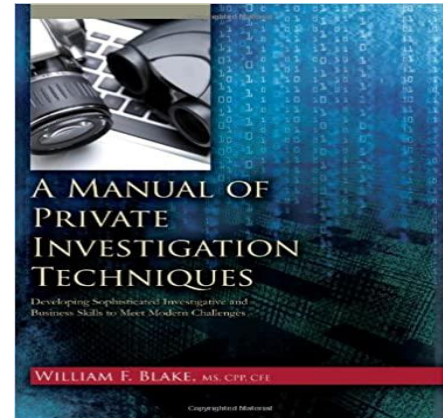
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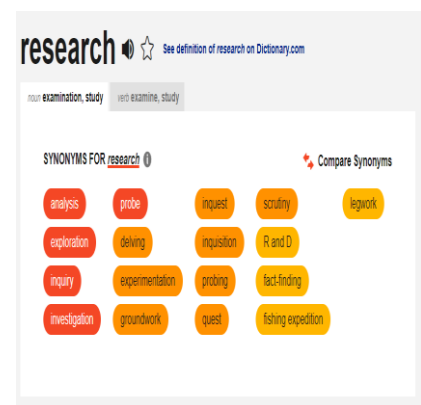
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Answer: _____.

Question 5: How common it is to find it?

Answer: _____.



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Answer: _____.

Question 5: How common it is to find it?

Answer: _____.

research noun

Save Word
re-search | \ri-'sarch | 're-'sarch

Essential Meaning of research

- 1 : careful study that is done to find and report new knowledge about something
// cancer/AIDS/drug research
// medical/scientific/scholarly research
See More Examples
- 2 : the activity of getting information about a subject
// He did a lot of research before buying his car.

Full Definition of research (Entry 1 of 2)

- 1 : careful or diligent search
- 2 : studious inquiry or examination
especially : investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts, or practical application of such new or revised theories or laws

Question 1: What type of Source of Research is this?

Answer: _____.

Question 2: Do you think this information is from a new or an old document?

Answer: _____.

Question 3: What is the purpose of this Source of Research?

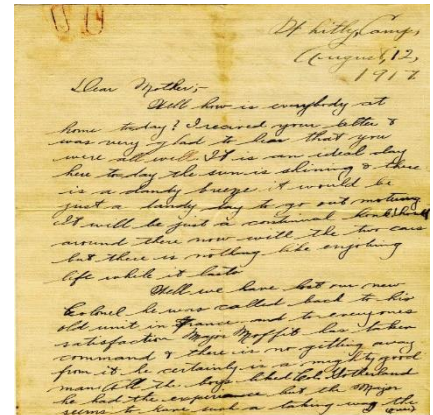
Answer: _____.

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Answer: _____.

Question 5: How common it is to find it?

Answer: _____.



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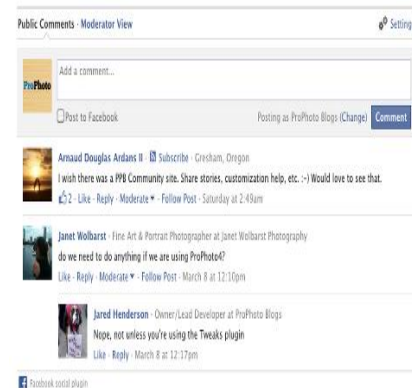
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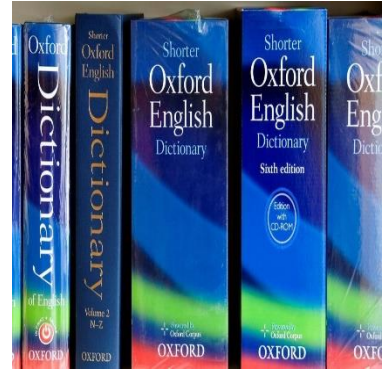
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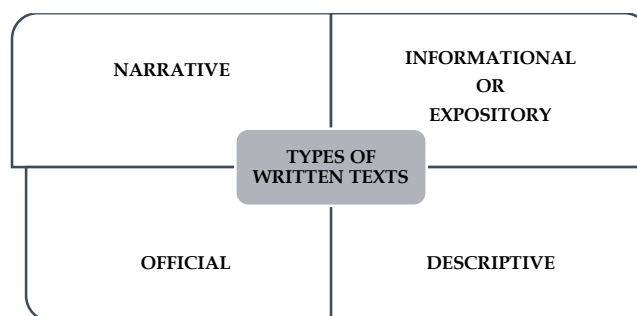
Block III. Tipos de Textos a Traducir en Inglés

- **Aprendizaje Esperado:** Produce tipos de textos a traducir en inglés, a partir de ejercicios de redacción de diversa índole en su contexto, escuchando y respetando diferentes puntos de vista promoviendo el bien común para el desarrollo de las habilidades de egreso requeridas en su formación académica.
- **Atributo (s):** 4. Escucha, interpreta y emite mensajes pertinentes en distintos contextos mediante la utilización de medios, códigos y herramientas apropiados/4.1 Expresa ideas y conceptos mediante representaciones lingüísticas, matemáticas o gráficas. / 4.3 Identifica las ideas clave en un texto o discurso oral e infiere conclusiones a partir de ellas.
- **Conocimiento (s):** Produce tipos de textos a traducir en inglés, a partir de ejercicios de redacción de diversa índole en su contexto, escuchando y respetando diferentes puntos de vista promoviendo el bien común para el desarrollo de las habilidades de egreso requeridas en su formación académica.

Topic: TYPES OF WRITTEN TEXTS

Previous to join the training course Capacitación Lengua Inglesa, in the subject Lectura y Redacción, you were able to study different types of texts and its conventionalisms. In this module, you will study the English written texts its norms; so your prior knowledge on Spanish texts is very important.

We come across to many types of texts which depending on the different disciplines they must meet different criteria and intentions in order to convey the authors message. They have been categorized in four main types:



INFORMATIONAL TEXTS:

The writer's purpose is to inform the readers about a topic of interest. The author uses a wide variety of structures to convey facts and information that might be: titles, headers, subtitles, table of contents, bold of italicized text, glossaries, etc. This type of texts is also called non-fictional or expository.



Characteristics:

1. Delivers information as clearly, comprehensively and accurately possible.
2. Uses an objective style and impersonal expressions.
3. Generally, uses facts, examples, explanations, analogies and sometimes statistical information, quotations and references as evidence.
4. Chooses descriptive language, structure and sequence to make the message clear and unambiguous, so the sequencing of information is usually logical. Probably uses few adjectives, adverbs and images, except as examples or analogies in explanation.

Examples of this type of texts are:

- Business writings.
- Expository essays.
- News writing/journalism.
- Recipes.
- Scientific reports.
- Text books.



SCIENCE & TECHNOLOGY

Scientists Work to Solve Caribbean Seaweed Mystery

October 09, 2021



A tourist tosses sargassum into the air at Marlin Beach in Cancun, Mexico May 30, 2021. (REUTERS/Paola Chiomante)

Ten years ago, scientists were shocked when a huge amount of seaweed appeared in tropical waters in the Atlantic Ocean. The area where it was found usually lacks the nutrients to feed such growth.

Years later, a group of U.S. researchers has identified one of the leading causes for the event: city and farm runoff carried by rivers to the ocean. This nutrient-charged outflow is just one of several likely suspects fueling an explosion of seaweed in warm waters of the Americas.

Scientists around the world say they suspect the cause involves a complex mix of climate change, Amazon rainforest destruction and dust blowing west from Africa's Sahara Desert.

To grow your own plants, you'll need seeds, potting soil, a small container, and water. Fill the container with potting soil. Use your finger to create a few small holes. Place one seed in each hole, then lightly cover with soil. Lightly water the soil and place in a sunny location.

Fig. 1 Informational text, taken from voanews.com

DESCRIPTIVE TEXTS:

In these type of texts, the author shares his/her perspective with the reader, creating a picture for the reader using descriptive words (adjectives). The author's aim is to make the reader feel what he experienced through his/her choice of words, which are vivid, colourful and detailed.



Midnight and Moonlight by Kelly Roper

"Her hair as dark as midnight
Sleek and wavy, trailing down.
Her skin as pale as moonlight
Projects a silvery glow all around.
The night so cool and quiet,
As the stars twinkle in the sky.
And all of nature stands in awe,
As this beauty passes by."

Traffic on the interstate seemed heavier than usual. There was a line of cars filling both lanes ahead as far as the eye could see. There were cars behind her vehicle as well, stretching out as far as was visible. Traffic was moving steadily, though below the speed limit.

Characteristics:

1. Provides concrete information.
2. It often uses figurative language.
3. Uses first or third person writing style.
4. Use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
5. Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc....)

Examples:

- Freewriting.
- Journals.
- Poetry.
- Travel writing .
- Diaries.
- Product descriptions.

OFFICIAL TEXTS:

This type of text, helps people in a working environment, unfamiliar environment or governmental situations; to communicate in a clear way, using formal language and conventions which indicate dignified and deferential regarding for the reader. They are used for academic, professional and/or legal purposes.

Chiana E. Benedicto
Brig. Molineo, Tayabas City
09424945494

Registrar's Office
Lyceum of the Philippines University
Capitol Site, Batangas City

November 11, 2016

Dear Sir/ Madam:

I had taken the program, B.A. in Communication for the 1st semester. For some reasons, I have decided to go back to my previous school in our province and finish my degree.

Therefore, I would like to request for the copy of my credentials which includes Transcript of Records (T.O.R.), Certificate of Good Moral and Honorable Dismissal. I will highly appreciate the immediate issuance of these credentials. Kindly contact me immediately as soon as it becomes available so I can submit it early in my new school.

Thank you for your cooperation.

Respectfully yours,
Chiana E. Benedicto

POWER OF ATTORNEY

IMPORTANT INFORMATION

The power of attorney authorizes another person your agent to make decisions concerning your property (on the principal). Your agent will be able to make decisions and act with respect to your property (including your money) whether or not you are able to act for yourself.

The power of attorney does not authorize the agent to make medical and health care decisions for you. You should make separate arrangements to name your agent. Unless you specify otherwise, generally the agent's authority will continue until you die or revoke the power of attorney in the agent's name or in yours to act for you.

Your agent is entitled to reasonable compensation unless you state otherwise in the Special Instructions.

This form provides for designation of one agent. If you wish to name more than one agent you may name a co-agent in the Special Instructions. Co-agents are not required to act together unless you include that requirement in the Special Instructions.

If your agent is unable or unwilling to act for you, your power of attorney will end unless you have named a successor agent. This may also name a related successor agent.

The power of attorney becomes effective immediately unless you state otherwise in the Special Instructions.

If you have questions about the power of attorney or the authority you are granting to your agent, you should seek legal advice before signing this form.

DESIGNATION OF AGENT

I, _____ of _____ (Principal),
do hereby authorize _____ (Agent),
as my agent to act for me in my name and for my use and benefit, to my agent's
enable or unwilling to act for me, to _____ (Principal) as my successor agent.



Characteristics: • Language chosen based on the target audience. • It has an objective approach. • Complex structure, following the conventions of the type of document. • Formal language is used, use of full words, avoid contractions. • Points are clearly introduced, explained and concluded. • They are carefully planned, revised and reviewed to be as clear as possible.	Examples: • Business proposals. • Power of attorney. • Request letter. • Employment application. • Official documents. • Reference letter.
---	--

NARRATIVE TEXTS:

This type of text, tells a story and makes a point. The story involves creating character and describing settings to make the story more realistic. This type of writing includes descriptive details to state what happens in the story.

Characteristics: • Language chosen based on the target audience. • Use of structure and sequencing - beginning, node, ending, plot, characters, settings, climax- to complete the story. • Narrated chronologically. • It may use dialogues. • Uses sensory details and vivid descriptions to involve the reader.	Examples: • Anecdotes • Novels • Oral story • Poems • Short stories
--	--

The Divine Comedy by Dante Aligheri.

"In the middle of the journey of our life, I came to myself, in a dark wood, where the direct way was lost. It is a hard thing to speak of, how wild, harsh and impenetrable that wood was, so that thinking of it recreates the fear. It is scarcely less bitter than death: but, in order to tell of the good that I found there, I must tell of the other things I saw there"

The little dog looked suspiciously at the dog door. She had never seen such a thing. Being a shelter rescue she was accustomed only to the bars of a crate, with a door fully opened or fully closed, with no ability to move about freely. The pup pushed the flap gently with her nose but did not know what to do.



ACTIVITIES

Activity 1. Analyse the following extract of a text and make a graphic organizer.

THE AMAZING BRAIN by Cheryl Reyfsnyder



Maintain Your Brain

Your brain is an amazing machine, and, like a machine, it operates best with proper care. How do you keep your brain in top condition?

For starters, use it! Exercising your brain helps it grow in the same way that muscles grow with physical exercise. Take violin players: they learn complicated finger movements for the left hand, and the brain area controlling that hand is larger than most people who haven't practiced those finger movements.

Don't play the violin? Try puzzles and games you are not good at. It sounds weird, but if you are already good at a particular game or activity, your brain won't create new neural connections. If you are a language person, try number or logic puzzles like sudoku; if you are good with numbers, try learning to draw—hands are especially difficult to get just right. These activities will keep your brain healthy and strong.

Also, remember to feed your brain what it needs to keep working for you. Blueberries and walnuts have lots of the right nutrients to keep your brain working smoothly.

Activity 1.1. Complete the chart with information from the previous extract.

Type of text	Characteristics	Write at least three examples of vocabulary or sentences that exemplify the type of text.

Write your translation here:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Being hidden brought Milla the first rest of the day. She felt the wobble in her legs and an airy, untethered feeling that told her she'd missed a meal. She reached out and picked a sun-warmed orange, peeling it with her dirty nails and sucking the juice from the flesh till it ran down her chin, before throwing the evidence over the

```
graph LR; A(( )) --- B((Type of text)); A --- C((Characteristics)); A --- D((3 Examples));
```

Mind map.

Write your translation here:

[illegible]

**Activity 3. Analyse the following extract of a text and create a graphic organizer.****Activity 3.1 Complete the graphic organizer with the requested information. Provide at least 3 examples.**

Type of text	Characteristics	Examples

Write your translation here:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

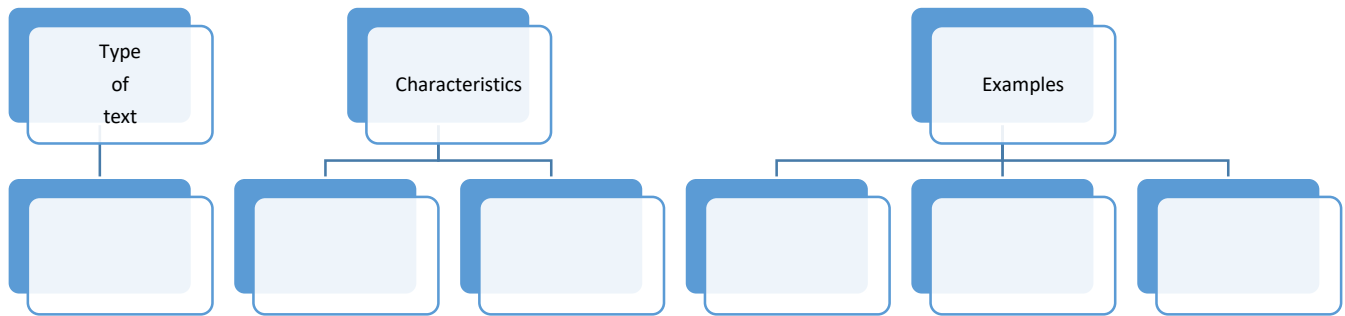
The Third Policeman by Flann O'Brien

I opened the iron gate and walked as softly as I could up the weed-tufted gravel drive. My mind was strangely empty. I felt no glow of pleasure and was unexcited at the prospect of becoming rich. I was occupied only with the mechanical task of finding a black box.

The front door was closed and set far back in a very deep porch. The wind and rain had whipped a coating of gritty dust against the panels and deep into the crack where the door opened, showing that it had been shut for years. Standing on a derelict flower-bed, I tried to push open the first window on the left. It yielded to my strength, raspingly and stubbornly. I clambered through the opening and found myself, not at once in a room, but crawling along the deepest window-ledge I had ever seen. After I had jumped noisily down upon the floor, I looked up and the open window seemed very far away and much too small to have admitted me.

The room where I found myself was thick with dust, musty and empty of all furniture. Spiders had erected great stretching of their web about the fireplace. I made my way quickly to the hall, threw open the door of the room where the box was and paused on the threshold. It was a dark morning and the weather had stained the windows with blears of grey wash which kept the brightest part of the weak light from coming in. The far corner of the room was a blur of shadow. I had a sudden urge to have done with my task and be out of this house forever.

Activity 4.1 Complete the graphic organizer with the requested information. Provide at least 3 examples



Activity 4.2 Translate the previous text into Spanish.
Write your translation here:

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Activity 5. Analyse the following extract of a text and create a graphic organizer.

Los detectives salvajes, 1998. Roberto Bolaño

Los detectives salvajes



9 de noviembre

He decido volver al Encrucijada Veracruzana, no porque espere encontrar a los reales visceralistas sino por ver una vez más a Rosario.

Le he escrito unos versitos. Hablo de sus ojos y del interminable horizonte mexicano, de las iglesias abandonadas y de los espejismos de los caminos que conducen a la frontera. No sé por qué, creo que Rosario es de Veracruz o de Tabasco, incluso puede que de Yucatán. Acaso lo mencionó ella. Puede que sólo sea imaginación mía. Tal vez la confusión esté propiciada por el nombre bar y Rosario no sea no veracruzana ni yucateca sino del DF.

Activity 5.1. Complete the chart with information from the previous extract.

Type of text	Characteristics	Write at least three examples of vocabulary or sentences that exemplify the type of text.

Write your translation here:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

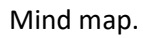
Receta de salmorejo

Ingredientes:

1. 1 Kg de tomates
2. 200 gr de pan
3. 100 gr de aceite de oliva
4. 1 diente de ajo
5. Una pizca de sal

Elaboración:

1. Lava y tritura los tomates
2. Añade el pan en trozos
3. Añade el diente de ajo y la sal
4. Bate la mezcla con una batidora o trituradora
5. Añade el aceite a medida que se va batiendo
6. Déjalo enfriar. Puedes acompañarlo con huevo cocido y jamón.



Activity 6.2 Translate the previous text into English.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Activity 7. Analyse the following extract of a text and create a graphic organizer.

ELECTRODOMÉSTICOS GARCÍA, S.L.
Polígono Industrial Manzanil, 4
18300 Loja (Granada)
☎ 958 322 186

4 de julio de 2011

Susana Sánchez Delgado
Empedrada, 18
18300 Loja (Granada)

Estimada señora:

Ante la necesidad de existencias, nos dirigimos a usted rogándole nos facilite las condiciones comerciales para la posible compra de 350 placas de vitrocerámica Electrolux EHS60061X con zona triple.

Nos complace informarle de la próxima apertura de un nuevo establecimiento dedicado a la compra y venta de electrodomésticos, por lo que le rogamos nos remita un catálogo sobre los productos que fabrica, indicándonos las condiciones comerciales de los mismos.

Esperamos recibir la información solicitada antes del día 12 de julio.

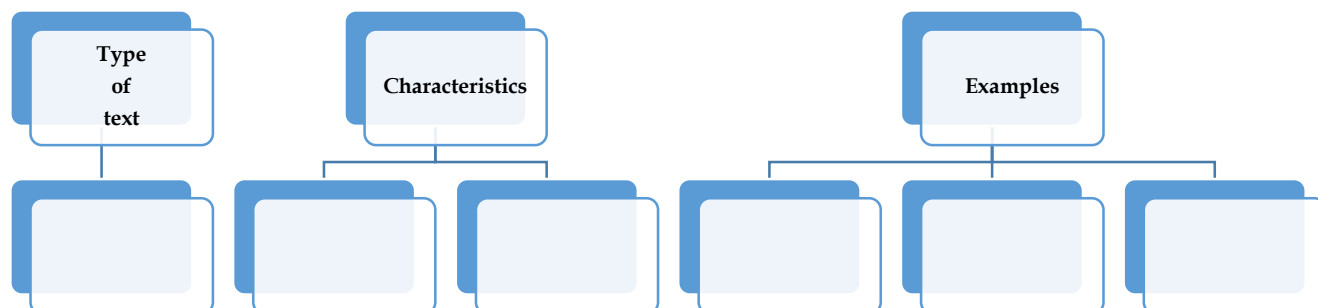
Atentamente, reciba un cordial saludo.

ELECTRODOMÉSTICOS GARCÍA, S.L.

Rocío Comino Pacheco
Gerente

RC/tb

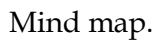
Activity 7.1 Complete the graphic organizer with the requested information. Provide at least 3 examples



Write your translation here:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

El Ceibo no se encuentra en bosques o en zonas que no sean fácilmente inundables. Posee una flor (la flor del Ceibo) que ha sido declarada como la *flor nacional para los países de Argentina y Uruguay*.



Activity 8.2 Translate the previous text into Spanish.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.



TESTS (BLOCK I TO III)

TESTS BLOCK I.- 1. Circle "T" for *True* or "F" for *False* according to the following statements:
The most common translation techniques are *Literal Translation* and *Calques*:

T/F

1. Borrowings can only come from English into another language.

T/F

2. *Calque* is the most used *Direct Translation* technique.

T/F

3. *Borrowings* are used in many languages and for many reasons.

T/F

4. *Literal Translation* is the most recommended technique.

T/F

5. Adaptation makes you lower the register of an idea to make it sound more appealing to the source language.

T/F

6. *Borrowings* come from many languages, used just the way they are on the source language into the target language.

T/F

7. *Literal Translation* is the best option when translating from English into Spanish since the grammar of both languages is the same.

T/F

8. Many *Borrowings* come from Latin, German, French, and other variations of the same.

T/F

9. One should only use Adaptation when speaking about idioms, colloquialisms, and the like.

T/F

10. Which of the following translations are done correctly? Circle or underline them.

"She really liked her shirt"

- A) A ella le gusto su blusa.
- B) La niña adoró su camiseta.
- C) Le gustó mucho su playera.



11. "I'm dying of embarrassment!"
 - A) ¡Me muero de la pena!
 - B) ¡Me está matando este embarazo!
 - C) ¡Me muero del embarazo!
12. "If only you had seen them."
 - A) Si tan solo los hubieras visto.
 - B) Ojalá la hayas visto.
 - C) Si solo tú hubieras visto ellos.
13. "I know you know what we all know."
 - A) Sé que sabes lo que todos sabemos.
 - B) Sabes lo que sé que todos sabemos.
 - C) Yo sé tú sabes que nosotros todos sabemos.
14. "Patricia saw you leaving him."
 - A) Patricia te vio dejándole.
 - B) Patricia vio tú dejando él.
 - C) Patricia te vio abandonándolos
15. "The school sent an advertisement this morning."
 - A) La escuela emitió una amenaza.
 - B) La escuela envió una advertencia esta mañana.
 - C) La escuela emitió un anuncio esta mañana."
16. "She assisted the Hospital."
 - A) Ella asistió al hospital.
 - B) Ella apoyó al hospital.
 - C) Ella hizo un hospital.
17. "The carpet is dirty."
 - A) La carpeta está sucia.
 - B) La carpeta es malpensada.
 - C) La alfombra está sucia.
18. "The code is on the table."
 - A) El código está en la mesa.
 - B) El codo está en la mesa.
 - C) El codito es en la tableta.



19. "I am very constipated."

- A) Yo estoy muy estreñado.
- B) Estoy constipado.
- C) Yo soy muy constipado.

20. Which of the following translations are done correctly? Circle or underline them.

"I saw a nude on the beach!"

- A) ¡Vi a un desnudo en la playa!
- B) ¡Vi un nudo en la playa!
- C) ¡Yo vi un desnudo sobre la playa!

21. "You must bring your parents to the meeting."

- A) Debes traer a tus padres a la reunión.
- B) Tú debes traer tus padres para la reunión.
- C) Debes traer a tus parientes a la reunión.

22. "I love pies!"

- A) ¡Amo los pies!
- B) ¡Yo amo los pies!
- C) ¡Amo los pays!

23. "I just realized something!"

- A) ¡Me acabo de dar cuenta de algo!
- B) ¡Yo acabo de realizar algo!"
- C) ¡I justo realicé algo!"

24. "I have to record that."

- A) Debo recordar eso.
- B) Debo grabarlo.
- C) Yo tengo que recordar eso.



25. "My aunt is dressed in red."

- A) Mi tía está vestida en redes.
- B) Mi tía se vistió de mallas.
- C) Mi tía está vestida de rojo.

26. "I have to eat more salad."

- A) Debo comer más ensalada.
- B) Debo comer más salado.
- C) Yo tengo que comer más ensalada.

27. "He is very sensible."

- A) Él es muy sencible.
- B) Él es muy prudente.
- C) Él es muy sensitivo.

28. "We have to get more soap."

- A) Debemos conseguir más jabón.
- B) Nosotros temenos que conseguir más jabón.
- C) Debemos conseguir más sopa.

29. "Did you take notes of that success?"

- A) ¿Hiciste tú toma notas de ese suceso?
- B) ¿Tomaste nota de ese éxito?
- C) ¿Tomaste nota de ese suceso?

30. Underline the calque in each sentence:

- Almorcé un hot-dog y un baget.
- Pedí un saco de azúcar.
- Tuvimos que viajar en aerobús.
- Mis amigos estaban jugando balonpié anoche.
- Nos encontramos a un cazatalentos en Broadway.
- Los libros de ciencia ficción son lo major.
- Las bolsas ecoamigables son lo de hoy.



- No tienes por qué portarte condescendiente conmigo.
- Un delfín nariz de botella pasó por nuestro bote.
- La gente categoriza a cualquier mujer empoderada como feminazi.

32. Underline the borrowings you can find on the following sentences:

- She ordered a chalupa for her birthday.
- Si consigues una bolsa eco-friendly, puedes comprar con nosotros.
- I bought some quesadillas for lunch.
- Let's roll at the boulevard with my friends later on.
- My family ordered pizza for dinner.
- We went to Chichen Itza last week.
- He had a Mexican Cuenta-cuentos with us tonight.
- We left our youngling at the Kidergarten.
- I got me a pair of Jeans last week.
- We saw El Chavo del Ocho on the TV.

Which of the following translations are done correctly? Circle or underline them.

33. "You better contest that!"

- A) ¡Será mayor que respondas!
- B) ¡Será mayor que compitas!
- C) ¡Tú mayor competir eso!

34. "She has a face of delight."

- A) Tiene cara de delito.
- B) Tiene cara de deleite.
- C) Ella tiene una cara de delito.

35. "Don't envy me!"

- A) ¡No me envies!"
- B) ¡No me envidies!
- C) ¡No enviar yo!"



36. "The exit is right there."

- A) El éxito está justo ahí.
- B) El éxito está derecha ahí.
- C) La salida está ahí.

37. "We bought many fabrics to work with."

- A) Compramos muchas fábricas para trabajar.
- B) Conseguimos muchas telas para trabajar.
- C) Nosotros compramos muchas fábricas para trabajar con.

38. "She seems very familiar to me."

- A) Se me hace muy familiar.
- B) Ella parece muy de familia.
- C) Ella parece mucho familiar para mí.

39. "Allow me to introduce myself!"

- A) ¡Permíteme presentarme!"
- B) ¡Deja que me introduzca!
- C) ¡Deja a mi para introducir yo mismo!"

40. "The building is so large!"

- A) ¡El edificio es muy largo!
- B) ¡El construyendo es muy largo!
- C) ¡El edificio es muy grande!

41. "I'm going to the library to read some."

- A) Iré a la biblioteca para leer algo.
- B) Iré a la librería para leer algo.
- C) Estoy yendo a la librería para leer algo.

42. "He's the mayor of this city."

- A) Él es el alcalde de la ciudad.
- B) Él es el más grande de la ciudad.
- C) Es el mayor de esta ciudad.



Complete the following chart about translation techniques categorizing them by group.

Literal, Adaptation, Modulation, Calque, Borrowing, Omission, Equivalence, Transposition.

Direct Translation	Free Translation
1.-	1.-
	2.-
2.-	3.-
	4.-
3.-	5.-
	6.-



TESTS BLOCK II (Sources of Research)

Circle “T” for *True* or “F” for *False* according to the following statements regarding Primary Sources of Information:

1. Primary resources contain first-hand information, meaning that you are reading the author’s own account on a specific topic or event that s/he known from another person.

T/F

2. Primary sources describe, summarize, or discuss information or details originally presented in another source; meaning the author, in most cases, did not participate in the event.

T/F

3. Readers of primary scholarly research should have foundational knowledge of the subject area.

T/F

4. Primary resources contain first-hand information, meaning that you are reading the author’s own account on a specific topic or event that s/he participated in.

T/F

5. This type of source is written for a narrow audience and does not include definitions of discipline specific terms, history relating to the topic, significant theories and principles, and summaries of major studies/events as related to the topic.

T/F

6. Primary sources provide a first-hand account of an event or time period.

T/F

7. Use primary resources to obtain a first-hand account to an actual event and identify original research done in a field.

T/F

8. Primary sources involve analysis, synthesis, interpretation, or evaluation of Secondary sources.

T/F

9. Utilize such resources in an annotated bibliography for doctoral level work for any reason.

T/F



10. Newspaper editorial/opinion pieces can be both primary and secondary.

T/F

Circle "T" for *True* or "F" for *False*" according to the following statements regarding Secondary Sources of Information:

T/F

1. This type of source is written for a broad audience and will include definitions of discipline specific terms, history relating to the topic, significant theories and principles, and summaries of major studies/events as related to the topic.

T/F

2. Scholarly journals, often contain articles on very specific subjects.

T/F

3. Secondary resources contain first-hand information, meaning that you are reading the author's own account on a specific topic or event that s/he known from another person.

T/F

4. Secondary sources provide a first-hand account of an event or time period.

T/F

5. Secondary resources contain first-hand information, meaning that you are reading the author's own account on a specific topic or event that s/he participated in.

T/F

6. Secondary sources describe, summarize, or discuss information or details originally presented in another source; meaning the author, in most cases, did not participate in the event.

T/F

7. Use secondary resources to obtain a first-hand account to an actual event and identify original research done in a field.

T/F

8. Readers of primary scholarly research should have foundational knowledge of the subject area.



T/F

9. Refrain from including such resources in an annotated bibliography for doctoral level work unless there is a good reason.

T/F

Fill in the following chart with examples of Primary Sources of Information:

PRIMARY SOURCES
1.-
2.-
3.-
4.-
5.-
6.-
7.-
8.-
9.-
10.-

Fill in the following chart with examples of Secondary Sources of Information:

SECONDARY SOURCES
1.-
2.-
3.-
4.-
5.-
6.-
7.-
8.-
9.-
10.-



Write one example for each of the following Primary Sources of Information:

Diary: *The diary of a Vietnam War veteran*.

Letter: _____.

Speech: _____.

Interview: _____.

Autobiography: _____.

Research: _____.

Literature: _____.

Poetry: _____.

Constitution: _____.

Correspondence: _____.

Write one example for each of the following Secondary Sources of Information:

Dictionary: _____.

Criticism of Literature: _____.

Almanac: _____.

Textbook: _____.

Comment: _____.

Opinion piece: _____.

Newspaper editorial: _____.

Magazine article: _____.

Biography: _____.



Draw a ✓ or an X on the following examples regarding Primary Sources of Information to state if they are correct or incorrect:

Poem to a loved one: []

The diary of a kid: []

A research on ectoplasm: []

The autobiography of a new born baby: []

Annual review of an article: []

A case study of Speech impediment: []

Photos taken during a riot: []

A Mathematics textbook: []

Referencing books for a research: []

Video evidence of Big Foot: []

Draw a ✓ or an X on the following examples regarding Secondary Sources of Information to state if they are correct or incorrect:

Poem to a loved one: []

The diary of a kid: []

The comment section on a research about ectoplasm: []

The biography of a new born baby: []

Analysis on the lyrics of a song: []

The lyrics of a song: []

The comments section on an online forum: []

The review of a literature book: []

Facebook comments section: []

Article about sealions: []



TEST BLOCK III.

- I. Read carefully and choose the correct answer.
 1. What is an informational text?
 - a) It's a text which describes an object.
 - b) It's a text which try to convince and idea.
 - c) It's a text that displays information.
 2. What is a descriptive text?
 - a) It's a text that tell us a story through scenes.
 - b) It's a text that describe a subject or an object.
 - c) It's a text that aims to convince an opinion through arguments
 3. What is a narrative text?
 - a) It's a text that tells a story, real or fictional-, that has happened to some characters.
 - b) It's a text that argue the reasons for and against telling stories.
 - c) It's a text that presents instructions, tips or useful information to the reader.
 4. What is a persuasive text?
 - a) It's a text that describe the positive traits of a subject or person.
 - b) It's a text that tries to convince an opinion through arguments.
 - c) It's a text that pretend to tell a story through scenes.
 5. In what kind of text do we find more action verbs?
 - a) Narrative text
 - b) Argumentative text
 - c) Informational text
 6. In what type of text do we find more adjectives?
 - a) Descriptive text
 - b) Narrative text
 - c) Informational text
 7. In what kind of text do we find a sequence of events?
 - a) Argumentative text
 - b) Narrative text
 - c) Informational text
 8. In what type of text do we find facts and statistical information?
 - a) Informational text
 - b) Descriptive text
 - c) Narrative text



II. Complete the missing gaps with words from the box.

Persuasive	Informational	Narrative	Descriptive
------------	---------------	-----------	-------------

9. _____ texts use a wide variety of structures to convey facts and information as: titles, headers, subtitles, table of contents, etc.
10. _____ texts, the author's aim is to make the reader feel what he experienced through his/her choice of words, which are vivid, colourful and detailed.
11. _____ texts show the author's reasoning and understanding through arguments and supportive facts.
12. _____ texts, include descriptive details to state what happens in the story.

III. Match the columns

- | | | | |
|---|--------------------|---|---|
| 1 | Descriptive Text | A | Business writings, expository essays, text books |
| 2 | Narrative Text | B | Journals, poetry, product descriptions |
| 3 | Persuasive Text | C | Advertisements, opinion/editorial articles, product reviews |
| 4 | Informational Text | D | Novels, oral stories, poems, short stories |



Block III . Test's answer key

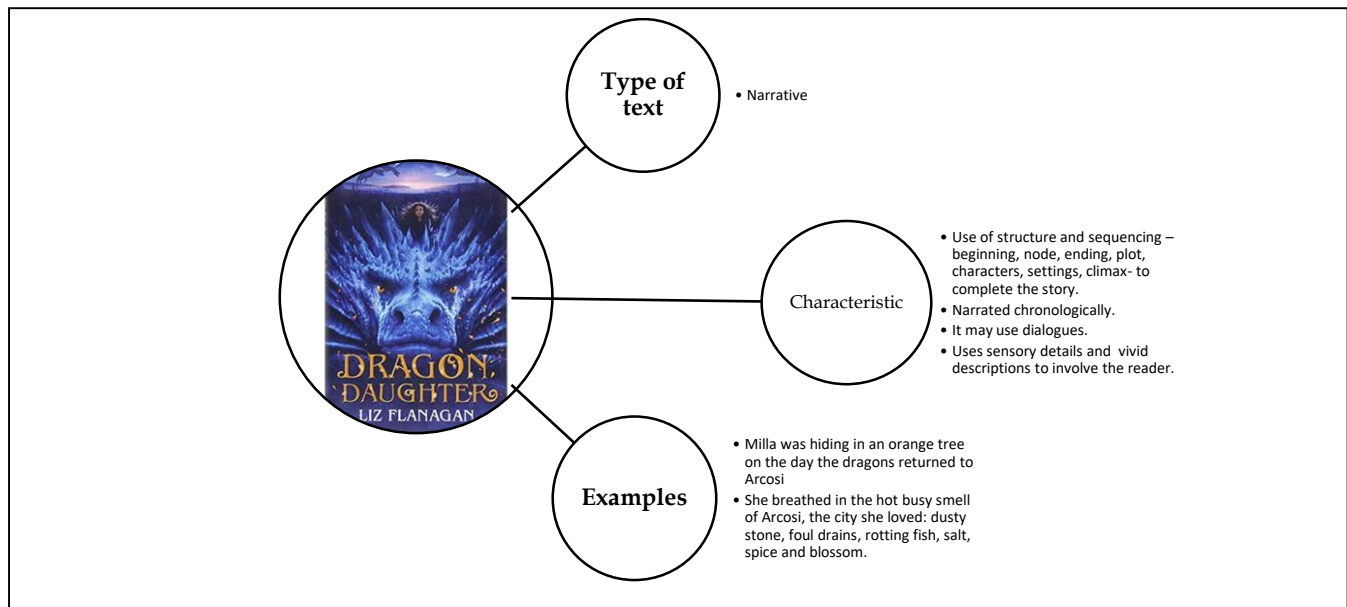
1. What is an informational text?
c) It's a text that displays information.
 2. What is a descriptive text?
b) It's a text that describes a subject or an object.
 3. What is a narrative text?
a) It's a text that tells a story, real or fictional-, that has happened to some characters.
 4. What is a persuasive text?
c) It's a text that tries to convince an opinion through arguments.
 5. In what kind of text do we find more action verbs?
a) Narrative text
 6. In what type of text do we find more adjectives?
a) Descriptive text
 7. In what kind of text do we find a sequence of events?
b) Narrative text
 8. In what type of text do we find facts and statistical information?
a) Informational text
- I. Complete the missing gaps with words from the box.
9. ____ Informational ____ texts use a wide variety of structures to convey facts and information as: titles, headers, subtitles, table of contents, etc.
 10. ____ Descriptive ____ texts, the author's aim is to make the reader feel what he experienced through his/her choice of words, which are vivid, colourful and detailed.
 11. ____ Persuasive ____ texts show the author's reasoning and understanding through arguments and supportive facts.
 12. ____ Narrative ____ texts, include descriptive details to state what happens in the story.
- II. Match the columns
1. Descriptive text :::: b)
 2. Narrative text :::: d)
 3. Persuasive text :::: c)
 4. Informational text :::: a)

Exercises' Answer Key

ACTIVITY 1.1. Complete the chart with information from the previous extract.

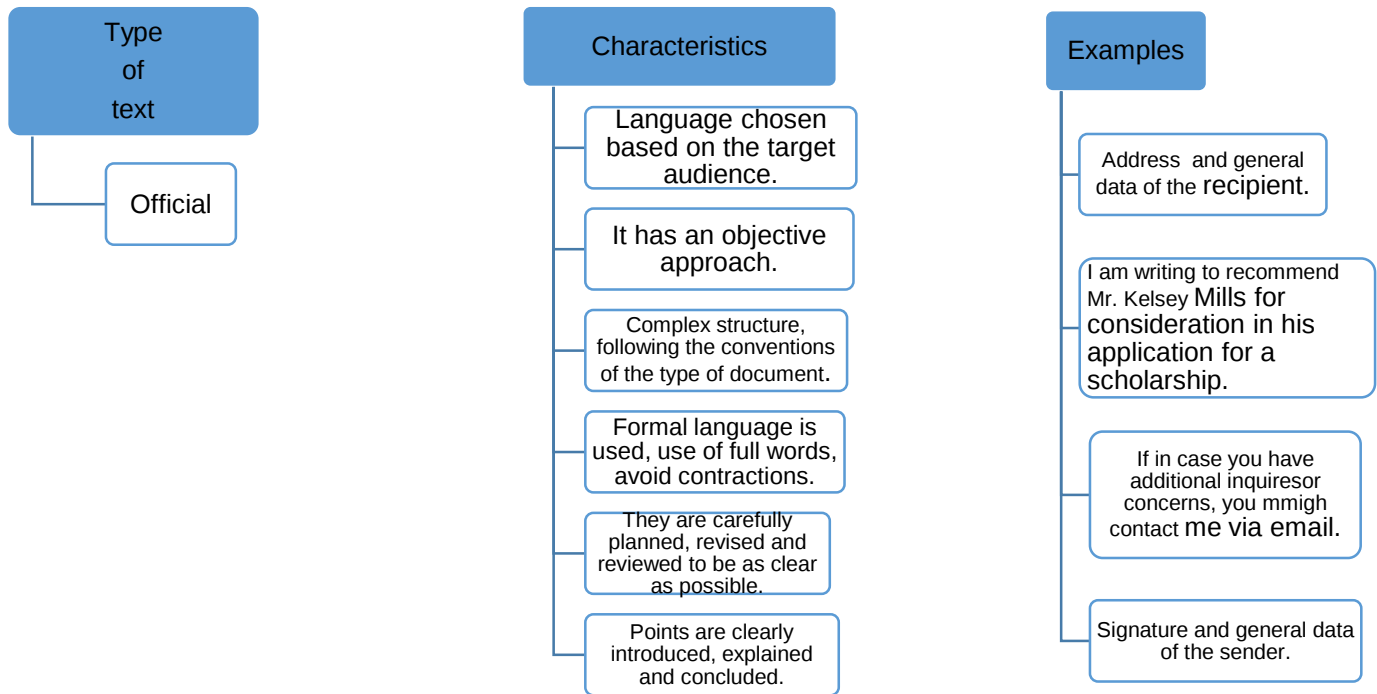
Type of text	Characteristics	Examples of vocabulary or sentences
Informational	1. Information is clear, comprehensively and accurately. 2. Uses an objective style and impersonal expressions. 3. Uses facts, examples, explanations, analogies and sometimes statistical information, quotations and references as evidence. 4. Uses few adjectives, adverbs and images, except as examples or analogies in explanation	1. Your brain is an amazing machine. 2. Exercising your brain helps it grow. 3. ...if you are already good at a particular game or activity, your brain won't create new neural connections. 4. Blueberries and walnuts have lots of the right nutrients to keep your brain working smoothly.

Activity 2.1 Complete the mind map with the requested information from the previous text.

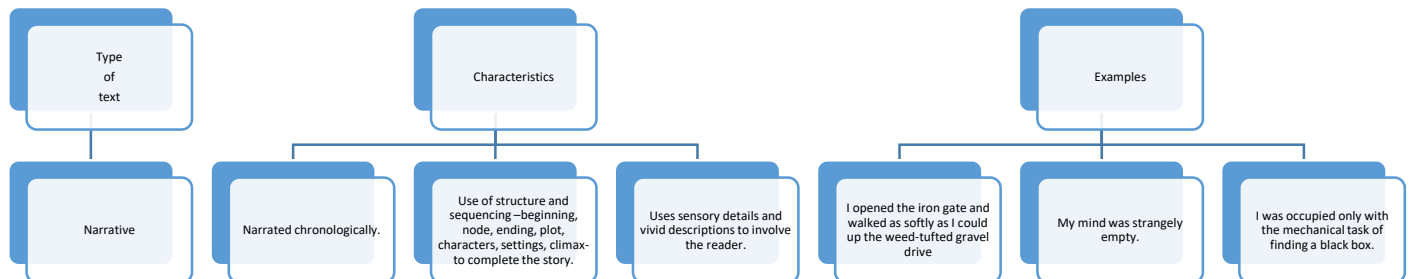




Activity 3.1 Complete the graphic organizer with the requested information. Provide at least 3 examples.



Activity 4.1 Complete the graphic organizer with the requested information. Provide at least 3

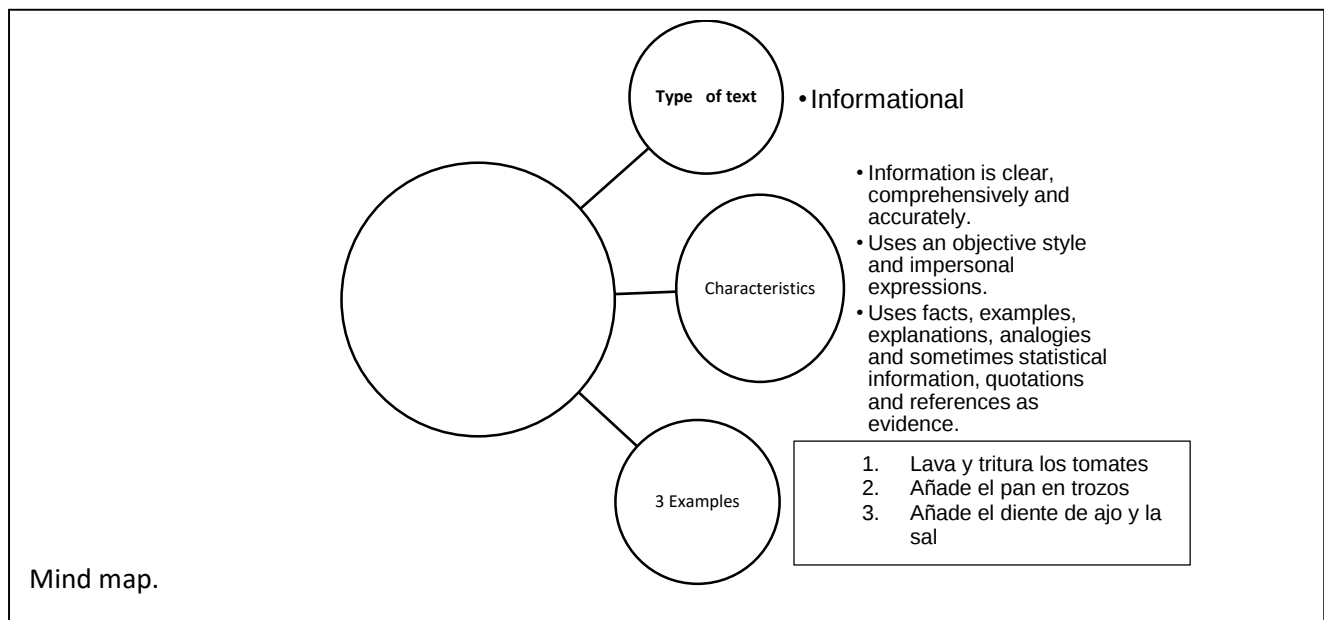


examples.



Activity 5.1. Complete the chart with information from the previous extract.

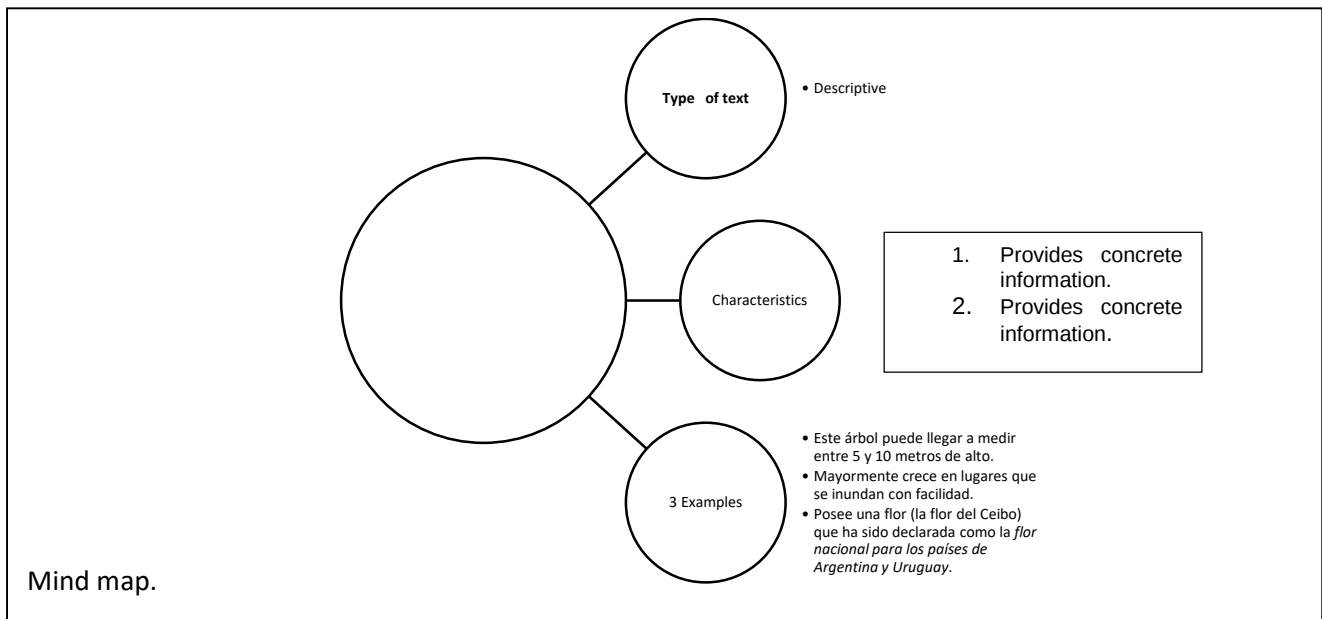
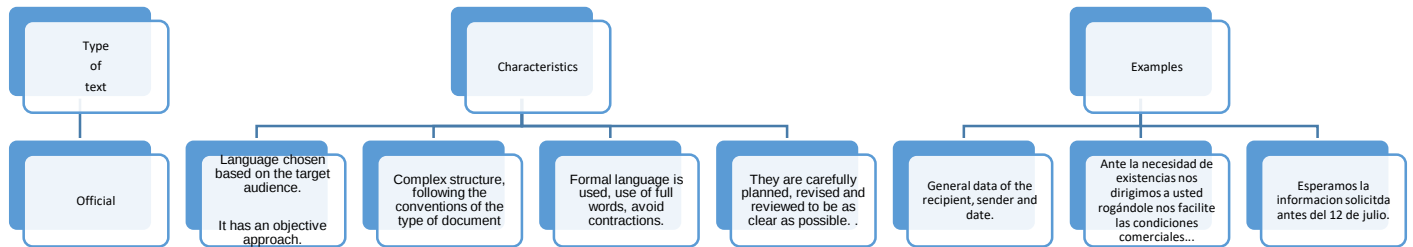
Type of text	Characteristics	Write at least three examples of vocabulary or sentences that exemplify the type of text.
Narrative	- Use of structure and sequencing –beginning, node, ending, plot, characters, settings, climax- to complete the story. - Narrated chronologically. - It may use dialogues. - Uses sensory details and vivid descriptions to involve the reader.	9 de noviembre - He decidido volver al Encrucijada Veracruzana, no porque espere encontrar a los reales visceralistas sino por ver una vez más a Rosario. - Hablo de sus ojos y del interminable horizonte mexicano, de las iglesias abandonadas y de los espejismos de los caminos que conducen a la frontera.



Activity 6.1 Complete the mind map with the requested information from the previous text.



Activity 7.1 Complete the graphic organizer with the requested information. Provide at least 3 examples



Activity 8.1 Complete the mind map with the requested information from the previous text.



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