

i Information

University of Oslo

Department of Literature, Area Studies and European Languages

Spring 2022

ENG4158 – Translation into English

Disclosure of exam assignment: May 9 at 11 a.m.

Submission deadline: May 12 at 11 a.m.

Practical information about the examination

You will be answering the examination in a word processor (Word), and then upload your answers to Inspira as a PDF before the examination time is up.

NB: you should calculate at least 2-3 minutes to convert your answers from a Word document to a PDF-document, and to upload the PDF-document to Inspira.

The uploaded document will be automatically submitted when the time is up.

Please follow the link for more information regarding converting to PDF: <https://www.uio.no/english/services/it/web/open-document-formats/pdf/>

After starting the exam, you will see your remaining time in the upper left corner.

If you have technical problems, you must contact the exam coordinator immediately: studentinfo@ilos.uio.no

Requirements

Your paper must contain the following information:

- candidate number, NOT your name, your candidate number is available in Studentweb
- course code and course name
- the title of your paper
- semester and year
- the title of your paper

Please use Times New Roman, 12 pt., 1.5 line spacing in the body of the text. The pages must be numbered.

A pass mark is required on both the practical and the theoretical part.

Sources and referencing

It is important that you familiarize yourself with the rules for sources and referencing: <https://www.hf.uio.no/english/studies/sources-referencing/index.html>

Using other people's material without declaring it properly may be considered as cheating or attempted cheating. The consequences of cheating or attempted cheating may be severe for you

as a student, please follow the link for more

information: <https://www.uio.no/english/studies/examinations/sources-citations/>

1 ENG4158 English Translation

Please download the PDF attached.

Do both Part 1 Translation and Part 2 Theory. The translation counts for 60% of the final mark and the theoretical part for 40%.


Please remember to include a bibliography with the books, dictionaries and websites that you have consulted.

Break a leg!



Last opp filen her. Maks én fil.

Alle filtyper er tillatt. Maksimal filstørrelse er **2 GB**.

 Velg fil for opplasting

Maks poeng: 0

i Sensorveiledning

Instructions to the co-examiner (Sensorveiledning)

This course is a joint course for students at the bachelor and the master levels. The syllabus is mainly the same; however, the master students also have articles to read from the course compendium.

Course requirements

Since this course teaches translation from Norwegian into English, it does require good written and spoken English skills and a near native competence in Norwegian. However, the course can be taken by students with other mother tongues.

The course requires students to have successfully completed **ENG1100 English Grammar**.

Course Reading

ENG4148 Translation into English

Mona Baker (2018) *In Other Words: A Coursebook on Translation*. London & New York: Routledge

Compendium (2012) *ENG4158 Translation into English*. Oslo: Unipub AS

Any handouts distributed in class or posted in Canvas.

Course content

Because this is a joint-level course, the teaching is based on the course book and is the same for both bachelor and master students. The master students also need to read the articles in the compendium. The compulsory assignments are the same for both groups. The exams are, however, different for the two groups, and we do expect more from the master students than from the bachelor students.

The course aims to increase awareness of the linguistic and social factors that play a part in interlingual communication. The focus is on equivalence at the word, phrase or clause levels, collocation, idiomaticity, and thematic structure, in addition to the concepts of text cohesion, semantic reference and implicature.

The seminars focus on practical exercises and translation from Norwegian into English of texts from different genres and with different readerships and communicative functions.

We use Larry Trask's guide to punctuation, available in Akademika bookstore or online:

<http://www.sussex.ac.uk/informatics/punctuation/>. To complement Trask, students are expected to use a style manual for AmE or BrE, depending on their chosen accent.

Learning outcome

After completing this course, students should be able to

- translate texts from Norwegian into English – choosing appropriate words and structures to capture different types of meaning
- suit various text types with specific target readers
- systematically check for equivalence and idiomatic usage

- identify translation problems at various levels and discuss possible solutions, applying relevant theories

- use bilingual and monolingual dictionaries, online parallel texts, and bilingual and monolingual corpora to find translation options

Teaching

The teaching consists of one lecture (45 min) and one double group session (2x45 min) per week for fourteen weeks, 42 hours in all.

Compulsory activities:

- Due to the pandemic, the attendance requirement has been lifted. This means that some students may not have attended the teaching, or just parts of it.
- Two written assignments must be submitted within specified deadlines during the term, and must be approved by the teacher.

Evaluation of the ENG4158 Exam

The exam consists of two parts. *Each part must have a mark higher than F in order for the candidate to pass the exam.*

A - The translation 60%

1. What characterizes a **good** translation? A poor translation is one that suffers from one or more of the following inadequacies:

- A good translation should ensure good correspondence between the intended meaning of the ST and that of the TT
- A good translation should contain few mistakes pertaining to grammar, orthography, collocation, idioms, etc.
- The style of the TT should reflect that of the ST in terms of vocabulary, thematic and information structure, syntax and grammar, and so on
- The students should master the main style conventions and rules of punctuation
- The translated text should read like an original

2. What constitutes a **poor** translation?

- The TT contains several serious language mistakes – including S-V concord, faulty or loose pronominal reference and agreement, spelling mistakes, inappropriate word choice and terminology – to the extent that the reader has difficulty understanding parts of or the whole text
- The student does not master the principles of punctuation or other style elements (use of italics and quotation marks, etc.)
- The TT has inappropriate register (e.g. too informal for the context)
- The TT fails to establish good correspondence between the intended meaning of the ST
- The TT has not been tailored to the target readership

3. How closely should a translator follow the original?

In the real world, this depends on a number of factors, such as:

- Who is the target readership?
- What is the main purpose of the translation?
- What type of text is it (literary, technical, medical, legal...)
- What is the subject of the ST?

An exam is not the real world. The exam is a four-day **take-home** type of exam, meaning that the students have access to internet, the course book and the compendium, reference books, thesauruses, grammars, and so on.

At the exam, we test the students' *language skills* along with their *ability to actually translate* a piece of writing into idiomatic English. They should be able to apply the theory (specifically Baker) that the students have been studying and working on over the course of the semester to their discussion.

Students are advised to stick fairly closely to the original, but not so closely as to compromise the linguistic or idiomatic quality of the final product. The mother tongue of the candidate should not tarnish the translation.

4. Students should not give the examiner or the reader translation choices. If students are uncertain as to the rendering of a given expression, it is better to make a choice than to leave a blank. Part of the exercise is to make decisions when it comes to syntax, vocabulary, style elements, etc., and have a good reason for the solutions used.

The text submitted should be a *finished* product, "ready for the printer." Missing items, sloppy formatting and other style elements will therefore pull down the mark.

5. The text submitted should be a *finished* product; i.e. "ready for the printer." Missing items, sloppy formatting and errors of style will therefore pull down the mark. The students should think of the examiner as their "client."

B – The Theory Part 40%

The theory part of the examination should be written in **complete sentences** and in an appropriate academic style; i.e., no contracted forms or other colloquialisms. Doing clause analyzes schematically is OK.

Sentences should have – as far as possible – a real subject, and not start with "I" or "we". Academic writing should be in the mainly active but impersonal voice. The students are expected to use a **style manual** when writing academic texts.

The students are given a specific **topic to discuss** (thematic structure, implicature, equivalence at various levels, grammatical equivalences, etc.) and this topic must be the main focus of the essay.

The essay part should have a proper **introduction** in which the students explain the relevant theory before they delve into the discussion of the example sentences given. This means explain the differences between NO and EN for the topic discussed.

Students are expected to use examples from the ST and TT to illustrate points of theory and pay attention to:

- Correct level of language

- Theme and word order
- Implicature whenever appropriate
- Level of language in the translation (reported speech vs general prose)
- Types of equivalences at the word, phrase, or clause level
- Grammatical equivalences

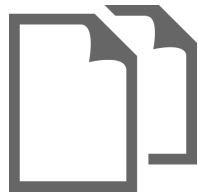
Students are also expected to pay attention to and

- Ensure good punctuation
- Ensure correct spelling
- Use appropriate and varied vocabulary

C – The Grades

- A – Excellent** – The candidate has shown a high degree of independent thinking and source text comprehension, demonstrated excellent judgment when transferring meaning into Norwegian, and delivered an outstanding coherent TT. The candidate has a very good understanding of the theory of translation and has made virtually no linguistic mistakes (terminology or grammar or other) and masters the art of punctuation. The text reads as an original English text. The candidate shows an excellent understanding of the principles and conventions of academic writing in the essay.
- B – Very good** – The candidate has demonstrated good judgment and understanding of the ST and delivered a good performance with few linguistic mistakes or awkward word choices. The candidate has a good grip on the theory of translation and the conventions of academic writing. The candidate has a good understanding of the conventions of academic writing. The text reads almost as an original English text.
- C – Good** – The candidate has delivered a fairly good translation and demonstrated a reasonably good degree of judgment in most areas. However, there have been some major grammar mistakes or some awkward word choices or non-idiomatic structures. The conventions of punctuation may not have been followed and the TT does not have the quality of the original piece of writing.
- D – Satisfactory** – The candidate has demonstrated a somewhat limited degree of autonomy and judgment or he or she has not been able to render the intended meaning of the ST in a clear and precise way. The candidate has delivered a product with significant short-comings in terms of grammar, terminology, and idiomaticity. The candidate may have misunderstood certain segments of the TT or been unable to render the meaning of the ST in a clear and succinct manner. The TT does not read as an original piece of English writing and parts of it may be difficult to understand for a native English reader.
- E – Sufficient** – The candidate has demonstrated a limited degree of autonomy and not acquired more than the most basic notions of the principles applicable to translation or the conventions of academic writing. He or she has poor analytical skills. The candidate has demonstrated a limited understanding of the theory and made significant mistakes in terms of grammar, terminology, and idiomaticity. The TT is very awkward and may be very difficult to understand for a native English reader.
- F – Fail** – The candidate has understood very little of the theory and the many principles applicable to translation. The TT has major flaws and the candidate lacks the skills required to translate a Norwegian text into English or write an academic text. There is a total absence of judgment and critical thinking. The performance does not meet the minimum academic criteria.

Question 1
Attached





TAKE-HOME EXAM

2022 SPRING

5 pages

Bokmål

ENG4158 – Translation into English

3 days: May 9 at 11:00 to May 12 at 11:00

The exam paper must be submitted **by 11:00 (11 a.m.)** on the submission day in the “Eksamensinnlevering” folder in Inspira. The folder will automatically close at this hour. If you have technical problems, you must contact the exam coordinator immediately.

The first page of your paper must contain:

- Candidate number (4 digits, which you find in StudentWeb), **NOT** your name
- Course code and course name
- Semester and year
- The title of your paper
- Times New Roman 12 pt
- 1.5 spacing in the body of the text (both translation and essay)

A pass mark is required on both the practical and the theoretical part.

1. Practical part – translation (60%)

Read the text below carefully. Then translate the segments marked in **grey** into idiomatic English (307 words)

Imagine that you have been asked to do a test translation of the text below for a Norwegian translation bureau.

At the top of the first page of your translation, please specify whether you use British English or American English.

Please pay attention to punctuation and other style conventions. See Trask (1997) or your style manual.



2. Theoretical part (40%)

Write an essay of **about 1500** words in which you discuss:

EITHER

The translation challenges related to word order, **thematization** and **markedness** in the following sentences (in italics in the text):

1. *I spissen for den såkalte «birther»-bevegelsen har Donald Trump stått* (line 6)
2. *Alle så nær som Donald Trump* (line 15)
3. *Dén er også noen år gammel, men har fått sitt internasjonale gjennombrudd først nå* (lines 17-18)
4. *Helst med et publikum til stede som ler akkurat like mye som meg* (line 35)

OR

Some of the challenges posed by the following adverbials (type and placement):

1. *...etter massivt offentlig press...* (line 4)
2. *...faktisk...* (line 6)
3. *...egentlig...* (line 7)
4. *...først nå...* (line 16)

In an introductory section, please explain the theory and the technical terms that you intend to use in the discussion of your translation.

The essay should contain references to the literature on the syllabus, especially Mona Baker and the compendium, but also the dictionaries, corpora and websites that you have consulted (short reference in the text; full reference in the bibliography).

If you feel the need to explain any translation choices that you made, you can do so in a separate section of **not more than 150** words at the end of your essay.



De ydmykedes makt

Marianne Marthinsen *Spaltist*



Å peke på despoten og le av ham er en enkel, men dypt tilfredsstillende øvelse, skriver Marianne Marthinsen. På bildet poserer Russlands president Vladimir Putin på hesteryggen. *Foto: Alexei Druzhinin, AP/NTB*

- 1 Ingen andre følelser – hverken sinne eller glede – trigger en like intens respons enn
- 2 ydmykelsen. Året er 2011, settingen er den årlige middagen for alle pressefolk med tilknytning
- 3 til Det hvite hus, og president Barack Obama entrer talerstolen. Et par dager tidligere har han,
- 4 **etter massivt offentlig press**, lagt frem fødselsattesten sin og med det bevist at han er født i
- 5 USA. *I spissen for den såkalte «birther»-bevegelsen har Donald Trump stått.* Trump har
- 6 **faktisk** vært så besatt av Obamas fødselsattest at han har hatt sin egen etterforskningsgruppe i
- 7 sving på Hawaii i håp om å finne bevis for at Obama **egentlig** er afrikaner. Denne kvelden sitter
- 8 han i salen og blir utsatt for noe som best kan beskrives som en verbal massakre signert den
- 9 sittende presidenten.
- 10 Obama proklamerer at han nå er beredt til å gå et skritt lenger. Han skal offentliggjøre sin
- 11 offisielle fødselsvideo. Så følger det legendariske klippet fra Disney-tegnefilmen «Løvenes
- 12 konge» hvor den nyfødte løveungen Simba blir løftet opp mot himmelen og hyllet av de
- 13 fremmøtte dyrene på savannen, alt sammen akkompagnert av Elton Johns «Circle of Life».
- 14 Salen er nær ved å besvime av latter. *Alle så nær som Donald Trump.* Han har stivnet på stolen
- 15 sin mens ansiktet hans antar en stadig dypere nyanse av fargen rød.
- 16 De siste dagene har jeg fått en ny favorittvideo. *Dén er også noen år gammel, men har først nå*
- 17 *fått sitt internasjonale gjennombrudd.* En dansende Volodymyr Zelenskyj iført skinnbukser og
- 18 skyhøye stiletter demonstrerer både humor og atletiske evner. Det setter bildene av den
- 19 selvhøytidelig poserende Vladimir Putin i bar overkropp på hesteryggen i et – om mulig – enda
- 20 mer komisk lys enn før. Og jeg nøyer meg ikke med hestebildene. Jeg nistirrer på Putin som
- 21 poserer med våpen, Putin som leker at han kjører kampfly, og Putin som sitter ved det tusen
- 22 meter lange bordet sitt.
- 23 Mine nye helter er hackerne som har kuppet offisielle russiske internettsider og erstattet
- 24 innholdet med bilder av en sterkt sminket Putin flankert av regnbueflagg mens den ukrainske



- 25 nasjonalsangen spilles av i bakgrunnen. Jeg har også stor sans for dem som klarte å bryte seg
26 inn på vesselfinder.com og døpe om Putins yacht til FCKPTN med destinasjon «hell».
- 27 Autoritære ledere har gjerne noen felles trekk som trigger et eller annet i det vi for anledningen
28 kan omtale som den «vestlige liberale eliten». De fremstår så stakkarslige i all sin pompøsitet,
29 som om de innbyr til ydmykelse. De er så stive og humørløse og nevrotiske – i sterk kontrast til
30 lederne det er allment akseptert å elske. De som sjarmerer oss med intelligens, evne til selvironi,
31 varme og åpenhet. Der Trump gjorde seg til latter gjennom noen klønete bevegelser til låten
32 YMCA på sitt eget valgmøte, danset Obama uanfektet en elegant tango på besøk i Argentina.
- 33 Innimellom blir jeg fylt av en personlig trang til å stikke kniven inn i egoene til disse despotene
34 og vri den rundt mens jeg ler meg skakk. *Helst med et publikum til stede som ler akkurat like*
35 *mye som meg.* Det føles som om det er 100 prosent legitim og rettfærdig harme som pumper
36 gjennom kroppen min når det skjer. Jeg ler på vegne av undertrykte og krigsofre. Samtidig vet
37 jeg at det ikke bare handler om politikken deres. Jeg synes de, som personer, er patetiske. Jeg
38 koser meg med å se dem bli ydmyket.
- 39 Jeg har lurt litt på hvor dette sterke behovet for å ydmyke kommer fra, og jeg tror det handler
40 om flere ting. Gjennom latterliggjøringen nekter vi dem anerkjennelsen som ligger i å ta dem
41 alvorlig, og gjennom å nekte å ta dem alvorlig blir de mindre skumle. Det fungerer både som
42 straff og som angstdemper. Alt dette er greit. Men jeg må samtidig innse at jeg gjennom å delta
43 i koret av spottende latter også ønsker å ramme disse ledernes tilhengere. For hvem er de,
44 egentlig, folkene som utgjør maktbasen deres?
- 45 Man skulle jo tro at ledere med menneskelige evner til å bevege seg vennlig og ubesværet ute
46 blant folk hadde større appell enn dem som sitter livredde bak pansret glass og spyr ut edder og
47 galle. Hva er det de autoritære lederne bygger sin oppslutning på? Det enkle svaret er
48 ydmykelse. Historien Putin forteller, er en grunnleggende ydmykelseshistorie.
- 49 I sin årlige tale til parlamentet i 2005 omtalte Putin Sovjetunionens fall som den største
50 geopolitiske katastrofen i det 20. århundre. Putin var selv en ung KGB-offiser på den tiden,
51 stasjonert i Dresden. I desember 1989 måtte han se på at Stasi-hovedkvarteret i byen ble stormet
52 av en illsint folkemengde. Da de nærmet seg det aller helligste – KGBs lokaler– forsøkte Putin å
53 tilkalle hjelp, men ble ikke hørt.
- 54 I selvportrettet «First Person» fra 2000 gir han uttrykk for at det ikke var de materielle tapene
55 han hadde problemer med å svelge, men ydmykelsen. Han forsto at Sovjetunionen kom til å
56 kollapse, «men jeg ville at noe annet skulle reise seg i stedet. Og ingenting annet ble foreslått.
57 Det var det som gjorde vondt. De bare la fra seg alt og dro». Historien Putin forteller, er en
58 grunnleggende ydmykelseshistorie.
- 59 Hitlers makt ble muliggjort av ydmykelsen Versailles-traktaten etter første verdenskrig
60 representerte for Tyskland. I Kina vet alle hva som ligger i begrepet «100 års ydmykelse» –
61 årene mellom opiumskrigene og etableringen av folkerepublikken i 1949, da landet langt på vei
62 ble styrt av utenlandske interesser. Symbolsk nok er 2049 året hvor Kina har som uttrykt
63 ambisjon å være en ferdig utviklet og verdensledende økonomi.
- 64 Trump har bygget sin politiske karriere på misnøyen med en velutdannet og selvtilfreds
65 Washington-basert venstreside. Ingen vet om det er sant, men myten sier at det var nettopp



UNIVERSITETET I OSLO

Institutt for litteratur, områdestudier og europeiske språk

66 under korrespondentmiddagen i Det hvite hus i 2011 at han tok den definitive avgjørelsen om å
67 stille som presidentkandidat.

68 Ydmykelse er kraftige saker. Forskere har målt hjerneaktivitet og funnet ut at ingen andre
69 følelser – hverken sinne eller glede – trigger en like intens respons som ydmykelsen. Den kan
70 oppleves strengt personlig, men også settes inn i en bredere kollektiv fortelling om en fiende
71 som har ydmyket oss, vårt folkeslag, vår identitet, vår stolthet og vår nasjon. Å peke på
72 despoten og le av ham er en enkel, men dypt tilfredsstillende øvelse. Jeg kommer til å fortsette å
73 fnise av bildene av Putin i bar overkropp hver gang jeg ser dem, fordi det er umulig å la være.
74 De *er* komiske. Samtidig må vi klare å minne oss selv på at det å forvalte en ydmykelseshistorie
75 gir makt. Latterbrølene høres også av de menneskene despoten hevder at han representerer. Bli
76 ydmykelsen vårt fremste våpen, kan det være at resultatet til slutt ikke blir spesielt morsomt.

[De ydmykedes makt \(aftenposten.no\)](http://aftenposten.no) [310 words. Slightly adapted]