End of Chapter Exercises – Chapter 6

1. Choose one cohesive device and explore its function in your source and target languages, preferably in a specific genre. To do this, start by looking at a number of original texts in the two languages and compare the use of the particular cohesive device in them. For instance, if you choose reference, note how participants and entities are typically traced in both texts: by pronominal reference, by repetition, by co-reference and so on. Next, look at a number of translated texts from the same genre. Compare patterns of cohesion in the translated target texts with those in the original ones. Comment on differences and, where necessary, suggest ways in which patterns of cohesion in the translated texts may be adjusted to reflect target language preferences.

   This is a time-consuming but useful exercise and is best done as a project. Its aim is to help you become familiar with cohesive devices typically used in your language and in the special types of text you hope to specialize in.

2. Imagine that you have been invited to join a team of translators to produce a version of the *Macmillan Encyclopedia* in your target language. Your assignment is to translate all the entries on people (rather than those on countries or political terms, for instance). You will therefore need to be particularly careful about handling referential chains in your translated version. Below are a couple of typical entries from *The Macmillan Encyclopedia* (1986):

   **Elizabeth I** (1533–1603) Queen of England and Ireland (1558–1603), daughter of Henry VIII and Anne Boleyn. Her mother’s execution and Elizabeth’s imprisonment by Mary I made her cautious and suspicious but her devotion to England made her one of its greatest monarchs. Her religious compromise (1559–63) established Protestantism in England (see Reformation). Several plots to place her Roman Catholic cousin, Mary, Queen of Scots, on the throne led to Mary’s execution (1587). England won a great naval victory in 1588 by destroying the Spanish Ar-
mada. Elizabeth never married and was called the Virgin Queen, although her relationships with, among others, the Earl of Leicester and the 2nd Earl of Essex caused considerable speculation.

**Van Gogh, Vincent** (1853–90) Dutch postimpressionist painter, born at Zundert, the son of a pastor. He worked as an art dealer, a teacher in England, and a missionary among coalminers before taking up painting in about 1880. His early works were chiefly drawings of peasants. After a limited training in The Hague and in Antwerp, where he studied the works of Rubens and Japanese prints, he moved to Paris (1886). Here he briefly adopted the style of impressionism and later of pointillism. In Arles in 1888 he painted his best-known works – orchards, sunflowers, and the local postman and his family – but only one painting was sold during his lifetime. The visit of his friend Gauguin ended in a quarrel during which Van Gogh cut off part of his own left ear. In 1889 he entered a mental asylum at Saint Rémy. The ominous *Wheatfield with Crows* (Stedelijk Museum, Amsterdam) was painted shortly before his suicide. His letters to his brother (Theo) contain the best account of his life and work. See expressionism.

Translate the above entries into your target language, paying particular attention to the ways in which different participants are traced in each entry. Comment on any differences in patterns of reference in the source and target versions of each entry.

3. The following is an extract from a Minority Rights Group Report on Lebanon (McDowall 1983:7):

It might initially seem puzzling for a Minority Rights Group Report to examine a whole country as a minority problem. Yet there can be few countries which can claim to be so deeply and intrinsically composed of minorities as Lebanon – especially one so small that it could fit into one quarter of Switzerland. There is not a single resident in Lebanon who cannot, in one sense or another, truthfully claim to belong to a minority. It is the conflicting aspirations and fears of these different components of Lebanese society confined in a small and rapidly urbanizing area which lie at
the heart of the continuing crisis in Lebanon today.

Outside the Lebanon the international media have frequently portrayed the conflicts within this unhappy country as the product of Christian–Muslim hatred, or in the political arena as a contest between the Left and Right, or as the product of outside (normally Palestinian or Syrian) subversion. These interpretations can be crude and dangerously misleading, but they tend to be repeated time and again, doing little to assist international understanding of Lebanon’s ills. The non-Lebanese ingredients to the conflict, the Syrian, Israeli and Palestinian armed presence and the interference of the two super-powers have certainly exacerbated the conflict, but none of them started it. Civil conflict feeds on internal divisions, and had these not existed the Lebanese people would undoubtedly have closed ranks against the behaviour of their neighbours. Despite the departure of the PLO from Beirut and south Lebanon, which some wishful thinkers believed would presage an end to the conflict in Lebanon, no such thing has happened and the main Lebanese contestants during the Civil War period 1975–77 seem as much at loggerheads as ever.

It is not the primary cause of this paper to explain the Civil War, or indeed the two Israeli invasions of Lebanon in 1978 and 1982. Rather, its purpose is to provide a background to the hopes, fears and aspirations of these communities which have, all of them, already suffered too much. People in Lebanon have very long memories indeed, and their outlook can be considerably influenced by community experience – even centuries ago. For this reason I have given what may, to some, seem like undue attention to the past.

Study the above extract carefully, paying particular attention to the use of (a) conjunctions and the way they structure the argument, and (b) networks of lexical cohesion and the images and associations they trigger off in the mind of the reader.

Imagine that you have been asked to translate the above extract for inclusion in a review of the MRG report, to be published in one of the leading newspapers in your country. Translate the text into your target language and comment on any differences in the use of cohesive devices. If you decide to make adjustments that lead to no-
noticeable departure from the content or structure of the argument, justify your decision by reference to the purpose for which the translation is required.

4. An Indian non-profit organization, Katha, wishes to commission translations of selected pages of its web site into a range of languages in order to enhance its presence on the web and encourage the involvement of potential supporters in other countries. Examine Figure 16 carefully: this was the home page of Katha (www.katha.org/) until the organization revamped its website in August 2010. Make a note of the main cohesive links you can identify, both textual and visual. Clicking on the ‘ENTER OUR WORLD’ slogan at the bottom would have taken you to the page depicted in Figure 17. Examine the cohesive links on that page.

Translate the homepage and the first four paragraphs of the sub-page into your target language, bearing in mind that visuals, headings and hyperlinks will also need to be copied over or translated for the new web site. Comment on any challenges you encounter and strategies you use to maintain or adapt different types of cohesive link, both within the textual material and between text and visuals, and within each page as well as between different pages. For example, how do you render (or compensate for) the cohesive link between children and kids (or rather kidz as it is spelled here)? How do you deal with instances of ‘phonetic cohesion’ (cohesive links established through sound patterns), such as
More greetings from Katha! Katha is a unique model that seamlessly connects grassroots work in education, urban resurgence, and story. Since 1990, we've driven our education model on a single powerful idea: Children can bring change that is sustainable and real. We run 76 schools in 80 communities, and work with the government to bring the joy of reading to more than 100,000 children. We see translation as a non-divisive tool in nation building. We are a “profit for all” social organization.

Figure 16  Homepage of Katha
the link between *Mission* and *Vision* (righthand section of the sub-page)? Would you retain *kidzzone* as a loanword, given that it appears on both pages – in the visuals, the main text and as a hyperlink on the sub-page?