MALMKJAR proves the importance of punctuation in the translation of literature.

In the fourth section, on translations for the theater, MARY SNELL-HORNBY emphasizes the importance of readable dialog and useful stage directions in translations of scripts as well as the value of visual and nonverbal sound cues to audience comprehension of plays. SAID EL-SHIYAR comments that the translator of plays must try to capture not only the linguistic meaning of the scripts but also their overall feeling in terms of sound (poetry vs. prose, intonation, rhythm, etc.) in a manner appropriate to the target culture.

The next section, comprised solely of SEÁN GOLDEN’s article, indicates the degree of cultural specificity of what is considered poetry and what literary devices are associated with it.

The three chapters in the penultimate section consider similar issues in interpreting and can be discussed together. Fernando Poyatos, SERGIO VIAGGIO, and EDNA WEALE each discuss the opportunities and problems posed by interpreting. Although the task obviously imposes time constraints, interpreters have, or at least should have in ideal conditions, tools unavailable to the translator of literature: They can observe the nonverbal behavior of the speaker, monitor the audience’s reactions, and use their own bodies and voices to render appropriate nonverbal cues.

The final section is on translations for film and television. FREDERIC CHAUME VARELA provides a model for a film’s quality and its social impact on the audience. PATRICIO ZABALBEASCOA draws upon features of audiovisual translation to question the validity of the supposedly clear-cut division of translation into intralingual, interlingual, and intersemiotic tasks.

The tome concludes with a list of contributors and an index. [LYNN MESSING, University of Delaware/duPont Hospital for Children.]


Munteanu’s work (divided into three parts) is a thorough study of Papiamento from the period of its formation to its present state. M’s goal is to present a critical analysis of theories about the origin of Papiamento (Part 1), and a synchronic and diachronic analysis of the structure of this creole against the background of the development of Spanish in the Netherlands Antilles, the Peninsula, and America (Part 2). Part 3 offers a short selection of Papiamento texts (narrative, folklore, and poetry) with a Spanish translation.

In Part 1, Ch. 2, M introduces Papiamento by presenting a general review of the literature, including the history of the Netherlands Antilles. He notes as important the high social prestige of the language: It is used by all strata of society, in newspapers, the media, the parliament, and in literature.

Part 1, Ch. 3, contains M’s comments on the most important theories about the origin of Papiamento. M suggests that supporters of a Portuguese origin of Papiamento commit ‘methodological errors’ in their studies. These errors are explained in Ch. 4 together with M’s own methodological principles, such as: comparison of the creole language with the diachronic, regional, and social varieties of the source language and consideration of the larger speech community.

In Part 1, Ch. 5, M carefully presents his own theory about the origin of Papiamento within the framework of the polygenetic theory with Spanish as the substrate language. Papiamento came into being through a complex process of evolution, interaction, and transformation of all the languages present in Curaçao at the time of its formation. The contribution of each language depended on its sociopolitical status. Dialects of popular Spanish of the sixteenth and seventeenth century from the Peninsula and America influenced the formation of Papiamento most strongly, and characteristics of these varieties are presented in Ch. 6.

In Part 2, M presents a descriptive grammar of Papiamento and an analysis of its most important and controversial aspects: the tonal system, the vowel and consonant systems compared to the phonological systems of sixteenth and seventeenth century varieties of Spanish, and his conclusions about the phonetic-phonological system of Papiamento which confirm that the sociopolitical status of the speakers of a language determine the influence of that language on another. The discussion of the morphosyntax emphasizes the fusion of different linguistic systems with Spanish as the major contributor; the formation of words and the lexicon are also covered.

M provides an outstanding model for a critical analysis of a creole language. His comments are always strongly supported by arguments and ample examples. His presentation of the creolization process makes this an extremely valuable book for any researcher of Papiamento and an excellent reference book for a student of this language. [JOKE MONDA, Louisiana State University.]


This introductory textbook offers a solid exposition of the foundational topics required for the investigation and study of English sentence structure. Aarts divides the book into four parts, covering syn-
tactic form and function, theoretical elaboration, argumentation, and case studies in English syntax.

Part 1 introduces the basic vocabulary: grammatical functions, word classes and corresponding phrasal categories, and various clause types. It also introduces both trees and labeled bracketing as ways of representing syntactic structures. Part 1 concludes with a discussion of the indirect relationship between grammatical functions and syntactic phrase types.

Part 2 discusses additional syntactic mechanisms fundamental to the analysis of English. A addresses argument structure and thematic roles first, followed by a development of X-bar syntax and the internal structure of phrases. A then introduces movement and its major instantiations in English: verb movement, passive, subject-to-subject raising, and wh-movement. Part 2 begins to emphasize the active construction of syntactic analyses.

Part 3 is in many ways the core of the book. It introduces syntactic argumentation: hypothesis formation and testing. A discusses various kinds and strengths of syntactic arguments; the focus here is on developing the student’s ability to evaluate syntactic proposals. Two chapters discuss constituency tests in some detail: movement, substitution, ellipsis, coordination, clefting, and parenthetical placement. A applies the tests in numerous situations and patiently and even-handedly interprets the results. As a final discussion of syntactic argumentation, A explores the contrasts between equi and raising predicates using traditional diagnostics.

Part 4 closes with several more advanced and difficult case studies: word classification of then, the analysis of negative contracted modals, the internal structure of noun phrases such as a lot of books and a giant of a man, and verb complementation. The investigations in this final part nicely integrate material introduced earlier in the book and demonstrate how to weigh potentially conflicting evidence. The analyses make the point that not all of syntax is cut and dried; the field, even at this basic level, is still very much alive with controversy and interesting problems.

English syntax and argumentation is clearly written in an accessible style. It is user-friendly, and many exercises are written into the text. Additionally, the end of each chapter contains a list of concepts, some related references, and appropriate problems. A explains concepts and terminology clearly, with helpful analogies, and also copiously illustrates them with English examples. The book builds on itself; earlier material is used consciously and clearly in later chapters. Overall, the amount of material and content in the text make it an appropriate and useful introduction to fundamental syntactic concepts and their applications. [ERIC POTSDAM, YALE UNIVERSITY.]

A grammar of Akkadian. By JOHN HUEHNERGARD. (Harvard Semitic Mu-


This is a practical and very detailed manual of the Old Babylonian dialect of Akkadian. Through 38 lessons, the student is introduced to the grammar, the cuneiform script, and the texts. The volume is completed with an initial bibliography (xxix–xI), an annotated supplementary reading—the Pennsylvania tablet of Gilgamesh II—(475–84), an Akkadian-English glossary (485–531), lists of logograms and determinatives (532–37), an English-Akkadian word list—very useful for the English-Akkadian translation exercises—(538–62), a sign list (563–76), diverse appendices—dates, weights and measures, historical Akkadian phonology, Standard Babylonian and Assyrian dialects, and paradigms—(577–638), and indexes of texts, grammatical forms, and subjects (639–47).

Every lesson consists of a detailed exposition of some grammatical subject and short lists of vocabulary and signs which are followed by exercises. This book offers a great wealth of texts as exercises, either in transliteration or in cuneiform, covering all the important Old Babylonian genres: legal documents (especially the so-called ‘Code’ of Hammurabi, but also different kinds of private contracts), letters, omens, and even some literary texts. The same can be said about the script: both cursive and lapidarian Old Babylonian cuneiform are very well represented, and the lists of signs include the standard Neo-Assyrian signs. Although perhaps no student would be able to do all the exercises in every lesson within a two-semester course, this is an advantage: it is up to the instructor to select which texts to work on and even to somehow customize the contents of the course. After going through this grammar, the student should be able to read most Old Babylonian texts, and the switch to other dialects (Standard Babylonian, Neo-Assyrian, etc.) is substantially eased by the final appendices.

Most manuals of Akkadian study all the verbal stems of the regular or strong verbs before dealing with the irregular or weak verbs. H chooses a different approach: The student is introduced to the difficulties of the weak verbs from the first lessons. Thus, for instance, when explaining the D stem, both strong and weak verbs are dealt with in successive lessons instead of postponing the latter to the point at which the student is already familiar with all the stems of the strong verb. Although this may present some pedagogical difficulties, and to the end of the book the student has to learn a new stem or weak version of a stem in almost every lesson, H’s arrangement of the verbal morphology does enable the student to read actual texts instead of adapted versions from the very beginning.

Although one might disagree with some insignificant details, this book is destined to be the standard