# Translation Guide for *The Story of God and His World*

The Story of God and His World was written in English with a deliberate design.  The following notes are written to guide translators so that this design is understood.

1) **Deliberate choice of words**
    a) **Facilitator**: not teacher.
    b) **Learner**: this is used for all participants – even the facilitator is a learner.
    c) **Lesson**: specifically used for the lesson units in the course book.
    d) **Group meeting**: the discussion time between facilitator and other learners.  We have not called this meeting a lesson.

2) **Contextually specific words**
    a) **Khonde**: the course was written in Malawi, and therefore uses language understood here including Chichewa.  A khonde is a veranda, a covered area like a porch in front of the house where people often sit with visitors.

3) **Repetition**
    Some phrases are deliberately repeated and need to be exactly the same.  For example:
    a) Headings of sections.
    b) The key sentences (beginning and ending of each lesson, and then in the whole story at the end). (Note, key sentence for Lesson 1 and Lesson 6 should include similar language)
    c) Activity to re-tell the story, under each "The story so far" section.
    d) Introductory sentence in the section "Exploring the story".
    e) Question underneath "Did you know?" box (lesson 1 is slightly different).
    f) Final question under "Personal reflection" (apart from lesson 6).
    g) All the words used in the glossary, and the definitions in text boxes and in the glossary.

4) **Consistency**
    Some terms are used throughout, and it's good to be as consistent as possible in the translation.  Some examples:
    a) **Relationships**: this word is used a lot in English.  There may be many possible translations in another language.  Where it makes sense, use just one throughout.  (In Chichewa, "ubale")
    b) **People**: in the English version, "people" has been used rather than "humanity".  It is a word that embraces both male and female.  Where we wanted to deliberately show that male and female are included, we wrote "men and women".
    c) **Sin**: check the context – often this is used meaning the state of sin rather than one particular sin.  If there are different words in the language you are translating into, think about which one.  For example, in Chichewa, the state of sin would be uchimo, and particular sin(s) tchimo (machimo).

d) **Brokenness**: this is a key concept from Lesson 2 onwards. Important to use the right word, that can be used for broken relationships and is also something that can be restored. ("broken" is used rather than "destroyed", until Lesson 6).

e) **Cast (out)**: in English this was chosen for God's action casting Adam and Eve out of Eden (Lesson 2); casting the people out of the land (Lesson 3), and being cast out of God's presence (Lesson 6). It's good to keep the same word for each instance.

f) **Spelling**: Consistent spelling (Chichewa is challenging with this – choosing "mau" or "mawu" etc).

5) <u>**Sense**</u>

A few things to be aware of so that the sense of the writing does not change.

a) English sometimes uses different words which can bring confusion. For example: "testament" and "covenant". There is a sentence in the introduction that explains this in English (*The word "testament" means "covenant".* ) This sentence does not need to be included if the language has one word for the name of each half of the Bible and "covenant". (Chichewa just uses "pangano").

b) If a language does not differentiate between male and female pronouns, it may be necessary to use names more frequently to make sure the sentence is easily understood. E.g. the story at the beginning of Lesson 3.

c) Lesson 3 story has the sentence in English, "At first he was a shepherd". If the word for a Pastor in your language is the same as Shepherd, modify this sentence to make it clear that he looked after sheep, and wasn't a Pastor!

d) Israel. Sometimes this is used of the nation "Israel"; sometimes meaning the people. Israel and Israelites have been used in English. The key sentence for Lesson 3 uses "Israel" and then "they". Please ensure this is understood, and use noun rather than pronoun if necessary.

6) <u>**Anglicised words**</u>

There are some words that may be in common use in another language that come from the English. If these words are common and well accepted and understood, they can be used. Examples:

a) **Bible**: In Chichewa, "Baibulo" can be used instead of "Mau a Mulungu" (literally, "Word of God")

b) **Mission**: This may well be an anglicised word that can be used. In Chichewa there is not one equivalent word that can be used on its own – but in this case, "mishoni" is probably not well understood either.

7) <u>**Bible verses**</u>

Occasionally verses have been quoted. For the English course we used the NIV.

a) Please do not translate from these, but use (consistently), one version in the language that you are using and make a note of exactly which version it is, which will need to go on the copyright page. (In Chichewa, the most widely used version is Buku Lopatulika – use the updated version). Due to differences in translation, this may mean slight changes to surrounding text. (For example, "Did you Know" in Lesson 1, about the word "helper". )

b) On occasion it may make better sense not to include a direct quote. (e.g. "Did you Know" section of Lesson 2 which quotes "suppress the truth".

c) If different Bible translations use different spellings for Egypt, choose one based on the Bible translation you have chosen for quotations, and be consistent.