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TRANSLATING FOR PEDAGOGICAL PURPOSES

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1. Abstract

In recent years, using translation for teaching Chinese Language in Singapore has become a common and necessary strategy due to the growing trend of families using English Language as the primary language at home.

With increased use of translation, or the bilingual approach, in Chinese Language teaching, the issue of using suitable text also arises. This Capstone advocates the use of translated local literature as teaching materials and discusses the strategies involved in translating for pedagogical purposes.

Using a locally produced literature as an example, this Capstone experimented with the strategies and discusses key considerations in pedagogical translations as such selection of text, matching cognitive and language development of target readers, and manipulating text to showcase grammatical features or beautiful writing.

Specific translation strategies used in translating this Capstone for pedagogical purposes include manipulating the range of vocabulary to ensure the translation is age-appropriate, introducing specific grammatical elements in sentences to ensure there are ample learning opportunities, introducing metaphors and poetic expressions to encourage students to write better and pitching the translation at a suitable register which is age appropriate.

2. Translation

No.	Source Text	Target Text	Notes （Learning Objectives）
1.	Chasing Merlion	追 一个关于鱼尾狮的传说	语法教学： 关于
2.	Season of Clouds	云的季节	
3.	1209, Temasek	1209 年，淡马锡(xí)[1]	课外生字： 锡(xí) 认识新加坡历史： 淡马锡(Temasek)是新加坡的旧称。
4.	The Wang family was a two-member father and son household.	旺仔和父亲相依为命，	成语： 相依为命
5.	It was an extremely private estate far from where the rest of the islanders lived.	住在山上的一间大洋房里。 这是一个非常清静，远离其它岛民的居所。	
6.	They lived in a mansion for a house that was perched on a terraced hill.		
7.	This was no ordinary hill.	这座山并不是一座普通的山。	
8.	People called this place ‘The Forbidden Hill’ (or ‘The Hill’) because some local royalty apparently dwelled at the top.	大家都叫它做“禁山”（又称“山“）因为当地的贵族住在山上。	认识新加坡历史： 禁山(The Forbidden Hill)是现在的福康宁公园（Fort Canning）的旧称。
9.	But, because a large orchard of fruit tress divided these royalty from the rest on the hill, no one – including Wang – had really seen how they looked like in person.	可是山上有一个大果园，贵族的家在果园中间，因此大家没有真正见过他们，包括旺仔父子。	语法教学： 因此

[1] 淡马锡: Temasek, the earliest recorded name of Singapore.

10.	Next to this orchard was a spring of clear cold water that cascaded down a slope to 'The River' below.	果园的旁边有一条小河，河水又清又凉，沿着斜坡缓缓地流到"河"里。	认识新加坡历史： 文中提到的"河"(The River)是现在的新加坡河(Singapore River)。
11.	The spring water served many residents on its way down because 'The Hill' housed a surprisingly large number of families.	这条小河给"山"上的居民提供了生活上的需要。 山上其实住了好几户人家。	
12.	There were craftsmen who recycled glass into beads and bracelets and there were others who worshipped at the temple precinct.	有些人家是生产玻璃首饰的，还有几户是山庙的信徒，	
13.	The rest were like Wang's father – travelling traders.	而其他人，跟旺仔爸爸一样，是云游四海的商人。	成语： 云游四海
14.	It was a good time to be a travelling trader.	对商人来说，那是一个再好不过的年代。	
15.	The final decade of the 13th century was the beginning of a particularly prosperous time for *Temasek*.	13 世纪末的淡马锡是一个繁荣的城市。	认识新加坡历史： 新加坡在莱佛士(Raffles)登陆前已是一个海港(trading port)。
16.	The traders traded cotton, lakawood and very fine hornbill casques from this region in exchange for foreign goods like satin, iron bars, printed cloth, pottery and iron cauldrons.	商人把这里出产的棉、马六甲树[2]和马来犀(xī)鸟[3]工艺品卖给外国人，然后跟外国人买铁条、布料、陶瓷(táo cí)[4]和铁锅卖给岛民。	课外生词： 犀(xī) 陶瓷(táo cí) 语法教学： 把
17.	And, because of his father's very successful business, Wang had all the trappings of the good life.	因为爸爸是一位成功的商人，旺仔一直过着美好的生活。	

[2]马六甲树: Phyllanthus pectinatus. Also known as Malacca Tree, Laka Laka, Asam Melaka.
[3] 犀鸟: hornbill
[4] 陶瓷: porcelain

18.	There were abundant lychees – the best there were – from Quanzhou in the Province of Fujian in China.	他可以吃到从福建省的泉州运来的上好的荔枝(lì zhī)[5]，	课外生词： 荔枝(lì zhī)
19.	There were also other scarce luxuries like olives, dried bananas as well as refined cane sugar.	和其他少见又珍贵的食物，如橄榄(gǎn lǎn)[6]、香蕉干和白糖。	课外生词： 橄榄(gǎn lǎn)
20.	There was only one thing they did not have.	他们家只缺了一样东西。	
21.	There was no mirror where they lived because the last ship that tried to import mirrors from China encountered a thundery storm and sunk near the western approach to Temasek.	那就是镜子。爸爸本来要买镜子的，可是运送镜子的船遇到风浪沉了。	语法教学： 本来 可是
22.	For this, Wang had never seen his own face clearly.	因此，旺仔从来没清楚地看过自己的脸。	语法教学： 因此 从来
23.	After Wang's mother died in China, his father took him on a voyage to *Temasek* in hope of a fresh start.	自从妈妈在中国过世后，爸爸便把旺仔带来淡马锡开始新生活。	认识新加坡历史： 新加坡的许多华人都来自中国。
24.	But, the younger Wang was always listless and unhappy.	但旺仔并不快乐，总是一副无精打采的样子。	语法教学： 总是 成语： 无精打采
25.	What little knowledge in geography he acquired, he had learnt it from his father.	他没有看过房子外面的世界。他所知道的地理知识，都是爸爸告诉他的。	
26.	To him, this knowledge was useless if he could not see the world for himself.	对他来说，爸爸说的只是故事，只有自己亲眼看见，才是真实的。	语法教学： 对（人物）来说，……
27.	This predicament arose	他会有这样想法是因为爸	

[5] 荔枝: lychee
[6] 橄榄: olive

	because he was allowed under no circumstances to go outside the house to play – let alone anywhere close to the settlement below "The Hill".	爸无论如何都不让他在房子外面玩，更别说到让他到"山"下的村子去了。	
28.	His father said it was too dangerous.	爸爸说这太危险了！	
29.	*The inhabitants were not as civilized as we were – they were dark-skinned, rough and kept their hair long!*	*岛上的居民不像我们一样文明，他们又黑又野，还留着长长的头发！*	
30.	His father repeated these words so often it had become a certain mantra in the house.	爸爸反复地说着同样的话，旺仔已经耳熟能详了。	成语： 耳熟能详
31.	For all his yearning to see the outside world, Wang was a very timid boy.	虽然旺仔很希望看到外面的世界，但是他是一个胆小的孩子。	语法教学： 虽然……但是
32.	He had to settle for his father's many travelling stories as a proxy for his own adventures.	他只好把爸爸的旅游经历当做自己经历的一样。	语法教学： 只好
33.	Of these, there were many magical tales.	这些旅游经历里，有许多神奇的故事。	
34.	He loved the story of the wild boar of Timor, which drank seawater and ate seaweed because there was no rainfall for up to eight months.	他最喜欢的是关于帝汶(wèn)[7]的山猪。当时那里长达八个月没下雨，山猪不得不喝海水和吃海草。	课外生字： 汶(wèn) 语法教学： 不得不
35.	However, three years on 'The Hill' had made him at least willing to concede his own boredom.	然而，在"山"上住了三年，旺仔还是开始觉得闷。	语法教学： 然而
36.	After all, he longed to have his own stories to tell one day as well.	他非常希望自己有一天也能津津乐道地说着自己的经历。	成语： 津津乐道
37.	Fortunately, this	很幸运的，他的机会来	

[7] 帝汶：Timor, an island at the southern end of Maritime Southeast Asia, north of the Timor Sea.

	opportunity came one day when Wang's father had to travel to china for business.	了！爸爸要出远门做生意，	
38.	This usually meant that the latter would be away from home for months to end.	一去就要好几个月才能回来。	
39.	So, on a cloudy October afternoon of that year, as soon as his father's ship departed from shore, Wang seized the chance to run away.	于是，在十月的某个下午，爸爸前脚上了船后，旺仔后脚趁机离家出走。	
40.	He took out his little bag from under the bed and ran excitedly down 'The Hill'.	他从床底下拿出一个背包，便兴高采烈地下"山"。	成语： 兴高采烈
41.	He had with him only a few day's change of clothes, a Chinese compass and a couple of Chinese copper coins.	他身上只带了几件衣服，一个指南针，还有一些铜板。	
42.	Wang had no idea where he was heading or what he wanted to see exactly.	旺仔漫无目的地下"山"，没有方向也没有目标地走着。	成语： 漫无目的
43.	He just knew he needed to get out!	他只知道自己必须出去走走！	
44.	The only thing he was sure of was that his father would not be back until the next northeast monsoon.	更何况他非常确定爸爸不会这么快回来 。	
45.	This usually took place between the months of January and April the following year.	爸爸必须等到明年一月到四月之间的季候风，才能坐船回来。	
46.	He knew from the stories his father told him that it was the time Chinese shipping would set sail for the Southern Ocean once again.	爸爸曾经说过从中国回来的船只有到那个时候才会向南方航行。	
47.	This meant that he had about a good half a year on his own to explore the real *Temasek*!	这意味着，他有大半年的时间，能够好好地到处玩，认识真正的淡马锡。	

48.	For the very first time.	这可是他第一次出门。第一次！	
49.	Along the way downhill, he witnessed many men at work on a kilometer-long moat stretching from 'The Hill' to the shore.	下山的时候，他看见很多人在"山"和海岸之间挖一个护城河。	
50.	A completed section showed that the earthen rampart was five metres wide and 2.5 metres in height.	这个护城河有 5 公尺宽，2.5 公尺深。	
51.	Wang enquired about the purpose of this wall.	旺仔问他们为什么要挖这个护城河的时候，	
52.	One of the men told him that they had heard rumour came about they were unsure.	其中一个人说他们也不十分清楚，只听说	
53.	But, it did appear that the local royalty was taking no chance.	"山"上贵族不放心自己的安全。	
54.	Wang moved on.	旺仔听后，没想太多便继续下山。	
55.	Before long, he had reached the Fort Gate and beyond that, the north bank of 'The River'.	不久，他来到了堡垒（bǎo lěi）之门[8]，出了这门，就是"河"的北岸了。	课外生词： 堡垒（bǎo lěi） 认识新加坡： 堡垒之门(Fort Gate)是福康宁公园的一个标志。
56.	It was then he realized how hungry he was.	这时，旺仔惊觉自己饿极了。	
57.	Wang was fortunate because he saw – at about a hundred metres away – a boy slightly older than him was sitting under an aloe tree.	还好，距离他一百公尺的地方，有一个年龄相仿的男孩孤零零地坐在一棵树下。	
58.	Getting closer, he noticed that this boy was eating his	走近一看，旺仔发现男孩	

[8] 堡垒之门: Fort Gate of Fort Canning.

	lunch of rice with pickled gourds and grilled fish.	正在吃午餐。 这是一份很简单的午餐，只有白饭、菜瓜和烤鱼。	
59.	When he saw Wang, the former asked if Wang was hungry.	男孩看了旺仔一眼就问他要不要吃点东西。	
60.	Without waiting for a reply, the boy offered a bowl of the same to him.	没等旺仔回答，男孩就给了他一份跟自己那份一模一样的午餐。	成语： 一模一样
61.	Wang gladly accepted it for he was very hungry indeed.	旺仔高兴地接过食物大口大口地吃，他真的饿极了。	
62.	This boy introduced himself as Oak.	两人开始聊天，男孩说他的名字叫阿树。	
63.	Oak was tall, fit and very well built for a twelve-year-old.	虽然阿树只有十二岁，他却长得又高又壮。	
64.	He had a handsome but dark weather-beaten face – just as Wang's father had told him about his stories about people below 'The Hill'.	阿树长得不错，但是皮肤很黑，正如爸爸所言，"山"下的人真的都好黑。	语法教学： 但是
65.	Oak said he had been an orphan since his father disappeared at sea and had relied on fishing for his own livelihood.	阿树说他是一名孤儿，自从爸爸在海上消失后便自力更生靠捕鱼为生。	成语： 自力更生
66.	Oak did not speak very much, probably because he spent a disproportionate amount of his time alone by the sea and was not quite sure how to talk to another human being after such a long time.	阿树的话很少，不知是不是因为常年独自在海上捕鱼的关系，他已经不习惯与别人谈天说地了。	
67.	He also looked like he had not smiled for a very long time.	阿树的脸上飘着一份淡淡的忧伤，似乎好久没有在脸上出现笑容。	
68.	Wang told Oak he came from 'The Hill' and he had slipped out to seek an	旺仔告诉阿树自己是从"山"上溜下来探险的。	

	adventure.		
69.	Oak took a hard look at him like he was studying an unfamiliar map without betraying either disgust or admiration.	阿树盯着旺仔看了许久，不知是对旺仔感到好奇，还有觉得旺仔好笑。	
70.	Then, as was so often his habit, Oak returned to gaze at the sea like he was returning to a very long conversation with a friend only he himself could see.	之后，阿树又习惯性地望着大海若有所思，仿佛千言万语尽在不言中。	成语： 若有所思
71.	He seemed to be waiting for something … or someone.	他好像在等待事情或在期待某个人的出现。	
72.	Then, almost abruptly, he turned to look at Wang again to advise him to go back to where he had come from.	忽然，他回头看着旺仔说："你回去吧。	语法教学： 忽然
73.	*This place was too rough and carried dangers beyond your disposition to endure.*	这里太辛苦，太危险了。你这种人是受不了的。"	
74.	But, Wang simply stood there, literally unmoved by Oak's persuasion	但是旺仔站在原地不动，对阿树的话不为所动。	成语： 不为所动
75.	Meanwhile, he allowed his eyes to wander the place as if compensating for what his physical body could not do.	虽然身体不动，旺仔的眼睛却没闲着。	
76.	On the periphery of Oak's house, Wang saw a half-constructed structure of something that had yet to take on any discernible shape.	在阿树的屋旁，他看见一个看不出形状的东西。	
77.	He asked Oak what it was he was trying to build.	"那是什么？"	
78.	"My own boat!" Oak replied with thinly veiled enthusiasm.	"这是我自己的船！"阿树的声音里有着一丝的兴奋。	
79.	Wang thought he caught a	旺仔以为自己看到阿树的	成语：

	smile broke on the edges of his lips like the break of dawn after a very long night.	嘴角像长夜破晓一样的微微一笑。	长夜破晓
80.	Wang felt elated that he had found the match that lit the tinder of Oak's heart.	他暗自高兴，觉得自己找到开启阿树心灵的锁匙。	
81.	His friend replied that it was a one-man skiff.	阿树说这是一条一人小船。	
82.	"Still some way from completion," Oak added.	"还要一段时间才能造好。"	
83.	Wang admired his new friend's courage and zeal for life.	旺仔很佩服阿树的勇气和对生活的热情。	
84.	He made a mental note to acquire some of these himself.	他告诉自己，他也要从阿树身上学到勇气和热情。	
85.	In the meantime, Oak had been using an old boat bequeathed to him as a gift by his grandfather who used to live along the coast of Southern Borneo.	在自己的船还没造好之前，阿树现在用的是住在南婆罗洲的爷爷留给他的旧船。	
86.	It was an old two-men boat made of tropical hardwood traditionally produced in that part of the region whereas those built of fir came from China.	那是一条用热带树木制造的两人小船。	
87.	It had served him well and could still 'dance with the waves' – a seamen's expression to describe the seaworthiness of a boat.	小船虽然旧，但还能载着阿树乘风破浪。	成语： 乘风破浪
88.	"You seemed to be waiting for something," Wang asked.	"你好像在等什么？"旺仔问道。	
89.	"I'm waiting for the rain to come," Oak replied absent-mindedly.	"我在等下雨。"阿树若有所思地说。	
90.	"Why?" Wang pressed on, trying his luck.	"为什么？"旺仔逼问。	

91.	“Because the rain brings miracle,” Oak answered.	“因为雨会带来奇迹。”	
92.	“Miracles for what?” Wang persisted in his questioning.	“什么奇迹？”	
93.	“Bring my father back home,” Oak said.	“把我爸带回来。”	
94.	“What happened to him?” Wang asked.	“他怎么了？”	
95.	Oak told him how his father left the village one day to go fishing the way he always did but never came back.	阿树说有一天爸爸像平常一样出海，可是他却再也没有回来。	
96.	They found the boat.	大伙们找到爸爸的船，	
97.	It was the same boat Oak had told Wang about.	就是阿树正在重造的一人小船，	
98.	But, they could not say the same for his father’s body.	但是人却不见踪影。	
99.	“I’m sorry to hear that,” Wang replied.	“你别太难过。”	
100.	“Don’t be,” Oak replied as he proceeded to collect the bowl back from Wang.	“不要同情我。”说完，阿树就把碗收起来了。	语法教学： 把
101.	The latter complimented him for a delicious lunch.	旺仔想换个话题，便称赞阿树的手艺很不错。	
102.	When it finally dawned on Oak how futile it was to counsel Wang out of this venture, he decided to make an offer to his new friend.	阿树觉得旺仔应该不会听自己的劝告回“山”上，便出了另外一个主意。	
103.	The plan worked something like this: Oak would allow him to stay on the condition Wang worked for him like a fellow fisherman for a full season.	阿树说旺仔能够住下来，但是他必须陪阿树一起出海捕鱼。	
104.	In exchange for food and lodging, Wang would offer the fish they jointly harvest as a compensation.	而旺仔捕到的鱼将用来换取食物和住宿的花费。	

105.	Wang agreed readily, seeing in this arrangement the dual benefit of settling the problem of his short-term dwelling place and the opportunity to finally get a taste of life below 'The Hill'.	旺仔马上接受了这建议，他觉得这事一个两全其美的注意，让自己能在"山"下过着不愁吃不愁穿的生活。	成语： 不愁吃不愁穿
106.	Season of Rain	雨的季节	
107.	After a full season with Oak, Wang finally plucked up the courage to ask him for permission to pilot the boat.	经过了一整季，旺仔终于鼓起勇气问阿树是否可以让他来开船。	
108.	Oak did not hesitate to hand the reins of the boat to Wang.	阿树想都没想就把位置让给了旺仔。	语法教学： 把
109.	In fact, he looked almost surprise Wang had taken such a long time to even ask him to do it.	他还感到奇怪，旺仔怎么经过这么长的时候，都没说自己想开船呢。	
110.	Oak saw in this the opportunity to lie down and rest.	这下可好了，他可以趁此机会，躺下来休息。	
111.	Wang had become his trusted acolyte, both on land and at sea.	经过这些日子，不管是地上还是海上，旺仔早已成为阿树所信任的伙伴了。	
112.	There was just one more thing.	只有一件事，他还没告诉旺仔。	
113.	He just needed to leave Wang with the only warning at sea his father had given Oak earlier.	他必须告诉旺仔，爸爸曾经给的一个忠告。	
114.	"You can go anywhere from here except one place," Oak commented as they sailed gingerly into the open ocean.	"旺仔，你哪儿都可以去，就是不能去一个地方。"说着说着，船不知不觉开入了公海。	
115.	Dark clouds had gathered on the sands of the desert.	天空开始乌云密布，	成语： 乌云密布
116.	The air felt heavy, carrying the burden of the	周围的气氛变得很沉重，有一种危机重重的感觉。	成语： 危机重重

	atmosphere that was about to break.		
117.	“Tell me,” Wang urged, feeling mysteriously excited.	“什么？快告诉我。”旺仔内心莫名地兴奋起来。	
118.	Oak pointed to the distant shore then partly shrouded in mist.	阿树指向远方被雾遮住的一片海岸。	语法教学： 被
119.	“They called it *Dragon Tooth Gate*.”	“那个地方叫龙牙门。”	认识新加坡： 龙牙门(Dragon Tooth Gate)是新加坡港口附近一块岩石的名称。
120.	Oak was referring to the narrow stretch of waterway between *Temasek* and ‘The Island’ – the infamous channel avoided by experienced fishermen.	阿树指的是淡马锡和“岛”之间一条窄窄的水道，有经验的渔夫都会避开它。	认识新加坡： 文中所提到的“岛”(The Island)是现在的圣淘沙(Sentosa)。
121.	Not that he had sailed there himself.	阿树自己也没去过，	
122.	Oak had heard it from his father.	只是听爸爸说过。	
123.	“Ah, the oceanic boundary between the eastern and western seas,” Wang quipped, recalling the private tuition given by his father.	“哦，我知道了，就是东海和西海之间的海洋界限。”旺仔回想起爸爸教过的地理知识。	
124.	“What?” Oak looked puzzled.	“你在说什么？”阿树听了一知半解。	成语： 一知半解
125.	“The Chinese drew a line here to divide the ocean into halves,” Wang said.	“中国人在这里画了一条线把海分成了东西两边啊。”	语法教学： 把
126.	“Whatever it was, you do not want to go there,” Oak commented.	“不管它叫什么，你千万别把船开过去。”	
127.	“What’s over there?” Wang asked.	“那里有什么？”	

128.	“Pirates.” Oak said.	“海盗(dào)[9]。”	课外生词： 海盗
129.	Upon hearing that, Wang lost his balance on the boat.	一听到“海盗”两个字，旺仔差点跌入海里。	
130.	Oak held him steady.	阿树赶快帮忙扶着他。	
131.	“Easy!” Oak urged.	“小心一点。”	
132.	“I’m all right! I’m all right.”	“我没事。我没事。”	
133.	Wang tried to reassure Oak while stretching out both his hands to find balance atop the rocking boat.	为了让阿树放心，旺仔伸出双手，努力不让自己跌入海里。	语法教学： 为了
134.	“And, try not to drop into the water as well while you are at it,” Oak warned.	“还有，千万别掉进海里。”	
135.	“Why?” Wang replied.	“怎么了？海里有什么？”	
136.	“Nothing – It’s probably just legend anyway,” Oak grinned and continued, “But as the adults said…just in case all right.”	“没什么，就一个传说罢了，大人们都这么说，千万别掉下去，你小心一点就是。”	
137.	They cruised on in silence as each mined his own thoughts for entertainment.	接下来，他们各有所思，都没有再说话了。	
138.	Oak closed his eyes and pretended to sleep.	阿树闭上眼睛，假装睡觉。	
139.	In this way, he would not feel obliged to engage in any conversation.	这样一来，他就不用跟旺仔说话了。	
140.	The afternoon was so hot their ears started to ring.	这天下午非常热，热得他们快受不了了。	
141.	Wang was trying to amuse himself.	旺仔觉得有点无聊，想自娱娱人，	成语： 自娱娱人
142.	He found his own reflection in the water.	便看看水中的倒影。	
143.	Like everyone else, he had	他从来不知道自己长得怎	

[9] 海盗：pirate

	never really seen how he looked like.	样，	
144.	Wang had to take his father's words for it.	只能听信爸爸所说的。	
145.	"Don't you worry, you have a handsome face," Oak teased him without opening his eyes and continued, "But there are just too many moles – make your face look … complicated."	"放心吧！你长得很帅。"阿树闭着眼睛开玩笑地说："只是脸上的痣（zhì）[10]太多了，让你的脸看起来很……复杂。"	课外生字： 痣
146.	"That was exactly what my father said," Wang almost could not believe what he had just heard.	"我爸爸也是这么说"旺仔简直不敢相信自己的耳朵。	
147.	"Then, it must be true," Oak grinned again.	"那就应该是真的吧。"	
148.	He was beginning to enjoy the company of this neophyte.	阿树开始喜欢旺仔的陪伴。	
149.	Just then, the mist seemed to thicken so that they could barely make out shape a hundred metres from them.	这时候，雾开始越来越浓，他们连百米以外的事物都看不见了。	
150.	Everything around them suddenly became very still.	更奇怪的是，周围开始变得很安静。	
151.	Oak could feel something had hit the boat – or the boat had hit something.	突然阿树觉得有东西撞到小船，又可能是小船撞到了什么东西。	
152.	He could not tell which was which.	他分不清到底发生什么事，	
153.	He looked around with a worried look.	便着急地四处张望。	
154.	"What's wrong?" Wang asked.	旺仔问："怎么了？"	
155.	They continued on for a short while more as Oak tried to find the right word to describe it.	他们继续前进，阿树不知道如何形容他的感受。	

[10] 痣: mole

156.	“It’s … it’s… too quiet.” He said finally.	“这里……这里……太安静了。”	
157.	Just then, through a small break in the mist, Oak made out the image of two huge pieces of rock rising from the sea.	就在这时候，雾散开了一点，阿树看到两旁的大石头。	
158.	They looked like the teeth of a huge sea monster.	这些石头长得像海怪的牙齿。	
159.	From the corner of his eyes, Oak could begin to make out small boats camouflaged behind thick bushes and it suddenly dawned on him.	眼角余光中，阿树也看到有许多只小船躲在草丛之间。他突然恍然大悟。	成语： 恍然大悟
160.	They were in the vicinity of *Dragon Tooth Gate*!	他们竟然开进了龙牙门！	语法教学： 竟然
161.	“Paddle back! Paddle back!” Oak whispered nervously.	“赶快划回去！快点划！快！”阿树小声地说。	
162.	At that moment, a whistle rang out and sliced through the air so loud it scared the winged fauna out of their hideouts.	突然，空气里传来一声响亮的哨音[11](shào yīn)，声音大得把躲在草丛里的鸟儿吓得鸡飞狗跳，四处乱飞。	课外生词： 哨音 成语： 鸡飞狗跳 语法教学： 突然
163.	The skies darkened momentarily as these birds soared overhead and drew a curtain of shadow over the sea.	成群飞过的鸟儿在海面浮出一道道影子，让天色顿时暗了下来。	
164.	Wang clasped his ears from the deafening sounds while Oak kept his eyes on his surroundings, ready to protect himself if not also his newfound friend.	鸟儿的叫声非常刺耳，旺仔连忙按住耳朵。阿树则专注地查看周围的环境，准备保护自己和伙伴。	语法教学： 连忙
165.	Just then, they felt their	就在此时，他们的小船被	语法教学：

[11] 哨音:whistle

	boat suddenly being towed out to sea.	拖到了大海。	被
166.	But, they could not make out who or what was pulling them as the mist was still very thick.	是谁在拖船？雾还是很大，他们什么都看不到。	
167.	When they were some way off and out of earshot of those at the *Dragon Tooth Gate*, their boat finally stopped and a face emerged through the mist.	当他们离开龙牙门之后，船就停了下来。这时，眼前出现了一张脸。	
168.	He seemed to be the leader of the towing party.	这人应该是拖船队的首领。	
169.	But, he appeared not much older than Oak.	不过，他很年轻，看起来跟阿树和旺仔差不多年纪。	语法教学： 不过
170.	He had his long hair tied up in a bun and wore a short cotton shirt, typical of people living by the *Dragon Tooth Gate*.	他身穿短袖(xiù)[12]上衣，把头发扎成一个包，这是龙牙门的穿着。	课外生息： 袖 语法教学： 把
171.	He carried a stern look on his face but it was compensated by a pair of curious dancing eyes, the kind that spoke to you all the time.	他的表情很严肃，但有一双机灵又会说话的眼睛。	
172.	There were two deep and long scars under his left eye – incisions that seemed to be made either by a sword or a kris.	他的左眼下面有两条又深又长的疤，应该是被剑或刀割伤的。	语法教学： 被
173.	Apart from that, he had quite a handsome face overall.	除此以外，他其实还长得不错。	
174.	There were two other companions on another boat who dressed just like him.	他的身旁站了两位同伴，穿着跟他一模一样。	
175.	“What are you both doing	“你们为什么来这里？”首	

[12] 短袖:short-sleeved

	here?" the leader enquired.	领问。	
176.	"I'm sorry – we got lost in the mist." Oak said.	"对不起，我们在大雾中迷路失了方向。"	
177.	The leader slowly circled their boat as if a shark was marking its prey – all the time examining them like some extinct specimens stolen from a museum of sorts.	那位领导的船像鲨(shā)鱼[13]捕猎一样围着他们绕，而他的视线没有离开过旺仔和阿树，一直仔细地观察他们。	课外生词： 鲨鱼
178.	"Interesting," he continued.	"真有趣。"	
179.	"What?" Oak was not sure what he meant by that.	"你在说什么？"阿树似懂非懂地问道。	成语： 似懂非懂
180.	"That the two of you should be found together," he replied.	"就是你们两个居然在一起啊。"	语法教学： 居然
181.	He turned to face Wang.	他面对着旺仔说：	
182.	"You are from 'The Hill'," he said and continued, "What brings you down here?"	"你是住在'山'上的，怎么下来了？"	
183.	"I wanted to see your world." Wang added quickly.	旺仔赶快说："我想看看外面的世界。"	
184.	"You might not like what you see," the leader said.	"你看了之后不一定会喜欢的。"首领说完，笑了一笑，样子变得温柔多了。	
185.	Then, he softened his look and broke into a little smile.		
186.	"My name is Tok," he introduced himself.	"我叫阿义。"	
187.	Almost on cue, everyone gave a little nod of the head to acknowledge each other awkwardly- not unlike strangers at a party.	大家互相点了点头，由于彼此刚认识，气氛有些别扭。	语法教育： 由于
188.	"Both of you were very close to getting yourselves killed – straying into our	"你们这样闯进我们的地盘，差点就丢了命。如果'风'看见你们，你们就完	语法教学： 如果

[13] 鲨鱼: shark

	territory like that," Tok commented and added, "If Bayu had seen you; it would be the end for the two of you."	了。"	
189.	"Who's Bayu?" Wang asked.	旺仔问："'风'是谁？"	
190.	"He's our Chief," intoned Tok.	"他是我们的首领。"	
191.	"We should say thank you then," Oak said.	阿树说："那么，我们应该谢谢你，救了我们。"	
192.	"What were all of you waiting for out there with such a large gathering of your people?" Wang asked.	"你们一大群人在那里等什么？"旺仔无知地问。	
193.	"Every year," Tok explained, "ships sail from the Bay of Bengal to our part of the world en-route to China.	阿义解释："每年，从孟加拉湾来的船会经过这里去中国。	
194.	Because they could not complete the entire journey within one season, they had to make a stopover in our neighbourhood to rest and to replenish."	因为他们不可能一口气就到中国，所以会在我们这里休息休息，补充资源。"	语法教学： 因为……所以
195.	"You are a pirate!"	"你……你是海盗！"	
196.	Wang interjected – unable to check himself in time.	旺仔忍不住插嘴了。	
197.	"He's not what you think," one of the two small friends who followed Tok chimed in and added, "He hated violence."	"他不是你想的那样。"阿义的同伴也插嘴了。"他不喜欢打架的。"	
198.	"He disliked injustice," the other boy chimed in.	"阿义哥是个有正义感的人。"另外一位同伴说道。	
199.	Tok reached into his pocket to fish out a *cupping* and a *bari* – two special oyster species – and handed him to	阿义从口袋里拿出两个不同品种的生蚝(háo)[14]交给了阿树和旺仔。	课外生字： 蚝

[14] 蚝: Oyster

	Oak and Wang.		
200.	"In our custom, if we don't fight each other, we must become friends.	"在我们的习俗里， 如果不打架，就要当朋友。	语法教学： 如果
201.	Do you accept this friendship?"	你们愿意做我的朋友吗？"	
202.	Tok stretched out his gifts towards his two potential acquaintances.	阿义边说边把礼物交给阿树和旺仔。	
203.	Oak and Wang cast a quick look at each other and then simultaneously nodded their heads in a hasty agreement.	他们互看了一眼后，连忙点头答应。	
204.	"Good," Tok gave a bigger smile this time round as he handed them his tokens of friendship, revealing two missing front teeth.	"很好。"阿义交了新朋友，笑得更开，露出了一排缺了两颗门牙的牙齿。	
205.	He added cheekily, "Just don't eat them together. Or else, even I cannot save you."	他半开玩笑地说："这两种生蚝别一起吃，不然，我也救不了你们。"	
206.	At that moment, a loud noise emanated from the vicinity of the *Dragon Tooth Gate*.	就在这时，龙牙门附近传来巨大的声响。	
207.	The mists had cleared slightly.	雾又散开了一些。	
208.	All of them could see rows and rows of boats launched from the shore into the open seas.	他们眼前所见，是一排一排准备开向大海的船只，从海岸一路排到公海。	
209.	A loud chorus of synchronized shouts filled the air as the pirates made their approach towards the trading vessels now trying to turn away from the mass of islets on the western approach to *Temasek*.	船上的海盗异口同声地喊起了口号，并同时把船只开向一群正在开往淡马锡的商船。	成语： 异口同声
210.	Each boat carried two adult males on board armed with swords, bows and arrows,	每只海盗船上有两位成年男子，手里握着各种武	

	spears and poisoned darts.	器。	
211.	They stretched out from every corner of the coast as far as the eyes could see.	望眼看过去，海面上满满都是海盗。	
212.	Wang figured there were at least about two hundred of them in all, turning the sea into a stage of menace and danger.	旺仔猜那里至少有两百多个海盗吧。现场充满着危险的气氛。	
213.	“We got to go!” Tok told his aides and with that, all three of them sailed back to join the contingent now mounting an assault on the trading vessels.	“我们得赶快离开。”阿义带着两位同伴把船开到海盗群中。这些海盗正准备攻击前面的商船。	
214.	Oak and Wang found themselves in the middle of a theatre of war.	阿树和旺仔发现自己身历险境。	
215.	There was a clash of metal as the pirates crossed swords with the foreign traders trying to defend their ships from the marauding looters.	海盗和商船打起来了，乱箭满天飞舞，有些海员因为被毒箭射伤，掉入海里了。	成语： 满天飞舞 语法教学： 因为
216.	So many arrows rained down on the vessels that some of the ships were already taking in water and on the verge of sinking.	箭如雨点般落下，有些船只中了很多箭开始积水而往下沉。	
217.	Sailors unfortunate enough to receive the poison darts fell off the vessels into the deep sea like exhausted and lifeless torpedoes.	有些海员被射伤后，像一个个筋疲力尽没有生命力的鱼雷，重重地跌入海里。	成语： 筋疲力尽
218.	Oak and Wang rowed their boat away as quickly as possible.	阿树和旺仔赶快把船划走。	
219.	They were some distance away when Oak realized for the first time his clothes were wet.	他们划了一段距离后，阿树才发现他们的衣服已经湿了。	
220.	For it had started to rain.	原来已经下雨了。	

221.	It came in sheets, knitting the skies and the seas into one single canvas.	那是一场倾盆大雨，海和天几乎连成一线。	成语： 倾盆大雨
222.	Oak stopped what he was doing and stretched out his hands to feel the rain.	阿树停下来，张开双手感受雨水滴在手上的感觉。	
223.	“It has finally come.”	“终于来了。”	
224.	The old boat was taking in water as well.	老旧的小船也开始积水。	
225.	They have taken some hits earlier when Tok rescued them.	原来船身刚刚有受到损坏，	
226.	They were just too busy being afraid to notice.	但是他们两人刚才太害怕了，根本没有注意到。	
227.	That explained the hard knocks Oak heard on the boat.	这就难怪阿树之前有听到船撞到东西的声音。	
228.	The boat was then sinking deeper into the waters.	船慢慢往下沉。	
229.	Wang caught the look on Oak’s face and immediately understood the unspoken instruction.	旺仔看了阿树一眼，仿佛两人心有灵犀，马上明白接下来该怎么做。	成语： 心有灵犀
230.	Both of them hurriedly cupped their hands together to try to scoop the water out of the boat as fast as they could.	他们赶紧用双手把船里的积水以最快的速度（sù dù）往外泼。	语法教学： 赶紧 把 课外生词： 速度
231.	But, the water level just kept rising higher and higher until Wang was forced to confront a very real prospect of an early death.	但是积水还是越来越多，旺仔开始感到害怕。他会不会就这样死掉。	
232.	“Are we going to drown?” Wang shouted through the rain washing down his face.	“我们要淹死了吗？”旺仔气急败坏地喊道。雨水不断地打在他的脸上。	成语： 气急败坏
233.	Oak did not reply but continued doing what he	阿树顾不得回应他，只是	

	had been doing.	一直泼水。	
234.	Suddenly, Wang tugged hard at Oak's shirt.	旺仔拉了拉阿树的衣服。	
235.	The latter stopped his activity to find out what could be more important than saving their boat and their lives.	阿树停下手来，看看究竟有什么事比活命更重要。	语法教学： 究竟
236.	Wang stood poised like a statue with his finger pointing at the sea below.	旺仔像石头一样一动也不动，指着船底下。	
237.	Something huge was moving fast past them from under their very boat.	一个巨大的东西正快速地在船底下游动。	
238.	"We are going to die!" Wang said softly to himself rhetorically.	"我们快死了。"旺仔自顾自地说。	
239.	Oak reverted back to scooping water – this time with much greater urgency than before.	阿树继续泼水，这一次他的动作比之前更急迫。	
240.	The water level had reached both their knees.	积水已经到他们的膝盖(xīgài)[15]了。	课外生词： 膝盖
241.	It was a matter of time before they would be totally submerged.	再过不了多久，他们就命悬一线了。	成语： 命悬一线
242.	"Can you swim?" Oak smiled.	"你会游泳吗？"阿树问。	
243.	"No. Definitely not!" Wang replied.	"不会！我不会！"	
244.	"Try to float then," Oak pressed and steadied himself to swim like an amphibious vehicle converting itself from a road warrior into a boat.	"那就尽量浮着吧。"阿树说完准备跳下水。一下水，他就如鱼得水般，灵活地游动。	成语： 如鱼得水
245.	"No … no … you don't understand … wait for me!" Wang shook his head.	"不……不……你不明白……等等我！"旺仔边说边摇头。	

[15] 膝盖: knee

246.	"Just take in as much air in your lungs as possible and try to stay afloat. I will drag you to shore." Oak urged.	阿树劝说："大力吸一口气，尽量浮起来，我会把你拖到岸上。"	
247.	However, Wang was not really paying attention to Oak because he noticed the creature – whatever it was – was coming straight for them this time.	旺仔并没有注意听阿树在说什么，因为，海里的不明巨物正向他们冲过来。	
248.	"All right! All right! We need to go now!"	"赶快跳下来！我们得离开这里。"	
249.	Oak dragged Wang out of the sinking boat and swam hard.	阿树把旺仔从船上拖入水里，然后拖着他奋力地游。	
250.	However, he knew the creature was drawing close because he could feel the sea currents shifting from under his feet.	然而，他非常清楚不明巨物正接近他们，因为他感觉到海流在他脚下移动。	语法教学： 然而
251.	Suddenly, his legs were seized with a painful spasm and he found himself sinking.	突然，他的脚抽筋了，然后他开始往下沉。	
252.	At that moment, he suddenly had a fleeting of his father.	这时候，他眼前浮现了爸爸的样子。	
253.	*Did he drown like that at sea?*	*爸爸也是这样淹死在海里的吗？*	
254.	After Oak went underwater, he kept his eyes open to find out what the mysterious creature could be.	阿树沉入海里时，用力把眼睛睁开，他一定要看看这个神秘的动物。	
255.	He saw what he looked like a huge fish.	他看见了！它像一条大鱼。	
256.	But when the full image of the creature became obvious, he was gripped with unspeakable fear.	当他清楚地看到这个动物的样子时，他感到无比的害怕。	
257.	It was exactly what he had imagined from all the local	它长得跟传说里的样子一模一样。	

	stories he heard.		
258.	*The Merlion!*	*这就是鱼尾狮！*	认识新加坡： 鱼尾狮(Merlion)新加坡旅游局(Singapore Tourism Board)用的一个标志。
259.	He struggled to get back up to the surface.	阿树努力地往上游。	
260.	But, the harder he tried, the faster he sank.	但是他越用力就沉得越快。	
261.	However, Oak could hardly save himself, let alone Wang.	阿树连自己都救不了了，更何况救旺仔。	
262.	Before he knew it, a blanket of darkness closed in on him.	他还没来得及反应就发现自己眼前一黑。	
263.	The Merlion had surfaced from the depths and lifted both of them up with its body.	鱼尾狮救起了旺仔和阿树，把他们带到水面上来。	
264.	With both Oak and Wang lying passively on its cold surface – unconscious – it headed speedily for land.	他们一动也不动地躺在鱼尾狮冷冷的身体上。鱼尾狮火速地游向岸边。	
265.	It swam close to the surface so that its little friends could still breathe the air above.	为了让两位小朋友能够呼吸到空气，鱼尾狮离水面很近。	语法教学： 为了
266.	Upon reaching shore, the Merlion deposited his young riders near the mouth of 'The River' and quickly disappeared back into waters for it knew they were being watched.	到岸后，鱼尾狮把两位小朋友放在"河"口边，便消失得无影无踪了。	成语： 无影无踪
267.	Not far from here, the Shahbandar witnessed all these events as they unfolded because nothing escaped this port master's gaze.	不远处，站在岸上的港务长看到了这一切，没有事情能够逃过他的眼睛。	认识新加坡历史： 港务长(Shahbandar)是掌管谈马锡港口的官员。

268.	He quickly dispatched a messenger to Bayu.	他赶快找人通知“风”。	
269.	The Shahbandar was a faithful follower of the latter.	港务长是“风”的追随者。	
270.	He served as his eyes and ears on *Temasek* because he was always watching – for things, people … and prized possessions.	他是“风”在淡马锡的耳目，把在这里看到和听到的都告诉他。	
271.	And, today, he got all three.	今天，他有了重大的发现。	
272.	Upon hearing the news, Bayu – whose name meant ‘swift as the wind’ - promptly diverted his man from the raid on the trading vessels because, as he explained to them later, a bigger prize awaited them.	“风”的全名是刘向风，而他也人如其名，行动像风一样流利。他一听到消息后，马上停止了对商船的攻击，因为他将得到更好的宝物。	成语： 人如其名
273.	*So the story is true after all!*	*原来，传说是真的。*	
274.	*I shall be remembered for capturing it alive!*	*大家将会记得我就是活捉鱼尾狮的英雄！*“风”是这么想的。	
275.	With that, the entire fleet was diverted from the *Dragon Tooth Gate* in the direction of ‘The River’.	“风”的船队从龙牙门开向“河”的方向。	
276.	When Oak finally came to, his face was marked with sand.	阿树终于苏醒了。他发现自己满脸是沙，	
277.	That did not seem to bother him the least bit.	但他一点都不在意。	
278.	His immediate concern was to drag Wang to dry land and to try to resuscitate him.	当前最重要的事情就是把不省人事的旺仔拖到比较干的地上进行急救。	成语： 不省人事
279.	Wang threw up some water but otherwise appeared unscathed.	奄奄一息（yǎn yǎn yī xī）的旺仔，在阿树的抢救后，吐了几口水才醒过来了 。除此之外，他似乎	成语： 奄奄一息

		没有受伤。	
280.	“What was that?” Wang asked between breaths.	“那是什么？”旺仔一边喘气一边说。	
281.	“The Merlion – I tried to warn you earlier.” Oak said.	“那是鱼尾狮。我本来要跟说关于它的事的。”	
282.	“Is it a friend or foe?” Wang asked.	“它是敌是友？”	
283.	“I don’t know for sure,” Oak said.	“我也不知道。”	
284.	As this was happening, Oak noticed how the waves pounding the sand had changed its rhythm and tenor.	就在这时候，阿树注意到海浪打在沙滩上的节奏和声音都改变了。	
285.	It had grown in intensity and frequency.	节奏更快了，声音更强了。	
286.	The whole place seemed eclipsed by a dark cloud.	整个地方好像被一片乌云盖着一样。	语法教学： 好像
287.	Except that this time, it has nothing to do with nature for the rain had stopped.	然而这一次跟天气无关，雨早已下完了。	语法教学： 然而
288.	He looked up to see the entire horizon being blocked by a contingent of boats.	阿树抬起头来，只看见地平线被一整个船队遮住。	
289.	They were advancing towards the shore where Oak and Wang were.	这些船只正朝着阿树和旺仔的方向前进。	
290.	“Capture them!”	“捉住他们！”	
291.	They could hear Bayu’s instructions even from where they were.	他们能够清楚地听到“风”的指示。	
292.	When they finally landed, it was the first time Oak had seen Bayu up close.	当海盗们着陆后，阿树和旺仔第一次看清楚“风”的样子。	
293.	The former noticed how the latter sported a tattooed face, all black save for the area around the eyes.	“风”满脸刺青，除了眼睛以外，整张脸都是黑的。	

294.	The markings made him look fiercer and more menacing than a human face was able to conjure up on its own.	这些刺青让他看起来比一般人更凶更狠。	
295.	Bayu had a string of bezoar stones – made from the concretions found in the intestinal tracts of the porcupine – tied around his neck.	他的脖子戴着一条婆娑(pó suō)石[16]项链，	课外生词： 婆娑
296.	It acted as a talisman against all kinds of dangers.	是用来辟邪（bì xié）的。	课外生词： 辟邪
297.	Bayu ordered both Wang and Oak seized as hostages.	“风”命令手下把阿树和小王捉起来当人质(zhì)[17]。	课外生词： 人质
298.	*They will bring the Merlion to me!*	*他们会把鱼尾狮引出来。*	
299.	He thought to himself.	他是这么想的。	
300.	Both were taken back to *Dragon Tooth Gate*, lair of the pirates – only this time officially.	于是，两人又回到了龙牙门，但这一次就不是误打误撞了。	语法教学： 于是 成语： 误打误撞
301.	Although they were captives, Oak and Wang were permitted to walk unrestrained about the place, albeit with the whole entourage trailing them from behind with spears and swords at the ready – with some appearing extremely eager to use their implements if only for a lack of opportunity.	虽然他们是人质，阿树和旺仔可以四处走动。当然，有一大群带着武器的海盗会跟着他们，观察他们的一举一动。 有些海盗看起来蓄势待发，但又似乎英雄无用武之地。	成语： 蓄势待发 英雄无用武之地
302.	The inhabitants of the place merely looked on uninterested.	龙牙门的居民对两位小伙子和身后的一大群海盗没什么兴趣。	

[16] 婆娑石: Bezoar stones, made from the concretions found in the intestinal tracts of the porcupine.
[17] 人质: hostage.

303.	Oak judged from this that taking prisoners was apparently a very common practice.	由此看来，海盗经常把人捉回来，所以这里的居民都习以为常了。	成语： 习以为常
304.	Among the crowd of onlookers, Oak picked out Tok.	阿树在人群中看见了阿义的身影。	
305.	They held each other's gaze for a brief moment before the latter turned away.	他们对看了一下后，阿义便转身离开了。	
306.	Oak noticed how the settlers here had their hair knotted tightly at the back of their head.	阿树发现这里的居民都习惯把头发扎成一个包。	
307.	They also wore short cotton shirts with black cotton sarongs.	他们都穿着短袖衬衫和黑色的纱笼。	
308.	There were many activities going on.	这里的生活很忙碌。	
309.	Women were boiling seawater to extract salt.	妇女们在煮海水取盐，	
310.	Another group was carrying out fermentation of rice to produce a local blend of alcohol.	另外一群人在做米酒，	
311.	A third group was using butan leaf to prepare a form of local salad.	还有一群人在用一种树叶做生菜沙拉。	
312.	Oak and Wang also noticed that the conditions at *Dragon Tooth Gate* were hardly as bad as it was known to be.	阿树和旺仔发现龙牙门的生活环境并没有想象中的贫困。	
313.	The soil they trampled on was black and fertile and, further inland, the woods abound in good masts that would be perfect for the construction of ships.	他们脚下的泥土是肥沃的，而岛上的树木也很健壮，很适合造船。	

314.	They noticed an abundance of coarse lakawood and tin ore in the storehouses.	他们还发现仓库(cāng kù)[18]里有很多木材和锡矿石。	课外生词： 仓库
315.	These items were often used as barter in exchange for silk, cotton cloth with floral patterns, low quality pottery and metal containers demanded by the locals.	这些物件都可以用来以物换物，换取大家非常需要的印花布，陶瓷和铁罐子。	
316.	Suddenly, a few of the men grabbed both Oak and Wang by their arms, instructing them to halt.	突然，几个人抓住阿树和旺仔的手臂，叫他们停下脚步。	
317.	Just ahead of the group, a herd of elephants suddenly came into view from out of the thick foliage.	在他们的前面的树林里突然出现了一群大象。	
318.	Oak took note that these appeared to be tame animals unlike elephants of the wild (Many years later, the Chinese court would summon their emissaries to bring some of these back to China.)	阿树发现这些大象似乎已经被驯(xún)服[19]了。（许多年后，这些大象被送回中国去了。）	语法教学： 似乎 课外生词： 驯服
319.	When they finally reached the other end of the settlement, the entourage halted.	当他们来到村子的另一头时，大家终于停下脚步。	
320.	The locals called this place ‘The Pond of the Dead’.	当地人叫这里做“死人湖”。	
321.	Oak and Wang were each tied to a tree about fifty metres out from shore.	阿树和旺仔各自被绑在一棵在岸外 50 米的树上。	语法教学： 被
322.	The soles of their feet were barely a metre above sea level.	他们的脚距离海面不到一米的距离。	
323.	The pirates were on their sharpest lookout with instructions to maim – but	海盗们打起十二分精神，如果鱼尾狮在附近出现，他们就随时准备出击。	成语： 打起十二分精神

[18] 仓库: warehouse
[19] 驯服: tame

	not kill – the Merlion should it appear anywhere near the vicinity.		
324.	“Are you aware what’s going to happen,” Wang asked.	“你知道接下来会发生什么事吗？”旺仔问道。	
325.	“No,” Oak replied and added, “although I cannot say I have a good feeling about this.”	“不知道，但我有预感绝对不是好事。”	
326.	“My father told me about this once,” Wang said and continued, “they called these ‘dreamy trees’ because people have died sleeping on it.	旺仔继续说：“我爸曾经说过，这些树之所以叫‘迷茫树’就因为很多人在上面睡死。”	
327.	“Why?” Oak asked as he looked around the trees for any peculiarly evil feature.	“为什么？”阿树四处察看这些树是不是有什么邪恶（xié è）的特征（tè zhēng）。	课外生词： 邪恶 特征
328.	“The trunk literally sunk into the seabed at night – slowly but surely,” Wang replied.	“因为到了晚上，树干会慢慢地被海水淹没，到时候……”	
329.	“How much time do we have?” Oak asked.	“我们还有多少时间？”	
330.	“Up till about the third watch,” Wang replied.	“大概到三更吧。”	
331.	“Midnight?” Oak clarified.	“半夜 12 点？”	
332.	“Yes, midnight,” Wang affirmed his friend’s question with an earnestness like it was the last answer he was ever to give to anybody.	“对，半夜 12 点。”旺仔认真地回答，仿佛这是他最后一次回答任何问题似的。	
333.	Oak looked up at the dusk sky.	阿树抬头看着黄昏的天空。	
334.	He had never thought dusk could be so beautiful.	他从来不知道原来黄昏是那么的美。	
335.	Dusk was always the outsider.	黄昏一直是一个局外人，	

336.	Day was special for work and night was unique for sleep.	日出而作、日入而息[20]，	
337.	But dusk had never attained a character to call its own.	黄昏却没有自己的定位，没有自己的个性。	
338.	It was merely an elusive and brief transition between two poles.	它就是白天和黑夜之间一个捉摸不定的交接点罢了。	
339.	Now, it looked different.	今天的黄昏格外不同。	
340.	Hues of orange and yellow mixed with streaks of purple and red concocted into a background palette of black and blue.	橙(chéng)[21]黄色的夕阳与紫红色的晚霞(xiá)[22]相交辉映（xiāng jiāo huī yìng）在黑蓝色的夜色上。	课外生词： 橙 晚霞 辉映
341.	Yes, dusk had a character beyond what day and night alone could muster.	是的，黄昏有着白天与黑夜无法捉摸的个性。	
342.	And this sight was made all the more precious for it might just be the last memory he had of this world.	这一幕特别重要，这可能是他最后的记忆。	语法教学： 特别
343.	Oak thought about all these things.	阿树是这样想的。	
344.	The sky grew incrementally darker and the jungles began to turn out a hallucinating cacophony of noises – birds, elephants, crickets and humans.	天色越来越暗，森林里鸟兽昆虫也开始奏起一首眼花缭（liáo）乱的乐章。	成语： 眼花缭乱
345.	It was a symphony of the absurd, with each sound playing on its own tune and no one species knew what the other was	这是一首不可思议的乐章，鸟兽昆虫们各自弹奏着自己的音乐，谁也不知道别人在唱什么。	成语： 不可思议

[20] 取自先秦古诗《击壤歌》

[21] 橙: orange

[22] 晚霞:sunset

	communicating.		
346.	The moon had come up for its night shift.	月亮出来了。	
347.	The air turned progressively chiller and the waters grew colder.	空气越来越凉，海水越来越冷。	
348.	Oak though he saw stars came on in the night sky above as if the streets of heaven were then being lighted up for the evening.	阿树以为这漫天星空就像天堂的街灯。	
349.	He briefly entertained the thought of whether he, too, might become an immortal and walked on those streets of gold up there.	在那一瞬间（shùn jiān），他想象自己能够有不死之身，漫步在天堂的金黄街道上。	课外生词： 瞬间

3. Commentary

3.1 Introduction

While educators in Singapore and abroad are more open to the bilingual approach in teaching Chinese, that is, to include an element of translation during teaching activities (MOE, 2010:34) due to the changing landscape of students in Singapore (MOE, 2010:11), the use of translated text as pedagogical materials is still not common as most of the existing curriculum do not contain translated articles (as shown in Appendix 1).

Educators who have used translated text generally find that these translations were not beautifully done and does not depict the authenticity of the Chinese Language (Shi, 2009). Therefore, there is a need to consider how materials used for teaching Chinese Language can be better translated not only to read authentically Chinese but also to fulfil the needs of Chinese teachers in Singapore.

This Capstone discusses the possible strategies that can be use when translating materials for pedagogical purposes. Using a locally produced literature, *Chasing Merlion*, as an example, this Capstone discusses some of the key factors a translator need to take note of when translating a teaching material for Primary 5 and 6 Singaporean students.

This Capstone will address the state of using translation in language pedagogy, the criticisms and support for using translated articles as pedagogical materials, the strategies required in pedagogical translation and translating specifically for Primary 5 and 6 students (that is, 11 to 12 years old), and specific issues involved in translating *Chasing Merlion*.

Chasing Merlion is chosen for this Capstone because it is a book written for young readers with a simple and straightforward narration easy for young readers to follow. It also showcased Singapore's history drawing references to places in Singapore in the early days (before Sang Nila Utama or Raffles' landing) and teaches positive values such as care for family and friends. These factors fulfil the overall education objectives of the Chinese Language curriculum in Singapore (MOE, 2015:8-9).

3.2 Translation in Language Pedagogy

The annual data of incoming Primary 1 students over the past twenty years noted that among ethnic Chinese students, the proportion with English as the most frequently used home language rose from 28% in 1991 to 50 % in 2004 (MOE, 2004:3), and further increased to 59% in 2010 (MOE, 2010:11). It was found that many students, in particular those from English-speaking backgrounds, face difficulty learning the language. About 77% of P6 students from English-speaking homes find learning Chinese difficult, compared to 50% and 36% of those who speak some or mostly Chinese at home respectively (MOE, 2004:6). Therefore, the Chinese Language Curriculum and Pedagogy Review Committee[23] in 2004 proposed a differentiated learning approach for students from different backgrounds. The Mother Tongue Languages Review Committee in 2010 (MOE, 2010:34) also encouraged teachers to tailor their teaching for students who learn Chinese as a second language and take advantage of a students' English Language facility to introduce new vocabulary in Chinese, that is, using translation to teach Chinese Language. But teachers must also help students to understand the differences in grammar rules and sentence structures between English and Chinese.

Prior to the recommendations, five schools in Singapore experimented using the bilingual approach to complement the teaching of Chinese Language between 2002 and 2003. The five schools are Anglo Chinese School (Primary), Methodist Girls' Primary School, St Andrew's Primary School, St Michael's Primary School and Anglo Chinese School (Baker). These schools were chosen as 66.96% to 95.8% of their students come from English-speaking homes.

The experimental teaching proved that the use of translation has been effective in helping students from English-speaking families and students with difficulties learning Chinese. Teachers interviewed said they saw improvement in students' performance and concluded the bilingual approach a successful teaching method (Lianhe Zaobao: 2009). Another seven schools introduced the method in their Chinese lessons in 2004. The Ministry of Education (MOE) subsequently allow schools to exercise the flexibility to use translation as a complementary teaching tool in Chinese lessons. This allowed schools to tailor the lessons per students' needs. Some of the key techniques were providing students with bilingual vocabulary lists and making use of computer software. Chinese remained the main language of

[23]The Committee was formed in February 2004 to conduct a comprehensive review of the teaching and learning of the Chinese Language (CL) in Singapore schools.

instruction, English was used to supplement understanding of facts and content. As students could understand the lessons better, they also became more participative. The use of English decrease gradually as students progressed in their proficiency of Chinese. Teachers, interviewed, conveyed that the introduction of translation had helped students better understand the lesson taught.

The use of translation in language pedagogy is not a new topic, as early as the 18th century, the grammar-translation method was developed as a method of teaching modern languages in secondary schools in Prussia (Howatt 1984:131). This method, which mostly involved reading texts with the help of dictionaries and writing down a translation of the text, used translation into and out of the foreign language of individual sentences which are usually specifically constructed to demonstrate certain grammatical features (Howard 1984:132).

However, the Reform Movement, spearheaded by Sweet (1899/1964) and Jespersen (1901/1904), argued against the effectiveness of the grammar-translation method by pointing out the importance of connect texts in teaching and learning. Sweet and Jespersen considered that unless learners were given whole texts which correctly assembled the linguistic elements, they would not be able to form suitable connections in the new language (Howatt, 1984:169-179).

The Natural Method, Conversation Method, Direct Method, Communicative Approach which founded itself on the philosophy that: "Learning how to speak a new language … is not a rational process which can be organized in a step-by-step manner" but an intuitive process added a further blow to the use of translation in language pedagogy (Howatt 1984:192).

In the 1990s, Duff and Newson continued to argue against it deeming translation as a non-communicative activity as it did not involve any oral interaction (Duff, 1994:5-7) and deprived teacher and learner of the opportunity to benefit from the accruing advantages of working within one language (Newson, 1998:63-64).

It was noted that language teachers themselves did not favour the use of translation because they felt that translation was largely text-bound and confined to only two of the four skills in language learning- namely reading and writing. (Duff 1994:5-7). As such, translation was deemed unsuitable for classroom as it was time-consuming and wasteful.

On the contrary, Stibbard (1998), Malmkjer (1998) and Leonardi (2010) argued that translation can be a useful tool in language pedagogy if it is applied within a principled theoretical framework where translation is aimed at helping learners develop communications strategies, oral fluency, and the skill of using the foreign language creatively (Stibbard, 1998:72), able to engage different language skills and allow students to deploy them simultaneously (Malmkjer, 1998:7-8), and has an integrated approach to help learners develop and strengthen their language skills (Leonardi, 2010:87). Na (2014) experimented using the Direct Translation method to help foreign students learn Chinese Language in China by allowing them to first understand the meaning of words when they learnt new words, phrases or sentences by finding the closest equivalent in their Mother Tongue.

Therefore, using translation in language pedagogy has its merits and demerits. In Singapore, it has proved to be an effective method for Chinese Language learners who primarily use English as the home language.

3.3 Using Translated Articles as Pedagogical Tools

The current set of curriculum for primary school Chinese (see full list in Appendix 1) contained a wide collection of articles specially written to meet the learning objectives in terms of language and holistic development. Most of these texts do not explicitly promote the bilingual approach in teaching Chinese nor are they translated articles from known writers.

As textbook alone is insufficient to develop students' reading ability, the Ministry of Education in Singapore noted that "more could be done to increase the provision of supplementary readers as well as to find creative ways to further cultivate the habit of reading MTL books among students" (MOE, 2010:69). Children are encouraged to tap on resources such as the National Library to supplement their reading. However, most of the Chinese titles[24] available in the National Library are not produced locally, thus children need to try to understand the social context in which the books are written while trying to understand the language. Hence, to ease the burden on students, I advocate translating local English stories so

[24] All the recommended Chinese books for children in November 2016 are not produced locally. Retrieved from https://www.nlb.gov.sg/Browse/ForChildren/%E9%80%82%E5%90%887-12%E5%B2%81%E7%9A%84%E6%95%85%E4%BA%8B%E4%B9%A6.aspx

that Singaporean children can enjoy supplementary Chinese books written in age-appropriate language and a familiar culture.

The use of translated articles as pedagogical tools is not without controversy, among those who opposed the use of translated articles, Leonardi (2010:85) said authentic text written by native speakers for native speakers could help students better understand how the language is used in real-world context, and provide students with authentic exposure to language forms and uses. Tan (2014) said translated poetry and literary works are not suitable teaching materials as they are not composed in the mother tongue and do not conform to the norms of the language. Educators also felt that some of the translated articles found China's high school curriculum were badly translated, not only were the translated text not fluent, some of the expressions lacked an authenticity in Chinese (Shi, 2009).

Venuti (1996:331-332), however, argued that there is a value in using translated texts as it develops students to interpret the text and understand the historical context, a step beyond learning linguistics and grammatical functions. Venuti also noted that translated text are given as required readings because the foreign text they translate are valued highly.

As such, there is indeed value in introducing translated articles as pedagogical tools as language learning is not just about language functions, it should also be a door to learning different cultures, values and giving students a holistic view of the world they live in. The criticisms on translated articles point mainly to how they were translated and the skill or lack of the translator.

3.4 Translating for Pedagogical Purposes

(1) Selection of text

The selection of text is very important. Reading materials for children need to be age-appropriate, in terms of content and theme of story. Issues like sexuality, death and illness, family strife and divorce also needed to be handled with care (Landers, 2001:193-199). Translators also need to take of political correctness, content that can offend any racial, religious or ethnic groups should be avoided. (Lefevere, 1992:111-112).

In the Singapore context, besides language development, the Chinese curriculum also looks at developing these areas: 1) positive values to promote holistic development; 2) passion,

appreciation and inculcation of Chinese culture; 3) general knowledge in life and understanding local culture; 4) care for the family, society, country and world; 5) having a global perspective and respect different cultures. Therefore, articles were not chosen solely based on the language forms and uses, articles with content showcasing Singapore's history and multicultural landscape, portraying good morals and values would also be selected.

Many local stories were considered in the process of preparing for this Capstone, including winning entries from the Singapore Literature Prize and works by well-known local authors such as Catherine Lim. However, many of the stories were not suitable for children because of the themes discussed, such as murder, gambling vices. Some with very good themes, such as the Singaporean identity, were too abstract for young readers. The selection of a suitable text was the most time-consuming activity in this Capstone.

As mentioned in the introduction, *Chasing Merlion* was chosen for this Capstone based on these factors: (1) The story does not touch on sensitive or controversial themes; (2) The language used in the source text is tailored for young readers, thus it is simple enough for them to understand and yet contain sufficient examples of metaphors and descriptive phrases to stretch their language proficiency; (3) Part of the setting of the story is based on actual Singapore history, and it is a good material to allow students to get to know early Singapore.

(2) Language Development of Target Readers

A translator should try to access the level of education of the reader (Newmark, 1998:13). The most common "error" among student translators was pitching the language in the wrong register. Knowing the readers and understanding their culture background will help translators decide on the degree of formality, generality (or specificity) and emotional tone they must express when they work on the text. More importantly, the translated texts must be written in a language that is immediately comprehensible to the readership (Newmark, 1998:42).

Language competency differs for children in different ages. The translator need to be mindful that children at different age groups have different language capabilities. Since one of the purposes of children's literature is to encourage or even teach children to read, the translator need to be mindful of how the target language is presented (Landers, 2001:193-199). In Singapore, the Ministry of Education has set different proficiency descriptors which describe more comprehensively what a learner can do with the language in real-life contexts. These

descriptors help teachers tailor their teaching and classroom activities (MOE, 2010:47). A translator who intend to translate for Singaporean learners should consult this set of descriptors (MOE, 2015:11-26) and tailor his/her translation to meet the descriptors.

As the translated would be used in a language textbook, there is a need to ensure that the translation reads fluently in the target language and shows correct use of the target language grammar. In fact, it is not uncommon to have sentences that are specially constructed to illustrate the use of certain vocabulary or grammatical features. Therefore, the translator should also be familiar with the current syllabus.

3.5 Translating for 11-12 Years Old

This age group is chosen as the target readers as they can carry out mental actions on ideas and preposition without the need to rely on concrete objects (Pinter, 2010:10) and hence they will be able to understand the many metaphors in the source text. According to Piaget (from Pinter, 2010:10), 11 – 12 years old are able to reason by progressing from general ideas to specific ones by generating possibilities and hypotheses. In general, 11-12 years old are rational, systemic and abstract thinkers. A teacher working with this age group can introduce more sophisticated tasks such as debates, role plays, and various activities involving evaluating different opinions (Pinter, 2011:13). Learners at 11-12 years old can also appreciate linguistic challenges such as translation, or textual analysis. They should be able to evaluate their own and their peers' progress in learning and they may be able to negotiate learning content with teachers. Hence, a translator translating for 11-12 years old can introduce metaphors and abstract descriptions in the translation.

In terms of language development, children at 11-12 years old can add new words to their vocabulary when they are given a definition. They can also appreciate multiple meanings of words, mental metaphors, humour and puns, and develop the capability for abstract reasoning, understand non-literal meaning and irony (Berk, 2000, from Pinter, 2011:43). This is demonstrated in the translation by adding English translations of new vocabulary, using different strategies to translate metaphors, introducing idioms or idiomatic expressions whenever possible, and showcasing poetic expressions in descriptive passages.

To put into context for 11-12 years old Higher Chinese students in Singapore, they are required to be able to read 1800 to 1900 characters, understand the key messages in a passage,

deduce the development of the story and forecast the ending, compare content of different passages, characters and viewpoints. They should also be able to summarise a passage and pick out themes, personalities and draw conclusions (MOE, 2015:5,16 and 20). In the translation of *Chasing Merlion*, careful attention was made to ensure that most of the words are within the recommended 1800 to 1900 words.

3.6 Translating *Chasing Merlion*

This section discusses specific examples in *Chasing Merlion* where the translation looked into such as (i) managing the range of vocabulary in the text through various strategies like replacing out-of-scope words with simpler ones with equivalent or close-enough meaning, using Hanyu Pinyin, English translations and footnotes to introduce new vocabulary, or omission; (ii) introducing grammatical features in sentences; (iii) translation of metaphors, (iv) translation of poetic expressions; (v) translation of names; (vi) register and (vii) ideology.

(1) Vocabulary

(i) Replacing out-of-scope words with equivalent or close meaning words

A conscious effort was made to restrict the vocabulary of the target text (TT) to the list of characters which are within the syllabus of Singapore's Higher Chinese at primary level. Students are expected to learn how to read 1800 to 1900 characters (full list in Appendix 2). This is to ensure that the language used in the target text is age-appropriate. Words that are beyond the syllabus were replaced with easier ones with equivalent or similar meaning, the list of examples below exemplify this translation strategy.

- In #6-9, "hill" should be translated as 山丘, however 丘 is not in the word list, thus hill was translated simply as 山 which can mean hill or mountain.
- Similarly in #10-11 "spring" should be translated as 溪, similar to the above example, it has to be replaced with a word with similar meaning. The only possible word within the word list is 河 which means river. As the meaning of the sentence is not significantly modified, it is deemed as an acceptable translation.
- In #29, "rough" is usually translated as 野蛮 or 粗鲁 in Chinese, however, as 蛮 and 鲁 are not in the vocabulary list, a more basic translation of 野 was used.
- In #34, "seaweed" should be translated as 海藻, however, 藻 is also not in the vocabulary list, a simpler alternative 海草 was chosen instead.

- In #52, “rumour” is usually translated as 谣言 but 谣 is not in the vocabulary list. Since there is no alternative within the list, the Chinese translation is rephrased as they heard someone is going to attack the people on the “Hill”. In this way, the implicit meaning of the source text is expressed explicitly in the target text. Students were not given the chance to practice the skill of inference but at least the translation has kept intact the message of the source text.
- In #64, the most obvious translation for “handsome” should be 英俊, however, 俊 is not in the vocabulary list. Other close alternatives such as 帅 is also not in the vocabulary list. As such, the rudimentary expression 好看 was chosen instead. This is not an ideal expression but the best that could be done within the limitation of the vocabulary list. The same strategy was deployed in #173.
- In #129, “lost his balance on the boat” should be translated as 站不稳, but as 稳 is not in the vocabulary list, the expression was translated as 差点跌入海里 which meant “almost fell into the sea”, the meaning of the sentence is modified but is considered an acceptable translation as it described the same state of motion. A similar translation was adopted in #133 as the standard translation for “to find balance” – 平衡 – is also not in the vocabulary list.
- In #164, “clasped his ears” should be translated as 捂住耳朵 but as 捂 is not in the vocabulary list, an easier alternative 按住 was used.
- In #310, the standard Chinese expression for producing rice alcohol should be 酿米酒, however, 酿 is not in the vocabulary list. A more elementary expression 做米酒 was opted to express the same action with simpler words.

(ii) Introduce new vocabulary with English translations

In the process of translation, it was determined that there were many expressions or words which were not in the vocabulary list but could not be replaced with words which are in the list. These were mainly names of places (#3, #34, #55, and #314), names of food (#18 and #19), names of items or animals (#16, #145, #177 and #199), nouns and noun phrases for people and actions (#128, #162, #170, #240, #295 and #297), and also description of scenery (#340) which are irreplaceable in the text. If they were to be replace, it would change the context of the story. For these words and expressions, the translation strategy deployed was to provide Hanyu pinyin to help the students read these words, and footnotes

to explain their meaning. The footnotes were mostly in English as this is a key technique used by MOE to educate students on new vocabulary, an education strategy also support by Na (2014).

(iii) Omission of non-essential out-of-scope words

In several instances where the words which exceeded the students' command of vocabulary were non-essential and did not affect the context of the story, the strategy of omission were deployed. The examples were:

- #57, the Chinese expression for "aloe" was omitted, the translated text simply read a boy of similar age was seated under a tree.
- #58, the Chinese expression for "pickled" was omitted, the food was described as gourd.
- #88, the description of boats built from fir was omitted, the translation only described boats made from tropical trees.
- #199, the names of the two types of oysters *cupping* and *bari* were omitted, the translation read as two types of oysters.
- #210, the laundry list of weapons were omitted, the translation was simplified to carrying various weapons.
- #295, the description of how bezoar stones were formed was omitted in the main body of the translated text but mentioned in the footnotes.

(iv) Stretching Their Vocabulary

As the translated text is meant for pedagogical purposes, idioms were also intentionally placed in every 20 - 30 lines to stretch students' command of the target language but at the same kept most of the language simple enough for them to read without assistance. The list of idioms used in this translation were 相依为命(#1);云游四海(#13); 无精打采(#24); 耳熟能详 (#30); 津津有味(#30); 兴高采烈 (#40); 漫无目的(#42); 似懂非懂(#54 & #179); 一模一样(#60); 自力更生(#65); 若有所思(#70); 不为所动(#74); 长夜破晓 (#79), 乘风破浪(#87); 不愁吃不愁穿(#105); 乌云密布 (#115), 危机重重(#116); 一知半解(#124); 自娱娱人 (#141); 恍然大悟 (#159); 鸡飞狗跳 (#162); 异口同声(#209); 满天飞舞 (#215); 筋疲力尽 (#217); 倾盆大雨(#221)；气急败坏 (#232); 命悬一线 (#241), 如鱼得水 (#244); 无影无踪(#266); 人如其名(#272); 不省人事(#278); 雨过天晴(#287); 误打误撞

(#300); 蓄势待发(#301); 英雄无用武之地(#301); 习以为常(#303); 打起十二分精神(#323); 相交辉映 (#340); 眼花缭乱(#344) and 不可思议(#345).

(2) Grammar

As the text was translated for pedagogical purposes, the translator also tried to ensure that there were sentences which would allow teachers to illustrate certain grammar rules and for students to understand the correct use of the language. Some of the grammatical functions and structures featured were:

- The use of 把 to express the management or disposal of an object, some examples are #16, #100, #108, #125 and #170.
- The use of 被 to express the meaning of being subject to something, some examples are #118, #165, #172 and #321.
- The use of 对 to introduce persons or things related to the predicate, an example is #26.
- The use of 关于 in #1 to express the idea of in relation to something.
- The use of conjunctions like 但是(#64), 不过 (#169), 虽然(#31)and 然而(#250 and #287) to express adversative or transitional relations.
- The use of conjunctions like 因为(#17, #194, #215), 因此(#9, #22), 所以(#66) and 由于(#187) to express cause-effect relations.
- The use of 如果 (#188 and #200) to express hypothetical relations.
- The use of 为了(#133 and #265) to express causative relations.
- The use of 于是(#102 and #300) and 然后(#104) to express successive relations.
- The use of 好像(#286) and 似乎(#318) to make a metaphor.
- The use of 忽然(#72) and 突然(#162) to describe sudden occurrences. Teachers may also like to illustrate the similarities and differences between the two words.
- The use of adverbs such as 一直(#17), 本来(#21), 可是(#21), 从来(#22), 总是(#24), 只好(#32), 不得不(#34), 竟然(#160), 连忙(#164), 居然(#180), 赶紧(#230), 究竟(#235), and 特别(#342).

(3) Metaphor

According to Piaget and Pinter (Pinter, 2010: 11,13), students at 11 and 12 years old are able to understand metaphors. There are many instances of metaphors in *Chasing Merlion* and all of them are descriptive metaphors. There are generally two strategies deployed by most translators when translating metaphors – foreignization or domestiscation (Venuti, 1995). Peter Newmark gave some suggestions for translating metaphors (Newmark, 2001:88-91) which includes: (i) in the target language (TL) remaking the same picture, provided it has comparable frequency and currency in the appropriate TL register; (ii) Remaking the source language (SL) image with known another TL image, given it exists within the register; (iii) Remaking the metaphor by simile; (iv) keeping the metaphor and adding something else (v) changing the metaphor to sense; (vi) giving up the metaphor if it is too often used. Below is the discussion of the various strategies used when translating metaphors in *Chasing Merlion*.

(i) Remaking the same picture in TL

- #79: "like the break of dawn after a very long night" was translated literally as 长夜破晓, it is noted that in this instance the TL image remade the same picture in the SL.
- #217: "Sailors…fell off the vessels…like exhausted and lifeless torpedoes" was translated literally as 像一个个筋疲力尽没有生命力的鱼雷. The metaphor was basically kept intact with a slight addition that the torpedoes were falling one by one. There was no attempt to remake the image as "torpedoes" was the most appropriate metaphor given the setting of the scene – a war between pirates and trading vessels.

(ii) Remaking the SL image with known another TL image

- #70: the metaphor "like he was returning to a very long conversation with a friend only he himself could see" was remade into a Chinese phase 千言万语竟在不言中 to allow the opportunity for the teacher to introduce some poetic expressions.
- #80: "the match that lit the tinder of Oak's heart" was remade into another image in the TL, that is, a key to unlock Oak's heart. In this example, it is noted that the TL image is a common metaphor used in the TL.

- #87: "'dance with the waves' – a seamen's expression to describe the seaworthiness of a boat" was remade into a Chinese idiom 乘风破浪.
- #221: Rain coming down "in sheets" were remade into a Chinese idiom 倾盆大雨, a known image, familiar to the TL audience.
- #236: Similarly, the metaphor "poised like a statue" is remade into a known image in the TL 像石头一样一动也不动 which means motionless like a stone.
- #244: In this instance, the metaphor is also remade into a Chinese idiom 如鱼得水 which means like a fish in water.

(iii) Changing the metaphor to sense

- #69: the metaphor of "like he was studying an unfamiliar map without betraying either disgust or admiration" was changed to sense, the translation read as he took a hard look at his face, without betraying a sense of disgust or admiration.
- #177: the metaphor "all the time examining them like some extinct specimens stolen from a museum of sorts" was changed to sense, the translation read his eyes never lifted from them.

A possible pedagogical activity that educators can carry out is to ask students to think of other metaphors to describe the same image. That would be especially application to the images in #70, #80, #87, #221, #236 and #244. Pinter (2011:13) pointed out at students at 11-12 years old can appreciate linguistic challenges such as translation, or text analysis, and can evaluate their own and their peers' choices of metaphors.

There was also instances where a metaphor not presented in the source text was introduced in the translation. One example was #216 where "many arrows rained down on the vessels" was translated as arrows fell like raindrops. Another example was #301 where "some appearing extremely eager to use their implements if only for a lack of opportunity" was translated into a Chinese idiomatic expression 英雄无用武之地 .

(4) Poetic Expressions

Higher Chinese students in Primary 5 and 6 are expected to be able to write complete sentences, narrate their story clearly and completely, and to write simple descriptive

sentences (MOE, 2015:23). Therefore, a text translated for pedagogical purposes should strive to provide exemplary sentences or phrases for students to emulate. Below is a discussion of several examples in *Chasing Merlion* (#335 - #345).

- In #336, I have chosen an idiom 日出而作、日入而息 as the equivalent translation of *Day was special for work and night was unique for sleep.* Not only is the idiom equivalent in meaning as the original English sentence, it is taken out from a classical Chinese poem, this adds to the aesthetic appeal of the language used here. It is also an opportunity to educate students on classic poems and further their knowledge on Chinese culture which is a key learning objective in Chinese language teaching (MOE, 2015:9).

- In #340, I have chosen the idiom 相交辉映 to describe how the various hues and colours blend together in the palette formed by the black and blue skies. This idiom is not in the primary school syllabus but it is the most appropriate idiom to introduce in this context. Hence, it will be a good change to stretch their vocabulary.

- In #344 and #345, there was a vivid description of the noises made by the various animals and insects in the jungle. I have described the *hallucinating cacophony of noises* as a symphony in the night (眼花缭乱的乐章). I have borrowed an idiom which describes the sense of sight to describe sound to help readers picture in their mind how the different noises come together to form a picture.

(5) Register

There are various categories of register – e.g., non-technical or technical, informal or formal, urban or rural, standard or regional, jargon or non-jargon, vulgarity or propriety (Landers 2001:112). The translator needs to decide on the register which should ensure that the language is used appropriately in the culture in a specific situation (Lefevere, 1992:75). For *Chasing Merlion*, the register is set at an informal level to make the translation approachable for young readers. This is portrayed strongly in the dialogues between the characters where they spoke casually to one another. However, the register is not colloquial, neither was Singlish being used, as the text is meant to impart

grammatically correct use of the target language. This strategy ensures that the target text is appropriate in terms of level of language proficiency for the target readers.

(6) Names

When translating the names in *Chasing Merlion*, the translator first needed to determine if the names contain any allusions that allows readers to characterize characters to a greater extend (Lefevere, 1992:39). Therefore, names of characters in the story were not transliterated but translated to reflect the character's persona.

- Wang comes from a relatively well-to-do family and he lives on the "Hill" inhabited by the local royalty, thus his name was translated as 旺仔 which means the prosperous boy.

- As for Oak, the image the name creates in the readers' mind is someone who is strong and independent like an oak tree. It would have been obvious to call him 橡。However, taking into account that the character 橡 is not in the prescribed vocabulary list, it was replace with 树 which means tree.

- As for Tok, he is portrayed as a righteous pirate who hated violence and injustice. Therefore, he is given the name 义 which means righteousness. In #198 where his companion described him as someone who dislikes injustice, the word 义 was deliberately incorporated in the translation "有正义感的人".

- Bayu is actually a name of Indonesian origin which means swift as wind. The meaning of his name was mentioned in #272. The shorter form of his name was given as "风"because in the early mentions, there was no explanation of what his name means. Only in #272, to match the source text's reference to what Bayu's name mean, the translator elaborated that his name was 流向风, which means he moves like the wind. However, to fit in with the Chinese naming conventions of having a family name, 流 was replaced with 刘 which is a common Chinese family name with the same pronunciation. This strategy ensures that the target text is

firstly age-appropriate in terms of vocabulary and at the same time stretches students' ability to make associations.

As for the names of places like Temasek, Timor, Dragon Tooth Gate, China, Fujian, etc, the translator has opted for known existing translations, as these were actual places in real life and in the story. In the preface of the book (not translated), the author did mention that that story is a cross between history and fiction, thus the translator has decided to stick to existing translations of real places for the above-mentioned place. But, for certain places such as "Hill", "River" and "Island", the translator kept the form in the TL, as the names of these places, namely Fort Caning Hill, Singapore River and Sentosa were not established in the timeline of the story.

(7) Ideology

Earlier, it was mentioned that translators need to pay careful attention to ensure that the target text maintains political correctness and content that are capable of offending any racial, religious or ethnic groups and issues like sexuality, death and illness, family strife and divorce should be either avoided or handled with care. It is noted that as *Chasing Merlion* was targeted for young readers, such contentious content were not presented in the source text. That was a main reason for selecting this source text. There was no need to pay special attention to the ideology in the targeted text.

3.7 Suggestions for further research

The above are my recommendations for translators who wish to translate for pedagogical purposes. Further research can be done to derive a more comprehensive set of recommendations. Some suggestions are as below.

(1) Reader Response Survey with Target Readers

As the translated article in this Capstone can act as a supplementary reading material for learners, it is crucial that the readers actually enjoy reading it. A way of gauging their interest is to conduct a reader response survey. Taking reference from the Reader Response Theory that focuses on the reader and their experience of a literary work, a translator can also test the reader responses by doing a survey with a random sample of target readers.

Some of the questions could include:

- Rate how much do you like the story?
- Rate how much do you like the way the story is written?
- Rate how much has this story helped improved your writing skills?
- The use of English translation helped me understand new vocabulary. Agree or Disagree.

With the results collected from the children, further edits can be made to make the story more appealing and more targeted in terms of teaching them good writing skills.

(2) Experimental Teaching with Target Readers

Another possible research idea involved conducting experimental teaching with the translated text. As the translated article can be used for language teaching in the classroom, a random sample of teachers could be selected to test carrying out actual teaching with the translated text.

Teachers can then complete an evaluation to rate how the translated text fulfil their teaching objectives, the age-appropriateness of the text, comment on whether they will use the text in the classroom and suggest areas for improvement.

3.8 Conclusion

In contemporary language pedagogy, the use of translation serve certain purposes. This is especially important when learners are learning a foreign or second language. In Singapore, where more and more students come from English speaking homes, the use of translation allows for them to grasp Chinese Language faster in the classroom.

On the use of translated articles in language pedagogy, while some scholars value the introduction of foreign culture, mindset, others criticise the badly translated articles. Essentially an article used for language instruction should be well translated to showcase the beauty of the target language and to fulfil learning and teaching objectives.

Thus, it is important for translators to exercise special care in doing pedagogical translation. The selection of the text is crucial as it should not contain politically incorrect, raciall and

religiously sensitive information, also it should trend cautiously on issues on morals, sexuality, etc.

In the translation process, they need to be mindful of the cognitive and language development of the target readers. Extensive research needs to be done to determine readers' language acquisition level and learning outcomes.

The translated text should be carefully manipulated, through means such as replacing words that are beyond their level of comprehension, providing footnotes and pronunciation guides when necessary, sentences must be carefully constructed to illustrate specific grammatical structures and to teach students to write beautifully. Translators should also be familiar with pedagogical methods so that they have in mind how teachers would teach the passage and even provide pedagogical suggestions when possible.

A good pedagogical translation should not only function as an instructional material for classroom teaching, it should also be a pleasant read which would encourage students to pursue further interest in learning the language.

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Appendix 1: List of Chapters in MOE's Primary Schools Chinese Textbooks

小学华文课本一年级（上册）	小学华文课本一年级（下册）
入学教育 汉语拼音 1.a o e i u ü 2.y w 3.b p m f d t n l 4.g k h j q x 5.zh ch sh r zhi chi shi ri z c s zi ci si 复习 1 6.ai ei ui ao ou iu 7.ie |e ye yue er 8.an en in un |n yin yun 9.ang eng ing ong ying 复习 2 音节表 课文 第一课 上学校 第二课 书包的话 第三课 有趣的汉字 第四课 谁的鼻子长 第五课 图画美不美 生字表	第六课 碰碰船 第七课 我们都爱新加坡 第八课 是你们啊 第九课 找朋友 第十课 做体操 第十一课 下雨了 第十二课 三个小学生 第十三课 送颜色 第十四课 数字歌 第十五课 别说我小 生字表

小学华文课本二年级（上册）
目录

第一课 我长大了

第二课 种鱼

第三课 过新年

第四课 长大后

第五课 天上的大象

第六课 手影游戏

第七课 小兔吃菜

第八课 小猫钓鱼

第九课 文具的家

第十课 我们住下来吧

第十一课 孔融让梨

第十二课 我的好朋友

生字表

小学华文课本二年级（下册）
目录

第十三课 小鸟和大树

第十四课 它们自己爬上来了

第十五课 学华语

第十六课 司马光救人

第十七课 新加坡拉

第十八课 雷公公和电婆婆

第十九课 谁住顶楼

第二十课 猫和老鼠

第二十一课 借生日

第二十二课 美丽的海边

生字表

小学华文课本三年级（上册）
目录

第一课 看企鹅

第二课 懂事的丽文

第三课 藏起来的话

第四课 友谊桥

第五课 我多想

小学华文课本三年级（下册）
目录

第十二课 小男孩和樱桃树

第十三课 称赞

第十四课 看电视

第十五课 红山的传说

第十六课 有人给我写信了

第六课 圈圈圈 第七课 和书一起飞 第八课 称象 第九课 捞月亮 第十课 我的汗在哪里 第十一课 大水灾 生字表	第十七课 “失物”认领 第十八课 筷子的传说 第十九课 小豆豆 第二十课 种绿豆 生字表

小学华文课本四年级（上册） 目录 第一课 哥伦布立鸡蛋 第二课 认识新加坡 第三课 永远不满 第四课 皮鞋的故事 第五课 小飞机 第六课 铜钱的响声 第七课 一件好事 第八课 骑楼下 第九课 听鱼说话 第十课 肥皂泡 第十一课 我是什么 生字表	小学华文课本四年级（下册） 目录 第十二课 “第三只手” 第十三课 第一次参加马来人婚礼 第十四课 不一样的快餐店 第十五课 词典大楼 第十六课 中秋游园会 第十七课 三借芭蕉扇 第十八课 一碗云吞面 第十九课 葬在蓄水池边的英雄 第二十课 木兰从军 生字表

小学华文课本五年级（上册） 目录	小学华文课本五年级（下册） 目录

第一课 可贵的沉默

第二课 竹头木屑

第三课 一次成功的实验

第四课 马来鼓"贡邦"

第五课 露营记

第六课 语言的力量

第七课 给小主人的信

第八课 爱斯基摩人

第九课 白鲸遇险记

第十课 科利亚的木盒

生字表

第十一课 饭盒的故事

第十二课 一起来跳舞

第十三课 老师的话

第十四课 新加坡，生日快乐

第十五课 读书会

第十六课 石头汤

第十七课 两封信

第十八课 不及段灵送我情

生字表

小学华文课本六年级（上册）

目录

第一课 珍珠项链

第二课 "红头巾"

第三课 倾斜的伞

第四课 小青蛙和它的朋友

第五课 黄龙的化身

第六课 差不多先生

生字表

小学华文课本六年级（下册）

目录

第七课 体育学校开放日

第八课 感谢左手

第九课 想别人没想到的

第十课 躺在波浪上看书

生字表

《小学华文》识读字总表

《小学华文》识写字总表

Appendix 2: Vocabulary List for Primary School Higher Chinese

A	阿啊爱唉挨碍哎矮暗安按岸案肮凹傲
B	八爸巴把吧罢包宝保饱抱胞班搬般颁白百拜败帮半伴办扮板摆傍爆暴豹报绑 本笨北杯背狈备贝辈悲倍被奔 壁避必笔鼻逼毕病别冰饼比并表兵丙宾缤标编扁遍便变边辨辩鞭 不怖步拔伯布部棒玻膀补闭剥臂捕拨薄榜博波
C	操菜才材财擦彩睬采草测侧厕册慈池次 船出成场唱冲齿吃虫穿常从炒错尺处城吹茶传吵春窗重长床迟餐串参除丑猜称沉聪乘喘查曾承诚村差尝刺插充厨尘此橱晨橙丛翅察创楚持词层超抄催趁臭寸产撑匙惨愁存踩柴初厂盛惭抽础宠触储裁彻苍唇崇拆残肠垂促敞程耻嘲朝潮
D	的弟大他多读它朵到都地打队动点对蛋电掉答定东带第灯得豆钓蝶道刀岛跌倒当躲洞店冬顶短胆担断懂堆等调但代呆底独低袋蹈丢帝肚渡度丁导夺单吊搭滴段待戴逗顶达抖爹敌淡顿端抵惰蹲荡毒碟锻典斗订登瞪诞挡旦妒冻德督祷歹递栋
E	二儿耳鹅饿而恶恩
F	飞放房服夫发饭方分父扶蜂风非封法翻幅附烦反付奋肥吩咐负访纷粉符福丰富啡份复费贩缝犯奉浮番凡氛废防副肤妇腐愤府妨否乏仿疯芳范芬逢罚坟繁锋覆峰
G	哥果功高狗公过跟归干歌关告给糕顾敢赶工国光根该各怪沟古刚共改挂馆观乖姑角更瓜广故感官鼓罐管贵滚够盖宫隔鬼格供惯攻甘规冠骨钩棍刮概港股柜锅钢购固孤逛贡割龟跪辜搞稿谷归
H	会好花华话火红河欢画海后回很害黄黑护还换孩贺滑虎蝴盒忽侯厚喊慌喝合猴坏忽哈虹伙汉活汗怀挥或呼皇户何获互环灰婚号狠昏谎寒毁划乎含糊化祸荒唤缓豪横毫浑悔货恨壶航患混恢辉惠恍幻湖晃恒慧
J	九姐今见具睛鸡家加进净就叫句己建界觉久讲街奖脚健结教急经寄救假洁居集接借记金挤旧巾静节近骄极交尖间继惊决检将及简纪精剧舅捡举蕉圾景件较级机甲煎井敬据竟渐筋激绝解剪绩尽计紧军境积卷艰聚即匠价减禁击坚竞饥倦杰距镜箭既巨迹警阶肩寂夹究浇俱截介仅劲降籍技局基浸酱季酒焦俭谨忌驾江矩佳监郊际剑晶菌疾津
K	口快开课看空可块颗棵哭卡夸康渴宽壳客苦阔刻考砍肯筷靠科况烤裤咖困咳恐枯抗孔括控愧扣扩狂恳克亏矿
L	六老两乐了来蓝里丽亮林礼凉流路绿粒脸龙力篮楼梨连拉练令邻雷淋浪留轮乱历落冷领旅立另利离量朗理励劳垃累录料啦良怜泪廊露俩懒璃论灵郎辣例笼辆铃零牢列烈略龄溜聋厉烂劣类猎临虑栏炼联络蜡链拦裂李律碌陆锣览疗狼
M	妈马妹门们么目木猫美面每没妙毛抹吗米买灭卖明名忙蜜命摸骂貌母慢满麻迷秘密民闷梦免模眉末魔谜码帽磨默盲埋眠冒陌慕漠拇幕某猛绵勉寞眯敏秒墓蚂嘛谋
N	你女鸟泥闹呢牛奶您难农男年拿哪那能努念弄怒耐暖脑内南娘恼浓宁扭
O	哦偶
P	朋片坡爬排拍跑泡炮皮怕旁破婆漂拼胖碰匹平苹疲派票陪瓶佩品抛披脾盘飘捧牌篇骗批评培扁泼配铺偏盆喷盼扑趴螃普贫判撇凭迫
Q	情七起青清亲气齐球晴奇千群趣前骑桥轻全秋抢期浅却圈悄墙取求棋汽强且钱

	庆弃敲确旗其器欠巧穷欺欠裙戚琴切曲牵勤拳劝歉缺枪瞧区屈恰泉倾权祈乞签洽
R	日人热肉然认容让如软入忍任染扔弱仍柔荣燃绕乳惹若扰锐揉融
S	十四是书手山三生师上说水什谁声事树扫身刷少诉送色石收拾士刹狮世湿拾沙实时所市岁伸伞食晒睡神思闪鼠蛇始叔视试深耍识商示森舌首赛伤死随杀失双室输使爽散塑顺升数虽受算赏摔束善似熟孙射适松速司饰释诗术扇烧舍剩牲守胜嗽私瘦丝省设塞绳宿损兽驶艘式撒碎盛酸绍社舒傻圣寿史售慎斯俗丧属施诵势申
T	头同天太图听甜土跳她体吐停条台田谈突躺梯兔汤踢逃推滩铁疼提脱厅坦替探腿童特通叹统贴桶烫糖痛堂题徒偷庭套讨摊途弹贪透托踏团吞退态投拖陶淘挑涂凸添填趟胎筒唐挺
W	五我玩问王文午为尾舞晚蛙屋物往完万乌外望忘务喂位娃弯握围顽歪误闻味温微武碗网挖无卫危伟蚊慰袜污未委伍哇稳窝枉纹雾汪胃威悟
X	学心校小想下笑些戏象喜香新星行兴谢虾洗鞋西像习向些响现先选吓熊醒信鲜夏雪休息许需仙险续线相细消兄凶箱吸希幸乡须型欣显羞寻斜秀辛形嘻惜训姓系雄牺孝闲献协夕谐瞎性询详羡修席享限晓蟹袖蓄祥巷歇稀迅效胸亡咸衔
Y	一雨衣要月有也阳又游因圆羊眼鸭用音友右叶鱼云园运牙颜爷玉业样影咬应以迎远已炎原意易越姨椅摇医页愿优由泳于遇夜愉员英药院疑勇议演邮赢油移芽养洋乙印永言谊压义与元阴呀腰羽咦厌沿依阅引烟验约营银异扬涌幼硬怨严野忧痒渔援拥艺益艳预荧亚尤饮源冤忆研允淹哟佣晕育蚁隐宜耀宜盐余
Z	子这只早字在做长嘴在找着走真桌种中整怎支张澡自作再照祝灾组座站捉追专坐知准住最招正足枝主转争重纸猪直装总昨紫终珠周针指掌造曾赞仔杂志煮血址睁抓折竹炸壮阵植著证尊者责之助租祖织皂撞载置族汁注章钟钻糟占择脏战召制赚值增窄奏状展则醉众遮姿忠职柱政止眨朝丈赠扎洲烛舟栽资摘震筑砖粥智治阻罪障蒸遭执遵账诊镇仗致踪

Appendix 3: Permission to translate

Re: Permission to translate Chasing Merlion

Philip Ng <wanderlark@gmail.com>

Wed 15/02/2017 13:35

To:#NG SEMAY# <H150021@e.ntu.edu.sg>;

Hi Semay

Thanks for writing in. I'm ok with the proposal. You may proceed. Thanks.

Regards
Philip NG

Sent from my iPhone

On 14 Feb 2017, at 22:12, #NG SEMAY# <H150021@e.ntu.edu.sg> wrote:

> Dear Philip,
>
> We have spoken about translating your book for my Master's Capstone.
>
> I'm writing to seek your permission officially.
>
> I am a MA student in Translation and Interpretation at Nanyang Technological University. As part of my studies, I would like to produce an English-to-Chinese translation project, involving my translation of page 1- 16 of your book Chasing Merlion.
>
> As far as I know, this has not yet been translated into Chinese. Could I ask you for permission to use these pages in my translation project? The project is for academic purposes only. My final work will generate a research paper, which will be submitted for assessment in the following format: original-text extract, my translation, and my academic analysis and discussion. After assessment by NTU faculty, it will be catalogued by NTU library and become accessible to NTU staff and students.
>
> I will acknowledge your permission in my translation project. Unless you have a preferred wording, I propose: "The source text is reproduced by kind permission of Philip Ng, who also gave me permission to produce the translated version".
>
> I look forward to your reply. Many thanks in advance.
>
> Yours sincerely,
>
> Semay

Declaration of Authorship

Name	Ng Semay
Matriculation No	G1503548H
Course Code	TI6302
Course Title	Capstone Project
Supervisor	Uganda Kwan Sze Pui
Submission Date	28 February 2017

Plagiarism and Collusion

Plagiarism: to use or pass off as one's own, the writings or ideas of another without acknowledging or crediting the source from which the ideas are taken.

Collusion: submitting an assignment, project or report completed by another person and passing it off as one's own (as defined in the NTU Honour Code http://www.ntu.edu.sg/Pages/home.aspx)

I understand the nature of plagiarism to include the reproduction of someone else's words, ideas or findings and presenting them as my own without proper acknowledgement.

I understand that there are many forms of plagiarism which include direct copying or paraphrasing from someone else's published work (either electronic or hard copy) without acknowledging the source; using facts, information and ideas derived from a source without acknowledgement; producing assignments (required to be independent) in collaboration with and/or using the work of other people; and assisting another person to commit an act of plagiarism.

I understand that the work submitted may be reproduced and/or communicated by the University or a third party authorized by the University for the purpose of detecting plagiarism.

Penalties for Plagiarism and Collusion

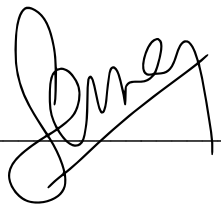
The penalties associated with plagiarism reflect the seriousness with which NTU view cheating, and its commitment to academic integrity. This could include the award of a failing grade for the assignment (or the course), or expulsion from the University. This policy applies to all work submitted, including oral presentations and/or written work.

Keep a copy of the Assignment

Be sure to make a copy of your work. If you have submitted your assignment electronically, also make a backup copy.

Declaration

I declare that this assignment is my own work, unless otherwise referenced, as defined by the NTU policy on plagiarism. I have read the NTU Honor Code and Pledge.

Signed  Date 28/2/2017