

Translating a children's book (Un Petit Chaperon Rouge)

Objective	To identify key principles of translation and apply these in producing a nuanced translation of a children's book.
Duration	1 hour 40 minutes
Year group	Suitable for any age group from Year 4 upwards
Links to National Curriculum	<p>Years 5–6 English National Curriculum objectives:</p> <ul style="list-style-type: none"> • consider and evaluate different viewpoints, attending to and building on the contributions of others (spoken language) • understand what they read by identifying how language, structure and presentation contribute to meaning (comprehension) • draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (composition)
Resources	<ul style="list-style-type: none"> -examples of “translation gone wrong” -flipchart & pens -advert poster/clip with slogan - worksheets with more adverts -advert glossaries -PPT of children's book (with and without text) -3 sets of wordless photocopies of Little Red Hood -children's book glossary -printouts of children's book without text -printouts of children's book in original language - taboo cards -timers -squeakers
Variations	

Time	Activity	Resources
10 mins	<p>Warm Up Exercise: Simon Says/Jacques a dit/O Manuel diz Objective: students engage their listening skills and link language learning with playful activity.</p> <ul style="list-style-type: none"> Introduce vocabulary for 4 body parts in a language other than English then play Simon Says. 	
5 mins	<p>Translation gone wrong... Objective: students' curiosity is stimulated, and they understand that translation is context specific.</p> <ul style="list-style-type: none"> Show examples of "translation gone wrong" ie. English menus/shop signs abroad, literally translated sayings, translations into inappropriate registers Students explain what has gone wrong, why, and come up with some guiding principles for translating, which are then written up on a flipchart (ie. importance of context/genre/register/sounding good etc) 	<p>-examples of "translation gone wrong"</p> <p>-flipchart & pens</p>
15 mins	<p>Translating advert slogans Objective: students apply their principles of translating on culturally embedded texts where every word is significant.</p> <ul style="list-style-type: none"> Show an advert which includes a slogan (poster or clip) and discuss its literal meaning. Prompt students to identify priorities/criteria for translating (ie snappy etc) then brainstorm and discuss possible translations. Students work in pairs on translating 2 or 3 more examples using glossaries to help understand original slogans. Feed back ideas and summarise key learning points about what translation involves (can add to flipchart of guiding principles) 	<p>-advert poster/clip with slogan</p> <p>- worksheets with more adverts</p> <p>-glossaries</p>
5 mins 10 mins	<p>Rough translation of children's book Objective: students decode a full text and identify tricky parts.</p> <ul style="list-style-type: none"> Watch wordless PPT of Little Red Hood to music, then group discussion of: <ul style="list-style-type: none"> Possible titles (keep record on flipchart to come back to) Mood? - what adjectives best describe the "world" of this story? Impact of visuals and style on word choices & register? Students divided into 3 groups, each group given wordless printout of the full book. Students work in pairs on a couple of pages of the book and annotate them with their "translation" of the wordless page. <ul style="list-style-type: none"> One group stands and holds up pages in order, reads out their version of "the story so far". 	<p>-Little Red Hood (PPT)</p> <p>-flipchart & pens</p> <p>-3 sets of wordless photocopies of Little Red Hood</p>

<p>5 mins</p>	<ul style="list-style-type: none"> • Watch French PPT of Little Red Hood to different music, 2 French speakers read out/perform along with slide show <ul style="list-style-type: none"> ○ Introduce students to the French version of the book; discuss title and constraints of space (think captions/subtitles) ○ Consider register – eg. translation of “grand-mère” and “à table!” ○ Introduce glossary and how to use it (and potential drawback) ○ Highlight any tricky bits to come back to later 	<p>-glossary</p> <p>-3 sets of French photocopies</p>
<p>15 mins</p>	<ul style="list-style-type: none"> • Students work in same pairs, each focusing on a <u>different</u> section of the book from the one they worked on previously. They are now creating a “rough translation”. • Once a pair has finished, team up with <u>another pair that has translated the same pages as you</u> and do a “translation swap” – find out about how the other pair decided on their translation; make any relevant suggestions. • Come back together and showcase a couple of these “translation swaps”. Highlight good examples of approaches that are very different or uncannily the same. Are there still other ways of translating the same passage? How? • Talk through whole book. Discuss any extra considerations now they know the whole story. What about issues of coherence of voice? 	
<p>10 mins</p>	<p>Taboo Objective: students flex their translation muscles in preparation for approaching tricky parts of the text</p> <ul style="list-style-type: none"> • Play taboo in small groups (1 student describes word on card without using any of the “taboo” words listed – other students guess the word). Encourage students to use synonyms as well as different registers to get around taboo words. Model some examples of this first. 	<p>- taboo cards</p> <p>-timers</p> <p>-squeakers</p>
<p>15 mins</p>	<p>Nuanced translation (in same small groups) Objective: students apply their guiding principles to refine their translation into a polished text in its own right.</p> <ul style="list-style-type: none"> • Rip up the glossaries – symbolically going freestyle! • In the 3 groups, voice through a quick chain-performance of the “rough translation” – what does it sound like? What’s missing? • Students work on their specific sections in pairs within their groups to produce polished translations. • Join up with another pair responsible for the pages just before or after your sections – does the translation flow across these 2 sections? • Go through whole text again as a group and agree upon a final version. 	

10 mins	Story time Objective: students perform their honed translations demonstrating the stylistic choices they have made. <ul style="list-style-type: none">• Groups take it in turns to perform their completed translations to each other. They're encouraged to introduce any other elements that might enhance the performance and emphasise the style/tone/genre.• Compare the tone of these performances against adjectives in original baseline description.	
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