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EXAMPLES OF TEXTS FOR TRANSLATION LEVELS A & B[1]

Amparo Hurtado Albir, Patricia Rodríguez-Inés, Gys-Walt Van Egdom, Sonia González Cruz

The selection of texts presented on this document serves an illustrative, but also a practical purpose. To give the user a clear idea of the level of competence required to translate certain texts, the texts have been classified into four levels of text difficulty, ranging from A1 (relatively easy) to B2 (relatively challenging). For the sake of clarity, the selected texts deal with the same subject: global warming. Each text is accompanied by a description of the level of text and of text features that are encountered in texts of that level. The accompanying description thus allows for a clearer distinction between levels of translation competence.

This selection of texts can be of use to translator trainers, students, employers in the Language Industry and professional translators alike. Translator trainers and employers can use these texts or draw inspiration from the examples to assess the translation competence level of students or candidates, while students and professional translators can use them to monitor their progress.

Regarding the general features of texts for each level, these are based on the description of the progression of difficulty in texts as explained in the *Third NACT proposal* (2.2.1. "Factors in the difficulty of texts to be translated"): linguistic, textual and extralinguistic features. It must be noted that, in some cases, the same item can be considered as an example of more than one feature type (e.g. terms are examples of linguistic features but also of extralinguistic features since they require thematic knowledge).

Establishing progression in text difficulty is not an easy task due to the lack of relevant empirical studies in Linguistics and Translation Studies. As far as translation is concerned, what may or may not be difficult could change depending on the language pair involved, the context and the translation brief. The texts youll find in the following pages have been preselected looking at progression in their linguistic, textual and extralinguistic characteristics. Pragmatic and intentionality related aspects have not been taken into account because they depend on the language pair involved to a greater extent, as well as on the translation brief and the context.

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Regarding the textual genre selected, the pages that follow are just an example of progression using the same genre and topic throughout the different levels.

Regarding text extension, there are two reasons to establish progression in the number of words of the sample texts to be translated at different levels:

- To be able to show sample texts of a similar extension if they are eventually offered in several languages.
- To allow users to check progress in terms of speed in translating (i.e. if they can translate more words in the same amount of time), in those cases in which the texts will be used as evaluation instruments.

General features of texts of each level

A1	A2	B1	B2
[linguistic] Simple vocabulary (basic terms that can be assumed to be known to common citizens, such as global warming, carbon dioxide...) and grammar (common use of verbs and structures).	[linguistic] More complicated vocabulary and grammar than in A1.	[linguistic] Semi-specialized vocabulary and syntactic complexity.	[linguistic] More specialized vocabulary and terminological density than in B1; syntactic complexity.
[textual] Clarity in exposition; short sentences with simple mechanisms of cohesion.	[textual] Complexity of register (colloquial or cultured tenor, combination of tenors or modes, greater complexity as regards the field than in A1); less clarity in exposition than in A1; longer sentences and greater complexity of mechanisms of cohesion than in A1.	[textual] Complexity of register; complexity of mechanisms of cohesion.	[textual] Complexity of register; greater complexity in exposition than in B1; greater complexity of mechanisms of cohesion than in B1; intertextual relationships.
[extralinguistic] Use of concepts which are assumedly common knowledge, and/or explanation and clarification of concepts.	[extralinguistic] Use of concepts which are not assumedly common knowledge, and/or less explanation and clarification of concepts than in A2.	[extralinguistic] Use of concepts which are not common knowledge, and/or explanation and clarification of specialized concepts.	[extralinguistic] Use of more specialized concepts than in B1; implicit content (allusion to scientific concepts); combination of fields.

TRANSLATION LEVEL A1

General characteristics of texts at this level

"Different types of non-specialized texts in standard language. They are texts with a *low* level of extralinguistic and textual difficulty and basic linguistic difficulties; they do not have a very formal tenor". (*Third NACT proposal*, 2.2.3. "Texts expected to be translated at each level").

General features:

- [linguistic] Simple vocabulary (basic terms that can be assumed to be known to common citizens, such as global warming, carbon dioxide...) and grammar (common use of verbs and structures)
- [textual] Clarity in exposition; short sentences with simple mechanisms of cohesion
- [extralinguistic] Use of concepts which are assumedly common knowledge, and/or explanation and clarification of concepts

Characteristics of the sample text

Textual genre: articles/books for a general audience (addressed to secondary education level students)
Topic: global warming
Number of words: 250 approx.

SAMPLE TEXT (A1)

Global Warming

The Earth is warming up, and humans are at least partially to blame. The causes, effects, and complexities of global warming are important to understand so that we can fight for the health of our planet.

Global warming is the long-term warming of the planet's overall temperature. Though this warming trend has been going on for a long time, its pace has significantly increased in the last hundred years due to the burning of fossil fuels. As the human population has increased, so has the volume of fossil fuels burned. Fossil fuels include coal, oil, and natural gas, and burning them causes what is known as the "greenhouse effect" in Earth's atmosphere.

The greenhouse effect is when the Sun's rays penetrate the atmosphere, but when that heat is reflected off the surface cannot escape back into space. Gases produced by the burning of fossil fuels prevent the heat from leaving the atmosphere. These greenhouse gasses are carbon dioxide, […] water vapor, and methane, among others […]. The excess heat in the atmosphere has caused the average global temperature to rise over time, otherwise known as global warming.

Global warming has presented another issue called climate change. Sometimes these phrases are used interchangeably, however, they are different. Climate change refers to changes in weather patterns and growing seasons around the world. It also refers to sea level rise caused by the expansion of warmer seas and melting ice sheets and glaciers. Global warming causes climate change, which poses a serious threat to life on earth in the forms of widespread flooding and extreme weather. Scientists continue to study global warming and its impact on Earth.

Global Warming | National Geographic Society (adapted from)

General features	**Examples from the text**
[linguistic] Simple vocabulary (basic terms that can be assumed to be known to common citizens, such as global warming, carbon dioxide...) and grammar (common use of verbs and structures)	- …are carbon dioxide, water vapor, methane…
[textual] Clarity in exposition; short sentences with simple mechanisms of cohesion	- Fossil fuels include coal, oil, and natural gas, and burning them… - …, however, they are different…
[extralinguistic] Use of concepts which are assumedly common knowledge, and/or explanation and clarification of concepts	- Global warming is the long-term warming of the planet's overall temperature… - …what is known as the "greenhouse effect" in… - … otherwise known as global warming. - … called climate change…

TRANSLATION LEVEL A2

General characteristics of texts at this level

"Different types of non-specialized texts with different registers (field, mode and tenor). They are texts with a *low* level of extralinguistic and textual difficulty and basic linguistic difficulties involving register". (*Third NACT proposal*, 2.2.3. "Texts expected to be translated at each level").

General features:

- [linguistic] More complicated vocabulary and grammar than in A1
- [textual] Complexity of register (colloquial or cultured tenor, combination of tenors or modes, greater complexity as regards the field than in A1); less clarity in exposition than in A1; longer sentences and greater complexity of mechanisms of cohesion than in A1
- [extralinguistic] Use of concepts which are not assumedly common knowledge, and/or less explanation and clarification of concepts than in A2

Characteristics of the sample text

Textual genre: articles/books for a general audience (addressed to the general public)
Topic: global warming
Number of words: 300 approx.

SAMPLE TEXT (A2)

The Science of Climate Change Explained: Facts, Evidence and Proof

Definitive answers to the big questions.

The science of climate change is more solid and widely agreed upon than you might think. But the scope of the topic, as well as rampant disinformation, can make it hard to separate fact from fiction. Here, we've done our best to present you with not only the most accurate scientific information, but also an explanation of how we know it.
How do we know climate change is really happening?

Climate change is often cast as a prediction made by complicated computer models. But the scientific basis for climate change is much broader, and models are actually only one part of it (and, for what it's worth, they're surprisingly accurate).

For more than a century, scientists have understood the basic physics behind why greenhouse gases like carbon dioxide cause warming. These gases make up just a small fraction of the atmosphere but exert outsized control on Earth's climate by trapping some of the planet's heat before it escapes into space. This greenhouse effect is important: It's why a planet so far from the sun has liquid water and life!

However, during the Industrial Revolution, people started burning coal and other fossil fuels to power factories, smelters and steam engines, which added more greenhouse gases to the atmosphere. Ever since, human activities have been heating the planet.

We know this is true thanks to an overwhelming body of evidence that begins with temperature measurements taken at weather stations and on ships starting in the mid-1800s. Later, scientists began tracking surface temperatures with satellites and looking for clues about climate change in geologic records. Together, these data all tell the same story: Earth is getting hotter (i.e. an increase of 1.8 degrees Fahrenheit since the mid-1800s.).

The Science of Climate Change Explained: Facts, Evidence and Proof - The New York Times (nytimes.com) (adapted from)

General features	**Examples from the text**
[linguistic] More complicated vocabulary and grammar than in A1	- …greenhouse gases like carbon dioxide cause warming. - Smelters - also an explanation of how we know it (plain language) - We know this is true thanks to (simple wording) - Weather station
[textual] Complexity of register (colloquial or cultured tenor,	- (some short sentences) - …exert outsized control on Earth's climate by trapping some

combination of tenors or modes, greater complexity as regards the field than in A1); less clarity in exposition than in A1; longer sentences and greater complexity of mechanisms of cohesion than in A1	of the planet's heat before it escapes into space. - …it (and, for what it's worth, they're surprisingly accurate). - …engines, which…
[extralinguistic] Use of concepts which are not assumedly common knowledge, and/or less explanation and clarification of concepts than in A2	- the Industrial Revolution - 1.8 degrees Fahrenheit

TRANSLATION LEVEL B1

General characteristics of texts at this level

"Simple semi-specialized texts from different areas of professional specialization in translation (legal and administrative; economic and financial; scientific; technical; humanistic). They are texts with a *low-medium* level of extralinguistic, textual and linguistic difficulty". (*Third NACT proposal*, 2.2.3. "Texts expected to be translated at each level").

General features:

- [linguistic] Semi-specialized vocabulary and syntactic complexity
- [textual] Complexity of register; complexity of mechanisms of cohesion
- [extralinguistic] Use of concepts which are not common knowledge, and/or explanation and clarification of specialized concepts

Characteristics of the sample text

Textual genre [scientific area]: articles/books for a general audience (addressed to an audience who already has some knowledge about a topic)
Topic: global warming
Number of words: 350 approx.

SAMPLE TEXT (B1)

Effects of global warming

The signs of global warming are everywhere, and are more complex than just climbing temperatures.

CAUSES AND EFFECTS OF CLIMATE CHANGE

What causes climate change? And how does it relate to global warming? Learn about the impact and consequences of climate change and global warming for the environment and our lives.

The planet is warming, from North Pole to South Pole. Since 1906, the global average surface temperature has increased by more than 1.6 degrees Fahrenheit […]—even more in sensitive polar regions. And the impacts of rising temperatures aren't waiting for some far-flung future–the effects of global warming are appearing right now. The heat is melting glaciers and sea ice, shifting precipitation patterns, and setting animals on the move.

[…]

Scientists already have documented these impacts of climate change:

- Ice is melting worldwide, especially at the Earth's poles. This includes mountain glaciers, ice sheets covering West Antarctica and Greenland, and Arctic sea ice. In Montana's Glacier National Park the number of glaciers has declined to fewer than 30 from more than 150 in 1910.

- Much of this melting ice contributes to sea-level rise. Global sea levels are rising 0.13 inches […] a year. The rise is occurring at a faster rate in recent years and is predicted to accelerate in the coming decades.

- Rising temperatures are affecting wildlife and their habitats. Vanishing ice has challenged species such as the Adélie penguin in Antarctica, where some populations on the western peninsula have collapsed by 90 percent or more.

- As temperatures change, many species are on the move. Some butterflies, foxes, and alpine plants have migrated farther north or to higher, cooler areas.

- Precipitation (rain and snowfall) has increased across the globe, on average. Yet some regions are experiencing more severe drought, increasing the risk of wildfires, lost crops, and drinking water shortages.

- Some species—including mosquitoes, ticks, jellyfish, and crop pests—are thriving. Booming populations of bark beetles that feed on spruce and pine trees, for example, have devastated millions of forested acres in the U.S.

https://www.nationalgeographic.com/environment/article/global-warming-effects
(adapted from)

General features	Examples from the text
[linguistic] Semi-specialized vocabulary and syntactic complexity	- setting animals on the move - ice sheets - the Adélie penguin - Booming populations of bark beetles - global sea levels - melting ice - vanishing ice - forested acres
[textual] Complexity of register; complexity of mechanisms of cohesion	- –the effects of global warming are appearing right now. - Yet some regions… -
[extralinguistic] Use of concepts which are not common knowledge, and/or explanation and clarification of specialized concepts	- 1.6 degrees Fahrenheit - Montana's Glacier National Park - 0.13 inches - on the western peninsula

TRANSLATION LEVEL B2

General characteristics of texts at this level

"Complex semi-specialized texts from different areas of professional specialization in translation (legal and administrative; economic and financial; scientific; technical; humanistic). They are texts with a *medium* level of extralinguistic, textual and linguistic difficulty". (*Third NACT proposal*, 2.2.3. "Texts expected to be translated at each level").

General features:

- [linguistic] More specialized vocabulary and terminological density than in B1; syntactic complexity
- [textual] Complexity of register; greater complexity in exposition than in B1; greater complexity of mechanisms of cohesion than in B1; intertextual relationships
- [extralinguistic] Use of more specialized concepts than in B1; implicit content (allusion to scientific concepts); combination of fields

Characteristics of the sample text

Textual genre [scientific area]: articles/books for a general audience (addressed to an audience with good knowledge of a topic, such as university students of climatology or earth science).
Topic: global warming
Number of words: 400 approx.

SAMPLE TEXT (B2)

Solar Variability & Global Warming

[…]

Global Warming -- a gradual increase in planet-wide temperatures -- is now well documented and accepted by scientists as fact. […] During the initial discovery period of global climate change, the magnitude of the influence of the Sun on Earth's climate was not well understood. Since the early 1990s, however, extensive research was put into determining what role, if any, the Sun has in global warming or climate change.

A recent review paper, put together by both solar and climate scientists, details these studies: Solar Influences on Climate. Their bottom line: though the Sun may play some small role, "it is nevertheless much smaller than the estimated radiative forcing due to anthropogenic changes." That is, human activities are the primary factor in global climate change.

Solar irradiance changes have been measured reliably by satellites for only 30 years. These precise observations show changes of a few tenths of a percent that depend on the level of activity in the 11-year solar cycle. Changes over longer periods must be inferred from other sources. Estimates of earlier variations are important for calibrating the climate models. While a component of recent global climate change may have been caused by the increased solar activity of the last solar cycle, that component was very small compared to the effects of additional greenhouse gases. According to a NASA Goddard Institute for Space Studies (GISS) press release, "...the solar increases do not have the ability to cause large global temperature increases...greenhouse gases are indeed playing the dominant role..." The effects of global climate change are apparent despite the fact that the Sun is once again less bright during the present solar minimum. Since the last solar minimum of 1996, the Sun's brightness has decreased by 0.02% at visible wavelengths, and 6% at extreme UV wavelengths, representing a 12-year low in solar irradiance, according to this NASA news article (April 1, 2009). Also, be sure to read this more recent article: 2009: Second Warmest Year on Record; End of Warmest Decade.

For January-June of 2010, the global temperature average was 57.5 degrees Fahrenheit - the warmest first half-year since records began in 1880, though it remains yet to be seen whether the next six months will make this year the warmest on record. Still, according to NOAA, "each of the 10 warmest average global temperatures recorded since 1880 have occurred in the last fifteen years". […].

http://solar-center.stanford.edu/sun-on-earth/glob-warm.html (adapted from)

General features	Examples from the text
[linguistic] More specialized vocabulary and terminological density than in B1; syntactic complexity	- During the initial discovery period of global climate change, the magnitude of the influence of the Sun on Earth's climate was not well understood. - Their bottom line: - Solar irradiance - calibrating - 11-year solar cycle - UV wavelengths
[textual] Complexity of register; greater complexity in exposition than in B1; greater complexity of mechanisms of cohesion than in B1; intertextual relationships	- Global Warming -- a gradual… - …what role, if any, the Sun… - Still,…
[extralinguistic] Use of more specialized concepts than in B1; implicit content (allusion to scientific concepts); combination of fields	- NASA Goddard Institute for Space Studies (GISS) - the last solar minimum - 57.5 degrees Fahrenheit - NOAA