**GRADE 11 TRANSLATION - SUMMER ASSIGNMENT 2021**

**NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; DATE:** 24.8.21**; FINAL GRADE: \_\_\_\_\_\_\_\_\_\_**

**INSTRUCTIONS:**

1. Read the following text and complete the tasks that follow.
2. **Assignment due 24.8.21.**

**“*Many Animals Play Dead—and not Just to Avoid Getting Eaten*”.**

**By Christine Peterson**

Of all the ways animals have evolved to evade predators, feigning death might be one of the most creative—and risky.

Scientifically known as thanatosis, or tonic immobility, playing dead occurs across the animal kingdom, from birds to mammals to fish. Perhaps the most famous death faker is North America’s Virginia opossum, which opens its mouth, sticks out its tongue, empties its bowels, and excretes foul-smelling fluids to convince a predator it’s past the expiration date.

In general, scientists don’t know enough about this intriguing behavior, Rosalind Humphreys, a postgraduate student at the University of St. Andrews in the United Kingdom, says by email. It’s difficult to record in the wild, and there are ethical concerns about creating lab experiments in which predators attack prey, she says.

While most creatures play dead to escape death, others have found alternate uses for the technique.

Take the nursery web spider. Females often prey on males, so to mate, the male makes a bundle of food, attaches himself to it, and pretends to be a goner. The female then drags around the food and supposedly dead male. When she begins eating the food, the male comes back to life and tries mating again—sometimes successfully, says Trine Bilde, a biology professor at Aarhus University in Denmark.

“Death feigning seems to be a male mating effort in addition to/or instead of being an anti-predatory strategy,” she writes in an email. “Perhaps it serves both functions.”

On the other end of the spectrum is the female moorland hawker dragonfly, which goes to great lengths to avoid mating: She’ll stop flying and crash to the ground to escape aggressive males, which can harm her.

**Christine Peterson (2021), “Many animals play dead—and not just to avoid getting eaten”, National Geographic:** [**https://www.nationalgeographic.com/animals/article/many-animals-play-dead-not-just-to-avoid-predators**](https://www.nationalgeographic.com/animals/article/many-animals-play-dead-not-just-to-avoid-predators)

**TASK 1:**

***List the text’s salient features:***

1. Type of text (genre): …

1. Content of text: …

1. Register (Language level): …

1. Target audience: ….

1. Reason for translating this text and (purpose of text + the stage it will probably appear in): …

**TASK 2:**

***Translate the text into Hebrew:***

**TASK 3:**

***Choose 5-7 special language items from the source text, that have challenged you during the translation process, mark these items in the text, and list them and analyze them in the following chart (according to the instructions listed in the chart):***

|  |  |  |
| --- | --- | --- |
| **THE ITEM**(From the source text) | **ANALYSIS****INSRUCTIONS:**1. In English, explain the meaning of the item as it is in the context of the original text.
2. Identify and state the glossary term/category (in English) which represents the language issue posed by this item.
3. Explain what the challenge (that is reflected by the term from the glossary) is:
4. What is the general problem/issue in translating this item into the target Language (use English)?
5. When translated into Hebrew as it is, what is the result (use Hebrew)? Why is this a problem (use English)?
6. What translation options do you have to solve this problem (use Hebrew)?
7. What would be the best Hebrew solution? Explain why it is the best solution in your opinion (use English).
 | **FINAL TRANSLATION**(This must appear in your translated/target text) |
| 1. | **1) ………………………………………………………………………………….****2) …………………………………………………………………………………..****3) a. ………………………………………………………………………………..** **b. ……………………………………………………………………………….** **c. ……………………………………………………………………………….** **d. ……………………………………………………………………………….** |  |
| 2. | **1) ………………………………………………………………………………….****2) …………………………………………………………………………………..****3) a. ………………………………………………………………………………..** **b. ……………………………………………………………………………….** **c. ……………………………………………………………………………….** **d. ……………………………………………………………………………….** |  |
| 3. | **1) ………………………………………………………………………………….****2) …………………………………………………………………………………..****3) a. ………………………………………………………………………………..** **b. ……………………………………………………………………………….** **c. ……………………………………………………………………………….** **d. ……………………………………………………………………………….** |  |
| 4. | **1) ………………………………………………………………………………….****2) …………………………………………………………………………………..****3) a. ………………………………………………………………………………..** **b. ……………………………………………………………………………….** **c. ……………………………………………………………………………….** **d. ……………………………………………………………………………….** |  |
| 5. | **1) ………………………………………………………………………………….****2) …………………………………………………………………………………..****3) a. ………………………………………………………………………………..** **b. ……………………………………………………………………………….** **c. ……………………………………………………………………………….** **d. ……………………………………………………………………………….** |  |
| 6. | **1) ………………………………………………………………………………….****2) …………………………………………………………………………………..****3) a. ………………………………………………………………………………..** **b. ……………………………………………………………………………….** **c. ……………………………………………………………………………….** **d. ……………………………………………………………………………….** |  |
| 7. | **1) ………………………………………………………………………………….****2) …………………………………………………………………………………..****3) a. ………………………………………………………………………………..** **b. ……………………………………………………………………………….** **c. ……………………………………………………………………………….** **d. ……………………………………………………………………………….** |  |

***See Assessment rubrics on the next pages.***

**ASSESSMENT RUBRICS**

 **Text ID & Final Translation Rubrics**

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| --- | --- | --- | --- | --- |
| **CRITERIA** | **EXEMPLARY** | **MEETS EXPECTATIONS** | **EMERGING** | **NEEDS IMPROVEMENT** |
| **SALIENT FEATURES (TEXT I.D.):*** Text type (genre).
* Text Content (topic/main idea).
* Register (level of language/formality).
* Target audience.
* Reason for translating (Purpose + Stage).
 | * All aspects of text ID are comprehensively and efficiently covered.
 | * All aspects of text ID are covered.
* Most aspects of text ID are sufficiently explained.

  | * Most aspects of text ID are covered.
* Some aspects of text ID are sufficiently explained.
 | * Not enough aspects have been included.
* Not enough aspects of text ID have been sufficiently explained.
* some aspects have been misunderstood.
 |
| **Grade: \_\_/15** | **12-15** | **9-11** | **4-7** | **0-3** |
| **TRANSFER /FUNCTION:**(General quality of translation) | * Translation accurately reflects the meaning of the Source Text, without unwarranted alterations, omissions or additions.
 | * Minor alterations in meaning, additions, or omissions.
 | * Some unjustified changes in meaning, omissions and/or additions, some of them significant.
 | * Several deviations from the Source Text, some of them significant.
 |
| **Grade: \_\_/40** | **35-40** | **20-34** | **11-19** | **0-10** |
| **TARGET LANGUAGE**(Hebrew mistakes, awkward calque translation, etc.)  | * Virtually no **T**arget **L**anguage errors. The text reads as if it was originated in TL and meets target readership’s expectations regarding text function and genre.
* Demonstration of a very high degree of knowledge of Target Language and TL textual/rhetorical features and conventions and of monitoring for error.
 | * A few minor Target Language errors. The text generally reads as if it was originated in TL and generally meets target readership’s expectations regarding text function and genre, but there are some awkward expressions and calques and occasional typographical (spelling, punctuation, capital letters), grammatical and usage errors.
 | * A number of typographical (spelling, punctuation, capital letters), grammatical and/or usage errors, some of them significant.
* Source Language typography (spelling, punctuation, capital letters), grammar, lexicon (vocabulary choice) and usage show up in the translation and adversely (badly) affects readability.
* Cohesion (logic) between propositions is sometimes defective.
 | * Many typographical (spelling, punctuation, capital letters), grammatical and/or usage errors, some of them major.
* Source Language and rudimentary typography (spelling, punctuation, capital letters), grammar, lexicon and usage show up in the translation in several instances and affects readability significantly.
 |
| **Grade: \_\_/20** | **18-20** | **14-17** | **10-13** | **0-9** |
| **TERMINOLOGY**(Vocabulary choice and semantic field) | * Terms are accurate and appropriate to the field.
 | * Terms are generally accurate and appropriate.
 | * Several errors in use of terminology, reflecting poor command (lack of understanding) of the subject matter.
 | * Serious and frequent errors in terminology and/or specialized content.
 |
| **Grade: \_\_/15** | **12-15** | **9-11** | **4-8** | **0-3** |
| **SOCIOLINGUSTIC AWARENESS**(Choice of register/language level and cultural awareness) | * Adjusts his/her level of formality (register and style) to suit the social context: formal, informal, or colloquial as appropriate and maintain a consistent register.
 | * Translates text confidently, clearly, and politely in a formal or informal register, appropriate to the situation and person(s) concerned.
 | * Translates appropriately in situations and avoids crass errors of formulation.
 | * Translates a wide range of language functions, using most common exponents in a neutral register.
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| **Grade: \_\_/10** | **10** | **8** | **6** | **4** |
| **TOTAL GRADE: \_\_\_\_/100 (70% of the final grade)** |

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| --- |
| **Item Analysis Rubrics:** |
| **CRITERIA** | **EXEMPLARY** | **MEETS EXPECTATIONS** | **EMERGING** | **NEEDS IMPROVEMENT** |
| **ITEM CHOICE** | * 5-7 items have been chosen.
* All chosen items are the most appropriate ones which offer the most acute and meaningful translation challenges/language issues.
* All items have been marked in the text.
* There is no repetition of items that demonstrate the same challenges / language issues.
 | * 5-7 items have been chosen.
* Almost all chosen items are the most appropriate ones which offer the most acute and meaningful translation challenges/language issues.
* Most items have been marked in the text.
* There is almost no repetition of items that demonstrate the same-translation challenges / language issues.
 | * 4 items have been chosen.
* Some chosen items don’t offer the most acute or meaningful translation challenges/language issues.
* Most or none of the items have been marked in the text.
* There is some repetition of items that demonstrate the same challenges / language issues.
 | * 3 or less items have been chosen.
* Most chosen items don’t offer acute or meaningful translation challenges/language issues.
* The items have NOT been marked in the text.
* Most items demonstrate the same translation challenges / language issues.
* No items have been chosen.
 |
| **Grade: \_\_\_/15** | **13-15** | **8-12** | **5-7** | **0-4** |
| **ANALYSIS** | * ALL items have been analyzed.
* Item analysis demonstrates comprehensive understanding of source text.
* Analysis evaluates alternatives, impacts on overall message and end product (final text).
* Analysis offers relevant, complete, valid, meaningful, and detailed explanations. All sources are appropriate.
 | * Most items have been analyzed.
* Item analysis demonstrates clear understanding of source text.
* Analysis thoughtfully considers alternatives, relevant implications, and impact on overall message.
* Explanations and sources are generally of good quality.
 | * Half of the items have been analyzed.
* Item analysis demonstrates general understanding of source text.
* Analysis shows consideration for alternatives and possible implications on the translation.
* Some important explanations of translation decisions are missing and/or some sources are of poor quality or are not given.
 | * Less than half of the items have been analyzed or none.
* Item analysis demonstrates basic understanding of source and target text.
* Analysis gives alternatives but explanation of implications could be more developed.
* Limited explanations of translation decisions and/or use or several unreliable sources.
* There are no explanations to most of the items.
 |
| **Grade: \_\_\_/65** | **55-65** | **35-54** | **26-34** | **0-25** |
| **TERMINOLOGY** | * The student has used the suitable terms and concepts from the Translation-Studies Glossary to explain ALL the analyzed items.
* The terms used are the most relevant, accurate and appropriate ones to the field.
* There is almost no repetition of the same terms to explain different items.
 | * The student has used the suitable terms and concepts from the Translation-Studies Glossary to explain most of the analyzed items.
* The terms used are generally accurate and appropriate to the field.
* There is some repetition of the same terms to explain different items.
 | * Several errors in use of terminology from the glossary, reflecting poor understanding of the subject, glossary and of the translation process.
* The student has mostly NOT used the relevant terms and concepts from the Translation-Studies Glossary to explain the analyzed items but has given another form of verbal explanation of some of the items.
* There is too much repetition of the same terms to explain different items.
 | * Serious and frequent errors in terminology and/or specialized content.
* The student has NOT used the relevant terms and concepts from the Translation-Studies Glossary to explain the analyzed items at all - but has given another form of verbal explanation of some of the items.
 |
| **Grade: \_\_\_/20** | **16-20** | **11-15** | **6-10** | **0-5** |
| **TOTAL GRADE: \_\_\_/100 (30% of the final grade)** |

*Text ID & Final Translation (\_\_\_\_/100) =* **(\_\_\_/70)**

 **+ = \_\_\_\_\_/100 (FINAL GRADE)**

*Item Analysis (\_\_\_\_/100)* = **(\_\_\_/30)**