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Corso di Traduzione in Lingua inglese John Gilbert

from “Un’arma contro l’inganno, la mistificazione, l’ignoranza e la reticenza: in ricordo di Peter Newmark” (“An Arm/A Weapon Against Deception/Deceit, Mystification, Ignorance and Reticence/(Reluctance): in Memory/Remembrance of P.N.”) by Giulia Baselica in [Tradurre](http://rivistatradurre.it/)*: pratiche teorie strumenti (Translating: Practice/Praxis, Theory/ies, Instruments)*, [N. 2 (Spring 2012)](http://rivistatradurre.it/category/archivio/numero-2/)

(…) understanding a thorough/close

 If the first task of a/the translator is to understand the/a text through an attentive

 a translator’s first job is by means of a careful

 with the aim of finding a suitable/appropriate comes into play to

analysis so as to identify/find an adequate method of translating, theory intervenes/acts to

 in order to translating method, steps in/works to

 (criterions? no) helpful in/for

suggest/propose some criteria and priorities (which/that are) useful for examining/to examine

recommend certain useful criteria and priorities for examining/to analyze

 Firstly, purpose/intent (fml)/aim/objective

the text to be translated. First of all, it is important to identify the intention of the text. A/The

 themself (gender neutral 3rd person singular)

translator/Translators should then, (as) Newmark points out/indicates, ask themselves about

 explains N./as N. specifies, reflect on

 purpose: is their/his aim to guarantee insure (NAmE)/guarantee

their/his own intention: do they/does he aim/aspire/strive to ensure/make sure that the

translation takes on/acquires the same emotional and persuasive charge as the original?

 impact/effect/force/power

Or is their/his wish rather to convey/impart from the text written in… the cultural flavor,

Or do they wish on the other hand to transmit the cultural flavor from/of the text written in

Or rather/instead do they want to communicate

the source/(original) language, that alchemical/alchemic combination of idiosyncratic

language and (of) regionalisms? Or, again, is the objective/aim to reach a reader who/that

 Or, once/yet/then again, do they take on/set the objective of reaching

 do they aim at reaching/are they aiming to reach

does not know the cultural context of the source text and (who/that) expects from the

is not familiar with/versed in

 (refers/pertains)

translation explanations and clarifications for every term which/that alludes to references

expects the translation to explain and clarify every term alluding to referents

concerning/regarding a

belonging to a different culture? Another fundamental question (which/that) translators/

that/which pertain to basic/key/essential

 have to relates to

a/the translator must/has to ask/pose themself/themselves regards/concerns the reader and

 to whom

the collocation of the text: who will the translation be addressed to? What will their social

the text’s collocation: the recipient/receiver/target of the translation be?

 (what will the destination of the translation be?)?

background/extraction (be) and (what will) (their) educational level be? Will the reader be

class (their) level of education? Will it be an… reader?

 their degree of instruction?

informed or uninformed/(unaware?/ignorant?)? And then, what will the publishing/(editorial?)

knowledgeable

context be which/that accepts/receives the text? The answers to such/these questions will

 accepting

 to be adopted

help the translator (to) identify/determine the language level, or register, to adopt/use

 in identifying level of (the) language, to opt for

(bureaucratic or administrative, formal, informal, colloquial, popular/common/(demotic *too formal?)*

 to be given

language/jargon), the emotional level to give to//to confer to/upon/on//to bestow upon

 the degree of emotion/emotionalism/emotivity to attribute to

the general/overall tone (intense, warm/friendly?/( not hot), neutral, cool/cold, detached,

objective), and finally/at last/lastly the level/degree of intelligibility of the language

to use/employ (universally comprehensible/understandable, of (an) average/(medium?/mid-)

to be used

level, accessible to those who/that have/possess//possessing//with a higher education,

 easily understood by/for people with a

technical, etc.). (…)