



## LEARNING TO TRANSLATE: FIRST STEPS

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### 1. JUSTIFICATION

These pages are intended to be a didactic proposal to step forward in translation. However, they are not exclusively addressed those who teach translation or train translators, but also English teachers who work with students having an advanced level. This is so because translating is something useful, not only a mere task that specialists carry out, but also a good tool for our English lessons. Obviously we don't intend to offer teaching professionals a language teaching method based on translation, but a power efficient tool that will improve our students' linguistic competence.

It is important to face translation in a gradual way, so that student may acquire the basics of this activity. When dealing with would-be translators, a certain theoretical background should be demanded, but when dealing with English language students, let's just guide them through an interesting process in which they will learn a great deal of grammar, vocabulary and even cultural contents that otherwise would be out of reach.

Most of the work will be focused as English > Spanish translations, i.e., direct translation for Spanish students, though in some cases reverse translation will also be used (for example aphorisms, see 7.3).

### 2. AIMS

The aims we try to reach with this proposal are not too pretentious. Since this proposal is just conceived as an introduction to translatology, we will just try to reach the following objectives:

- a. Acquire the fundamentals of translation, especially the direct one
- b. Get used to short easy reverse translations
- c. Learn how to use the main online resources for translators, such as dictionaries and search engines.
- d. Solve problems arising when translating mainly related to lexical background.
- e. Be able to organise one's time in order to fulfil the agreed periods of delivery.

### 3. CONTENTS

The contents to develop along this proposal correspond to the main difficulties to be faced when beginning to translate. Therefore, they can be divided into the following blocks. The proposed aims for this proposal are the following ones:

- False friends
- Specific difficulties of translation
  - Spanish middle voice
  - English passive voice
  - English -ing clauses
  - Focalisation
- False friends
- Incorrect translations (English > Spanish)
- Find the mistake (Spanish > English)

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- Creation of a glossaries
- Typography
- The use of online dictionaries
- The use of search engines
- Colloquial language and slang
- Realia
- Idioms and established formulae

These contents will be offered through the activities proposed bellow, so they are not introduced gradually and in a conventional way, step by step.

Some of the contents can be given to the student through PDF files, such as this one. These materials must always be open to discussion, though they cannot be taken as a textbook.

#### **4. METHODOLOGY**

The proposed syllabus must be worked all over a term. In this way, students will get familiarised with the rudiments of translation. Our proposed working method is the one explained also in this issue of *Educación y Futuro*, where the whole methodology is explained in detail. Students will have to work individually at home most of the time. The base of the work is the texts that they will periodically get in their e-mail accounts.

As for the use of the activities, it will be explained bellow.

#### **5. ACTIVITIES**

Our working plan must be developed in a term, such it was mentioned before. It consists of a set of proposals to develop the previous contents. Most of the work must be performed through texts, though there are also some other activities which require some extra work.

The *direct translation texts* (6.1) are the base of the work. Students will translate one per week and send it to their tutor for control. The tutoring season will be used for corrections and comments about the versions performed by each student. Through these texts a lot of contents can be worked: adaptation, realia, false friends, different varieties of the English language, different linguistic levels (sociolects, formal and informal speeches), typography, etc.

The *aphorisms* (6.2) serve as an auxiliary material mainly for seminars and tutoring seasons. They have the advantage of serving as quite a good introduction material, though they may turn out much more complicated than they seem to be. In this case, the translation can be direct or reverse depending on the aims of the tutor / lecturer.

The *incorrect texts* (6.3) are auxiliary stuff that could be used either during a seminar / tutoring season or as one of the assignment texts that the students receive periodically. The point is that the mistakes correspond to the original text, which is the one the customer is sending the translator (this happens quite often despite one could think that everything is ok with the source text). There calques and even grammatical and spelling mistakes that the student should detect before translating.

The *theoretical materials* (6.4) are offered as a backup to students. They are intended to help them solve the most elementary doubts, though whenever they have a doubt, they can ask it to their tutor. All these notes are related to the prior texts.

Apart from working with all these materials, students will have to perform some other activities, among which the two most important ones are: the creation of their own glossaries, for which they will have to learn to use some specific software (for example Microsoft Excel or Access, but also Word permits to make up elementary glossaries); and a database including portals, online resources (including dictionaries, forums and

any other helping material for translators). These tasks should be carried out at home, though they will be introduced in seminars and tutoring seasons.

Given that some texts are longer than others, it is interesting to combine the usual translation with other activities, such as research. It could be interesting to ask students to create their own database of English idioms with their equivalent in Spanish or to collect colloquial or jargon specific of teenagers.

## **6. MATERIALS**

### **6.1. Direct Translation Texts**

Students must work with nine texts, which are these ones. Students must translate these texts from English into Spanish. If their linguistic level is good, no previous explanation should give to them.

#### **I. ARE SCHOOLS SAFE IN THE US?**

Last spring, there was bad news from a few schools in the U.S. Some students became very violent. They brought guns and bombs to school. They killed their classmates. All Americans were shocked. Everyone asked, "Why did such terrible things happen?"

The government wanted to know, too. Congress called many people to talk together in Washington, DC. Congressmen and women talked to teachers, students, psychologists, police, and victims of the violence.

The lawmakers asked many questions: What makes a person act violently? Who is selling guns to young people? How do children learn to make bombs? Why would teenage boys shoot their classmates? How can we prevent violence?

The family is very important in a child's life. Children need love and education from their parents. Society must help parents to be *good* parents.

Some children watch TV or play video games for many hours each day. They don't learn how to get along with other people. Children need more time with parents and other children, face-to-face. At school, there should be more social play, sports, and games for everyone, not just the best athletes. Schools should have more guidance counsellors.

Parents and schools must teach compassion. Groups of students are often very cruel to other students they don't like. They make fun of them and harass them.

Children need to learn that each human being is valuable. Parents and schools must teach students to accept people who are different from themselves.

The average child sees 37 acts of violence a day on TV! Children may learn that violence is fun. They may think that violence is an easy way to solve a problem.

People can ask the entertainment industry to create less violent TV shows, movies, music, and video games. Theaters can keep children out of "R-rated" movies. Parents can learn the rating systems for movies, TV shows, and games.

The Internet is a powerful source of information. But it can be very dangerous for children. People have complete freedom on the Internet. There are websites where anyone may learn to make bombs. People with violent ideas talk with each other in "chat rooms." Parents need to carefully supervise children who use the Internet.

The Constitution gives Americans the right to own guns. There are laws that say that children, criminals, and mentally ill people cannot buy guns. Congress wants the police to make sure people obey these laws.

Schools have rules. But often young people break the rules. Sometimes they are not punished. Courts have also let young people go free after breaking the law. Then a young person cannot learn the limits for behavior. They cannot learn to be responsible for their actions. The rules must be clear. The punishment must be quick and fair. Children must know that people care what they do.

A dress code may help in some schools. Students may not be allowed to wear coats, baggy

pants, or hats in school. More schools will ask students to wear uniforms.

There will be more fences, security guards, and police around some schools this September.

Some schools will use a metal detector to check students as they come into the school building. Back packs may have to be made of clear plastic or see-through material.

At some schools, students will have to wear a photo ID.

TV cameras will be in halls, libraries, and cafeterias of some schools.

## **II. THE PROUD OF BEING A CITIZEN**

September 17 is Citizenship Day.

It is a day that honours citizens. Citizens are people born in the U.S. or naturalized. It is a day to think: What does citizenship mean? What rights do citizens have? What are citizens' responsibilities?

This day was chosen because it is the birthday of the United States Constitution. The Constitution is the basic plan for democratic government in the United States. It was signed on September 17, 1787.

The Constitution tells the rights of the citizens. Some of these are the freedom of speech, freedom of religion, and the freedom to get together in groups. People, newspapers, radio, TV, and the Internet, have the freedom to print or say what they want.

There can be good government only when there are good citizens. Citizens 18 years old and older have the right to vote. This is also one of the responsibilities of citizens.

There will be an election on Tuesday, November 2. Voters will choose some town, city, and state officials on this day. They will vote on public questions about spending money.

Citizens must register before they can vote. People who move or change their names must register again. In many states this must be done 30 days before the election.

## **III. LABOR DAY. IS IT A PARADOX?**

Most American workers were extremely poor 100 years ago. They were paid very low wages. Their working conditions were full of danger. They often worked 12 or 14 hours a day. There were no benefits. Workers could lose their jobs if they joined a union.

In the early 1900s many children worked in mines and factories. They helped earn money for their families. There were no laws that said children must be in school.

Mary Harris Jones was a union organizer. She knew that one worker had very little power against their employers. Workers could be powerful if they acted as a group. They had to get the public to see their terrible conditions. They had to change laws that hurt them.

She was a great speaker. Workers felt more powerful when they heard her. She was like a strong mother to them.

"Mother" Jones wrote about her work. These are her words:

"In the spring of 1903, I went to Kensington, Pennsylvania. Seventy-five thousand textile workers were on strike. Ten thousand of them were little children. They were striking for more pay and shorter hours.

"Every day, little children came into union headquarters. Some of them had only one hand, some with the thumb missing, some with their fingers off. They lost them in the machines they worked on. The children were small for their age, and skinny.

"I asked the parents if they would let me have their children for a week. I promised to bring them back safe and sound.

"The boys and girls carried signs that said, "We want time to play." We marched through New Jersey and New York. We went to see President Theodore Roosevelt. The president

would not see them.

But we had let everyone know about the crime of child labor."

Source: A People's History of the United States, 1492-Present by Howard Zinn.

#### **IV. MEETING PEOPLE**

This is our fourth year online. Our purpose is to help you learn about life in the U.S. We hope you'll learn a lot of English, too. I've been an ESL teacher for 32 years. I've written many books for people learning English. I like writing for a newspaper. All the information can be up-to-date and useful.

Our newspaper is a "two-way street". Readers can send in stories and ideas. That makes it different from a textbook.

I'd like you to meet the other people who work on your newspaper.

This is Ya-ping Liu. He's from China. He was a reader of the paper before he came to work here. He is our business manager.

George Rowland is our copy editor. He was Managing Editor of The Free Press (New York). George helps us to stay 99.99% error-free.

Steve Jorgensen makes sure that everything in our newspaper fits nicely on the page. He used to design books at Prentice Hall. He's our page designer.

Here's Tina Di Bella. She is our office manager. She enters customer information in our computer. She sends out the bills.

Do you like the idioms and other illustrations? Dave Nicholson is our artist. He was an art teacher in the Ridgewood Public Schools.

Did your paper get to you on time? Thank Fumie Fukushima. She (and sometimes her whole family) helps to count, stuff, and pack our newspaper each month. She's from Japan.

Many readers asked for sports news. That's why we can "ask Jim" Simms questions about sports. Jim is a walking encyclopedia of sports.

There are a lot of volunteers too. One is Anna Eardley (she's my Mom). Another is Steve Pollack (He helps when the computer crashes).

#### **V. NINE ONE ONE**

My father came to visit us from Vietnam recently. One evening, he asked me how to make a call from here to Vietnam.

I told him to press 011 first, then press the country code, the area code, and the telephone number he wanted to call.

After 5 minutes, the doorbell rang. I thought that was a little strange. It was 9 o'clock in the evening. We were not expecting anyone to visit us. I opened the door. It was a policeman. He asked me politely, "What happened?"

I was surprised. "Nothing," I said.

He said: "You just called 911." Then he asked, "Do you have children? May I see them for a minute?"

I understood that he thought I was beating my child. I asked my son to come out of his room. The policeman asked him: "Is every-thing OK?" My son nodded with a smile. The policeman went out of the door and said, "Sorry. Have a nice night."

Suddenly I thought about my father. I ran into the bedroom. "Did you just make a phone call?" I asked him.

"Yes," he said. "I tried to call Vietnam. An American man answered the phone. I couldn't

understand him, so I hung up."

I realized that my father must have pressed nine one one instead of zero one one.

I quickly ran out to catch the policeman. I shouted: "Please wait, please wait!" I caught him and explained about my father's mistake.

He smiled and laughed: "OK. Now he can easily remember the number. Tell him to call 911 when he has an emergency."

## **VI. HOW IMMIGRANTS ASSIMILATE**

There are people in the U.S. from *hundreds* of different countries. Almost 9% of the people living in the U.S. today were born in another country. More than 800,000 new people come to live in the U.S. each year.

The states with the most immigrants are California, New York, Florida, Texas, New Jersey, Illinois, Washington, Virginia, Massachusetts, and Maryland. But every state has at least some newcomers.

During the 1700s and 1800s, most immigrants came from England, Germany, and northern Europe. Africans were brought to America as unwilling immigrants.

Around 1900, people began to come from central and southern Europe. Jews and other Europeans came during the 1930s and the '40s

Starting in the '50s many Mexicans, and people from Central and South America came.

For the past 25 years, more people have come from Asia and the Middle East. Recently, people have started to come from Africa.

Immigrants help the United States in many ways:

Many immigrants have excellent skills needed in America. Other immigrants take difficult, dirty, or dangerous jobs that Americans do not want. Immigrants often work for lower pay. They are willing to work hard.

Immigrants increase the population. This makes more customers for people who sell things. Landlords rent apartments to immigrants, and builders build homes for them. There are more students for teachers, more patients for doctors. Some immigrants have money to start new businesses. This can create jobs for Americans.

Immigrants bring new ideas and new ways of looking at things. Most immigrants appreciate the freedom in the U.S. They are glad to be here. They make very good citizens.

One way to immigrate is to have a sponsor. This can be a family member. Or a sponsor can be an employer who needs someone with special skills.

The person must wait for an immigrant's visa from the American embassy in their country.

Some people may enter the country as refugees. They were forced to leave their country because of war or persecution.

There is also an immigration lottery. It is for people from countries that do not send a lot of immigrants to the U.S. It is called the "diversity" lottery.

Some investors who have enough money to start a large business in the U.S. are welcomed as immigrants.

Yes. The number of immigrants that may come into the U.S. is set by law. This number changes each year. Each country has a limit, too. Some people wait many years to enter the U.S.

Many poor people come to the U.S. to find jobs. They hope that they can send money home to their hungry families.

The U.S. government makes it very difficult for them. It's against the law to hire a person who does not have permission to work in the U.S. People without legal visas can be deported. Then they may not be allowed to come back into the United States for a long

time.

**How can an immigrant become a citizen?**

- Enter the country legally.
- Live here 5 years (3 years in some cases); have a clean record and good character.
- Fill out an application.
- Pay a fee of \$225 plus \$25 for fingerprinting.
- Take a test of English and American history and government.

Take a loyalty oath. Give up loyalty to one's former country.

**VII. ASK YOUR SPECIALIST**

Dear Ginny,

When I was nineteen years old, I was arrested for shoplifting. I was shocked that I almost went to jail. I've never been in trouble again. Later, this crime was erased from my record. Now I found out I can lose my green card and never become a citizen. Is that true?

*Lazaro*

Dear Lazaro,

A person needs a clean record to get a green card or to become a citizen. Non-citizens can lose their green cards if they are found guilty of a crime.

In March 1999, the immigration court made a decision that affects many immigrants. It decided that it will "not accept expungements" to change the status of persons with minor criminal records. The law says that criminals may not immigrate, they may not become naturalized citizens, and they may be deported.

That means that your record may be clean for some purposes. But it may not be clean for immigration purposes.

You will need to get a copy of your police record to see what is in it. You will need help from an attorney. The attorney should be an immigration expert. Get this help before you go to any appointment with INS.

Your experience gives a warning for any other immigrant: Do not get into trouble with the law.

**VIII. WOMEN'S SOCCER TEAM**

Dear Jim,

What did you think of the American women winning the World Cup in Soccer this summer?

*Alejandra*

Dear Alejandra,

Exciting!

It was an outstanding national sports event. The level of competition was tremendous. The skill level was outstanding. The teamwork was powerful.

The drama was so high, I never thought "These are women playing." I thought "These are great athletes playing." Both teams were so good. The Chinese women were great. No one knew who would win until the last kick.

Ninety thousand people were at the stadium, including President Clinton. Millions of people around the world watched the game on TV.

## IX. UNDERSTANDING MOVIE RATINGS

**G:** General audiences. This rating means that it is for the whole family. There is not a lot of violence. There is no bad language. There are no sex scenes.

**PG:** This rating means that parents' guidance is needed. The movie may have some violence, brief sex scenes, and a small amount of bad language. Parents should read a review of the movie, and talk to adults who have seen it.

**PG-13:** This rating means that the movie is *not* suitable for children under the age of 13. It may contain sex scenes, violence, and bad language.

**R:** This rating means that the movie is *restricted*. A person under 17 may not go into the theatre without a parent or guardian. The movie may contain a lot of sex, or a lot of violence or both. There may also be a lot of bad language.

**NR:** This means the movie is *not rated*. It is for adults over the age of 18 only. Contains a great deal of violence and/or sex.

### TV ratings

There is a rating system for TV programs, too. Most of the larger TV networks (ABC, CBS, NBC, Fox) use this system.

**Y:** For children, all ages

**Y-7:** For children over 7 years

**G:** General audience (everyone OK)

**PG:** Parental guidance is needed. Watch the program with your children and decide.

**TV-14:** Not suitable for children under 14

**TV-M:** Mature audiences only (over 18)

In addition, the following letters tell why a program has an unsuitable rating.

**V**-violence; **S**-sex; **L**-vulgar language; **D**-dialogue (talk about sex or violence)

### Video game ratings

There are ratings on the package of video games.

**eC:** Early Childhood. OK for children 3 and older.

**E:** Everyone. Suitable for ages 6+. May have a small amount of violence, comic mischief, or bad language.

**T:** Teen. Suitable for ages 13+. May contain violence, bad language, and sex scenes.

**M:** Mature. This is *not* suitable for children under 17. May have a lot of blood and violence and/or sex and bad language.

**A:** Adults only. Sex and violence. May not be sold or rented to anyone under 18.

**RP:** Rating Pending. It has not yet gotten a rating from the Entertainment Software Rating Board.

## 6.2. Aphorisms

An aphorism is usually a famous quotation. There are hundreds of them which are quite useful to introduce a set of translation studies.

AFORISMOS	APHORISMS
1. Las preguntas que no se responden por sí solas nunca tendrán respuesta.	1. Questions that don't answer themselves when they arise will never be answered.
2. El que sabe reír es dueño del	2. He who knows how to laugh is



<p>universo.</p> <ol style="list-style-type: none"> <li>3. Una mujer libre es exactamente lo contrario de una mujer liviana.</li> <li>4. Se vive sólo una vez, pero si lo haces bien, una es suficiente.</li> <li>5. El deber más elevado de un ser humano es sustraer de la crueldad a los animales.</li> <li>6. Naturalmente, ningún pueblo desea la guerra. Por lo menos hasta que se le anuncia que está por ser atacado y al mismo tiempo se acusa a los pacifistas de ser malos patriotas que ponen el peligro al país. Funciona en todas las naciones.</li> <li>7. Todos nos sentimos atraídos con más fuerza por el pasado porque es lo único que verdaderamente conocemos y amamos.</li> <li>8. No emplees términos extranjeros, científicos o jergales si conoces la expresión equivalente en el idioma de todos los días.</li> <li>9. Los seres humanos son los únicos animales que se ruborizan. O que deben hacerlo.</li> <li>10. Las mentes creativas siempre se han distinguido por la capacidad de sobrevivir incluso a los peores sistemas educativos.</li> <li>11. La mafia es el mejor ejemplo de capitalismo que existe.</li> <li>12. Trata a las personas como si fueran lo que deberían ser y las ayudarás a convertirse en lo que son capaces de llegar a ser.</li> <li>13. El verdadero éxito es llegar a ser la mejor persona que seas capaz.</li> <li>14. El principio de la educación es predicar con el ejemplo.</li> <li>15. En este mundo nadie se hace rico por lo que gana, sino por aquello a lo que renuncia.</li> <li>16. La muerte es espantosa, pero más espantosa sería la conciencia de vivir para siempre sin poder morir jamás.</li> <li>17. Puede decirse que la dificultad de un idioma es inversamente proporcional a la motivación que nos impulsa a aprenderlo.</li> <li>18. La guerra es la forma más difundida</li> </ol>	<p>master of the world.</p> <ol style="list-style-type: none"> <li>3. A free woman is the exact opposite of a fickle woman.</li> <li>4. You only live once, but if you work it right, once is enough.</li> <li>5. Man's highest duty is to protect animals from cruelty.</li> <li>6. Of course the people don't want war. All you have to do is tell them they are being attacked, and denounce the peacemakers for lack of patriotism and exposing the country to danger. It works the same in any country.</li> <li>7. For each of us, the past has the greatest attraction because it's the only thing we know and truly love.</li> <li>8. Never use a foreign phrase, a scientific word, or a jargon word if you can think of an everyday language equivalent.</li> <li>9. Man is the only animal that blushes - or needs to.</li> <li>10. Creative minds have always been known to survive any kind of bad training.</li> <li>11. Mafia is the best example of capitalism we have.</li> <li>12. Treat people as if they were what they ought to be, and you help them to become what they are capable of being.</li> <li>13. True achievement is to become the best that you can become.</li> <li>14. The principle of education is to preach by example.</li> <li>15. In this world it is not what we take up, but what we give up, that makes us rich.</li> <li>16. Although death is terrifying, knowing that you are living to eternity without ever being able to die is even more terrifying.</li> <li>17. A sensible conclusion is that languages are 'difficult' in inverse proportion to the strength of motivation for learning them.</li> <li>18. War is the most common form of modern terrorism.</li> <li>19. Nothing is so practical as a good theory.</li> </ol>
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<p>de terrorismo moderno.</p> <p>19. No hay nada tan práctico como una buena teoría.</p> <p>20. Cuanto más inteligente es una persona, menos sospecha del absurdo.</p> <p>21. Hay cosas que no se deben hacer nunca, ni de día ni de noche, ni por mar ni por tierra: por ejemplo la guerra.</p> <p>22. Decir que sí a todo y a todos es como no existir.</p> <p>23. La sabiduría termina cuando nuestro sueño es tan alto que lo perdemos de vista mientras tratamos de alcanzarlo.</p> <p>24. Se puede dar sin amar, pero no amar sin dar.</p> <p>25. Para poder ser uno mismo es preciso ser alguien.</p> <p>26. ¿Qué sería la vida si no nos atreviéramos a intentar?</p> <p>27. En tiempos de guerra, la verdad es algo tan preciado, que debe ser protegida por una barrera de mentiras.</p> <p>28. El fútbol tiene que salir de las farmacias y de las financieras.</p> <p>29. No puede haber grandeza sin simplicidad.</p> <p>30. Todo hombre tiene una tarea en la vida, y nunca es la que él hubiera deseado elegir.</p>	<p>theory.</p> <p>20. The more intelligent one is the less one suspects an absurdity.</p> <p>21. There are things you should never do, not on sea or land: such as war.</p> <p>22. If you say yes to everything and everyone it's as if you don't exist.</p> <p>23. The end of wisdom is to dream high enough to lose the dream in the seeking of it.</p> <p>24. You can give without loving, but you cannot love without giving.</p> <p>25. To be ourselves we need to be someone.</p> <p>26. What would life be if we had no courage to attempt anything?</p> <p>27. In war-time, truth is so precious that she should always be attended by a bodyguard of lies.</p> <p>28. Football needs to free itself from the pharmacists and accountants.</p> <p>29. There is no greatness where there is not simplicity.</p> <p>30. Every man has a task in life and it is never the one he would have chosen.</p>
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### 6.3. Incorrect texts

We just include a single sample of incorrect original text. Many others can be found on the net.

The new office in El Campillin opening in September and will take the quality of real estate service to new standards. The office is of the highest specification and will cater for all real estate needs. There will be more exhibition space for both new and second hand properties. This main office will have a total of approximately 250m<sup>2</sup>. There will be ample space for models of new urbanisations and building materials will also be on show so that you can see and choose to taste. A great variety of second hand properties will also be on display. The latest technology set in an exceptional environment. Come and visit us, you will not be disappointed.

LP will also be opening the Broossot office situated in shopping center El Carril local 1, opposite the municipal sports centre. This measure has been taken due to increasing demand in the area and also due to future expansion of Broossot and surrounding areas. The office will open on the 12th of September and clients are invited to visit the

office at their convenience where they will receive a token gesture. Opening hours will be 10-5 outside the summer season. Bernadine Drinks will manage the office which will be a familiar face to clients of LP El Campillin.

#### **LP estate development**

Lopez is currently developing two new projects in and around Campillin. These developments are excellent opportunities for first and second time buyers as well as investors. Residencial Isabel named after the founders grand daughter comprises of 17 excellent apartments in one of the most traditionally prestigious streets in El Campillin with all facilities and services at your doorstep. Residencial Isabel is one of the few developments in the village with a swimming pool, terrace and childrens play area thus appealing to all sectors of the public. Easy payment plans are available for vendors who have not sold their property and wish to acquire a new property; please ask us for details.

All flooring and tiling will be provided by Salamini , the prestigious ceramic firm.

Villas Newport is an exclusive complex of only five villas in the north of El Campillin where the expansion of the new port, is planned for the Americas cup event in 2007 according to recent local publications. Villas Newport is just 300m2 from port and beaches with excellent views of sea and mountains. Each villa comprises of 3 double bedrooms, 2 bathrooms, lounge, independent kitchen and private pool and plots of approximately 500m2. All information is available at our Campillin offices, please ask for Elena. Prices start at 420.700€

#### **ADVANTAGES OF BUYING AND SELLING AT LP**

1. - Lopez has 30 years of experience in El Campillin and is one of the longest established Estate Agent in El Campillin.
2. - Lopez has unrivalled local knowledge.
3. - Our firm has multilingual staff of the highest standard in order best meet your needs. Foreign Languages spoken include English, French, German, Dutch, Italien, Swedish, Norwegen,Rumanian.
4. - Lopez own business premises in prime locations and their offices meet with the highest specification.
5. - View the most complete web page in the business having received various awards and guaranteeing maximum exposure.
6. - Our marketing efforts are amongst the most ambitious in the business and include trade fairs, billboards, exterior signs, advertising in local press as well as our own publications.
7. - We have business relationships with foreign estate agencies which ensure a steady flow of non-resident clients.
8. - Our price valuations are based on years of experience in market values and first hand knowledge of the market place.
9. - Lopez can offer tailor made financial services for resident and non resident clients.
10. - Our after sales is second to none with the possibility of all contracts and standing orders to be handled internally and much useful general advice on many aspects is offered by our friendly staff.

#### **6.4. Theoretical materials**

These materials can be either sent to the students or uploaded on the net, in a specific website that the students may use as a reference.

## ADAPTATION

When translating certain elements of a source language, one finds that there's no specific equivalence in the target language. What must the translator do under these circumstances? Well, the answer is not easy, but there are different procedures to follow. Let's see some examples.

Let's suppose the original text refers to the different categories of school in an English speaking country. Even here, the differences between England and the States may be enormous, so one cannot use a very specific terminology, not even the one known in Spain, for example, but a more general one. So, the different degrees into which the educational system is divided might be: pre-primary, primary, secondary on one hand; pre-school, elementary and high-school on the other. But things are even more complicated, because you can find "comprehensive school". Well, in these cases, we should use "general" terms such as *educación preprimaria*, *primaria* and *secundaria*. But if we try to find something equivalent to Spanish *bachillerato*, things are more complicated.

Besides the adapted translation, one could add footnotes which include explanations about the term in question. This is rather helpful when things are difficult to be adapted.

Some other adaptations might be referred to degrees in the army. Try to use the ones you know though they are not exactly the same. What to do with, for example, a major? A *major* is a *teniente coronel* in Spain, but there are some degrees which are different depending on the Spanish speaking country.

In some cases (but try to do it as scarcely as possible) the original target should be kept in the target language with a footnote explanation. When it happens, the original term should be written in italics.

In the specific case of the translations we're working with here, the American codes cannot always be understood by the Spanish public. So, **restricted** must be translated and adapted as **no tolerado**, because that what the Spanish situation presents. It is true that "under 13" in the States isn't the same as "under 14" in Spain, but in this case we're translating an American reality, therefore the American system must be kept.

What to say of the official boards and other offices? In this translation students will meet Entertainment Software Rating Board, which is an American agency. The official name can be kept (it depends on the translator's like), but a translation of this agency must also be offered. In some cases, there are official names for them that must be looked up, but it often happens that it doesn't have any name in Spanish, like this one, in which case a translation must be provided: *Junta para la Clasificación de los Juegos Electrónicos de Ocio*. The original name can be kept in the text and the translation can be presented in a footnote, although the opposite is also possible, or even both elements on the text.

## CHANGES IN THE TYPOGRAPHY

We often find typographic changes, such as italic or bold letters. The translator must analyse why they are used. Bold letters are usually inserted for titles, but italic ones usually refer to emphatic or metaphoric meanings. It is very important to understand what they stand for, because this meaning must be transmitted into the target language.

- Society must help parents to be *good* parents

La sociedad tiene que ayudar a los padres a ser *buenos* padres

This word in italic has an emphatic meaning and it must be observed when translated into Spanish.

## DIALOGUES

On literary texts, dialogues are shown by means of (“ ”) in English, but this should not be kept in Spanish, where (–) is preferred. So:

Someone came in:

“Today I’m a little tired”, he said. “I need some rest”.

Entró alguien:

– Estoy algo cansado –dijo–. Necesito descansar.

### **IMPERSONAL YOU**

Some texts with a rather colloquial air could be expressed by means of "you". When this is found on colloquial texts, the normal translation into Spanish cannot be *tú*, but an impersonal one. By impersonal use we mean translations like this:

Eng.: *Under these circumstances, you can only sit and wait*

Sp.: *En estas circunstancias, uno solo puede sentarse y esperar or lo único que se puede hacer es sentarse y esperar*

The translation by means of *tú* in this kind of texts turns out to be quite incorrect.

### **PASSIVE CONSTRUCTIONS**

Try to avoid them as much as possible when translating into Spanish. Most English passive sentences accept an impersonal *se* Spanish sentence, mostly when using the third person singular:

- It was declared that on 1<sup>st</sup> May there would be a celebration

*Se declaró que el primero de mayo habría una celebración*

### **PERSONAL PRONOUNS**

Subject personal pronouns are compulsory in English when there’s no other subject, but not in Spanish. Therefore, try to avoid those ugly constructions, in which “ellos/as” is constantly repeated once and again. Subject pronouns have a very limited use in Spanish, so if you use them as in English, the result will be an incorrect text in Spanish. The best thing you can do is read your text several times trying to identify the necessary and the unnecessary subject pronouns all over the text.

Look at the following example:

The Russian businessmen visited our country. They tried to learn as much as possible from our production system. At the end of their visit, they were interested in signing any agreement with our own businessmen in order to improve our commercial relationships.

Los empresarios rusos visitaron nuestro país. **Ellos** intentaron ponerse al día de todo lo relativo a nuestro sistema de producción. Al final de su visita, **ellos** se interesaron por la firma de un acuerdo con nuestros propios empresarios con el fin de mejorar las relaciones comerciales.

It is evident that the words marked in bold in the Spanish version are to be deleted.

### **POSSESSIVES**

English possessives are frequently avoided on the Spanish versions. Instead, Spanish prefers reflexive pronouns:

- He washed his face

*Se lavó la cara*

- They changed their names

*Se cambiaron el nombre*

### **PRESENT PARTICIPLES IN -ING**

Many present participles are mistaken with gerunds in Spanish (gerunds and present participles). It is incorrect to translate them as gerunds, instead they must be treated as relative clauses:

- Those people drinking beer are my neighbours  
*Aquellos que están bebiendo cerveza son mis vecinos*
- Can you see that man coming here?  
*¿Puedes ver a aquel hombre que viene para acá?*

### **SIMPLE PAST TENSE IN HISTORIC TEXT**

Simple past tense is usually translated as “*pretérito perfecto*” in Spanish, but when treating with historical texts, it is quite possible that the correct translation might be “*pretérito imperfecto*”. There is no point in giving a whole set of rules on this matter, the translator has to read twice or three times the text to recognise which is the best tense. In most cases, historical texts require “imperfect preterit” in Spanish for stylistic reasons.

- American workers were very poor 100 years ago  
*Hace cien años, los trabajadores norteamericanos eran muy pobres*

### **TITLES IN GENERAL (HEADINGS)**

Titles are a little trouble. When you don't know how to translate a title, don't rush. It might be the last element to translate. You'll probably need to carry out the whole translation first, and then you'll be able to find a suitable title.

When you face a literary title, never mind if you don't translate too literally. You might find something expressing the same concept in Spanish but which is not what the original English text meant. Just have a look at movies (try to compare the original title in English and the Spanish version they are given). Any title is aimed to transmit a certain sense, so try to maintain the sense though it is with other words. Metaphoric meaning must be taken into account.

On the other hands, when translating other kind of texts, where headers, sub-headers and other kind of similar elements are present, it is quite probable that the letter (font) size is different among the different titles. In that case, you must respect this difference. For example, if you find this in English:

Main structure

Structure of the first phase

This must be respected

Estructura principal

Estructura de la primera fase

Keep also the original numbering (1, 1.1., etc.).

### **TITLES OF PUBLICATIONS**

When the original title of a book, magazine, TV show, etc. is introduced within the body of a translation, it must be respected in the original language. But this is not an absolute rule, because there are certain conditions that one must take into account.

TV shows may have a translation in the target language (this is not quite common, but it's possible). So *Big Brother* exists like *Gran Hermano*. In this case, there's no obstacle to translate the title.

Magazines and newspapers must keep their original title. It's ridiculous to translate

them and it doesn't make any sense.

As for books, things are more complex. When the book has already been translated into the target language, the *target* title must be used (it means a lot of research to find out if books have been translated or not). In case it hasn't, then don't translate it yourself. Anyway, sometimes it is necessary to explain the meaning of a title because otherwise the translation lacks its meaning. Then your own translation of the text could be added with an explanation on a footnote.

On the other hand, titles should be kept in *italics*, never underlined or in **bold**. Chapters of books must be written between quotation marks (“”)

### **WOULD**

This auxiliary verb is not always translated as a conditional tense. At times, it expresses will:

- *President Roosevelt wouldn't see them*

El presidente no quiso verlos (recibirlos)

It is also possible that it has the same meaning as “used to”, but this is mainly found in very formal English.

### **8. Evaluation**

The evaluation of this course is not difficult at all. Since it is eminently practical, the tutor will just have to correct the sent texts in order to check that the students have learned the fundamentals of translation. It is also important to record that all the assignments are delivered on time. In case of including a final exam (for example for those students who haven't done all their assignments or someone who intends to increase his/her mark), a short direct text could be given to the students for them to translate it without the help of a dictionary.