

A study of the typological transitivity system in oriental and occidental languages: A comparison of relational processes in English, Spanish, Chinese and Japanese in *Harry Potter and the Sorcerer's stone*

MA dissertation

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1. Introduction

1.1 Two aims of the paper

Many linguistic frameworks see language typology and issues relating to language universals as their central concern. The study of universals is concerned with what human languages have in common, while the study of typology deals with ways in which languages differ from each other. Dressler (1973:470) defines language typology as follows:

... by language typology we mean the determination of general linguistic categories as a basis to classify languages into types regardless of their historical origin. In particular, language typology means generalizing typology of languages according to the similarity or dissimilarity in their linguistic structure.

According to the Chomskyan tradition, on one hand the language faculty determines the form of languages, based on Universal Grammar plus evidence. On the other hand, the functionalists, in general, consider that the similarities among languages are due to commonalities in what language is used for. In other words, they focus on the relationship between the usages and the structures. Although the systemic functional theory has not been purpose-built to deal with language typology, Matthiessen (2004:5) affirms that instead it has been developed to be a general linguistic resource that is powerful and flexible enough to address a wide range of

questions about languages.

Within systemic functional linguistics, the transitivity processes constitute one of the most important issues. Human beings are full of colorful experience, which consists of processes or ‘goings-on’—happening, doing, sensing, meaning, and being and becoming, as well as the persons and other entities that take part in these processes and the circumstances in which they occur. All these goings-on are sorted out in the grammar of the clause. The clause is a mode of reflection, of imposing order on the endless variation and flow of events. The grammatical system by which this is achieved is **Transitivity**. The Transitivity System construes the experiential world into six types of processes: Material, Mental, Relational, Behavioral, Verbal and Existential (Halliday, 1994). For instance, material processes refer to actions and doings such as "he *bakes* a cake, or he *lent* me a car". Mental process refers to human thinking, such as ‘I think’, ‘I know’ or ‘I want’ while relational processes are processes of being, like ‘he is a student’ or ‘he has a car’ etc.

To combine the systemic functional linguistic theory, particularly the transitivity system, with typology, the term typological transitivity has been generated, which deals with the relationship between different languages based on the language similarity and dissimilarity of their transitivity systems. The investigations on typological transitivity have focused on numerous languages and systems. Besides the research on the English transitivity system, previous studies have concentrated respectively on either occidental or oriental languages, such as French (Caffarel, 1997), German (Teich, 1999), Spanish (Arús Hita, 2007), Japanese (Teruya, 2007),

Chinese (Halliday, 1956), Vietnamese (Thai, 1998) etc. However, they have paid less attention to the dissimilarities due to language distance. As a result, in the present literature, I have found mainly detailed studies on each language but seldom an organic comparison of two or more languages. Therefore, in this dissertation, I aim, firstly, to make a comparison of the transitivity systems of two occidental languages (English and Spanish) and two oriental languages (Japanese and Chinese). More concretely, this dissertation will focus on relational processes.

In order to make this comparison, a corpus is also needed, which contains original texts in English and their translations (Spanish, Japanese and Chinese). The texts chosen are from *Harry Potter*, a series of seven fantasy novels written by the British author J.K. Rowling. It tells stories about a wizard boy, Harry Potter, whose parents were killed by an evil wizard named Lord Voldemort when he was too little to remember. Having lived in the Muggles' (who don't know the magic) world for several years, he went to the Hogwarts school to learn to be a wizard where he made friends with Ron Weasley and Hermione Granger. As a children's literature work, the *Harry Potter Series* are popular all over the world, and researchers have studied it from different perspectives, including criticisms on the translations. Among all, Munday (2001) compared the Italian version with the Spanish Version; Feng (2007) is devoted to the Chinese version and Wood (2009) to the Japanese version. Nevertheless, these studies focus on the comments towards translators, such as their writing style, equivalence of meaning and translatability, etc. Few studies have considered the role of language typology and systemic functional linguistics, which

could be adapted as a new perspective in translations.

Therefore, I also aim to study the problems of translating different relational processes in Spanish, Japanese and Chinese as the second research aim by the typological transitivity system in the area of systemic functional linguistics. The reason for choosing relational processes is based on two concerns. First, compared to other types, in relational processes, there are a number of typical verbs like *have*, *be*, etc., which are very common. Secondly, the dissimilarities of relational processes in the languages concerned are supposed to be more obvious, and the problems are particularly worth analyzing.

1.2 The organization of the paper

In the second chapter, I deal with the methodology of the present paper. I describe the translated versions incorporated in our corpus and also the software used for the generation of concordance lines. These lines contain all the examples with the verb *have*, *be* and *there be*—the most typical verbs for possessive, attributive and existential subtypes. Then, based on these concordance lines, the translations in the texts into other languages can be found for the comparison.

In the third chapter, I will discuss the main theoretical issues about the typological transitivity system in the four languages, comparing the realizations of relational processes in these languages and systems. Moreover, the different kinds of processes with examples for a more comprehensive study will be presented.

In the fourth chapter, I present a qualitative analysis of the translation problems of

the relational processes from English to these three languages, based on the distinctions and strategies proposed in chapter 3. I divide the translation solutions into two main types: the symmetric pattern and asymmetric pattern. The former solution aims to translate more literally and to be more faithful to the original type of relational processes, while the latter tries to reformulate the process type in order to achieve a more appropriate representation.

In the conclusion chapter, the main findings and the limitations of our translation solutions based on the typological transitivity system will be summarized. Finally, the dissertation will close with suggestions for further investigations.

2. Methodology

2.1 The first part

This paper has two main aims: to describe the typological differences in the transitivity systems of the four languages of our concern, with special emphasis on relational processes, and to specify the solutions found in the translations of different relational processes. The methodology for the first part is a study based on the existing literature on this topic, which contains a literature review of the previous studies of the transitivity systems of the four languages on which I have focused. The review concentrates principally on the relational processes as well as their realizations in the four languages. Furthermore, the relational processes in the four languages will be compared, and diagrams will be generated to represent the similarity in both occidental and oriental systems based on our knowledge of language distance. For one thing, English and Spanish belong to the Indo-European family, so that there exist smaller language distances in word formation, morphology or syntax. For another, though Japanese and Chinese belong to different language families, they can be considered as neighbor languages due to their geographic distance in Eastern Asia. The examples that have been used in this part are mainly collected in the current and popular learners' dictionaries of each language. Among those most famous dictionaries containing both bilingual translations into the languages involved in this dissertation, I chose four bilingual dictionaries of the same publisher (Oxford) that contribute to our resource, because they are easier to consult as the structures of these

four versions are quite the same.

- a) *Oxford Advanced Learners Dictionary* (6th Revised edition, 2000, originally monolingual).
- b) *Diccionario para estudiantes de inglés* (Bilingual version with Spanish translations, based on the *Oxford Advanced Learners Dictionary*).
- c) *Oxford Advanced Learners Dictionary*, reprinted in Beijing with Chinese translations (Bilingual, 6th, 2000).
- d) *Oxford Advanced Learners Dictionary* with Japanese glossary and notes (Bilingual, 7th, 2005).

2.2 The second part

This part is based on the corpus that consists of four different versions of the first volume of *Harry Potter*; that is, *Harry Potter and the Sorcerer's Stone*. It is agreed by the public that this story has had enormous influence as a book and later as a film, and is therefore very important in constructing and reinforcing ideologies of education, gender, and nature. Originally, the Harry Potter series was supposed to be a series of children's books, which are full of imagination, humor and suspense. Like a children's psychological analyst, Rowling narrates a year's experience of the characters in each book and explores the development of the characters' personalities in ever-changing circumstances, which is rare in children novels. That is to say, it could be treated as an encyclopedia, to a certain extent, in that it represents the world experience, including a wide range of human activities of all the types (being, doing, thinking and so on).

Therefore, it is an appropriate resource for transitivity studies, because all kinds of processes can be found.

Based on these factors, the first volume has been incorporated as the corpus in our study for the analysis of relational processes, since they are supposed to be featured innovatively in Rowling's piece in comparison to other children's literature of English-speaking countries. The versions incorporated in the corpus are the following:

- a) Original British English text of *Harry Potter and the Sorcerer's Stone*
- b) Spanish translation (Alicia Dellepiane Rawson, Emece Editores)
- c) Chinese translation (Su Nong, People's Literature Publishing House)
- d) Japanese translation (Yuko Matsuoka, Say-zan-sha Publications)

2.3 The Instruments

In order to retrieve the instances of relational processes in these corpora, the present study employs WordSmith 3.0 as the retrieval program, which was designed by Mike Scott. It is a suite of lexical analysis tools operating under Windows on text files stored on any drive. It can retrieve the searched items specified by users from a large amount of data, show the total number of its occurrences, and display all the occurrences of the search items in concordance lines of context, with the search items being highlighted on the screen. The three tools involved are WordList, Concordance

and KeywordList¹.

Firstly, the WordList function can be used for generating a list of ordered words that appear in the target files. These can be used to compare the frequency of a word in the text; within this tool, our study of relational process structures can be limited to the most frequent verbs such as *be*, *there be*², *have* and their translated forms in the other languages.

To continue, by using the Concordance tool, pairs of examples of a word or phrase can be obtained in their contexts. The Concordance tool generates concordance lines from one or more target texts chosen by the user. In our study, the Concordance function has been employed mainly to get samples in lines for our analysis by searching prepared keywords (*be*, *there be*, *have* and their paradigmatic forms). The parallel lines of original English texts need to be generated with their translation text in the other three texts for the analysis.

This retrieval of clauses with relational processes is based on a qualitative study. After the retrieval of these clauses, parts of them were selected according to the different ways in which they were translated into English, Chinese and Japanese. These selected examples were analyzed in terms of their constituents; the translations were analyzed according to the function, the literal translation into English and the meaning. The style used in this paper is illustrated in Table 1.

To show Japanese and Chinese examples³, the first line shows the original

¹ The last function has not been employed in this paper.

² In this paper we treat existential processes as one of the main subtypes of relational processes. A detailed discussion will be made in the third Chapter.

³ The letters a), b), c) and d) correspond to English, Spanish, Chinese and Japanese, respectively.

Japanese character in *Kanji/Kana*⁴ and Chinese Character in *Hanzi*. The second line gives the pronunciation of each word or phrase. In the third line, the literal translation into English of each word or group has been added. And the last underlined phrase shows a grammatical English sentence which is faithful to the literal meaning of the translation. Actually, the grammatical structure may have variations, which will be explained in the next chapter.

- a). Every Ollivander wand **has** a core of a powerful magical substance.
 b). Cada varita Ollivander **tiene** un núcleo central de una poderosa sustancia mágica
 c).

每一根	奧利凡德	魔杖	都	具有	超強的	魔法物
Meiyigen	olifande	Mozhang	dou	Juyou	chaoqiangde	Mofawu
Every	Ollivander	Wand	all	maintain	powerful	magical substance

Every ollivander wand **maintains** powerful magical substance.

d).

オリバンダーの	杖	は	一本一本	強力な
Oribandaa-no	tsue	Wa	Yipponyippon	kyouryokuna
Ollivander	wand	Theme marker	every stick	Powerful

魔力を持った物	を	芯	に	使っ	ております
maryokuwomottemono	Wo	shin	Ni	tsuka	Teorimasu
magical substance	Object marker	core	Object marker	To use	Aspect marker

Every stick of ollivander wand **is using** powerful magical substance.

Table 1: Example of illustrating Spanish, Chinese and Japanese translations with English explanations

⁴ Kanji and Kana refer to the presentations of Japanese characters while Hanzi is for Chinese characters.

3. Theoretical perspectives of the typological transitivity system

3.1 The Transitivity system

The theoretical basis is Systemic Functional Grammar (SFG), created by Halliday. SFG is a study of how meanings are built up through the use of words and other linguistic forms such as tone and emphasis. Language is conceived 'a system of meanings', each of which offers the speaker (or writer) a choice of ways of expressing meanings. People use language to express meanings in specific situations, and the form of the language that they use is influenced by those situations. All languages are organized around two main kinds of meaning, the 'ideational', and the 'interpersonal'. On the basis of these two components, the 'textual' is formed. The three are called Metafunctions (Halliday, 1994). Within these three metafunctions, this paper is restricted to the transitivity system, which belongs to the ideational function. According to Bloor & Bloor (2003: 9), language is used to organize, understand and express our perceptions of the world and of our own consciousness. This is known as the **Ideational Function**. It is composed of the Logical and the Experiential. The logical refers to the grammatical resources for building up grammatical units into complexes, for instance, for combining two or more clauses into a clause complex. The experiential function refers to the grammatical resources involved in construing the flux of experience through the unit of the clause. The world of human beings is full of experiences. The **Transitivity System** construes the world of experience into a manageable set of process types. In the English Transitivity System, generally there

are six processes: the Material Processes, the Mental Process, the Relational Process, the Behavioral Process, the Verbal Process and the Existential Process. Among them, Material, Mental and Relational are the three main types of processes. Different authors have their own categorizations of the processes. Authors like Halliday try to categorize the Existential process as a paralleled type of relational process; however, I follow Teruya's categorization, which considers the existential processes as a subtype within the relational ones. As it will be seen throughout the paper, this categorization is more adequate for Spanish, Chinese and Japanese. A longer discussion about this point will be seen in the next section.

Material processes are processes of 'doing'. They express the notion that some entity 'does' something, and the doing usually can be extended to some other entity. Besides the action processes itself, the material process has two other elements: the Actor (it carries out the action) and the Goal (the patient at which the action is directed). For example:

I	finished	the homework
ACTOR	MATERIAL PROCESS	GOAL

Mental processes are processes of 'sensing'. They involve three main sub-types: perception refers to the process of seeing, hearing, feeling, etc.; affection refers to the process of liking, loving, hating, etc.; and cognition refers to the process of thinking, knowing, realizing and so on. Therefore, in sum, mental processes are processes of

feeling, thinking and seeing. The participants SENSER (the conscious being that can feel, think or see) and PHENORMENON (which is 'sensed') can be applied in mental processes instead of ACTOR and GOAL in material processes.

I	Saw	a stranger.
SENSER	MENTAL PROCESS (Perception)	PHENORMENON

I	like	the shoes.
SENSER	MENTAL PROCESS (affection)	PHENORMENON

I	have known	the result.
SENSER	MENTAL PROCESS (cognition)	PHENORMENON

The relational processes could be said to be those of being. They refer to the relation being set up between two separate entities. The most typical sub-types are attributive (which implies ' is an attribute of Y') and identifying (which implies 'X is the identity o Y'). For example:

He	Is	a student.
He	Has	a car.
CARRIER	PROCESS	ATTRIBUTE

Today	Is	Friday.
IDENTIFIED	PROCESS	IDENTIFIER

3.2 The Typological transitivity system

The discussion on the typological transitivity system, will be divided into two parts: the universal features and the particularity in each language that this paper studies.

As the transitivity system has been defined as the reflection of human experience (section 3.1), in all the languages there exist something in common. In the four languages studied in this dissertation, it has been discovered that the main classifications of processes are similar (see figure 1).

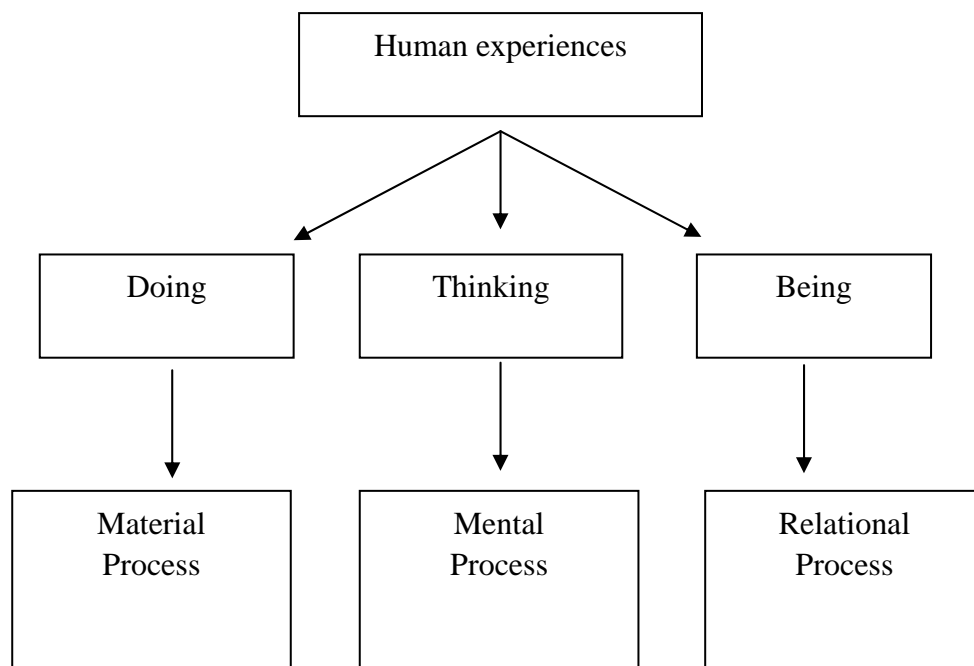


Figure 1: the transitivity processes represent universal human experiences

From Figure 1, it can be seen that human experiences can be divided into doing, thinking and being, which can be described by material, mental and relational processes respectively on the basis of Halliday's model. Thus, it is observed that languages, though with large typological distinction, at a very general level, present relatively similar structures of types of processes, principally the three main processes with the aim of reflecting human activities universally. The material, relational and mental processes can be said to be universal due to the common feature of human beings: they do something; they think, feel and perceive, and they have relations with others.

However, referring to the subdivision of each process, there occur clear differences. Taking the relational process as an example, differences can be seen clearly in the four languages involved in this dissertation. As it will be described in detail, in English, the relational processes include three subtypes as attributive, identifying and symbolizing, while in oriental languages such as in the cases of Japanese, Chinese and also Spanish authors insist to deal with the existential processes (with a subdivision of existential and existential plus) as one subtype within relational processes. Among them, Teruya (2004: 217) claims that in Japanese, the patterns of relations are categorized into two types: 'expansion' and 'existential'. For one thing, the expansion type sets up relations between two elements, where one element is expanded semantically through another in various modes. For the other

thing, the existential type relates an entity to the fact of its existence. In the next section, I will talk about mainly the problem of the relational processes of the four languages.

3.3 Relational processes in the four languages

In this section, I will describe the relational processes in terms of their categorizations and presentations in the four languages. Furthermore, a comparative analysis will be carried out after the analysis of cases in each language.

3.3.1 Relational processes in English

Relational processes, according to Halliday (2004:210), serve to characterize and to identify. Within the theoretical framework provided by Systemic-Functional Grammar (SFG), relational processes can be of two types: attributive or ascriptive and identifying or equative, depending on the authors (Halliday 1994, Matthiessen 1990). Each of the two types represents three kinds of relations: intensive, possessive or circumstantial. In attributive processes “an attribute is ascribed to some entity” (Halliday 1985:113), whereas in identifying processes “one entity is used to identify another”. Intensive attributive processes ascribe or attribute a quality, called Attribute, to an entity, the Carrier, as shown in example 1. In the possessive type, the attributive relationship is a kind of "ownership"; the Carrier possesses the Attribute in the case of example 2. In circumstantial attributive processes, the Attribute is a circumstantial element ascribed to some entity, the Carrier, as shown in the third example.

Example 1:

Mary	is	an actress	(attributive & intensive)
Carrier	Process	Attribute	

Example 2:

Mary	has	a car	(attributive & possessive)
Carrier	Process	Attribute	

Example 3:

Mary	is	in the company	(attributive & circumstantial)
Carrier	Process	Attribute	

In intensive identifying processes, on the other hand, something, the Identified, has an identity, the Identifier, assigned to it, as illustrated in 4a and 4b. Possessive identifying processes present the possession in the form of a relationship between the Identified and the Identifier, as in 5a and 5b. Finally, circumstantial identifying processes have a Circumstance taking the form of a relationship of time, place, manner, etc. In 6a and 6b the circumstantial relationship has been shown.

For identifying processes, there also exist also two main participants. Token (*Mary* in the example 4a) stands for what is being defined in a similar way to the carrier (*Mary* in the example 3) in an attributive process, while a Value is used to

describe the token, playing a similar role as the attribute. Halliday & Matthiessen (2004: 230) argued that the difference between these two terms can be characterised as a stratal one of ‘expression’ and ‘content’; and either can be used to identify the other.

Example 4a

Mary	is	the actress	(identifying & intensive: active & decoding)
Token/Identified	Process	Value/ Identifier	

Example 4b

The actress	is	Mary	(identifying & intensive: passive & encoding)
Value/ Identified	Process	Token/Identifier	

Example 5a

The car	is	Mary’s	(identifying & possessive: active & decoding)
Token/Identified	Process	Value/ Identifier	

Example 5b

Mary's	is	the car	(identifying & possessive: passive & encoding)
Value/ Identified	Process	Token/Identifier	

Example 6a

Today	is	the first day	(identifying & circumstantial: active & decoding)
Token/Identified	Process	Value/ Identifier	

Example 6b

The first day	is	today	(identifying & circumstantial: passive & encoding)
Value/ Identified	Process	Token/Identifier	

3.3.2 Relational processes in Spanish

Before I step into the Spanish transitivity processes, I shall have a discussion on the notions of transitive and ergative constructions in order to reach a better understanding of the differences between the English and Spanish transitivity systems. "Transitive" does not contrast with "intransitive"; "ergative" does not contrast with "accusative" as they are used in traditional grammar. The notion of ergativity, as used in SFG, has very little to do with the way it is used elsewhere. Dixon (1994) criticizes

the use of this term for a phenomenon that has to do with “causation”. The example given by Arús Hita (2001: 65) should be cited:

- 7a) The soldiers marched for two hours
- 7b) The sergeant marched the soldiers for two hours
- 8a) Los soldados marcharon durante dos horas
- 8b) *El sargento marchó a los soldados durante dos horas

In the examples (7) and (8), the material process of motion in English *march* is ergative while in Spanish, *marchar* is transitive. It is observed that both (7a) and (7b) are possible in English, but in Spanish, the structure sequence of ACTOR^MARCHAR ^GOAL is ungrammatical.

Therefore, it is important to consider how semantically related processes behave differently in English and in Spanish. Typologically, the language distance, either word formation or syntax in English and Spanish is smaller than that between these languages and oriental languages. However, the most highlighted distinction between these two languages relates to the transitive/ergative verbs with similar spelling and meaning but differs from their semantic notions.

Now let us move to the Spanish relational processes with the following examples of Spanish translation problems from English sentences.

- 9a). In winter, leaves turn brown.
- 9b). En otoño se ponen marrones las hojas.
- 10a). The wind turns the leaves brown.
- 10b). El viento pone las hojas marrones.

In the example groups 9 and 10, it has been found that the verb *turn* in English

can be used ergatively as illustrated in 9a and 10a. However, the literal translation *poner* in Spanish works only with transitive situations. As in the example 9b, in order to be accepted grammatically, it is necessary to introduce the pronominal form *ponerse* to represent a passive semantic feature or an impersonal meaning.

The second problem in the English-Spanish translation of relational processes lies in the Spanish attributive verbs *Ser* and *Estar* when they are used to represent the English attributive verb 'be'.

11a). He is handsome.

11b). Él es guapo.

11c). Él está guapo.

For attributive processes, 'be' is employed to express in English both the quality (the class) and the status. It raises problems when it cannot be made clear especially in the case of lack of temporal markers. Therefore, the selection of the attributive feature determines the translation. If it refers to a status, the translation will be *estar*, which becomes *ser* if that feature is replaced with class.

12a). He is at home.

12b). Él está en casa.

13a). The ceremony is in the first floor.

13b). La ceremonia es en el primer piso.

In the case of identifying processes, the determination of which verb (*ser* or *estar*) should be used is also dependent on semantic meanings. When it refers to a matter, as in the example 12, *estar* is plausible. Instead, in the example 13, an event calls for the verb *ser* according to Spanish grammar.

- 14a) Él es el peor.
- 14b) *Él está el peor.
- 14c) Él está siendo el peor.

- 15a) Eres un desastre.
- 15b) *Estás un desastre.
- 15c).Estás siendo un desastre.

These four examples demonstrate the role of the identifier ('el peor') and the attribute ('un desastre') in the determination the verb selection. With those kinds of the values, the verb *ser* is the only solution in the translations from English to Spanish. The examples 14c and 15c show the verb *ser* with progressive aspect. However, they cannot be replaced by *estar estando*.

The third focus is about the selection between existential and expanded processes due to the multi-usage of Spanish verbs like *haber*, *aparecer* and *estar*:

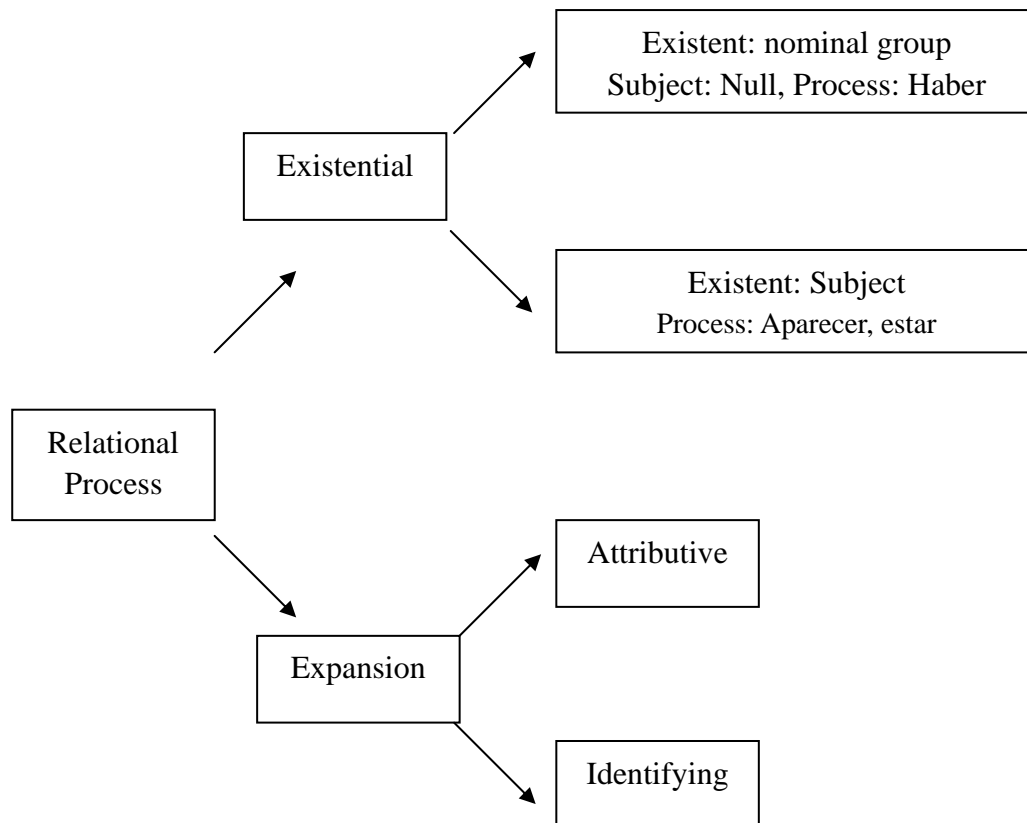


Figure 2: a general framework of Spanish relational processes

As it can be observed in figure 2, in Spanish, like in Japanese, it is practical to consider the existential processes as a subtype of relational processes for similar reasons to those in Japanese (the complex usage of *aru*, which can be considered as *have* or *there be*), since there also exists a double usage of the verb *estar*: existential and identifying. For existential processes, besides the traditional structure with *haber* as in 17a and 17b, an alternative one named ‘existential plus’ (Arús Hita, 2001:68) is formed by the verbs like *aparecer* and *estar*. Such “existential plus processes” are featured by the position of their circumstantial participants which stand at the beginning of the phrase as a marked theme. When the locative and temporal participants lose their marked positions, the existential plus will be transformed into identifying processes with the congruent order as shown in 16c.

16a). Tras el jardín está el río. (Existential plus)

16b). Behind the garden lies the river.

16c). El río está tras el jardín. (Identifying)

17a). Hay un río tras el jardín.

17b). There is a river behind the garden.

3.3.3 Relational processes in Japanese

As it is mentioned in the section 3.2, in Japanese there exist two main categorizations of relational processes: ‘expansion’ and ‘existential’. In the intensive expansion type, as Teruya (2004:217) argues, at least two entities have been involved. Then, the nature and number of participants (or roles) depend on the configuration of

the two elemental entities in the expanding relation. There are two choices, according to the author, in the typical Japanese expansion model X-wa⁵ A (da), which means that ‘X is A’. ‘A as descriptor’ and ‘A as entity’ are shown in the figure 3 of the section 3.2. The former type is realized by adjectival groups, and the latter type is realized by nominal groups.

Example 18

<i>Kare-wa</i>	<i>Takai</i>
He-wa	Tall
Token/identifier	Value/Identified (hidden Process)
‘He is tall.’	

In ‘as descriptor’ type,, as in example 18, the element A is realized by an adjective group *takai* ‘tall’. Due to the Japanese grammar, the verb *da* ‘be’ which represents the process needs to be omitted when an adjectival group appears. So in this example, we have found a hidden process ‘da’.

The example 19 demonstrates the ‘as entity’ type in which the element A is constructed by the nominal group *Gakusei* ‘student’. When a nominal group is

⁵ As Japanese like Turkish is an agglutinative language, the feature of the agglutination in Japanese is ascribed to particles and auxiliary verbs. Some particles like ‘wa’, ‘wo’, ‘ni’ are markers of the theme, case and other semantic roles. In the case of ‘wa’ in the model of X-wa A (da), ‘wa’ mark the element X as the theme of the sentence.

employed, it is necessary to mention the verb *da* ‘be’ in the final position⁶ of the sentence.

Example 19

<i>Kare-wa</i>	<i>Gakusei</i>	<i>Da.</i>
He-wa	Student	Be
Token/identifier	Value/Identified	Process
‘He is a student.’		

Here the first problem of the relational processes in Japanese arises if they compared to the English processes. In English, there are definite and indefinite articles: *the* and *a/an* which can be used in nominal groups to distinguish the attributive processes such as in the example 1 from the identifying processes, e.g. 4a and 5b. Nevertheless, in oriental languages, like Japanese and Chinese, where there are no articles in their grammar, the translation of English identifying processes could be a problem. In the example 19, the sentence can be interpreted as attributive or as identifying. That is to say, it can be considered as either his profession (as a student) or his identity (for example, the student of this campus). Sometimes in order to eliminate the ambiguities, it is required to add demonstrative pronouns like *kono* ‘this, position mentally or physically near from the speaker’, *sono* ‘that, position mentally or physically near from hearer’, or *ano* ‘that, position mentally or physically far from

⁶ In Japanese grammar, the verb is placed in the final position.

both interlocutors’. But this method could cause an overuse of the demonstrative, consequently damaging the structure of the text.

The second problem involves the encoding and decoding in the ‘as entity’ subtype. I start the discussion with three examples.

Example 20a

<i>kyou-wa</i>	<i>Ichinichime</i>	<i>Da</i>	<i>(identifying & circumstantial :decoding)</i>
Today-wa	The first day	Be	
Token/Identified	Value/ Identifier	process	
‘Today is the first day’.			

Example 20b

<i>Ichinichime-wa</i>	<i>Kyou</i>	<i>Da.</i>	<i>(identifying & circumstantial: encoding)</i>
The first day-wa	Today	be	
Value/ Identified	Token/Identifier	Process	
‘The first day is today’.			

Example 20c

<i>Demo</i>	<i>Ichinichime-ga</i>	<i>Kyou</i>	<i>nanoda.</i>	<i>(identifying & circumstantial: encoding)</i>
But	The first day-ga	Today	Be	
	Value/ Identifier	Token/Identified	Process	
'But the first day is today'.				

Compared to English, the examples 20a and 20b can be translated without problems. However, in Japanese, there is a commonly used structure in spoken discourse, exemplified by 20c. The alternation of the particular form 'wa' (the mark of the theme) to 'ga' (the mark of the subject) produces an interchange of the identifier and the identified, as it can be seen in 20c, though *ichinichime* 'the first day' is the value, but it plays the part of the identifier which means, that in this case, 'today' represents something to be identified. And 'the first day' here is used to identify 'today'. Moreover, pragmatic meanings in the example 20c can be highlighted compared with 20b. When there is a need to emphasize the negation against what other people say in order to express a surprise, this kind of clause could be employed. In summary, the word order needs to be reformulated without changing the relation in 20a; the marker 'wa' needs to be changed to 'ga'.

The third problem refers to the existential processes. As has been mentioned above, Japanese linguists tend to place existential processes as a subtype of relational processes. In Japanese, there is a distinction between existents. The verb *aru* 'exist' is

used for inhuman existents like animals, plants, tools, etc., illustrated in 10a, while *iru* ‘exist’ is used for human beings, illustrated in 21b.

The problem is clearly demonstrated in the examples 21a, 21b, and 21c. Firstly, in the examples 21a and 21b, it has been shown that in Japanese, existential processes can be interpreted as existential or attributive processes. In this sense, to translate from English to Japanese, there may be two choices: to use the verb *da* ‘be’ as a more literal approach or to use the verb *aru* ‘exist’ as an alternative method. In chapter four, I will discuss this problem with patterns ATT-ATT (attributive to attributive) and ATT-EXT (attributive to existential).

Example 21a

<i>Koko-niwa</i>	<i>Neko-ga</i>	<i>aru.</i>
Here-niwa	Cat-ga	Exist
Locations: spatial	Existent: inanimate	Process
‘The cat exists. (The cat is here.)’ or ‘A cat is here’.		

Example 21b

<i>Watashi-wa</i>	<i>Koko-ni</i>	<i>iru.</i>
I-wa	Here-ni	Exist
Existent: animate	Locations: spatial	Process
‘I exist. (I’m here.)’		

Moreover, in Japanese, the verb *aru* may provoke a possessive process where *aru* has been considered as an equal of ‘have’ in English. Teruya (2004:222) proposes a solution to this problem about how to identify these two processes with *aru*. The author argues that the distinctions between the two types can be seen from the nominal groups with *niwa*. If the nom.gp-*niwa* refers to an entity, the clause is possessive, as in the case of 21c. Otherwise, it represents spatial location from which it is understood as existential, e.g. 21a.

Example 21c

<i>koko-niwa</i>	<i>mimi-ga</i>	<i>aru.</i>
Cat- <i>niwa</i>	ear- <i>ga</i>	Have
Possessor	Possessed	Possessive Process
‘Cats have ears.’		

3.3.4 Relational processes in Chinese

To deal with relational processes in Chinese, I also follow Teruya’s categorization where existential processes are treated as one of the three main subtypes as illustrated in Figure 3.

According to Figure 3, the choice of relational processes can be primarily divided into existential, attributive and identifying. The choice of an attributive process leads to three further options, such as ‘circumstantial’, ‘possessive’ and ‘intensive’, which

also appear in other languages as a commonly accepted classification.

In a similar way to the Spanish and Japanese relational processes described in the last two sections, in Chinese the existential verb ‘you’ can be interpreted either as existential when the existent appears or as possessive when it has two participants, like the verb ‘have’ in English.

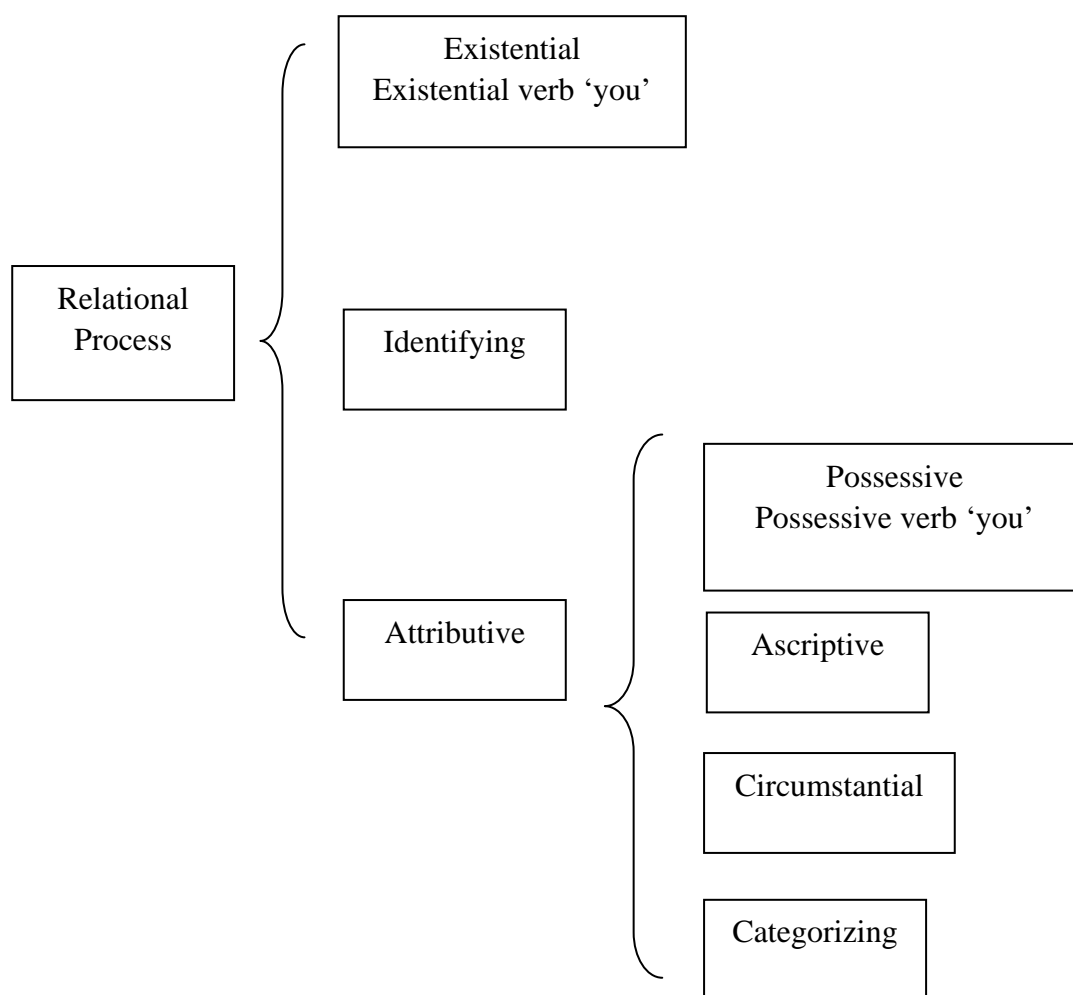


Figure 3: general framework of Chinese relational processes

In an existential construction (22a), there exists only one participant named

Existent. As mentioned above, the typical verb for this kind of process is 'you', which means 'to exist'. Usually, it is used with the unmarked order, that is to say, Process^Existent. Nevertheless, the verb 'you' can also be interpreted as possessive when more participants have been added such as Possessor and Possession, as in the example 22b.

Example 22a

You	Yi ben	Shu
Exist	One	Book
Existential process		Existent
There is a book.		

Example 22b

Wo	You	Yi ben	Shu
I	Have	One	Book
Possessor	Possessive process		Possession
I have a book.			

Unlike in Japanese, where the circumstantial element is usually marked, in Chinese the order of the elements varies. The unmarked order Process^Existent^Circumstance and also the marked order Circumstance^Process^Existent can be employed. The only problem is that when the unmarked order is

employed, the preposition should not be removed. As it is illustrated in the example group 23, the case 24d is the only grammatically unacceptable.

Example 23a

Zai	Zhuoishang	You	Yi ben	Shu
On	The table	Existential process	One	Book
There is a book on the table.				

Example 23b

(Null)	Zhuoishang	You	Yi ben	Shu
(without preposition)	The table	Existential process	one	Book
There is a book on the table.				

Example 23c

You	Yiben	Shu	Zai	zhuozishang
Existential process	One	Book	On	The table
There is a book on the table.				

Example 23d

*you	Yiben	Shu	(Null)	zhuozishang
Existential process	One	Book	(without preposition)	The table
There is a book on the table.				

According to Halliday (2004:435), sometimes the verb ‘you’ works as an introduction device as a way of 'presenting expressions for participants in a clause of any type'. In the example 24, the existential process ‘you’ is used to start a sentence without the notion of real existence. Since it is commonly used in Chinese, sometimes the translation from English Material processes could be adapted to this kind of existential processes.

Example 24

You	Yixie youke	Qu le	Lundun
Exist	Some tourist	Went	London
Existential process	Existent		
Some tourist went to London.			

With regard to identifying processes, the realization in Chinese seems to be less complicated compared with Japanese. In an identifying clause, the two participants, named Token and Value, stand in a symbolic relation, in which the Token, as the identifier, is identified as the Value. There is no case in which the Token plays the role of identified like the example 21 in Japanese due to the fact that Chinese does not belong to the agglutinative language system where the theme marker produces the change of the identifier and the identified. The typical verb is 'shi'. Since the two participants are equated with each other, the order of the participants may be either Token^ Process^ Value as in 25a or Value^ Process^ Token as in 25b.

Example 25a

Ta	Shi	Wode	Laoshi
He	Be	My	Teacher
Token/Identified	Identifying Process		Value/Identifier
He is my teacher.			

Example 25b

Wode	Laoshi	Shi	Ta
My	Teacher	Be	He
	Value/Identifier	Identifying Process	Token/Identified
My teacher is him.			

To deal with the attributive subtype, the two participants are named Carrier and Attribute. The typical order of elements in the attributive clause is Carrier^ Process^ Attribute, which is similar to that in English. Attributive clauses may be further divided into four subtypes such as circumstantial, possessive, ascriptive and categorizing. As a linguistic tradition, the verb 'shi' can be omitted when it appears in an ascriptive clause. However, this omission causes big confusions in the differentiation of process types as is shown in the examples 26a and 26b. In 26a, there are fewer possibilities for considering the change of process types without the appearance of the ascriptive verb 'shi'. However, in 26b, with the insertion of temporal and aspectual markers, the meaning could be altered totally from ascriptive

to material.

Example 26a

Ta	(Null)	Henhao
He	(Hidden verb)	Good/fine
Carrier	Ascriptive Processes	Attribute
He is fine. (He looks handsome.)		
He is a good person.		

Example 26b

Ta	Yijing	(Null)	henhao	le
He	Already	(Hidden verb)	Good/fine	
Carrier		Ascriptive Processes	Attribute	Perfective aspectual marker
Ascriptive Interpretation: He is so handsome/ good.				
Material Interpretation: He did it so good.				

Another problem lies in the selection between possessive and ascriptive when some English possessive processes are translated into Chinese.

The boundary between ascriptive clauses and possessive clauses is a fuzzy one. First, on the basis of Chinese word formation, some adjectives may be nominalized without any morphological change, for instance, the case of 'congming' in 27 can be

interpreted as either ‘intelligent’ or ‘intelligence’. Therefore, though the phrase is constructed by the possessive verb 'you', Halliday and McDonald (2004) treat it as an ascriptive clause which means that 'he is an intelligent but not very intelligent person.' Besides Halliday’s argument, it could also be a possessive process only when the adjective has been treated as a completely nominalized element, considering the degree of the nominalization of the adjective ‘congming’ (intelligent).

Example 27

Ta	You	Dian	Xiao	Congming
He	Have	A little (Measure)	Small, little (Degree)	Intelligent/ Intelligence
Possessor	Possessive process			Possession
He has a little wit.				

3.4 Comparison

To close this chapter, I will make a comparison of the four languages highlighting the most important confusions and problems. Tables 2, 3 and 4 show the distinctions and most important features in existential, identifying and attributive processes respectively.

English	The variants of <i>there be</i> , such as <i>there lies, there stands, there lives, etc.</i>
Spanish	The selection of <i>haber</i> (existential) or <i>estar, aparecer</i> (existential plus)
Japanese	1. <i>Aru</i> works both in Existential and Possessive. 2. The differentiation of animate and inanimate existents
Chinese	The verb <i>you</i> , as existential, possessive and also ‘semantically ascriptive’

Table 2: Problems about existential processes

English	
Spanish	Problem of the ergative verbs, e.g. <i>poner, ponerse (turn)</i>
Japanese	The change of Token/Value and Identifier/Identified with theme and subject markers
Chinese	The order of the elements, marked and unmarked

Table 3: Problems about identifying processes

English	
Spanish	Problem of the selection between <i>Ser</i> and <i>Estar</i>
Japanese	Confusion between attributive and identifying due to the lack of definite and indefinite articles
Chinese	Process changes aroused by the omission of ascriptive <i>shi</i> Semantic ascriptive interpretation with the possessive process <i>you</i>

Table 4: Problems about attributive processes

4. Relational processes in the translations of *Harry Potter and the Sorcerer's Stone*

4.1 General idea

In this chapter, I focus mainly on the clauses with relational processes in the novel *Harry Potter and the Sorcerer's Stone* in the original English novel and their translations into the other three languages concerned. I will discuss the main patterns that I have established, based on the studies of the typological transitivity system. I have divided the present chapter into two sections. Section 4.2 deals with the symmetric translations, which means a more literal approach to find the equivalent pattern to convey the meanings. Section 4.3 deals with the different kinds of asymmetric translation. As it has been mentioned in Chapter 3, I have limited our comparison to the three most frequent used relational processes subtypes, namely the attributive (with the verb 'be'), the existential ('there be') and the possessive ('have').

4.2 The symmetric translation approach

The symmetric approach contains three translation patterns. In these patterns, Spanish, Japanese and Chinese translations contain the same kinds of relational subtypes and the verbs involved are highly grammatically coincident, as it is illustrated in Tables 5 and 6 with the translation examples with the letters a), b), c) and d), which correspond to English, Spanish, Chinese and Japanese, respectively.

Languages	English	Spanish	Japanese	Chinese
Pattern 1	ATT	ATT	ATT	ATT
Pattern 2	EXT	EXT	EXT	EXT
Pattern 3	POS	POS	POS	POS

Abbreviations: ATT (attributive), EXT (existential), POS (possessive)

Table 5: Three main symmetric approach patterns

Languages	English	Spanish	Japanese	Chinese
Typical attributive process	Be	Ser/Estar	Da	Shi
Typical existential process	There be	haber	Aru/ Iru	You
Typical possessive process	Have	tener	Aru	You

Table 6: Typical verbs involved in symmetric translation patterns

Translation example 1: ATT-ATT-ATT-ATT

1a). My gran brought me up and she's a witch

1b). Mi abuela me crió y ella es una bruja

1c)

我	是由	奶奶	带大的	她	是	女巫
Wo	shiyou	Nainai	daidade	Ta	shi	Nvwu
I	By	Grandmother	Bring up	She	be	Witch

I was brought up by grandmother. She is a witch.

1d).

ばあちゃん	に	育てられた ん	だけ ど	ばあちゃん	が	魔女	なん だ
Baatyan	ni	Sodateraretan	dakedo	Baatyan	ga	majyo	Nanda
Grandmother	by	Be brought up	but	Grandmother	Theme marker	witch	Be

I was brought up by grandmother however she is a witch.

Translation example 2: EXT- EXT- EXT- EXT

2a). There were only two rooms.

2b). Sólo había dos habitaciones.

2c)

屋里	总共	只	有	两个	房间
wuli	Zonggong	zhi	You	liangge	Fangjian
In the house	Totally	only	There be	two	Room

There were only two rooms in the house.

2d).

部屋	は	二つ	しか	なかった
Heya	Wa	futatsu	shika	Nakatta
Room	Theme marker	two	only	No exist

There were only two rooms. (No exist more than two rooms.)

Translation example 3: POS- POS- POS- POS

3a).Mrs. Dursley pretended she didn't have a sister

3b).La señora Dursley fingía que no tenía hermana.

3c).

德思礼太太	佯装	自己	根本没	有	这么个	妹妹
desilitatai	yangzhuang	ziji	genbenmei	you	zhemege	Meimei
Mrs. Dursley	pretend	herself	Never	have	such	Sister

Mrs. Dursley pretended that she never **had** such a sister.

3d).

ダーズリー夫人	は	妹など	いない	という	ふりをし	ていた
taideriifujin	wa	Imouto-nado	i-nai	toiu	furiwoshi	Teita
Mrs. Dursley	Theme marker	Sister or something	Not have	that	pretend	Aspectual marker

Mrs. Dursley pretended that she **had** no sisters.

From the three groups of examples above, the main idea of the symmetric translations can be obtained, which are featured by the correspondence of the process, and the typicality of the verb used in the translation. This kind of translation strategy

is commonly used in the novel, especially for some clear and simple English sentences. However, some asymmetric phenomena can also be seen from the examples. For instance, in the Japanese translation 2d), when the adverb *shika* ‘only’ appears, it requires the negative form *nai* ‘no exist’ (the past tense is *nakatta*.) of the affirmative form *aru* ‘there be’. What is more, in the third group of possessive process translation, in Chinese and Japanese, it is obvious that negative form of the process verb *have* (*mei-you* in Chinese and *i-nai* in Japanese) has been kept symmetrically.

4.3 The alternative translation strategy

Although the symmetric translations are relatively accepted and widely used in the novel, what have been found most are asymmetric translations; that is to say, translations which change the process types (or subtypes), so that grammatical correctness has more importance than keeping the literal meaning.

4.3.1 Translation of attributive processes

I begin with the translation of typical attributive processes with the verb ‘be’. When it is impossible to maintain the process type, translators tend to change the relational processes into material with the aim of a clearer expression, in order to facilitate the readers’ comprehension.

Translation example 4: ATT-ATT-MAT-MAT

- 4a). He has had to **be** very hard on me.
- 4b). Tuvo que **ser** muy severo conmigo.

4c).

他	对我	一直	非常	严厉
Ta	Duiwo	yizhi	Feichang	Yanli
He	Treat me	Me	Always	very hard

He always **treats** me very hard.

4d).

あの方	は	私	に	とても
Anokata	wa	Waatashi	ni	totemo
He	Theme marker	I	Dative marker	Very

厳しく	し	なければならな	かった
Kibishiku	shi	Nakerebanarana	katta
Strict	do	Probably	Tense marker

Probably he **treated** me very strict.

In the examples above, it can be observed clearly the maintenance of process type in Spanish and the change in the two oriental languages. Due to the typological reason, Spanish translation can be done more literally without changing the verb as well as the process type. However, in Chinese and Japanese, the phrase ‘be strict to someone’ cannot be translated to ‘**shi yange dui wo*’ or ‘**watashi-ni kibishi*’. They are not only grammatically unaccepted, but also cause incomprehensibility. Therefore, in order to keep the sense and the relation within the phrase, it is plausible to make a change.

Here it is worth mentioning that the change of the process type also alters something subtle though the main meaning has been kept. In the original English version, the teacher’s characteristics have been highlighted, that is to say, what kind of teacher he is, and that he is a strict person. Nevertheless, in the translation like “he treats me strict”, readers have learnt less about the personality of the teacher but more about the attitude towards his students. Consequently, the perspective has been altered.

More examples of the alternative translation pattern ATT-ATT-MAT-MAT can be seen in the appendix.

Translation example 5: ATT-ATT-ATT-MAT

5a).Calm yourself, dear boy, you **are** a little behind the times,

5b).Cálmate, querido muchacho, **estás** un poco atrasado.

5c).

不要	激动	亲爱的	孩子	你	说的	这些话
Buyao	jidong	Qinaide	haizi	Ni	Shuode	zhexiehua
Don't	Excite	Dear	child	you	said	Things

已经	有点	过时	了
Yijing	Youdian	guoshi	Le
Already	A little	Out of time	Aspect marker

Don't get so excited, dear child, what you said **has been** already a little out of time.

5d).

落 ち 着 い て	ハ リ	君	は	少 し	時 間	が	ズ レ と よ	よ
ochitsuite	harii	kimi	wa	sukoshi	jikan	ga	zuretoru	yo
Calm	Harry	you	Theme marker	A little	time	Subject marker	Lag behind	Interjection

Calm Harry, you **lagged** a little **behind** the time.

In the example 5, clearly the Spanish and Chinese translations manage to keep the relational process while the Japanese translation yields the maintenance of the process type, replacing it by a material process. The reason for that replacement is due to a fixed Japanese expression *jikan-ga zuretoru* 'lag behind the time', which is a metaphoric expression, and mostly it produces a humorous effect for readers.

Another point is also highlighted in this group of translation. Spanish try to keep the token like [tú] *estás* 'you are' based on the typological similarity, while in Chinese,

the token has been changed from a person 'you' to a thing 'what he said'. In this sense, though the process type has been kept, the theme of the phrase has been replaced. Consequently, there may be a loss of exaggerated effects for the Chinese version readers.

Translation example 6: ATT-MAT-MAT-MAT

6a). You'll **be** in trouble before we even get there!"

6b). ¡Os vais a **meter** en líos antes de que lleguemos!

6c).

我们	还	没	到	地方	你们	就要	惹出	麻烦	来
women	hai	mei	Dao	difang	nimen	Jiuyao	rechu	mafan	lai
We	Yet	no	Reach	Place	You	Will	make	trouble	Aspect marker

We have not yet reached the place. You are going to **make** some troubles.

6d).

まだ	着い	てもいな	うち	から	問題に	なる	わよ
mada	Tsui	temoinai	Uchi	Kara	Mondai-ni	naru	Wayo
Yet	reach	Not yet	Place	Since	Problem	Take place	ending particle for women speakers

Before we have reached the place, problems will **take place**.

Another alternative translation pattern is to change completely the typical attributive process into material in all these three languages. I start the analysis with the Spanish translation *meter en líos* 'to put into troubles', i.e. 'to get into trouble'. Here the Spanish translator offers the reader a more dynamic description, since the original English version is quite static. With regard to the Chinese version, the translator also incorporates a dynamic expression *rechu mafan* 'make trouble' to reach a vivid and humorous conversation. However, in Japanese, the change of process

types provokes more dynamicity. With the permutation of the participant ‘problem’ from object to subject, the translator tried to give the inanimate thing ‘problem’ a personality, which can be interpreted as a figure of speech: personification.

Translation example 7: ATT-ATT-MAT-Omission of process

7a). You **are** here to learn the subtle science and exact art of potion-making.

7b). Vosotros **estáis** aquí para aprender la sutil ciencia y el arte exacto de hacer pociones

7c).

你们	到	这里	来	为的是	学习	这门
nimen	dao	zheli	lai	weideshi	xuexi	zhemen
You	To	here	come	With the aim of	Learn	this

魔药配制的	精密	科学	和	严格	工艺
Moyaopeizhide	jingmi	kexue	he	yange	gongyi
of potion-making	subtle	science	and	strict	Art

You **come** here with the aim of learning this subtle science and strict art of potion-making.

7d).

このクラス	で	は	魔法薬調剤の	微妙な	科学
Konokurasu	de	Wa	Mahouyakuchyouzai-no	Bimyou-na	kagaku
This class	in	Theme marker	of potion-making	subtle	science

と	厳密な	芸術	を	学ぶ
To	Genmitsu-na	geijyuutsu	Wo	manabu
And	Strict	art	Object marker	To learn

It is **in this class** that we learn the subtle science and strict art of potion-making.

The example above is featured by the omission of processes in the Japanese translation. The reason may be related to the English phrase ‘you are here to do’ where it expresses a circumstantial meaning. Compared to other group of examples in which attributive processes are mainly ascriptive, a circumstantial subtype can be

reduced to a simple prepositional expression such as ‘in this class’ in place of ‘you are here to...’. Therefore, in the Japanese translation, the redundant expression has been eliminated but the loss of meaning has not been ignored. Originally, J.K. Rowling tried to emphasize the place where the students learn, that is to say, in the expression ‘you are here to learn’, the circumstance has been focused. To make up that loss, the translator has turned to Japanese grammar and finally, with the help of *wa* (the theme marker), the circumstantial component has been successfully emphasised and reversed.

4.3.2 Translation of existential processes

This section is going to deal with the translation of existential processes. As it has been mentioned in the last chapter, the existential processes can be considered as a kind of relational process due to their function, grammatical nature and also the polysemy of typical existential verbs.

Translation example 8: EXT-EXT-MAT-EXT

8a).I'd better go and took through my books; **there might be** something useful...

8b)..Será mejor que vaya a buscar en mis libros, **tiene que haber** algo que nos sirva...

8c).

我	最好	去	翻翻	我的那 些书	也许	能	找到	一些	有用的东西
Wo	Zui hao	Qu	Fanfan	Wodenax ieshu	Yexu	Nen g	Zhao dao	Yixie	Youyongdedo ngx
I	Bet ter	Go	Take through	My books	may be	can	Find	Some	Useful things

I'd better go and took through my books; maybe I can **find** some useful things.

8d).

私	本	を	調べ	てくる	なにか
wotashi	Hon	wo	shirabe	Tekuru	Nanika
I	Book	Object marker	To check	Aspect marker	Some

役にたつこと	が	ある	かも
Yakunitatsukoto	Ga	aru	kamo
Useful things	Subject marker	Exist	Possible

I'm going to examine the books; **there may be** some useful things.

In general, compared with the limited and sometimes confusing uses in Chinese, the existential processes have been widely used in English, Spanish and Japanese. To avoid using existential processes without losing the sense, in Chinese, the translator tried to use more actions (material processes) instead of literal translations. Another problem of Chinese syntax is that the word order and the subject should be structurally equal if two coordinate clauses appear as illustrated in 8C. The subject of the first clause is 'I' and it requires a subject as similar as possible in the second clause. Since it has been known that the existential process is naturally an impersonal structure, the translator has reformulated the second clause from existential to material, as well as the position of subject 'I'.

Translation example 9: EXT-MEN-MAT-MAT

9a). **There was** a loud bark from the dog, but Hermione had already jumped.

9b). **Se oyó un fuerte ladrido**, pero Hermione ya había saltado.

9c).

大狗	又	发出了	响亮的	狂吠
Dagou	you	Fachule	xiangliangde	kuangfei
A big dog	again	Produce	Loud	Bark

但是	赫敏	已经	跳下来	了
Danshi	Hemin	yijing	tiaoxiaolai	Le
But	Herminone	Already	Get down	Aspect marker

The big dog **barked** loudly again, but Hermione had already got down.

9d).

犬	が	大きな	声で	吠え	ている
Inu	Ga	ookina	Koe-de	Hoe	Teiru
Dog	Subject marker	big	Sound	bark	Aspect marker

でも	ハーマイオニ ー	は	もう	ジャン プ	し	ていた
demo	Haamaionii	Wa	mou	Jyanpu	Shi	teita
But	Herminone	Theme marker	already	Jump	do	Aspect marker

The dog **barked** loudly over and over, but Herminone had already jumped.

The impersonal structure called reflected passive (“pasiva refleja”) has been used in the Spanish translation to replace the existential process which is originated in English. Unlike in English, in the other three languages the existential structure sounds a little weird, since it is not commonly applied to some animated entities like animal sounds. For instance, it is common to say ‘there is a cup on the table’ but less frequently ‘there is a meow from a cat’. So, to avoid that ‘weird structure’ for ‘dogs’, translators prefer to have the Spanish version with the impersonal structure and Chinese/Japanese versions with the active voice in which the subject is the dog.

Translation example 10: EXT-MAT-MAT-MAT

10a). There was suddenly a loud tapping noise.

10b).Se produjo un súbito golpeteo.

10c).

突然	传来	一阵	啪啪的	响声
Turan	Chuanlai	yizhen	Papade	xiangsheng
suddenly	Arrive	one	Tapping	Noise

Suddenly, a tapping noise has arrived.

10d).

その時	戸を叩く	大きな	音	が	し	た
sonotoki	towotataku	Ookina	Oto	ga	Shi	ta
At that moment	knocking	Big	sound	Subject marker	Make	Past tense marker

At that moment, a big knocking sound had been made.

In the example 10, the reflected passive has been employed in the Spanish translation again in the same way as in the example 9: the original English existential process has been replaced. In the Chinese and Japanese translations, the translators prefer a more dynamic effect that corresponds to the adverb ‘suddenly’, so that they both treat the knocking sound as the subject of the sentences and the actor of material processes.

To conclude the translation of existential processes, firstly it is needed to take into account that the translation could vary greatly. In the examples 8, 9 and 10, the most common solution has been illustrated by the change from existential to mental and material processes. Moreover, there may be more solutions in other kinds of translation such as existential to attributive processes and so on.

4.3.3 Translation of possessive processes

The most problematic translations arise in the possessive subtype of relational processes. Due to the diverse usages of the typical English verb ‘have’, the bi-nature of the Chinese verb *you* ‘have or exist’ and of the Japanese verb *aru* ‘have or exist’,

translation problems arise frequently. At least, the following four kinds of solutions have been found in J.K Rowling’s first volume of *Harry Potter*. From Table 7, it can be observed that even mental processes can be treated as a resource for translating possessive processes.

	English	Spanish	Chinese	Japanese
Pattern 1	POS	POS	MAT	MAT
Pattern 2	POS	MAT	MAT	MAT
Pattern 3	POS	ATT	MAT	ATT
Pattern 4	POS	MAT	MEN	ATT

POS= possessive, MAT= Material, ATT= attributive (ascriptive), MEN= mental

Table 7: Translation solution for possessive processes

Translation example 11: POS-POS-MAT-MAT

11a).Bane thundered. "What are you doing? You **have** a human on your back!

11b).Rugió Bane—. ¿Qué estás haciendo? **Tienes** un humano sobre el lomo!

11c).

贝恩	怒吼道:	你	在做	什么?	你	让	一个人	骑	在你背上
Beien	Nuhouda	Ni	Zai zuo	Shenme	Ni	Rang	Yigeren	Qi	Zaibeishang
Bane	Speak angrily	Yo u	Be doin g	What	yo u	Let / leave	A person	Ride	On your back

Bane roared: what are you doing? You **leave a person to ride** on your back.

11d).

ベイン	が	怒鳴った	何というこ と	を
Beinn	Ga	Tonatta	Nantoiukoto	wo	
Bane	Subject Marker	Roared	What (things)	Object Marker	Omission of the verb 'do'

人間を	背中に	乗せる	など
Ningen-wo	Senaka-ni	Noseru	Nado
Person	On the back	Get a ride	If

Bane roared: What are you doing? If something **rides** on the human back..

The example 11 shows the most common alternative solution of the translations of possessive processes. The possessive process has not been changed in the Spanish version, due to the typological similarity. However, the English phrase ‘to have someone on the back’ is translated both in the Chinese and Japanese with the material process ‘ride’. Obviously, in English it can be understood that ‘to have someone on the back’ means ‘to ride on one’s back’ as well as in Spanish, which belongs to the Indo-European family. Nevertheless, in oriental languages like Chinese and Japanese, it would be misunderstood if it had been translated literally because with possessive verbs like *you* and *aru* in these two languages, people do not think about the meaning of riding, since the sense of *you* and *aru* has been reduced, so that now it does not accept some complex structures. As a result, in order to keep the original meaning as much as possible, the Chinese and Japanese versions reflect an attempt to be translated into more transparent and clearer texts as it can be seen in the examples above. More examples can be found in the appendix.

Translation example 12: POS-MAT-MAT-MAT

12a).Getting up, he told Ron and Hermione he was going to ask Snape if he could **have** it.

12b).Se puso de pie y dijo a Ron y Hermione que le preguntaría a Snape si podía **devolverle** el libro.

12c).

他	站起来	对罗恩和赫敏 说	他	要去	问问
Ta	Zhanqilai	Dui luo'en he hemin shuo	Ta	Yaoqu	Wenwen
He	Stand up	Tell Ron and Hermione	He	be going to	Ask

斯内普	能不能把	书	还给	他
Sineipu	Nengbunengba	Shu	Huangei	ta
Snape	Could	Book	return	him

Standing up, he told Ron and Hermione he was going to ask Snape if he could **return** the book to him.

12d).

ハリー	は	立ち上が り	本	を	返してもら っ	てくる
Harii	wa	Tachiagari	Hon	wo	kaeshitemora	Teiru
Harry	Theme marker	Stand up	Book	Object marker	Give back	Aspect marker

と二人に	宣言し	た
Tofutari-ni	sengenshi	Ta
To these two persons	To state	Past tense marker

Standing up, Harry told these two guys he was going to **give** the book back.

The English possessive verb ‘have’ contains a large number of usages. In the English version, there has been a ‘special’ use of this process. To translate this less typical possessive process with ‘have’ into these three languages, it is impossible to keep the original process type. According to the Oxford dictionary of advanced learners, one of the important usages of ‘have’ is to receive or to accept. In this way, the reception or the acceptance can be treated in terms of change of the possessor (one of the participants in possessive processes). This is odd in the other three languages; in the translations, the translator replaced ‘have’ with the meaning of ‘return’, which seems to be less problematic.

In fact, if the context does not refer to the fact that Harry needs to return the book to Snape, the relation of ‘he’ and ‘him’ could be a big confusion. That is why the possessive process is one of the subtypes of relational processes. With the possessive process, it can be understood clearly who returns the book to whom because the possessor is obvious (Snape in the context). But problems arise about who the possessor is when changes from possessive to material occur. Therefore, when changes from possessive to other types of processes take place, the original relations among characters such as who is the possessor should not be ignored.

Translation example 13: POS-ATT-MAT-ATT

13a). They ate in the zoo restaurant, and when Dudley had a tantrum because his knickerbocker glory didn't **have** enough ice cream on top.

13b). Comieron en el restaurante del zoológico, y cuando Dudley tuvo una rabieta porque su bocadillo no **era** lo suficientemente grande.

13c).

他们	在动物园餐厅	吃午饭	达力	嫌	给他来的	一份
tamen	zaidongwuyuancanting	chiwufan	dali	Xian	geitalaide	yifen
They	in the zoo restaurant	Have lunch	Dudley	complain	For him	one

彩宝圣代	不	够大	于是又	大发脾气
Caibaoshengdai	Bu	Gouda	Youshiyou	dafapiqi
Sundae	No	Big enough	Then	Get angry

They had lunch in the zoo restaurant. Dudley **complained** about his small sundae then **he got angry**.

13d).

園内のレストランで	お昼を食べた	が	ダドリー	は
Ennainoresutoran-de	Ohiru-wo tabeta	Ga	datorii	wa
in the zoo restaurant	had lunch	concessive marker	Dudley	Theme marker

チョコレート ト・パフェ	が	小さい	と	かんしゃく を起こした
Chyokoreito pafue	Ga	Chisani	To	Kansyaku-wo okoshi-ta
Chocolate parfait	Subject marker	Small (with the omission of the verb 'be')	Marker of Reason	Got angry

They had lunch in the zoo restaurant. Dudley got angry because the chocolate parfait was small.

These alternative translations may derive from different comprehensions of the original English texts. Firstly, in the English version, J.K Rowling described a kind of dessert named knickerbocker glory, which lacks ice cream on top. However, in all these translated versions, the translator tried to localize this food such as *bocadillo*⁷ in Spanish, *sundae* in Chinese and *chocolate parfait* in Japanese. Due to the obvious differences among those four desserts, it is hard to maintain the process type since all the translators have simplified the meaning from 'lack of ice cream' to simply 'small'. Additionally, in the Chinese version, as it has been mentioned in the last section of the syntax of coordinate clauses, it has been translated into a material process 'he complains about his small sundae' and 'he gets angry' to meet the syntactic requirements of the equality of subject in coordinate clauses.

Translation example 14: POS-MAT-MEN-ATT

⁷ The use of this word in the translation is due to the fact that the translator Alicia Dellepiane is from Argentina. In Argentinian Spanish, the word 'bocadillo' is a sweet dessert similar to English knickerbroker glories.

14a). **Have** you no shame? Are you a common mule?

14b). ¿No te **da** vergüenza? ¿Es que eres una mula ordinaria?

14c).

你	不	觉得	丢脸	吗?	难道	你	是	一头	普通的骡子
Ni	Bu	Juede	Diulian	Ma	Nandao	Ni	Shi	Yitou	putongdeluozi
you	No	Feel	Shameful	Particle of question	Aren't you?	You	Be	One	Common mule

Don't you **feel** shameful? You are a common mule, aren't you?

14d).

耻ずかしくないの	です	か?	君	は	ただのロバ	なのか?
Hazukashikunai-no	desu	Ka ?	Kimi	Wa	Tadano roba	Naroka?
Not shameful	Be	Particle of question	You	Subject marker	Common mule	Particle of question

Aren't you shameful? Are you a common mule?

In the last group of examples, the original and three translated versions do not agree with one another on the process types. In the Spanish translation, it has been translated with the Spanish typical structure with *dar* which means to give someone something of some feeling. In Chinese, the mental process has been involved to give the readers a more obvious understanding. In Japanese, the attributive process is employed in order to make comprehension easier.

However, these three translations are not exclusive. For instance, in Spanish, the phrase could also have been translated as *tienes vergüenza* without changing the process type. The same things happen in oriental languages. In Chinese and Japanese, people can understand the literal translations such as *you haixiu* or *hazukashiza-ga aru* ‘to have shame’. Why do translators yield of these literal solutions? It may be due to both convention and frequency of usage. Taking Spanish expressions *tener*

vergüenza and *dar vergüenza* as an example, in the native Spanish synchronic corpus CREA, there are more than 500 *dar vergüenza* (with present, past and future tense conjugations) compared with less than 120 times of *tener vergüenza* (with all verbal conjugations). In other words, *dar vergüenza* has been considered as a collocation. In Chinese and Japanese, the situation is similar. It is more widely heard *to feel shameful* rather than *to have shame* in Chinese while in Japanese *to be shameful* is more familiar than *to have shame*.

Conclusion

Typology on one hand reflects universal grammatical issues that exist in different languages of the world. On the other hand, in analyzing determinate languages, they are divided into groups according to the similarity or dissimilarity in their linguistic structure. In the present paper, I have selected English and Spanish, which share more occidental language features, and two oriental languages, Chinese and Japanese, as our research objects.

The transitivity system constitutes one of the most important branches in systemic functional linguistics. Transitivity links tightly to human experiences, which consist of processes or ‘goings-on’—happening, doing, sensing, meaning, and being and becoming, as well as the persons and other entities that take part in these processes and the circumstances in which they occur. To combine the systemic functional linguistics theory, particularly the transitivity system with typology, typological transitivity is applied in this dissertation to the relationship among different languages based on the similarity and dissimilarity of their transitivity systems. Besides the research on the English transitivity system, previous studies have concentrated respectively on either occidental or oriental languages. Nevertheless, they have paid less attention to the dissimilarities due to language distance. As a result, this dissertation contributes firstly to make a comparison of the transitivity systems of two occidental languages (English and Spanish) and two oriental languages (Japanese and Chinese).

In the comparison of the relational processes in Spanish and English, the most highlighted distinction relates to the transitive/ergative verbs with similar spelling and meaning but different in the transitivity analysis. And the second problem in the English-Spanish translation lies in the Spanish attributive verbs *Ser* and *Estar* when they are used to represent the English attributive verb 'be'. The third problem is about the selection between existential and expanded processes due to the multi-usage of Spanish verbs like *haber*, *aparecer* and *estar*.

Due to the agglutinative feature of Japanese grammar, the alternation of the particular form *wa* (the mark of the theme) to *ga* (the mark of the subject) produces an interchange of the two participants: identifier and the identified. Additionally, as a common characteristic of East Asian languages, the typical attributive verb *da* 'be' which represents the process needs to be omitted when an adjectival group appears; however, when a nominal group is employed, it is necessary to mention the verb *da* 'be' in the final position of the sentence. Lastly, in Japanese, there is a distinction between existents. The verb *aru* 'exist' is used for inhuman existents like animals, plants, tools, etc., while *iru* 'exist' is used for human beings.

As an analytic language, Chinese speakers attach great importance to word order. Usually, the verb *you* 'exist' is used with the unmarked order: Process ^Existent. Alternatively, the verb 'you' can also be interpreted as possessive when the word order changes with more participants added such as Possessor and Possession. Besides syntactic problems, in a similar way to the verb *da* in Japanese, the verb *shi* 'be' can be omitted when it appears in an ascriptive clause. However, with the insertion of

temporal and aspectual markers, the meaning and process type of *shi* 'be' could be altered totally from ascriptive to material. Last but not least, when some English possessive processes are translated into Chinese, there lies the possibility of a semantically ascriptive interpretation due to the fact that some adjectives may be nominalized without any morphological change in Chinese.

Apart from the comparison of the typological transitivity systems, this dissertation also focuses on the translation problems of relational processes in these four languages. This part is based on the corpus that consists of four different versions of the first volume of the Harry Potter collection, *Harry Potter and the Sorcerer's Stone*. This book could be treated as an encyclopedia, to a certain extent, in that it represents the world experience, including a wide range of human activities of all the types (being, doing, thinking and so on). Therefore, it is an appropriate resource for transitivity studies, because all kinds of processes can be found. The analysis of examples of these processes from *Harry Potter and the Sorcerer's Stone* by comparing the original with translations into Spanish, Chinese and Japanese, problems about the translation have been reported due to the particular features of relational processes in different language systems.

Two translation patterns of relational processes from English to Spanish, Chinese, and Japanese have been established. The symmetric approach, in which Spanish, Japanese and Chinese translations contain the same kinds of relational subtypes and the verbs involved are highly grammatically coincident, are featured by the correspondence of the process and the typicality of the verb used in the translation.

However, this kind of translation strategy is commonly used only in the novel for some clear and simple English sentences. Consequently, the asymmetric approach should be employed to deal with the complex and abundant translations of relational processes where the process types alter. For instance, attributive and existential processes can be substituted by material processes as the translator aims to give readers a more precise and dynamic image. Moreover, possessive processes can be translated into material, attributive and even mental processes when the grammatical restriction and the abundant usages of the English verb 'have' have been taken into account; the equivalents to this verb in other languages appear less frequently.

In fact, the limitations of this paper must also be acknowledged. First of all, the relational processes themselves contain many subtypes and sub-categorizations. This paper has only concentrated on three widely used ones (the attributive, the existential and the possessive). Similar research may well be done about the kinds of relational processes that were not analyzed here. Secondly, besides relational processes, other processes such as the material and mental also attach importance in the research of both transitivity and translation. And they are supposed to be more complicated than relational processes due to their larger selection of verbs, participants and more flexible syntactic structures.

Therefore, further investigations may focus on broader and more detailed studies of the typological transitivity in order to generate more ideas and opinions not only from the point of view of theory but also for the exploration of the strategies for translation from the perspective of transitivity.

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Appendix

Examples of translation patterns.

Translation pattern: (Literal translation) POS-POS-POS-POS

Mrs. Dursley pretended she didn't have a sister

La señora Dursley fingía que no tenía hermana.

德思礼太太	佯装	自己	根本没	有	这么个	妹妹
desilitatai	yangzhuang	ziji	genbenmei	you	zhemege	Meimei
Mrs. Dursley	pretend	herself	Never	have	such	Sister

Mrs. Dursley pretended that she never **had** such a sister.

ダーズリー 夫人	は	妹など	いない	という	ふりをし	ていた
taideriifujin	wa	Imouto-nado	i-nai	toiu	furiwoshi	teita
Mrs. Dursley	Theme marker	Sister or something	Not have	that	pretend	Aspectual marker

Mrs. Dursley pretended that she **had** no sisters.

Translation pattern: (Literal translation)

ATT-ATT-ATT-ATT

My gran brought me up and she's a witch

Mi abuela me crió y ella es una bruja

我	是由	奶奶	带大的	她	是	女巫
Wo	shiyou	Nainai	daidade	Ta	shi	Nvwu
I	By	Grandmother	Bring up	She	be	Witch

I was brought up by grandmother. She is a witch.

ばあちゃん	に	育てられた ん	だ け ど	ばあちゃん	が	魔女	な ん だ
Baatyan	ni	Sodateraretan	dakedo	Baatyan	ga	majyo	nanda
Grandmother	by	Be brought up	but	Grandmother	Theme marker	witch	be

I was brought up by grandmother however she is a witch.

Translation pattern: (Literal translation)
EXT-EXT-EXT-EXT

There were only two rooms.

Sólo **había** dos habitaciones.

屋里	总共	只	有	两个	房间
wuli	zonggong	zhi	you	liangge	fangjian
In the house	totally	only	There be	two	room

There were only two rooms in the house.

部屋	は	二つ	しか	なかった
Heya	wa	futatsu	shika	Nakatta
Room	Theme marker	two	only	No exist

There were only two rooms. (No exist more than two rooms.)

**Translation pattern:
POS-POS-MAT-MAT**

Example 1

Bane thundered. "What are you doing? You **have** a human on your back!"

Rugió Bane—. ¿Qué estás haciendo? **Tienes** un humano sobre el lomo!

贝恩	怒吼道:	你	在做	什么?	你	让	一个人	骑	在你背上
Beie n	Nuhouda o	Ni	Zai zuo	Shenm e	Ni	Rang	Yigeren	Qi	zaibeishan g
Bane	Speak angrily	Yo u	Be doin g	What	yo u	Let / Leave	A person	Rid e	On your back

Bane roared: what are you doing? You **leave a person to ride** on your back.

ベイン	が	怒鳴った	何というこ と	を
Beinn	Ga	tonatta	nantoiukoto	wo	
Bane	Subject Marker	Roared	What (things)	Object Marker	Omission of the verb 'do'

人間を	背中に	乗せる	など
Ningen-wo	Senaka-ni	Noseru	Nado
Person	On the back	Get a ride	If

Bane roared: What are you doing? If something **rides** on the human back..

Example 2

He had never had any money for candy with the Dursleys, and now that he **had** pockets rattling with gold and silver

Cuando vivía con los Dursley nunca había tenido dinero para comprarse golosinas y, puesto que **tenía** los bolsillos repletos de monedas de oro, plata

在	德思礼家	时	他	从来	没有	一分	零用钱	买糖
Zai	Desilijia	Shi	Ta	Conglai	Meiyou	Yifen	lingyongqian	Maitang
In	Dursleys	when	he	Never	No	One	money	To buy candy

吃	现在	他	口袋里	装满了	哗哗响的	金币银币
Chi	Xianzai	Ta	Koudaili	Zhuangmanle	Huahuaxiangde	jinbiyinbi
To eat	Now	he	In the pocket	Be filled with	Rattling	Gold and silver

In Dursleys, he had never any money to buy candy. Now his pockets **have been filled with** gold and silver with a rattling sound.

ダーズリー家では	甘い物	を	買う	お金なんか	持ったこと	なかった
Deizuriiie-dewa	amaimono	Wo	kau	Okanenanka	Mottekoto-ga	nakatta
In Dursleys	candy	Object marker	To buy	Money	had	no

でも	今	は	ポケットの中で	金貨や銀貨	が	ジャラジャラ	鳴っ	てい
dem	Ima	Wa	Pokettononaka-de	Kinkaya ginka	ga	jyarajyara	na	teiru
But	No	Them	In the pocket	Gold and silver	Subject marker	rattling	To sound	Aspect marker

In Dursleys, he had no money to buy candy. But now in his pocket, gold and silver **were rattling**.

Example 3

"That Quidditch cup'll **have** our name on it this year."

La copa de quidditch **llevará** nuestro nombre este año.

今年的	魁地奇杯	上	将	刻上	我们的名字
jinniande	Kuidiqibei	Shang	jiang	keshang	womendemingzi
Of this year	Quidditch cup	On	will	Be carved	Our name

Our name will be **carved** on this year's Quidditch cup.

あの	クイディ ッチ・カッ プ	に	今年こそは	僕たちの寮の名 前	が	入るぞ
ano	Kuideicchi kappu	ni	Kotoshikoso wa	Bokutatinoryouno namae	ga	hairuzo
that	Quidditch cup	On /In	This year	Our bedroom's name	Subject marker	Enter into

Our bedroom's name will **enter into** this year's Quidditch cup.

Example 4

All students should **have** a copy of each of the following: The Standard Book of Spells (Grade 1)

Todos los alumnos deben **tener** un ejemplar de los siguientes libros: El libro reglamentario de hechizos (clase 1).

全部学生	均需	准备	下列	图书	标准咒语	初级
quanbuxueshen	Junxu	Zhunbe	Xialie	tush	biaozhunzhouy	chuj
g		i		u	u	
All students	Shoul d	Prepare	The followin g	book	The Standard book of Spells	preliminar y

All students should **prepare** the following books: The Standard Book of Spells (Preliminary)

全生徒	は	次の本	を	各一冊	準備すること	基本呪文集	一学年用
Zenseit o	wa	Tsiginoh on	Wo	kakuiss atsu	kyonbisur ukoto	kihonjyum onsyuu	iggakunen you
All student s	Theme marker	The following books	Object marker	One volume for each one	prepare	The Standard book of Spells	For grade 1

All students **prepare** one volume of these following books: The standard book of Spells (Grade 1).

Example 5

Every Ollivander wand **has** a core of a powerful magical substance.

Cada varita Ollivander **tiene** un núcleo central de una poderosa sustancia mágica

每一根	奥利凡德	魔杖	都	具有	超强的	魔法物
Meiyigen	olifande	mozhang	dou	juyou	chaoqiande	mofawu
Every	Ollivander	wand	all	maintain	powerful	magical substance

Every ollivander wand **maintains** powerful magical substance.

オリバンダーの	杖	は	一本一本	強力な
Oribandaa-no	tsue	wa	yipponyippon	kyouryokuna
Ollivander	wand	Theme marker	every stick	powerful

魔力を持った物	を	芯	に	使っ	ております
maryokuwomottemono	wo	shin	Ni	tsuka	teorimasu
magical substance	Object marker	core	Object marker	To use	Aspect marker

Every stick of ollivander wand **is using** powerful magical substance.

Translation pattern:
POS-MAT-MEN-ATT

Have you no shame? Are you a common mule?

¿No te **da** vergüenza? ¿Es que eres una mula ordinaria?

你	不	觉得	丢脸	吗?	难道	你	是	一头	普通的骡子
Ni	Bu	Juede	Diulian	Ma	Nandao	Ni	Shi	Yitou	putongdeluozi
you	No	Feel	Shameful	Particle of question	Aren't you?	You	Be	One	Common mule

Don't you **feel** shameful? You are a common mule, aren't you?

耻ずかしくないの	です	か?	君	は	ただのロバ	なのか?
Hazukashikunai-no	desu	Ka ?	Kimi	Wa	Tadano roba	Naroka?
Not shameful	Be	Particle of question	You	Subject marker	Common mule	Particle of question

Aren't you shameful? Are you a common mule?

Translation pattern:
POS-MAT-MAT-MAT

Getting up, he told Ron and Hermione he was going to ask Snape if he could **have** it.

Se puso de pie y dijo a Ron y Hermione que le preguntaría a Snape si podía **devolverle** el libro

他	站起来	对罗恩和赫敏 说	他	要去	问问
Ta	Zhanqilai	Dui luo'en he hemin shuo	Ta	Yaoqu	wenwen
He	Stand up	Tell Ron and Hermione	He	be going to	ask

斯内普	能不能把	书	还给	他
Sineipu	Nengbunengba	Shu	Huangei	ta
Snape	could	Book	return	him

Standing up, he told Ron and Hermione he was going to ask Snape if he could **return** the book to him.

ハリー	は	立ち上が り	本	を	返してもら っ	てくる
Harii	Wa	Tachiagari	hon	wo	kaeshitemora	teiru
Harry	Theme marker	Stand up	book	Object marker	Give back	Aspect marker

と二人に	宣言し	た
Tofutari-ni	sengenshi	Ta
To these two persons	To state	Past tense marker

Standing up, Harry told these two guys he was going to **give** the book back.

Translation pattern:
POS-ATT-MAT-ATT

They ate in the zoo restaurant, and when Dudley had a tantrum because his knickerbocker glory didn't **have** enough ice cream on top.

Comieron en el restaurante del zoológico, y cuando Dudley tuvo una rabieta porque su bocadillo no **era** lo suficientemente grande

他们	在动物园餐厅	吃午饭	达力	嫌	给他来的	一份
tamen	zaidongwuyuancanting	chiwufan	Dali	Xian	geitalaide	yifen
They	in the zoo restaurant	Have lunch	Dudley	complain	For him	one

彩宝圣代	不	够大	于是又	大发脾气
Caibaoshengdai	Bu	Gouda	Youshiyou	dafapiqi
Sundae	no	Big enough	Then	Get angry

They had lunch in the zoo restaurant. Dudley **complained** about his small sundae then he got angry.

園内のレストランで	お昼を食べた	が	ダドリ	は
Ennainoresutoran-de	Ohiru-wo tabeta	Ga	datorii	wa
in the zoo restaurant	had lunch	concessive marker	Dudley	Theme marker

チョコレート・パフェ	が	小さい	と	かんしゃくを起こした
Chyokoreito pafue	Ga	Chisani	To	Kansyaku-wo okoshi-ta
Chocolate parfait	Subject marker	Small (with the omission of the verb 'be')	Marker of Reason	Got angry

They had lunch in the zoo restaurant. Dudley got angry because the chocolate parfait **was small**.

Translation pattern:
EXT-EXT-MAT-EXT

I'd better go and look through my books; **there might be** something useful...

Será mejor que vaya a buscar en mis libros, **tiene que haber** algo que nos sirva...

我	最 好	去	翻 翻	我 的 那 些 书	也 许	能	找 到	一 些	有 用 的 东 西
Wo	Zui hao	Qu	Fanfan	Wodenax ieshu	Yexu	Nen g	Zhao dao	Yixie	youyongdedo ngx
I	bett er	Go	Take through	My books	may be	can	Find	Some	Useful things

I'd better go and look through my books; maybe I can **find** some useful things.

私	本	を	調 べ	て く る	な に か
wotashi	hon	wo	shirabe	Tekuru	nanika
I	book	Object marker	To check	Aspect marker	some

役 に た つ こ と	が	あ る	か も
yakunitatsukoto	ga	aru	kamo
Useful things	Subject marker	Exist	Possible

I'm going to examine the books; **there may be** some useful things.

Translation pattern:
POS-MAT-MAT-MAT

There was a loud bark from the dog, but Hermione had already jumped.

Se oyó un fuerte ladrido, pero Hermione ya había saltado.

大狗	又	发出了	响亮的	狂吠
Dagou	you	Fachule	xiangliangde	kuangfei
A big dog	again	Produce	Loud	Bark

但是	赫敏	已经	跳下来	了
Danshi	Hemin	yijing	tiaoxiaolai	Le
But	Herminone	Already	Get down	Aspect marker

The big dog **barked** loudly again, but Hermione had already got down.

犬	が	大きな	声で	吠え	ている
Inu	Ga	ookina	Koe-de	hoe	Teiru
Dog	Subject marker	big	Sound	bark	Aspect marker

でも	ハーマイオニ	は	もう	ジャンプ	し	ていた
demo	Haamaionii	Wa	mou	Jyanpu	Shi	teita
But	Herminone	Theme marker	already	Jump	do	Aspect marker

The dog **barked** loudly over and over, but Herminone had already jumped.

Translation pattern:
ATT-MAT-MAT-MAT

You'll **be** in trouble before we even get there!"

¡Os vais a **meter** en líos antes de que lleguemos!

我们	还	没	到	地方	你们	就要	惹出	麻烦	来
women	hai	mei	dao	difang	nimen	Jiuyao	rechu	mafan	lai
We	Yet	no	reach	Place	you	Will	make	trouble	Aspect marker

We have not yet reached. You are going to **make** some troubles.

まだ	着い	てもいな	うち	から	問題に	なる	わよ
		い					
mada	Tsui	temoinai	Uchi	kara	Mondai-ni	naru	Wayo
Yet	reach	Not yet	Place	since	Problem	Take place	ending particle for women speakers

Before we have reached, problems will **take place**.

Translation pattern:

ATT-ATT-ATT-MAT

Calm yourself, dear boy, you **are** a little behind the times,

Cálmate, querido muchacho, **estás** un poco atrasado.

不要	激动	亲爱的	孩子	你	说的	这些话
Buyao	jidong	qinaide	haizi	Ni	Shuode	Zhexiehua
Don't	Excite	dear	child	you	said	Things

已经	有点	过时	了
Yijing	Youdian	guoshi	Le
Already	A little	Out of time	Aspect marker

Don't get so excited, dear child, what you said **has been** already a little out of time.

落 ち 着 い て	ハ リ ー	君	は	少 し	時 間	が	ズ レ と る	よ
ochitsuite	harii	kimi	wa	sukoshi	jikan	ga	zuretoru	Yo
Calm	Harry	you	Theme marker	A little	time	Subject marker	Lag behind	Interjection

Calm Harry, you **lagged** a little **behind** the time.

Translation pattern:
ATT-ATT-MAT- no process

You **are** here to learn the subtle science and exact art of potion-making.

Vosotros **estáis** aquí para aprender la sutil ciencia y el arte exacto de hacer pociones

你们	到	这里	来	为的是	学习	这门
nimen	dao	zheli	lai	Weideshi	xuexi	zhemen
You	To	here	come	With the aim of	learn	this

魔药配制的	精密	科学	和	严格	工艺
moyaopeizhide	jingmi	kexue	he	yange	gongyi
of potion-making	subtle	science	and	strict	Art

You **come** here with the aim of learning this subtle science and strict art of potion-making.

このクラス	で	は	魔法薬調剤の	微妙な	科学
Konokurasu	de	wa	Mahouyakuchyouzai-no	Bimyou-na	kagaku
This class	in	Theme marker	of potion-making	subtle	science

と	厳密な	芸術	を	学ぶ
To	Genmitsu-na	geijyuutsu	wo	manabu
And	Strict	art	Object marker	To learn

It (is) **in this class** that we learn the subtle science and strict art of potion-making.

Translation pattern:
ATT-ATT-MAT-MAT

Example 1

But he's in London... I'll **be** far away by the time he gets back...."

Pero él está en Londres... Cuando pueda volver, yo ya **estaré** muy lejos.

不过	他	此刻	在伦敦	呢	等	他
buguo	ta	cike	zailundun	ne	deng	ta
however	he	This moment	In London	interjection	wait	he

回来的	时候	我	早就	远走高飞	了
huilaide	Shihou	wo	Zaojiu	youzougaofei	Le
return	time	I	Already	Go far away	Aspect marker

But he's in London... I'll **go** far away by the time he returns.

しかし	彼	は	今	ロンドン	だ	帰っ	てくる
shikashi	Kare	wa	ima	rondon	Da	kae	tekuru
But	He	Theme marker	now	london	Be	return	Aspect marker

頃には	私	は	とっくに	遠くに	行っ	てしまう
Goroni-wa	watashi	wa	tokkuni	Tooku-ni	I	teshimau
At the moment	I	Theme marker	already	far	Go	Aspect marker

But he's in London now... I've already **gone** far away by the time he returns.

Example 2

He has had to **be** very hard on me.

Tuvo que **ser** muy severo conmigo.

他	对我	一直	非常	严厉
Ta	duiwo	yizhi	feichang	yanli
He	Treat me	Me	always	very hard

He always **treats** me very hard.

あの方	は	私	に	とても
Anokata	wa	Waataashi	ni	totemo
He	Theme marker	I	Dative marker	Very

厳しく	し	なければならな	かった
Kibishiku	shi	nakerebanarana	katta
Strict	do	probably	Tense marker

Probably he **treated** me very strict.