

Probă de verificare a cunoștințelor la limba engleză – examen de licență

iunie 2021, septembrie 2021, februarie 2022

Two modules (A-E) will be determined by random.org for each student, and then a number (1-3) will be drawn for each module. Students are expected to speak for about ten minutes to cover the two topics.

Students ARE NOT requested to provide full translations for the illustrative texts below. However, they are strongly encouraged to translate them during their preparation for the examination.

Students are advised to consult the bibliography provided for the courses corresponding to the modules below.

A. Contemporary English Language (Morphology and Syntax)

1. Briefly describe the following grammatical categories in English: Mood, Tense, Aspect, Voice.
2. Provide an overview of the structure of Noun Phrases in English: heads, determiners, and modifiers.
3. Elaborate on the notions of compound and complex sentence and give examples of subordinate clauses.

Bibliography

1. Croitoru, Elena. 2002. *Modals, Tenses, Aspect*. Galați: Editura Fundației Universitare "Dunărea de Jos".
2. Jones, Leo. 1994. *Cambridge Advanced English. Student's book*. Cambridge University Press.
3. Levițchi, Leon. 1996. *Gramatica limbii engleze*. București, Teora.
4. Țuchel, Daniela. 1997. *A Study of the Noun Phrase*. Brăila: Editura Evrika.
5. Vince, Michael, Peter Sunderland. 2003. *Advanced Level Practice English Grammar and Vocabulary*. London: Macmillan.

B. Translation Theory and Practice (English)

1. List and explain four translation strategies and/or techniques employed in translating culture-bound elements. Elaborate upon the concept of equivalence. Choose three such elements in the text below and provide their translation, making reference to the strategy/technique chosen.

Nu putem vorbi de bucătăria moldovenească fără să amintim preparate precum: cozonaci moldovenești, pască moldovenească, borș moldovenesc de vițel, zeamă de găină bătrână, pilaf de berbecuț cu mirodenii, purcel de lapte umplut, ruladă de piept de curcan, piftie diafană de cocoș bătrân, alivenci, gogoșari umpluți cu salată rusească, găște îndopate umplute, flori de bostan umplute, saramură de crap cu mămăliguță caldă, saramură de pui cu mămăliguță, tochitură moldovenească, turte moldovenești, ciorbă reparatorie de potroace etc.

2. Discuss the most appropriate strategies and techniques employed in the translation of register, style, non-standard language (dialect, argot, archaic language, etc.), figures of speech, fixed expressions and idioms, and cultural elements. Use the text below to point out the most problematic issues.

BABE, I'M GONNA LEAVE YOU (see Zeppelin, Led)

It took weeks for Operation India to come into crystal-clear focus. I had maps I had to deal with and figuring out the best way to get into the city without somebody reporting a lost cow. Once I got there, I had no idea how I was going to get on a plane, I just knew I couldn't wait any longer. As I was sleeping one night deep in conversation with my mother, I felt something rooting around my feet. I nearly jumped out of my skin when I saw it was Jerry the pig. He had curlicues made of weeds dangling from his ears and he was carrying an old, tattered, leatherbound book that he held with great reverence. I believe in the screenplay this is called the beginning of Act Two:

JERRY 'Sup?

ELSIE 'Sup, yourself.

JERRY I mean what is up? What is up with you? What is afoot? What's with all the maps and the whispering with Mallory at night?

ELSIE Nothing.

JERRY I'll tell you what I think is up. I think you're planning to get outta Dodge.

ELSIE As if.

JERRY Don't stonewall me, cow. You're thinking of makin' a break, skedaddling, blowing this Popsicle stand, makin' like a banana and splitting, makin' like a tree and leavin' on a jet plane, bustin' a moooove...

(Here's the thing about JERRY-he won't stop saying these obsessive strings of synonymous figures of speech till you stop him, it could literally go on forever. So to maintain my own sanity, I had to stop him.)

ELSIE Okay. So what if you're right, so what if I am?

JERRY Well, did you ever stop to think of what will happen to the rest of us if you vamoose, if you fly the coop, if you go all goodbye yellow brick road.

ELSIE You'll be fine.

JERRY No, we won't. The farmer will come down on us like a ton of bricks, like the hand of God, like...

ELSIE Okay. What's your point? Why is that my problem?

JERRY My point is, I wanna go too.

ELSIE No. No way.

JERRY You think you're the only one who knows the lay of the land? You think you're the only one who knows which way is up, which side your bread is buttered on.

ELSIE Jerry!

JERRY Sorry-that's like a thing with me, I know. I'll keep an eye on it, you know, note-to-self it, stick a pin in it, damn, sorry-what I'm sayin' is I know where the truffles are, woman. They're gonna eat me just like they're gonna eat you. It's a damn holocaust in here.

I fell silent. I knew Jerry was right, but I didn't know what I could do. A cow traveling is bad enough, but a cow and a pig, fuggedaboutit. Jerry kept on, though.)

JERRY And I got skills. I got mad skills. I got skills to pay the bills. Pigs are wicked smart. We are well liked. I can help.

ELSIE Look, Jerry, even if I could take you, the same thing is going to happen to you in India. They'd eat you there as soon as they'd look at you. Apparently, pork is quite tasty.

(David Duchovny, *Holy Cow!*)

3. Expand upon the notions of untranslatability and equivalence in translating FEIs (fixed expressions and idioms). Use the text below to support your claims:

În condițiile defavorabile care pot surveni în cursul unei lupte, zmeii recurg la câteva strategii simple și eficiente:

- Se fac că plouă. Cu paloșul voinicului în gât, zmeul deschide deasupra capului o umbrelă și, cu o expresie visătoare, fredonează ceva dintr-un film cu Grace Kelly.
- Își pun cenușă în cap. Presărată fin, servește, probabil, la camuflaj.
- Îl iau pe Nu în brațe. Nu este un idol cu aspect de bufniță, cioplit grosolan în lemn de gutui despre care se crede că îndepărtează pericolul.
- Se fac că nici usturoi n-au mâncat, nici gura nu le miroase. Speră astfel ca voinicul să se apropie destul cât să-i poată sufla în nas un damf ucigător de usturoi.
- Dau din colț în colț. Clăntăne, adică, înfricoșător din dinți.

(Mircea Cărtărescu, *Enciclopedia zmeilor*)

Bibliography

1. Baker, Mona. 2011. *In Other Words: A Coursebook on Translation*. London: Routledge.
2. Bantaș, Andrei, Elena Croitoru. 1998. *Didactica traducerii*. București: Teora.
3. Croitoru, Elena (coord.). 2004. *English through Translations. Interpretation and Translation-Oriented Text Analysis*, Galați: Editura Fundației Universitare "Dunărea de Jos".
4. Levitchi, Leon. 1994. *Manualul traducătorului de limba engleză*. București: Teora.
5. Neagu, Mariana. 2001. *Variety and Style in English*. Buzău: Editura Alpha.
6. Newmark, Peter. 1988. *A Textbook on Translation*. New Jersey: Prentice-Hall.

C. British and American Culture and Civilisation/ Cultural Representations in the Anglophone Space

1. Elaborate on the concept of Britishness/Americanness. Give examples of characteristics that make up national identity (people, values, attitudes, symbols, cultural habits and behaviour, history, etc.) and enlarge upon the stereotypes usually employed by others in the description of the nation.
2. Discuss how British/American identity and their respective sense of national history as victors/ colonizers/ superpower contribute to forwarding an ethnocentric political agenda.

3. Define representation. What or who can be culturally represented, by whom, and for whom in written or visual cultural forms? To what ends? Give examples of representations of Englishness (Britishness)/Americanness in contemporary culture.

Bibliography

1. Abercrombie, Nicholas, Alan Warde, 2000. *Contemporary British Society*. Cambridge: Polity Press
2. Dobrescu, Caius, Andrei Bodi (eds.). 2009. *Repertor de termeni postmoderni*. Braşov: Editura Universităţii Transilvania. Available at <http://old.unitbv.ro/postmodernism/intro.html>
3. Hall, Stuart (ed.). 2013. *Representation. Cultural Representations and Signifying Practices*. London: Sage.
4. Irimia, Mihaela (ed.). 2003. *Cultural Identity between Anchorage and Embeddedness*. Bucureşti: Editura Premier. (pp. 29-44)
5. Kovecses, Zoltan. 2000. *American English. An Introduction*. Ontario: Broadview Press.
6. Mauk, David, John Oakland. 2005. *American Civilisation. An Introduction*. London and New York: Routledge
7. McDowell, David. 1995. *An Illustrated History of Britain*, London: Longman

D. Specialized Translations/ English for Specific Purposes

1. English for Specific Purposes: **scientific/ engineering**. Provide a list of distinctive features in point of grammatical (e.g. tense and aspect, voice, NP constituents, word order) and lexical aspects (e.g. specific terminology, affixation, compounding, foreign loans, etc.). Describe the strategies employed in the translation of the specialized text below:

Anodizing is an electrolytic passivation process used to increase the thickness of the natural oxide layer on the surface of metal parts. The process is called anodizing because the part to be treated forms the anode electrode of an electrolytic cell. Anodizing increases resistance to corrosion and wear and provides better adhesion for paint primers and glues than bare metal does. Anodizing is also used to prevent galling of threaded components and to make dielectric films for electrolytic capacitors. Anodic films are most commonly applied to protect aluminium alloys. Iron or carbon steel metal exfoliates when oxidized under neutral or alkaline micro-electrolytic conditions. Carbon flakes or nodules in high carbon content iron or steel may cause an electrolytic potential and interfere with coating or plating. Ferrous metals are commonly anodized electrolytically in nitric acid or by treatment with red fuming nitric acid to form hard black oxide. This oxide remains conformal even when plated on wiring and the wiring is bent.

2. English for Specific Purposes: **juridical**. Provide a list of distinctive features in point of grammatical (e.g. tense and aspect, voice, NP constituents, word order) and lexical aspects (e.g. specific terminology, affixation, compounding, foreign loans, etc.). Describe the translation strategies employed in the translation of the specialized text below:

The EC Treaty is directly applicable in every Member State. Accession to the Community limits the power of national governments and affects national sovereignty. Community law has supremacy over (overrides) national law. This supremacy was established in the case of Costa v ENEL (Case 6/64) ECR 545. The

Single European Act 1986 made provisions, creating an obligation on the Community to take the necessary measures to achieve the Internal Market. Under Art.249, the types of legal act which the Community may use are, inter alia, regulations, directives, decisions (of the European Court of Justice), recommendations and opinions. The last two do not have binding force.

3. English for Specific Purposes: **IT**. Provide a list of distinctive features in point of grammatical (e.g. tense and aspect, voice, NP constituents, word order) and lexical aspects (e.g. specific terminology, affixation, compounding, foreign loans, etc.). Describe the translation strategies employed in the translation of the specialized text below:

A computer system consists of both hardware and information stored on hardware. Information stored on computer hardware is called software. The hardware components of a computer system are the electronic and mechanical parts. The software components of a computer system are the data and the computer programs. The major hardware components of a computer system are: the processor, main memory, secondary memory, power supply, and supporting hardware. Many of the components are connected to the main circuit board of the computer, called the motherboard.

Bibliography

- Baker, Mona. 2011. *In Other Words: A Coursebook on Translation*. London: Routledge.
- Bantaş, Andrei, Elena Croitoru. 1998. *Didactica traducerii*. Bucureşti: Teora.
- Croitoru, Elena (coord.). 2004. *English through Translations. Interpretation and Translation-Oriented Text Analysis*, Galaţi: Editura Fundaţiei Universitare "Dunărea de Jos".
- Levitchi, Leon. 1994. *Manualul traducătorului de limba engleză*. Bucureşti: Teora.
- Newmark, Peter. 1988. *A Textbook on Translation*. New Jersey: Prentice-Hall.

2 Consecutive and Simultaneous Interpreting

1. What are some of the similarities and differences between interpretation and translation? In what kinds of professional settings does interpretation take place?
2. List and explain four communication strategies employed by simultaneous interpreters, especially when interpreting fast speeches consisting of long and convoluted sentences.
3. List three note-taking strategies employed in consecutive interpretation and discuss their respective advantages and disadvantages.

Bibliography

1. Iamandi, Petru 2010. *An Introduction to Consecutive and Simultaneous Interpreting*. Galaţi: Rubin.
2. Nolan, James 2005. *Interpretation: Techniques and Exercises*. Clevedon, Buffalo, Toronto: Multilingual Matters, Ltd.

LIMBA FRANCEZĂ

A. Langue française. Morphosyntaxe

1. Les catégories nominales (le cas et le genre).
2. Les catégories verbales - l'aspect, le temps, le mode, la diathèse. Généralités.
3. Les articles définis, indéfinis, partitifs : formes et emplois.
4. Les adjectifs et les pronoms démonstratifs, possessifs, indéfinis.
5. Types fondamentaux de phrases. Typologie, réalisation et fonction.
6. Le système de la coordination : les conjonctions de coordination *mais, ou, et, donc, ni, car*
7. Le système de la subordination : les phrases temporelle, spatiale, complétive, conditionnelle.

Bibliographie sélective

- ♦ Cristea, T. (1979). *Grammaire structurale du français contemporain*. București: Editura Didactică și Pedagogică.
- ♦ Dima, S. (2001). *Langue française contemporaine. Les catégories grammaticales – Le genre et le nombre*. Iași: Ars Longa.
- ♦ Eluerd, R. (2008). *Grammaire descriptive de la langue française*. Paris: Armand Colin.
- ♦ Gâță, A. (2004). *Expression de la conséquence en français contemporain*. Galați: Editura Fundatiei Universitare « Dunarea de Jos ».
- ♦ Gâță, A. (2001). *Le futur en français contemporain*. Galați: Editura Fundatiei Universitare « Dunarea de Jos ».
- ♦ Riegel, M., Pellat, J.-Ch. & Rioul, R., (1994). *Grammaire méthodique du français*. Paris : PUF.
- ♦ Scripnic, G. (2012). *La syntaxe des groupes. Guide d'analyse morphosyntaxique de la phrase française*. Craiova: Universitaria.
- ♦ Tuțescu, M. (2001). *Du mot au texte*. București: Edition Cavallioti.
- ♦ Veja, V. (2005). *L'accord grammatical en français*. București: EDP.

B. Teoria și practica traducerii (franceză)

1. L'unité de traduction - concept clé de la traduction.
2. Stratégies de traduction. La traduction spécialisée
3. Stratégies directes et indirectes de traduction
 1. Stratégies directes de traduction : la paraphrase littérale avec ou sans permutation, l'emprunt, le calque ;
 2. Stratégies indirectes de traduction : la transposition, la modulation, l'équivalence, l'adaptation.

Billets d'examen (modèles)

1. Identifiez les transpositions utilisées dans la traduction en roumain du texte français :

Bertrand Delanoë est revenu lundi au Conseil de Paris, 43 jours après la grave blessure dont il a été victime, en présidant, longtemps et activement, la séance plénière de cette assemblée municipale où la politique a repris sa place comme avant.

Primarul Parisului, Bertrand Delanoë, și-a reluat luni activitatea, participând la ședința de consiliu din capitala Franței, după 43 de zile de la accidentul căruia i-a căzut victimă, fiind grav rănit; el a prezidat –îndelung și activ – reuniunea în plen a acestei adunări municipale la care politica a revenit în prim plan.

2. Traduisez en roumain et commentez les procédés de traduction appliqués :

La langue maternelle accusée

Ses conclusions sont déprimantes : sur 85000 candidats de niveau bac + 4 testés en entretiens, 4% seulement parlent couramment la langue de Shakespeare, et 35% « correctement ». Les meilleures performances sont réalisées par les contrôleurs financiers : 20% sont parfaitement à l'aise, 74% peuvent s'exprimer convenablement. Le bonnet d'âne revient aux cadres des ressources humaines : 1,3% d'entre eux seulement ont été jugés « corrects » ...

3. Identifiez les unités lexicales du texte suivant qui admettent la TRADUCTION DIRECTE par la simple identification de l'hétéronyme lexical :

(a) (La faune dans les Pyrénées) De 900 à 1800 mètres, c'est l'étage montagnard, frais et humide, domaine de la forêt de hêtres et de sapins sur les versants nord, de pins sylvestres sur les versants sud.

(b) Plus haut, de 1 800 à 2 400 mètres, c'est l'étage subalpin avec la forêt claire de pins à crochets, les landes à rhododendrons ferrugineux ou à myrtilles, avec quelques bouleaux et sorbiers.

4. Observez la traduction des phrases suivantes et dites quelle solution a donné le traducteur professionnel au problème des lacunes lexicales :

Fără să aștepte răspuns, își puse comăncul pe cap și o porni deval. Sans attendre de réponse, il mit sa toque de moine et se dirigea vers la vallée.

Biată maică-mea, Dumnezeu s-o ierte... De câte ori nu m-a plesnit ea cu lingura peste mână... Ma pauvre mère, Dieu ait son âme – Combien de fois ne m'a-t-elle pas frappé avec la cuillère sur la main ou sur la bouche... ?

Nu cumva să-mi fi făcut șotia, călugărul naibii... Mai știi ? Et s'il m'avait joué une farce, ce sacré moine.... Qui sait ?

Adormi și visă că mătura casa și băătura. Elle s'endormit, se rêva balayant la maison, la cour...

Bibliographie sélective

- ♦ Teodora CRISTEA (2000). *Stratégies de la traduction*, Ed. Fundației România de Măine.
- ♦ Danica SELESKOVITCH et Mariane LEDERER (1996). *Pédagogie raisonnée de l'interprétation*.
- ♦ Colette LAPLACE (1994). *Théorie du langage et théorie de la traduction*, Didier-Érudition.