Lingua e Traduzione I: prassi traduttiva EN<=>ITA

BA_Mediazione
Anno I, Semestre 2
This week’s class:

→ Revision of last week’s text

Any questions about it?

→ theory: functionalism (Nord)

→ grammar point: to + infinitive /

→ More on instructive texts
### Homework: “Green Pea burger”

| Author Notes: Lucky us: The greenest veggie burgers are built around a **freezer staple**. If you can't find fresh, whole-milk ricotta, substitute a melty sliced cheese, like provolone or Muenster. | “Lucky us” → 2 options: “per fortuna...” or “che fortuna”/ “siamo fortunati”  
“Veggie” → vegetarian, not vegan  
“The greenest of veggie burgers” → “i burger vegetariani più verdi di tutti”  
“Freezer staple” → freezer essentials |
**Homework: “Green Pea burger”**

You can use dried panko or fresh bread crumbs—whatever you have on hand. This recipe was inspired by and adapted from "Green Burgers" by Martin Nordin. —Emma Laperruque

| “Dried panko” → choice is between keeping “panko”+ explanation and substituting it with something more familiar for the reader. | “Martin Nordin” → author of the book not agent, agent/author of the recipe is Emma Laperruque. |
Homework: “Green Pea burger”

| Makes 4 burgers | “Tablespoons” → cucchiae  
|                 | “Sautéing” → this is a verb, “per far saltare in padella”  
|                 | “cup/s” → two options, 1. Roughly convert it in grams or 2. Use “tazza”  
|                 | “Roughly chopped” → tagliato grossolanamnete |
|                 | “3” tablespoons extra-virgin olive oil, plus more for sautéing  
|                 | “½” medium yellow onion, chopped  
|                 | “1” cup bread crumbs, fresh or panko  
|                 | “2” tablespoons roughly chopped mint, plus whole leaves for garnish |
Homework: “Green Pea burger”

<table>
<thead>
<tr>
<th>Ingredients</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 garlic cloves, smashed and peeled</td>
<td>“frozen green peas, thawed” → piselli surgelati, scongelati</td>
</tr>
<tr>
<td>¼ cup grated Asiago (or Parmesan)</td>
<td>“Scallion” → scalogno</td>
</tr>
<tr>
<td>1 large egg</td>
<td>“finely chopped” → tritato finemente</td>
</tr>
<tr>
<td>12 ounces frozen green peas, thawed (about 2 1/2 cups)</td>
<td></td>
</tr>
<tr>
<td>Kosher salt</td>
<td></td>
</tr>
<tr>
<td>3 scallions, finely chopped</td>
<td></td>
</tr>
</tbody>
</table>
Homework: “Green Pea burger”

- Freshly ground black pepper
- Red pepper flakes
- 10 ounces baby bella mushrooms, thickly sliced
- Canola oil, for frying
- ½ cup fresh whole-milk ricotta
- 4 soft burger buns, preferably potato

“**Freshly ground** black pepper” → tritato al momento/fresco
“**Red pepper**” → peperoncino
“**baby bella mushrooms**” → two options, 1. Keep “baby bella” + funghi, 2. Substitute with an Italian variety of mushrooms (i.e. champinon).
“**soft burger buns**” → if you translate “hamburger” it seems you are referring to the pattie, whereas it is meant the bread here.
Homework: “Green Pea burger”

Make the pea burgers. Add a thin film of olive oil to a skillet and set over medium heat. Add the onion. Sauté, stirring occasionally, for about 20 minutes, until amber. Deglaze with water and lower heat as needed if they start to stick. Transfer the sautéed onions to a food processor.

| “a thin film” → think of how you would say this in Italian, you wouldn’t use “strato” or “pellicola” |
| “Skillet” → A frying pan, frypan, or skillet is a flat-bottomed pan used for frying, searing, and browning foods. |
| “Deglaze with water” → this is not “deglassare” but “sfumare” |
| “As needed” → as refers to the addition of water |
| “Food processor” → frullatore, mixer |
Add the breadcrumbs, mint, garlic, Asiago, and egg. Pulse until smooth. Add the peas and salt and pulse until just cohesive—sort of chunky is good! Stir in the scallions by hand. Form into 4 patties. Chill in the fridge for at least 1 hour, preferably longer.

“Pulse until smooth” → tritare/passare/lavorare, “smooth” refers to the texture of the food
“Sort of chunky” → again it refers to the food texture
“Patties” → “burger” or “polpette”
Make the mushroom “bacon.” Preheat the oven to **350° F**. Combine the mushrooms and the 3 tablespoons olive oil on a sheet pan. Season with salt, black pepper, and red pepper flakes and toss.

**“sheet pan” → A sheet pan, baking tray or baking sheet is a flat, rectangular metal pan used in an oven.**

**“Toss” → to rock, sway and stir.**
Homework: “Green Pea burger”

| Bake for 50 minutes to 1 hour, until deeply browned and crisp. (They’ll continue to crisp as they cool.) Spread onto a paper towel–lined plate. (These can be made a couple hours in advance.) | “a paper towel–lined plate” → “plate lined with paper towel” |
Homework: “Green Pea burger”

| When you’re ready to eat, add a 1/8- to 1/4-inch-thick layer of canola oil to a large skillet, preferably nonstick. Set over medium heat. When the oil is shimmery, gingerly add the patties. Fry for about 3 minutes per side, until deeply browned. | “Layer” → would you use “strato”?  
“Nonstick” → antiaderente  
“Shimmery” → punto di fuoco dell’olio  
“Gingerly” → with caution |
Homework: “Green Pea burger”

Transfer the patties to a plate and let rest for about 10 minutes—this helps them gather themselves before being eaten. Top with a big smear of ricotta, some mushrooms, and a few mint leaves. Sandwich between a bun.

“Gather themselves” → “ricompattarsi”
“A big smear of ricotta” → amount of ricotta spread on something
Translation Oriented Text Analysis (C. Nord)

2 Macro-functions of translation:

Documentary vs. Instrumental

3 main aspects:

Translation commission or “translation brief”
Analysis of the ST
Functional hierarchy of translation problems
Documentary vs. Instrumental translations

Documentary Translation
It ‘serves as a document of a source culture communication between the author and the source text (ST) recipient’

Instrumental translation
It ‘serves as an independent message-transmitting instrument in a new communicative action in the target culture, and is intended to fulfil its communicative purpose without the recipient being conscious of reading or hearing a text which, in a different form, was used before in a different communicative situation.’
Documentary vs. Instrumental translations

**Documentary Translation**
e.g., literary translation, word-for-word or literal translations (business contracts, certificates) ‘foreignizing’ or ‘exoticizing’ translations, etc.

**Instrumental translation**
e.g., ‘function-preserving translations’ (software manual) or ‘function-changing translations’ (translation of Swift’s *Gulliver’s Travels* for children)
Translation commission

For ST and TT, we need to identify:

➔ Intended **micro-functions**: what is the purpose ST and TT serve? (e.g. informative, entertainment, promotional)
➔ Commissioners and audience
➔ Time and place of production and reception: are they the same?
➔ Medium: speech or writing?
➔ Motive of translation: why is the text being translated?
➔ Identify the **macro-functions** of ST and TT: **instrumental** or **documentary**?
Focusing on the ST, we should identify and determine the relevance of:

➔ Its **subject matter**, i.e. the main topic of the text, answering the question “what is this text about?”
➔ Its **content**, i.e. how is the subject matter articulated (this includes cohesion, argumentation, evaluation etc.)
➔ **Presupposition** (real world facts)
➔ Its **composition**, i.e. the structure and style of the ST
➔ Its **lexical choices** (terminology, register), does the ST use a specific terminology? How is ST register?
➔ Its **non-verbal elements** (layout, images, etc.)
Functional hierarchy of translation problems

1. Determine **macro-functions**: documentary or instrumental? (cf. House’s overt vs. covert translation)
2. Decide on translation style: source culture oriented or target culture oriented? → based on the translation commission (macro-function)
3. Decide what needs to be adapted → based on translation commission (audience, motive of translation)
4. Identify and solve translation problems → based on ST analysis
A romantic, evocative and historically significant ruined Castle, perched on a giant conglomerate on the edge of the North-Sea. Once seen - never forgotten.

Visit Dunnottar Castle for an unforgettable experience and discover the importance of Dunnottar – an impregnable fortress that holds many rich secrets of Scotland’s colourful past. The dramatic and evocative ruined cliff top fortress was the home of the Earls Marischal, once one of the most powerful families in the land.

William Wallace, Mary Queen of Scots, the Marquis of Montrose and the future King Charles II have graced the Castle with their presence. Most famously though, it was at Dunnottar Castle that a small garrison held out against the might of Cromwell’s army for eight months and saved the Scottish Crown Jewels, the ‘Honours of Scotland’, from destruction.
Dunnottar Castle: the translation commission

ST and TT:

➔ Intended micro-functions?
  ◆ Attract and inform

➔ Commissioners and audience?
  ◆ Scottish tourism (visitscotland.com), tourists

➔ Time and place of reception?
  ◆ Now, Scotland

➔ Medium?
  ◆ writing

➔ Motive?
  ◆ Reach more tourists via web-site
Dunnottar Castle: ST analysis

→ subject matter: Dunnottar Castle, information, location, how to get there

→ Content:
  ◆ Cohesion: historically significant castle, perched on...; was the home of...; William Wallace...have graces; it was at Dunnottar that a small garrison...
  ◆ Argumentation: there are not explicit connectors, except “most famously though...”
  ◆ Evaluation: many (positively connotated) adjectives (“evocative”, “romantic”, “significant”), expressions (“once seen, never forgotten”)
Dunnottar Castle: ST analysis

→ **Presupposition** (real world facts):
  “North Sea”, “Scotland’s past”, “Earls Marishal”, “William Wallace, Mary Queen of Scots, the Marquis of Montrose and the future King Charles II”, “Scottish Crown Jewels”, “Cromwell’s army”.

→ **Composition**: coordination and subordination → mainly coordination (and, commas); subordination (perched on, once one of...);
  Active and passive voice → mainly active + copulas

→ **Lexical choices**: use of imperatives → “visit”, “discover”; descriptive and evocative tones → adjectives; fact-based → history of the castle; terminology → “conglomerate”, “impregnable fortress”

→ **Non-verbal elements**: picture
1. **Macro-functions**: Instrumental translation
2. **Translation style**: target-oriented
3. **Commission - elements to be adapted**: “Mary Queen of Scots”, “Charles the II”
4. Identify and solve translation problems → based on ST analysis: presupposition (historical facts), style (many adjectives)
Take 5.
Grammar Point: -ing/ to + infinitive

When to use -ing after a verb:

<table>
<thead>
<tr>
<th>stop</th>
<th>postpone</th>
<th>admit</th>
<th>avoid</th>
<th>imagine</th>
</tr>
</thead>
<tbody>
<tr>
<td>finish</td>
<td>consider</td>
<td>deny</td>
<td>risk</td>
<td>fancy</td>
</tr>
</tbody>
</table>

Negative form is not -ing:

When I'm on holiday, I enjoy **not having** to get up early.

E.g.

Suddenly everybody stopped talking.

I'll do the shopping when I've finished cleaning the flat.

He tried to avoid answering my question.

Would you mind closing the door?

I don't fancy going out this evening.
Grammar Point: -ing/ to + infinitive

give up (= stop)
put off (= postpone)
go on or carry on (= continue)
keep or keep on (= do something continuously or repeatedly)

With some verbs you can use the structure verb + somebody + -ing:

- I can’t imagine George riding a motorbike.
- You can’t stop me doing what I want.
- Did you really say that? I don’t remember you saying that.
- ‘Sorry to keep you waiting so long.’ ‘That’s all right.’

Note the passive form (being done/sewn/kept etc.):
- I don’t mind being kept waiting. (= I don’t mind people keeping me ...)
Grammar Point: -ing/ to + infinitive

When you are talking about finished actions, you can say having done/stolen/said etc.:
- They admitted having stolen the money.

But it is not necessary to use having (done). You can also say:
- They admitted stealing the money.
- I now regret saying (or having said) what I said.

After some of the verbs on this page (especially admit/deny/suggest) you can also use that:
- They denied that they had stolen the money. (or They denied stealing ...)
- Chris suggested that we went to the cinema. (or Sam suggested going ...)

Grammar Point: -ing/ to + infinitive

When to use to + infinitive with these verbs:

<table>
<thead>
<tr>
<th>offer</th>
<th>decide</th>
<th>hope</th>
<th>deserve</th>
<th>promise</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>plan</td>
<td>manage</td>
<td>afford</td>
<td>threaten</td>
</tr>
<tr>
<td>refuse</td>
<td>arrange</td>
<td>fail</td>
<td>forget</td>
<td>learn</td>
</tr>
</tbody>
</table>

To dare (to) → to dare not to
Seem, appear, tend, pretend, claim

Negative form is not to:
I decided not to go to England, because I am busy.

E.g.
It was late, so we decided to take a taxi home..

How old were you when you learnt (how) to drive?

Verbs with question word (how, what, whether, where...) + to + infinitive:

Ask, decide, know, remember, forget, explain, learn, understand, wonder
Grammar Point: -ing/to + infinitive

Verb + obj + to + infinitive:

want, ask, help (with or without to),
would like, expect, beg, mean (intend),
would prefer, tell, order, remind, warn,
force, invite, encourage, teach, enable,
persuade, get (persuade)

→ Let and make: verb + object infinitive
(without to)

N.b. passive voice: “I was made to do it”

E.g.

We expected Dan to be late.
Can you remind me to call Sam tomorrow?
Can you help me to move this table?
Can you help me move this table?

I made him promise that he wouldn't tell anybody what happened.
Her parents wouldn't let her go out alone.
Grammar Point: -ing/ to + infinitive

To + inf and -ing possible, but there is a change in meaning

**remember**

I remember **doing** something = I did it and now I remember this.
You remember **doing** something after you have done it.

- I know I locked the door. I clearly remember **locking** it.
  (= I locked it, and now I remember this)
- He could remember **driving** along the road just before the accident, but he couldn’t remember the accident itself.

I remembered **to do** something = I remembered that I had to do it, so I did it.
You remember **to do** something before you do it.

- I remembered to lock the door, but I forgot to shut the windows.
  (= I remembered that I had to lock it, and so I locked it)
- I must remember to pay the electricity bill. (= I must not forget to pay it)
### Grammar Point: -ing/ to + infinitive

To + inf and -ing possible, but there is a change in meaning

<table>
<thead>
<tr>
<th>regret</th>
</tr>
</thead>
<tbody>
<tr>
<td>I regret doing something = I did it and now I’m sorry about it:</td>
</tr>
<tr>
<td>- I now regret saying what I said. I shouldn’t have said it.</td>
</tr>
<tr>
<td>- Do you regret not going to college?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>regret to say / to tell you / to inform you</th>
</tr>
</thead>
<tbody>
<tr>
<td>I regret to say / to tell you / to inform you = I’m sorry that I have to say (etc.):</td>
</tr>
<tr>
<td>- (from a formal letter) We regret to inform you that your application has been unsuccessful.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>go on</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go on doing something = continue with the same thing:</td>
</tr>
<tr>
<td>- The president paused for a moment and then went on talking.</td>
</tr>
<tr>
<td>- We need to change. We can’t go on living like this.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>go on to do something</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go on to do something = do or say something new:</td>
</tr>
<tr>
<td>- After discussing the economy, the president then went on to talk about foreign policy.</td>
</tr>
</tbody>
</table>
Grammar Point: -ing/ to + infinitive

To + inf and -ing possible, no change in meaning:

**begin, start, continue, intend, bother**

E.g.
It started raining - it started to rain.
Andy intends buying a house. - Andy intends to buy a house
Don't bother locking the door. - Don't bother to lock the door.

Do not use -ing after -ing:
“lt's starting to rain.” → **not “it's starting ra ining”**
Translating instructive texts: a tutorial

Analyse ST syntax and structure: there is an intro and then a series of instructions.

Which is the function of the ST?
Homework: Translate a tutorial

Analyse ST structure and syntax
Think about its function: what is this tutorial for?
Think about TT audience
Next class we will

→ homework for next class:

3 volunteers should send me their translation by next Saturday

→ grammar point: past participle and present participle

→ Specialized texts