

Владимирский государственный университет

Г. Н. ЗАМАРАЕВА

**УСТНЫЙ СОПРОВОДИТЕЛЬНЫЙ
ПЕРЕВОД**

Учебное пособие

Владимир 2025

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имени Александра Григорьевича и Николая Григорьевича Столетовых»

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Посвящается студентам, бесстрашно берущимся за выполнение задачи по сопровождению иностранцев, приезжающих во Владимир на конференции и соревнования, с деловыми и туристическими визитами, для обучения в университете и развития бизнеса. Полина, Алина, Кирилл, Александр, Филипп, Анна, Екатерина, Дарья, Валерия, Алексей, Егор, Максим, Елена, Анастасия, Лана, Айсель, Луиза и многие другие студенты-коллеги, спасибо за интерес и высокое чувство ответственности, широкий кругозор и желание помочь людям общаться!

FOREWORD

Главная задача сопровождающего переводчика – обеспечить общение клиентов, говорящих на разных языках, в самых разнообразных ситуациях во время пребывания за рубежом или приема иностранных гостей, включая встречи и знакомство, перемещение по городу, визит к врачу, общение с правоохранительными органами, знакомство с культурными особенностями страны, экскурсии и посещение ресторанов и т. д.

18 марта 2021 года приказом Министерства труда и социальной защиты был утвержден профессиональный стандарт «Специалист в области перевода», вступивший в силу с 1 сентября 2021 года и действующий до 1 сентября 2027 года. В пункте 3.1.1 содержится описание трудовых действий, необходимых умений и знаний для выполнения трудовой функции «Устный сопроводительный перевод».

Учебное пособие предназначено для развития навыков устного сопроводительного перевода в языковой паре английский – русский,

содержит релевантную информацию, примеры ситуаций сопровождения клиентов в различных обстоятельствах и учреждениях (аэропорт, гостиница, ресторан, полиция, медицинское учреждение и т. д.), речевые клише, правила этикета, принятые в родной и иноязычных культурах, и др.

Пособие включает тематически структурированные материалы, дающие представление о роли сопроводительного перевода в целом и в определенных сферах, сопровождающиеся лексическими и коммуникативными заданиями, предназначенными для формирования навыков двустороннего устного сопроводительного перевода и перевода с листа с учетом коммуникативной ситуации и культурного своеобразия.

Материал пособия может быть использован в качестве составной части курса устного перевода в рамках программ высшего образования и профессиональной переподготовки.



Unit I

INTRODUCTION TO ESCORT INTERPRETING

1. Read the passage from *Tales from a traveling interpreter* and discuss the author's opinion on interpreter and its work.

Like a Duck on Water

While interpreting, I often imagine myself as a duck paddling hard with its legs under the water while it sits gracefully and seemingly still above the water, radiating an air of tranquility and control. Without a doubt, it is great to get paid for traveling and for using your language skills. However, it is vital for any traveling interpreter to keep his Yin Yang balance, where the brain, health and emotions are in harmony, allowing him to enjoy the journey and to return with knowledgeable memories of interesting people and places around the world.

(From *Tales from a Traveling Interpreter* at https://afatranslations.com/wp-content/uploads/2018/04/2018_04_tcworld_traveling_interpreter.pdf)

2. В профессиональном стандарте 04.015 «Специалист в области перевода» указано несколько трудовых функций, первая из которых – устный сопроводительный перевод. Обсудите, что, по вашему мнению, входит в обязанности переводчика, осуществляющего сопроводительный перевод, какими качествами он должен обладать, какими знаниями владеть. Обратитесь к тексту стандарта и сравните ваше мнение с мнением его составителей. Что бы вы добавили/изменили/исключили?

3.1.1. Трудовая функция

Наименование	Устный сопроводительный перевод	Код	A/01.6	Уровень (подуровень) квалификации	6
Трудовые действия	Сбор информации о предстоящем мероприятии и условиях осуществления перевода				
	Внедрение в предметную область перевода				

Unit I. Introduction to Escort Interpreting

Наименование	Устный сопроводительный перевод	Код	A/01.6	Уровень (подуровень) квалификации	6
Трудовые действия	Сопровождение заказчика в соответствии с заранее согласованной программой с целью обеспечения межкультурной коммуникации				
	Осуществление устного межъязыкового перевода на уровне короткой фразы или предложения в бытовой сфере				
Необходимые умения	Осуществлять профессиональную коммуникацию с заказчиком				
	Ориентироваться в разных информационных источниках				
	Распознавать и использовать экстралингвистическую информацию				
	Использовать формулы речевого этикета, соответствующие коммуникативной ситуации				
	Использовать принятые нормы поведения и национального этикета				
	Ситуативно применять знания культурно-коммуникативных особенностей, позволяющих преодолеть влияние стереотипов во время контакта с представителями различных культур				
	Переводить с одного языка на другой устно				
	Сохранять коммуникативную цель исходного сообщения				
	Быстро переходить с одного языка на другой				
	Распознавать невербальные средства общения (мимика, жесты), принятые в иноязычных культурах				
Необходимые знания	Основы делового общения				
	Алгоритм выполнения предпереводческого анализа				
	Правовой статус переводчика				
	Ситуационные речевые клише				
	Правила этикета, принятые в родной и иноязычных культурах				
	Правила пребывания иностранных граждан на территории Российской Федерации				
	Историко-культурные и географические достопримечательности региона				
	Основы общей теории и практики перевода				
	Родные языки; иностранные языки и (или) языки народов Российской Федерации, и (или) языки малых народов				
	Варианты и социолекты рабочих языков переводчика				
	Профессиональная этика				

3. In the *National Standard Guide for Community Interpreting Services* there are several definitions related to interpreters/interpreting. Read them and decide if there are any synonymous ones. Which of them can be considered equivalents of or related to the Russian «сопроводительный перевод».

Accredited Interpreter. An interpreter who has passed the screening criteria of a particular organization and has been awarded a certain recognition or accreditation. An accredited interpreter is NOT necessarily a Certified Interpreter, a Certified Court Interpreter or a Certified Conference Interpreter.

Ad Hoc Interpreter. An untrained individual who asserts proficiency in the relevant language pair, who is called upon or volunteers to interpret. Also called *a chance interpreter* or *lay interpreter*.

Certified Interpreter. A professional interpreter who is certified as competent by a professional organization through rigorous testing based on appropriate and consistent criteria. Interpreters who have had limited training or have taken a screening test administered by an employing legal, health, interpreter or referral agency are NOT considered certified.

Bidirectional Interpreting. Interpretation between two languages where each one functions as both a source and target language.

Community Interpreting. Bidirectional interpreting that takes place in the course of communication among speakers of different languages. The context is the provision of public services such as healthcare or community services and in settings such as government agencies, community centres, legal settings, educational institutions, and social services.

Consecutive Interpreting. Consecutive is one of the two modes of interpreting. There are two forms of consecutive interpreting: 1. Long or classic consecutive is usually used in conference interpreting settings, where the interpreter listens to the totality of the speaker's comments or a significant passage and then reconstitutes the speech with the help of notes taken while listening. 2. Sequential or short consecutive interpreting is used in court interpreting as well as most forms of community interpreting and operates at the sentence level instead of working with paragraphs or entire speeches. In this form of interpreting, the interpreter may interrupt the speaker and ask him/her to repeat, clarify or rephrase so as to ensure accuracy and completeness in the delivery of the message.

Conference Call Interpreting. A form of remote interpreting which takes place over the phone between three or more people. This is also called telephone interpreting.

Conference Interpreting. A form of interpreting that takes place in a conference type setting, often interpreting speeches or presentations. It may be either consecutive or simultaneous in mode, but involves the interpreter working in "one direction" of language transfer only, usually from one language into their first or preferred language.

Court Interpreting. Interpreting that takes place in a court setting, in which the interpreter is asked to interpret either consecutively or simultaneously for a LEP/LFP¹ individual who takes part in a legal proceeding.

Escort Interpreting. Interpreting that takes place when an interpreter accompanies a LEP/LFP for a prearranged time and facilitates communication in different settings and contexts. Escort interpreting is also known as elbow interpreting.

Healthcare Interpreting. Interpreting that takes place in a healthcare setting, in which the interpreter is asked to interpret either consecutively or simultaneously for an individual who does not share the language in which the healthcare service takes place.

On-site Interpreting. Interpreting done by an interpreter who is directly in the presence of the interpreting parties. Also called face-to-face interpreting.

Relay Interpreting. An interpreting process in which two individuals attempting a conversation communicate through two interpreters, each of whom speaks only one of the two languages required as well as a common third language. This type of interpreting is also called double relay. While sometimes it is necessary for some of the LLD, it should be avoided whenever possible because it increases the risk of inaccuracies in interpreting.

Remote Interpreting. Interpreting provided by an interpreter who is not in the presence of the speakers, e.g., interpreting via telephone or videoconferencing.

Sight Translation. Conversion from written material in one language to a spoken version in another language. It also occurs when an instant oral version is required of a written text.

¹ LEP/LFP – Limited English/French Proficiency/Proficient

4. Read about escort interpreting to find out its peculiarities.

What is Escort Interpreting?

Have you ever heard of escort interpreting before? Before your mind runs off in all the wrong directions, we're about to set the record straight: escort interpreting is a vital language service used by thousands of travelers every year. That's right; escort interpreters are what most of the world has come to know as travel interpreters. In this book, you'll learn more about what the role entails and why these linguists are so highly sought after. Escort interpreters are there to interpret everything that their clients say into the target language and vice versa. They act as the middleman between their client and individuals that do not speak the same language as their client.

Travel interpreters are, in a way, personal assistants who help their clients navigate while traveling on business trips. They can accompany their clients to single meetings or a handful of meetings or conferences. In most cases, travel interpreters act as cultural liaisons and are responsible for everything from ordering food to closing business deals. Escort interpreting is often used for meet-and-greet sessions, interviews, sightseeing tours, event hosting, and helping foreign guests explore a site or city. Escort interpreting tends to be much more informal compared to other forms of interpreting. The language service rendered by these professionals can be done through simultaneous or consecutive interpreting, depending on the situation.

A professional travel interpreter is an expert on the local language, culture, and locations you'll be visiting. Here are some tips:

Language Expertise. Knowing a language is one thing. But understanding idioms and dialects is quite another. So an interpreter should be fluent in both the target and source language.

Cultural Expertise. Aside from the apparent differences between the two languages, one must also consider that there is an abundance of locally understood nuances that go hand-in-hand with any culture. Thus, a travel interpreter must be well versed in the cultural norms of the source language and those of the target language. Professional escort interpreters have in-depth experience living in both cultures and can interpret cultural differences back and forth seamlessly. This helps them avoid any cultural confusion. Since they have expert knowledge, travel interpreters can help their clients

navigate cultural divides to save face or the embarrassment that can arise from cultural misunderstandings.

Professionalism. Clients have a lot of close contact and interactions with their travel interpreter, which is why it's critical to find a professional and trustworthy linguist for the job. Since they will depend on them to be their tongue during their travels, finding a personable interpreter that can maintain professionalism throughout the interactions is also very important.

5. Study another opinion on escort interpreting. What other characteristics are described? What knowledge and skills do escort interpreters need to be experts in escort interpreting?

Escort Interpreting Explained

In escort interpreting, the interpreter is there to interpret (or orally translate) everything that a client says into the target language and also to interpret everything else that is said from that foreign language into the client's language. In other words, the escort interpreter is there to make sure both the client and those around the client understand everything that is communicated.

An escort interpreter (sometimes called travel interpreter or escorting interpreter) can behave almost as an assistant, helping clients to navigate while they are traveling on business trips. These interpreters may accompany clients to a single meeting or to a handful of meetings.

Escort/travel interpreters are not just interpreters, but often act as cultural liaisons, responsible for everything from ordering food to closing multimillion dollar business deals. This type of interpreting is often used for meet-and-greet, an interview, a sightseeing tour, helping foreign guests to visit a site/city, event hosting and so on.

An escort interpreter may be hired for an individual or a small group of people. An escort interpreter may be hired when someone is planning to travel to a location where there is a language barrier, or when they are hosting visitors who speak another language.

Escort interpreting is typically more informal than the other forms of interpreting, and may be performed via simultaneous or consecutive interpreting, depending on the situation. The escort interpreter is there to make sure that the client(s) and those interacted with understand everything that is being said.

An Escort Interpreter is a knowledge expert on the local language, culture and locations.

1. *Language(s) Expert*. Knowing a language is one thing, but knowing the local idioms and dialects is quite another.

2. *Culture(s) Expert*. Beyond language, there are also an abundance of locally understood nuances that go into any culture. An escort interpreter is well versed in both client's and the target's culture. A good escort interpreter has had in-depth experience living in both cultures and can interpret cultural differences back and forth seamlessly to avoid any cultural confusion. In this role, a qualified escort interpreter can give advice and help clients navigate cultural divides to save face or the embarrassment that can come from cultural misunderstandings.

3. *Location(s) Expert*. It should go without saying that an escort interpreter knows in detail the area to be traveled. A good escort interpreter can not only get you from the airport to your hotel and the scheduled meeting, but also can recommend various places to eat and even give you background information on the location along the way.

4. *Personality, Professionalism and Trust*. Clients typically have a lot of contact and close interactions when using an escort interpreter. It is important for an escort interpreter to be friendly, personable and trustful, since their clients will be depending on them to be their mouthpiece as they travel. An escort interpreter maintains professionalism throughout the interactions.

Escort interpreters can help make their clients' international trip a success, giving them the confidence and self-sufficiency to navigate any location for business.

(From *What is Escort Interpreting*
at [https://www.languagescientific.com/
what-is-escort-interpreting/](https://www.languagescientific.com/what-is-escort-interpreting/))

6. Read and answer the following questions: Is escort interpreter responsible just for translation? What kinds of events can escort interpreting be used at?

Escort interpreting, also known as travel interpreting is a type of consecutive interpreting. Generally used for informal settings, it is usually contracted for small groups. Here, the interpreter accompanies the client to various events and functions where a language other than the one that the client

speaks will be used. The escort interpreter often acts as the client's assistant, and a cultural liaison at the same time. He will help the client navigate things during his trip. The interpreter is responsible for something as simple as ordering food at a restaurant to closing a business deal. The interpreter may escort the client to one meeting or to several meetings, depending on the need.

Some examples of meetings where escort interpreting may be used are: meet-and-greet; interviews; sightseeing tours; guided visits; meetings; dinners; business travels; international fairs; client visits; doctor's appointments.

(From *Interpreting services*
at <https://talk-and-chalk.com/interpreting-services/>)

7. Do you know what sight translation is? Read to understand procedures for sight translation.

Sight Translation

Sight translation refers to the rendering of meaning from one language that is in written form into another, which is verbalized. It is called sight translation, instead of sight interpreting because the source message is written, not spoken. Interpreters may be asked to sight translate any number of documents, such as:

- consent forms, registration forms, client education brochures / flyers;
- pre-procedural instructions, post-procedural instructions, prescriptions;

Procedures for Sight Translation

- Read the document all the way through so you understand what it says before you start translating.
- Ask for clarification of any words or concepts you do not understand.
- Translate at a steady, moderate pace the goal is read as if you were reading in the language of the client / clients. If you read a few lines very quickly and then leave long pause before continuing, it is difficult for the client to understand and remember what you read.
- Translate exactly what is written: Add nothing, omit nothing, and change nothing.
- Remember that some documents, such as consent forms, are legal documents: it is crucial that they are translated as they stand.

8. According to Commit Global (International company providing different services in translation field) diligent preparation with the combined effort of both the interpreter and the client is the key for the provision of impeccable interpreting services and for a successful multilingual event, no matter how large or small it is. Here you can find their ideas on how clients could provide high quality interpreting.

How to Prepare Interpreters for Your Meeting

Interpreting is by large an impromptu activity and professional interpreters come with amazing languages skills and specialty knowledge to be able to support it. And while groundwork is a never-ending process entailing constant honing of qualities such as language competence, contextualization skills, information analysis, cohesion, subtlety of expression and terminology specialization, interpreters are not walking encyclopedias nor can they know everything about anything.

For that reason they need to be well equipped for the anticipated, but also ready for the unexpected. Among others, this means that they must have a full grasp of the subject matter and the context they will be working in. Diligent preparation with the combined effort of both the interpreter and the client is the key for the provision of impeccable interpreting services and for a successful multilingual event, no matter how large or small it is.

So, what information should a client provide and what conditions should they be able to create for their interpreters, to ensure a successful meeting and a positive experience for everyone involved?

Defining the basics. In interpreting, not all goes without saying, so make sure that essentials are clearly defined and agreed upon, including:

- **Language combination(s)** required. Here possible regional variations and locales if any, should be identified.
- **Nature of the event** (for example, conference, business meeting, speech, presentation, workshop, interview or general conversation) and **number of delegates** attending.
- Interpreting modality to be used (for example, simultaneous where the speaker and interpreter speak at the same time, consecutive where the interpreter begins to interpret after the speaker makes a pause, or whispered

where the interpreter interprets in whispers simultaneously or consecutively directly into the ear of the delegate).

- **Dates and venue.**
- **Working hours.**
- **Technical requirements** or conditions (for example booths, visibility, equipment).
- **Social functions** or interactions (such as dinners, field trips).
- **Compensation** (professional fees, travel expenses, accommodation etc) and terms of payment.
- Any **health and safety considerations.**
- **Team members**, boothmates or possibly team leader/interpreting coordinator.
- And last but not least, **availability of supporting material** which is key for the preparation of the interpreter.

Preparing interpreters for the meeting. The assignment has been made, the terms agreed upon and the event or meeting is booked. What is needed next for a successful and smooth event?

For a start, a sufficient **time slot**, to plan and prepare interpreters. It takes time and effort for that and ensuring a reasonable timeframe for preparation, ideally a 2-week period, is very important.

During this phase, the interpreters will prepare themselves so that they are on top of the topics that will be discussed and fully aware of the context they will be working in. To do so, they will need various **information sources** (sometimes requested by interpreters with the general term “reference documents”) which vary depending on the type of event/meeting. Here are some examples of such supporting material:

- **Program of the event** or meeting agenda with information on the structure, topics, schedule, speeches/presentations, discussion, breakout sessions and so on.
- Speakers’ **résumés and a list of participants** so that the interpreters are aware of any cultural factors that need to be taken into consideration.
- **Background information** on the company, business, organization or event. For example, reports/minutes of previous meetings or general information and website links that will give context and insight for an informed interpretation.

- **Speeches** to be delivered or documents that will be discussed.
- **PowerPoint presentations**, speaker notes and handouts for the interpreter to study.
- **Glossaries and terminology lists** or information on specific company/domain jargon for the interpreters' familiarization. These are usually further enriched with relevant research. In addition to these auxiliary documents and supporting material, to prepare interpreters for an event, it is often useful to arrange for one-on-one meetings to help establish better communication between the client and the interpreter and determine needs and requirements. Pre-event Q&A sessions can also be extremely helpful, especially for highly specialized topics, allowing to answer any additional questions or to discuss any last-minute adjustments.

Right before the meeting. Right before the meeting or event, there are few more things that can be done to help ensure a quality outcome. For example:

- **Testing of equipment**, where applicable, so that and everything is setup and ready to go.
- **A walk through of the venue** will also help the interpreters familiarize themselves with the space, layout and equipment. In case of venues with security protocols in place, access in or out of the building must be ensured.
- **Pre-briefing** of the interpreters **on any last-minute changes** and sharing latest material is also essential so that there are no information gaps.
- Finally **making necessary introductions** and establishing rapport upfront is will also make for a much more comfortable and enjoyable working environment for all involved.

So these where our suggestions on how to better prepare interpreters for your meeting or event.

9. Is position important for interpreters in community interpreting? Is it relevant to escort interpreting?

Positioning

There are three main positions for interpreters in community interpreting and each has their advantage and disadvantage.

The interpreter beside the professional. Physical effect: provider tends to look at a client and an interpreter.

Pro: Communication from the client is aimed at provider. The provider and interpreter can more easily observe the client's body language, facial expressions and gestures. The client will more easily and probably refer to and look at provider

Con: May discourage a reserved client from being forthcoming because the interpreter appears to be aligning him/herself with the provider. The client may see the interpreter as part of the medical establishment rather than a neutral party. Interpreters may be in the provider's way as he/she moves about the room to reach for equipment, etc.

The interpreter beside the client. Physical effect: promotes direct communication between client and provider. Provider can see both client and interpreter.

Pro: Client is more likely to speak directly to provider. May encourage a reticent client to be more forthcoming because interpreter presences at side may be felt as supportive

Con: Provider may tend to look at interpreter instead of client. The client may view the interpreter as an ally and try to confide in the interpreter or seek the interpreter's advice. Client may be more inclined to make side comments to the interpreter. In some cases the client may not speak to the provider and turn around to talk to the interpreter

The triangle. Physical effect: The client and provider tend to look at interpreter instead of each other

Pro: This arrangement makes it possible for both the client and provider to see the interpreter as an unbiased participants

Con: There is a strong tendency for the client and provider to focus on the interpreter instead of each other. This position does not encourage direct communication between the client and provider.

10. There are some important things to study before you start your interpreting session.

Managing the Interpreting Session: Before, During and After

- It is important that the interpreter accurately take down all information regarding a session.
- Keep all information in a confidential location.

At the beginning of a session:

Introduce yourself to all parties involved in session: *Hello, my name is _____. I will be your interpreter for the session with _____.*

Use an introductory statement with the practitioner:

Please speak directly to the client and I will ask the client to speak directly to you. Please allow me to interpret after each response you make. At the beginning of the session please allow me the opportunity to explain my role to the client.

It is my responsibility to interpret everything said in the session either by you or the practitioner. Everything said in this room is private and confidential and will not be repeated outside this

Introductory statement with the client

I am here so that you will be better able to understand (the professional) and that (the professional) is better able to understand you. It is my responsibility to interpret everything said in the session either by you or the professional.

Everything said in this room is private and confidential and will not be repeated outside this.

Additional points that can be added to your clarifying statement:

I am not here to judge or give advice. Please listen carefully to me before answering the professional – let me finish what I begin. If you begin to speak too fast or say too much I will stop you so that I can accurately interpret what you have said.

11. Now you know that your interpreting should be full, accurate with no omissions or adding. However, can interpreters intervene? What are possible situations and tactics? Read and discuss.

Intervention: When to Intervene

Sometimes interpreting becomes very challenging and there is a need to intervene. But when can an interpreter intervene?

- When anyone uses language that you do not understand;
- when you suspect, due to nonverbal cues, that the client does not understand what the provider is saying (this is a tricky one, so be aware!);
- when anyone uses a term that must be explained or put in a cultural context to be understood;

- when the provider has said something that might be considered offensive in the client's culture;
- when a cultural difference is causing a misunderstanding (also very tricky and subjective – proceed with caution);
- when any individual is not pausing to let you interpret, or if you need any individual to repeat.

Guidelines for Intervention

- Stay calm!
- Make sure the intervention is transparent (is it clear it's the interpreter talking?)
- Switch from first person to third person.
- Ask yourself "is this intervention necessary?"
- Go back to interpreting as quickly as possible and let the attending professional resolve the problem.
- Be assertive. It is important for interpreters to remember that they are the experts when it comes to the role of an interpreter, and that you have every right to intervene when your ability to do your job is impeded.
- Be confident in this knowledge.

12. As interpreter's job is rather stressful and tiring, you should know how to take care of yourself to be always alert and sensitive to provide high quality interpreting and thus successful communication.

Interpreter Self Care

Self-care is any activity that we do deliberately in order to take care of our mental, emotional, and physical health. Although it's a simple concept in theory, it's something we very often overlook.

Interpreting in the community is very stressful and more often than not you find yourself interpreting in situations that are constantly changing. To facilitate accurate communication and understanding, you must be constantly alert and sensitive to both the client's and the provider's needs. Often the responsibility can be overwhelming. This is especially true in cases where the encounter may have a negative or painful outcome for the client or one in which past emotional trauma surfaces – we all bring our baggage with us to every situation.

Examples of Stressful Situations

- Being asked at the last minute to interpret for more clients and providers than was scheduled appointments that continue longer than expected;
- worry about being late for the next appointment;
- clients and providers won't listen;
- aggressive clients;
- being subjected to racial and sexual harassment within the interpreter/client provider triad being unable to locate resources for client and/or not having the time to help them unreasonable expectations from the client;
- client lying and/or giving you information but withholding it from the provider;
- provider not telling client side effects of medicines or omitting other important information being expected to take care of the client's children while trying to interpret for the client at the same time;
- client refusing interpreters based on gender, culture, and political or religious affiliation;
- having to communicate bad news to a client;
- reliving past personal trauma through the client's experiences.

What can I do to look after myself daily?

What can I do before the job to help look after myself?

- Get plenty of sleep.
- Eat well and drink lots of water.
- Do not accept too many emotionally difficult jobs.
- Meditate or practice mindfulness exercises.
- Allow time to practice your spirituality or faith.
- Do some physical activity (going to the gym, yoga, walking etc.).
- Take time to connect with family and friends.
- Do activities that you enjoy e.g. gardening, dancing, painting, listening to music.
- Recognise the signs that you are stressed or not coping and seek help early.

You can:

- ask for relevant information before the job to help you prepare better, both linguistically and emotionally;

- let healthcare staff know on arrival if you need to leave by a certain time for another appointment;
- be aware of potential stressors or situations which may be re-traumatizing for you. You have the right to refuse a job if it triggers adverse memories for you. for example, certain jobs may trigger trauma, grief or emotionally add significant stress to your life;
- recognise taboo subjects (for you) and areas where you believe your impartiality and/or your peace of mind may be compromised or impaired.

What can I do after the job to help look after myself?

You can:

- if you have the opportunity, talk to someone (e.g. a friend, a colleague, the interpreter services coordinator);
- access counselling or other mental health support e.g., through your local doctor (mental health plan);
- access the following websites that have ideas to help you look after yourself: <https://mentalwellbeing.initiatives.qld.gov.au/>; <https://mentalwellbeing.initiatives.qld.gov.au/support>; https://ausit.org/wp-content/uploads/2020/02/Code_Of_E

13. Do you know what working languages are? Is there any difference between working languages of an organization and that of an interpreter? What are your working languages? Which of them is active/passive? What are your A, B, C languages? Read to answer all the questions.

Working Languages of Interpreters

The term working language refers to the language used for communication in large multilingual (supranational) organisations such as the UN, NATO or ASEAN. Working languages must be distinguished from official languages: The European Union has 24 official languages (the languages of the member states), but English, French and German are mainly used as working languages. Before the European Court of Justice, for example, proceedings can be conducted in all official languages of the EU, but only French is the official working language.

The working language of an interpreter is the language in which he or she interprets professionally, i.e. mediates orally between two or more other

languages. The **native language** is always one of the working languages. The other working languages of an interpreter depend on their qualifications and language skills. An interpreter can specialize in one or more working languages depending on their qualifications and experience.

Active and passive languages. When interpreting, a distinction is made between active and passive languages. Active languages are those the interpreter understands and speaks. An active language is therefore a language from which the interpreter interprets into another language and into which the interpreter interprets from another language. For example, if an interpreter interprets from German into English and from English into German, both languages are active languages for the interpreter.

Passive languages are languages that the interpreter understands but does not speak or into which they do not interpret. For example, if an interpreter interprets from English into French, but not back into English (from French), then English is a passive language for this interpreter.

A-language, B-language and C-language. In addition to the distinction between active and passive languages, interpreters also differentiate between A-language, B-language and C-language. The A-language and B-language are active languages, while the C-language is a passive language.

- The **A-language** is the interpreter's mother tongue. As a rule, interpreters have a mother tongue and therefore an A language. However, there are also interpreters who have grown up bilingually and therefore have two A languages. As every speaker is (intuitively) most familiar with their mother tongue, it is advisable to use interpreters whose A language is the target language of the interpreting (native speaker principle).

- **B-languages** are languages that the interpreter understands and speaks. It is an active language which the interpreter uses regularly and which is (almost) as familiar to them as their A language (mother tongue).

- **The C-language** is so well understood by the interpreter that he/she fully understands all content and can interpret from this language into his/her A- and B-language.

(<https://www.simconsult.net/en/working-languages-of-the-interpreters/>)

14. Why do dialects matter for translation and localization? What is a sociolect? What factors make up a sociolect? Read and discuss. Find examples both in Russian and English languages.

Of course, language isn't always an exact or obvious science.

Most people use more than one dialect when speaking – and many of us, even subconsciously, “code-switch” between different dialects depending on the situations and the other speakers involved.

Therefore, when working on translation and localization, it's essential to keep these concepts in mind. Translating for certain locales and audiences will require a professional translator familiar with their specific dialects, ethnolects, and sociolects to ensure the best possible outcome.

Sociolect. Do you believe that everyone who speaks English uses the language the same way? Or would you agree that we all speak a little differently? You may already know that where we live can significantly impact how we speak, but did you know that social factors can also affect our language? The social groups we associate with can influence our pronunciation, word choices, syntax, and slang. The resulting language variety is known as sociolect which are varieties of language or dialects that are associated with particular social groups.

(<https://www.studysmarter.co.uk/explanations/english/lexis-and-semantics/sociolect/>)

What is a Sociolect?

Yes, you too use sociolects! In fact, you probably use quite a few.

Language is a topic that will never get boring because everyone single one of us speaks differently. We talk a lot about how where we live affects how we speak – those maps that show where people say “soda” and where people say “pop” are endlessly fascinating — but there's more to your dialect than geography. Even within a specific area, people can talk in very different ways; you probably don't even speak the same exact way as the people you live with. The study of how social factors influence the way you speak is called sociolinguistics, and one of these dialects, fittingly, is called a sociolect.

The Definition of ‘Sociolect’. A sociolect is, to put it simply, a social dialect. Right away, this phrase can cause some confusion. Some people,

including linguists, use “dialect” to refer only to ways of speaking that are geographically defined. We have a whole series looking at American dialects, for example, from sea (California English) to shining sea (New England English). And of course, there’s enough confusion about what separates a “language” from a “dialect,” but that’s a discussion for another article. To make it obvious what you’re referring to, it’s best to qualify “dialect” by specifically calling it either a “geographical dialect” or a “social dialect.”

Since their conception, though, sociolects have been put in opposition to (geographical) dialects. The original concise definition given by linguist Peter Trudgill in *A Glossary of Sociolinguistics* stated that it’s “a variety or lect which is thought of as being related to its speakers’ social background rather than geographical background.” If “social background” sounds a bit loose, that’s because it is. It needs to be flexible because sociolinguistics is a relatively new field – Trudgill’s *Glossary* came out in 2003 – and so our ideas of what factors can affect language are constantly changing.

What factors make up a sociolect?

Age. The clearest example of how age affects the language you speak is slang. Young people are constantly inventing new terms and abandoning old ones, which is why nobody says “groovy” anymore. There is also the eternal cycle of adults blaming teenagers for “ruining” the language, even though those adults were once teenagers who were also blamed for “ruining” language.

Age differences are about more than the hip lingo, though. Pronunciation can differ depending on your age, too. One popular example of this is with the gerund ending -ing. If you listen when people say words like “working,” some people say “workin’” and some clearly pronounce it “working.” While there are many variables that go into whether someone says one or the other, age does have an impact. One study found younger people (teenagers and 20-somethings) were more likely to say “workin’” than people in their 30s and 40s. Interestingly, once you get to even older groups (60s and 70s), people start saying “workin’” again, meaning that this might have to do with social expectations of “professionalism.”

Profession. Speaking of professionalism, your profession is also a factor in your sociolect. There is a somewhat disheartening fact that based on

the way adult life works, you might spend more time with your coworkers than you do with your friends and family. So it will come as no surprise that your job has a pretty strong impact on the way you speak. This can come through in a few different ways. Most obviously, your profession requires you to adopt a job-specific jargon, which can be anything from journalism slang to diner lingo. This is true for pretty much any job. If you work in an office, you're probably well-acquainted with phrases like "key learnings" and "let's circle back to this," which might now be part of your sociolect.

Jobs also vary in their formality, which will affect your language quite a bit. There's a difference between, say, how lawyers speak to each other and how truckers speak to each other. Using the same example as in the last section, lawyers are more likely to enunciate the full "working," while truckers are more likely to say "workin'." It all ties into social expectations for what people consider "correct" English.

Gender. The most popular story about the difference between men's and women's language is that women speak far more words per day than men do. But, perhaps unsurprisingly, that claim is misleading at best and a sexist stereotype at worst. Yet there are ways that gender may affect the way you speak. For example, one study found men are more likely to use vulgar language than women, and also found that men are more likely to interrupt women than vice versa.

To be clear, a study of men's and women's language does not define the difference between genders. It might be tempting to take the expletive example and make grand statements that "men are more brash" or "women are more polite." But really, all it says is that our English-speaking society encourages men to swear more and women to swear less because of a number of gendered standards. The language we use is always going to be a reflection of the society around us.

Socioeconomic Class. This is probably a somewhat unexpected factor in language, but socioeconomic class can indeed have an effect on your speech. The first study to prove this was done by William Labov, one of the most famous sociolinguistics to have worked in the United States. To do this research, Labov went to department stores in New York City that served people of different social classes: Saks for upper class, Macy's for middle

class and S. Klein for lower class (his class terminology is a bit dated today). He was specifically looking at the use of the “r” at the end of syllables, like saying “car” instead of “cah.” At the time of his work in the 1980s, it was considered “prestigious” to pronounce the “r”, but omitting the “r” was a feature of the New York accent. His research showed that the employees of Saks were more likely to pronounce the “r”, while those at Macy’s and S. Klein were more likely to omit it, indicating that people did consider pronouncing the “r” to be prestigious.

The way Labov approached the study itself may sound weird. Why would the way employees talk in department stores show anything about social class? But the point of the study is that these employees are trying to serve the social class of their clientele. This all goes back to societal expectations. It’s not that your money makes you speak a different way, but people with more money tend to speak in a way that reflects what is considered “prestigious”.

Race. Of the factors that determine sociolects on this list, race may be the most complicated. And because sociolinguistics itself is such a young field, there is still plenty to learn about the many ways race and language intersect. In the United States, one of the most prevalent examples of a racial sociolect is African American Vernacular English. While for many years, many (white) people treated AAVE as “broken English,” it has always been a fully formed sociolect with its own set of consistent rules. It’s also important to note that race isn’t a factor that only affects some people. Too often, people treat “white” English as a neutral version of the language, but there’s no such thing as neutral. Each of the factors in this list so far affect every single one of us.

And More. There are potentially endless social groups we could look at if we really wanted to examine all the factors that can affect your sociolect. The problem is, they start to get a bit granular. A famous study by sociolinguist Penelope Eckert, for example, looked at high schoolers at a school near Detroit, Michigan. In the study, she was able to identify two major social groups – jocks and burnouts – and she found that burnouts pronounce their vowels differently from the jocks. This may sound silly, but it drives home

the point that any community you participate in will change the way you talk. Your friend group, your family members and your coworkers all form their own sociolects that both influence you and are influenced by you.

How Do I Know What Sociolect I Use? As the last section made clear, you don't speak a single "sociolect." Any number of factors will determine the way you speak. And this isn't even taking into account geographical dialects. If everything in your life was the same except that you were born somewhere else, you'd speak differently. The most important thing to know about all of this, though, is that sociolects are probabilistic, not deterministic. That means you're just more likely to speak a certain sociolect if you are part of a certain social group, but it doesn't mean you have to. Men might be more likely to swear than women in certain parts of the world, but that doesn't mean there aren't men who never swear and women who curse like a sailor. Also, you speak differently depending on where you are and who you're speaking to, which is a phenomenon called code-switching. With all of this complexity, there are no hard-and-fast rules to the way any specific person speaks. The best that sociolinguistic studies can do is find overall patterns in the way groups of people communicate.

Humans are trapped in a constant feedback loop with language. We use ways of talking to convey who we are, but we also are the ones who make up the rules for what it means to talk a certain way. We all use sociolects both consciously and unconsciously, and too often use them to shove other people into demographic boxes. Language is an important part of identity, but we could all do a better job of seeing the difference between how we speak and who we really are.

(By Thomas Moore Devlin
at [https://www.babbel.com/en/magazine/
what-is-a-sociolect](https://www.babbel.com/en/magazine/what-is-a-sociolect))

15. What is professional ethics of a translator? What does it include? Read one as an example (appendix 1). Can it be considered as a complete one?

Consolidation

Answer the following questions. Use the information of the book and other sources (See References).

1. What are the ways to define escort interpreting?
2. What are responsibilities of escort interpreters?
3. What should escort interpreters know and be able to do?
4. What kinds of events / environment can escort interpreting work?
5. What is sight translation? What is the procedure for sight translation?
6. What are three main positions for interpreters?
7. When can an interpreter intervene?
8. Why is interpreter self-care important? How can you care of yourself?
9. What are working languages? Which of them are active / passive?
What are A, B, C languages?
10. What is a sociolect? Does it play a role in an interpreter's work?
11. What are the responsibilities and moral principles of a translator?



Unit II

INTERPRETING DURING TRAVELLING

1. While escorting a person or a group for travelling you are yourself a traveler.

Start with a smile; it warms the heart. Try it! The airport folks always appreciate a smiling face. Also, be prepared for check-in, personal / baggage inspection and boarding process. Have your ID and boarding passes available when you reach the TSA agent; don't hold up the line. Be considerate of people's time. If you have a lot of carryon baggage, be quick to get all your electronics out, as necessary, in order to get the line moving. Don't create a traffic jam going through security. Be alert! Follow the instructions and/or hand signals of the TSA security agents. Be respectful and understanding of their Job responsibilities. Handle any requests or concerns with kindness and courtesy.

If they have to touch you after going through the detector, be patient and you can even add a little humor to the situation, if necessary. For example, I always say, "my massage" when a female has to check my arms, my back, my torso or my thighs. Make an already uncomfortable situation better instead of worse; it will make a big difference! When retrieving your things from the security belt, be as quick as you can be without riding the tails of the person in front of you. It can be perceived as somewhat invasive, rude and even bullying or threatening to a certain extent. Maintain a respectful social distance from the person in front of you, if at all possible. Be considerate of their personal space.

At the airport, begin with the right attitude. Think of how many people are going through the same challenges, or worse. Try to stay positive, always.

If you are a disabled person or have any physical challenges, do the best you can but don't forget to be kind and considerate to others just as you would expect others to treat you. Sometimes, I require a wheelchair depending on the size of the airport and the distance between the gates. There have been many times I had to assert myself and handle situations where people were not very considerate of my bags or just invaded my personal space. Still, remember to be kind. Be patient and, breathe, breathe, breathe!

After gathering your items, proceed to the gate. Be aware of your surroundings, i.e., exits, restroom locations, smoking areas, restaurants, charging stations, etc. that you may need while passing through.

Make sure to have your cell phone fully charged or as close to it as possible. One never knows how long a flight can turn out to be due to many different factors, mechanical trouble, bad weather, some crazy person on board the plane, congestion on the runway, etc.

Have your water (very important), snacks / sandwich, earplugs, battery pack, charger, neck pillow, and all your PPP available and ready. You never know when someone sitting next to you may need your help and assistance. Remember to be kind!

Be smart and plan ahead. Be well-prepared to face the unknown and safe travels!

(From *The Traveling Interpreter*.
Tips for traveling interpreters
at <https://thetravelinginterpreter.blog/>)

2. Are you ready to interpret while escorting a client/clients at the airport/while travelling? First, you are going to go through the airport step by step, learning important vocabulary and useful phrases along the way. Read the conversations, act them out with one part speaking Russian and an interpreter.

Conversation 1. At the Check-In Desk.

Agent: Good afternoon! Where are you flying to today?

Dan: Los Angeles.

Agent: May I have your passport, please?

Dan: Here you go.

Agent: Are you checking any bags?

Dan: Just this one.

Agent: OK, please place your bag on the scale.

Dan: I have a stopover in Chicago – do I need to pick up my luggage there?

Agent: No, it'll go straight through to Los Angeles. Here are your boarding passes – your flight leaves from gate 15A and it'll begin boarding at 3:20. Your seat number is 26E.

Dan: Thanks.

Conversation 2. At the bag drop.

Agent: Hello, can I have your passport, please?

Daisy: Yes. Here you are.

Agent: How many bags are you checking in?

Daisy: One...

Agent: Did you pack your bag yourself?

Daisy: Yes, I did.

Agent: And have you got any hand luggage?

Daisy: Yes, this bag.

Agent: OK. Here's your boarding pass. You're in seat 16F.

Daisy: Is that a window seat?

Agent: No, an aisle seat.

Daisy: Oh, OK. Which gate is it?

Agent: Gate 12.

Daisy: Is the flight on time?

Agent: Yes, it is. Boarding is at 15.30. Enjoy your flight.

Daisy: Thanks. Bye.

Agent: Bye.

Conversation 3. Going through Security.

Agent: Please lay your bags flat on the conveyor belt, and use the bins for small objects.

Dan: Do I need to take my laptop out of the bag?

Agent: Yes, you do. Take off your hat and your shoes, too.

(he walks through the metal detector) [BEEP BEEP BEEP BEEP]

Agent: Please step back. Do you have anything in your pockets – keys, cell phone, loose change?

Dan: I don't think so. Let me try taking off my belt.

Agent: Okay, come on through.

(he goes through the metal detector again)

Agent: You're all set! Have a nice flight.

Conversation 4. On the plane.

Flight attendant: Chicken or pasta?

Dan: Sorry?

Flight attendant: Would you like chicken or pasta?

Dan: I'll have the chicken.

Flight attendant: Anything to drink?

Dan: What kind of soda do you have?

Flight attendant: Coke, Diet Coke, Sprite, Orange, and Dr. Pepper.

Dan: A Diet Coke, no ice, please.

Flight attendant: Here you go.

Dan: Thanks.

Conversation 5. Flight Delay.

VOICE: Attention passengers on Flight 394 to Chicago. This flight has been delayed. Please **stand by** for more information.

Tom: Excuse me, I'm on the flight to Chicago. When will it depart now?

Mike: It looks like it'll be delayed at least two hours. I'll **keep you posted**.

Tom: I have a 4 o'clock meeting in Chicago. If the flight gets in at 3:30, there's **no way** I'll make it.

Mike: Sorry, but there's nothing I can do. There are lots of other people here **in the same boat**.

Tom: Are there any other flights to Chicago?

Mike: Yes, there's a 1 p.m. departure, but it's **fully booked**.

Tom: Can you **put me on the waiting list**?

Mike: I'll add you to the list, but **don't hold your breath**. There are **quite a few** people already on the list.

Tom: Can I fly another airline?

Mike: Other airlines won't **honor your Flyaway Airlines ticket**.

Tom: Oh, **for crying out loud!** This is so annoying.

Mike: I'm sorry you're annoyed, but there's nothing more I can do.

Tom: Let me **give you a piece of my mind**. I won't be using Flyaway Airlines again anytime soon!

3. Read the conversations on the arrival. Then act them out with three parties. One of them is a Russian speaker, another is an English speaker and the third one interprets.

Conversation 1. Going through Immigration and Customs.

Officer: Welcome to Canada. Can I see your passport and immigration form, please?

Leo: Here you go.

Officer: Where are you coming from?

Leo: Buenos Aires, Argentina.

Officer: What is the purpose of your visit?

Leo: Tourism.

Officer: Have you ever been to Canada before?

Leo: No, this is my first time.

Officer: How long are you planning to stay?

Leo: Two weeks.

Officer: Where will you be staying?

Leo: At the Grand Hotel in Toronto.

Officer: Welcome to Canada – enjoy your visit.

Conversation 2. Missed Connection.

Ben: Excuse me, is this the gate for flight 1388 to Toronto?

Agent: I'm sorry, but the flight left just a couple minutes ago.

Ben: Ah... what should I do now?

Agent: Go to the Global Airlines check-in desk and ask them to put you on the next available flight.

(at the check-in desk)

Ben: Hi. My flight from Buenos Aires was delayed and I missed my connection to Toronto. When's the next available flight?

Agent: Let me see... the 7:20 flight is full, but there's another one at 10:10.

Ben: That'll be fine.

Agent: Your passport, please... would you like a window or an aisle seat?

Ben: A window seat.

Agent: All right – you'll be departing from gate 28B in terminal 4, and your seat number is 5A.

Conversation 3. Lost Luggage.

Ben: I think my luggage is lost – I've been waiting at the baggage claim for over an hour and it hasn't come out yet.

Agent: What's your flight number?

Ben: Well, I was supposed to come in on flight 1388 from Buenos Aires via Mexico City, but I missed the connection, so I ended up on flight 973 instead.

Agent: OK – can you describe your luggage?

Ben: There's one black suitcase with wheels, and one dark blue duffel bag. Both have tags with my name on them.

Agent: Please fill out this form with your contact information and the name and address of your hotel, and we'll get in touch as soon as we find your luggage.

Ben: How long does it usually take?

Agent: Hopefully less than 24 hours.

4. You have to be very careful while travelling and keep your documents and money safe. Act out the conversations (an English speaker, a Russian speaker and an interpreter).

Conversation 1.

A: I can't find my purse!

B: What was in your purse?

A: It contained my wallet and passport.

B: How much money was in your wallet?

A: There was about \$200 in my wallet, and I had some traveler's checks in there, too.

B: We can call American Express to deal with the traveler's checks. How about credit cards?

A: I had a MasterCard and a Visa Card.

B: We can look at the back of my cards to get the emergency phone numbers.

A: Where do I report that my passport is missing?

B: We need to take a cab to the embassy to report that right away. They will help us.

Conversation 2.

A: I think that someone stole my purse!

B: What did you have in your purse?

A: Both my wallet and my passport were in there.

B: Did you have a lot of money in your wallet?

A: Fortunately there was only a little change and some traveler's checks.

B: Did you have any credit cards in your wallet? We need to report them as well as the traveler's checks.

A: I only had a Visa Card in my wallet.

B: We can call the front desk to get the lost or stolen card phone numbers.

A: I am worried about reporting my passport as missing.

B: The embassy can help us. We should walk over there and they can advise us on what we can do about replacing your passport.

Conversation 3.

A: I left my purse in the taxi!

B: Can you remember what you had in your purse?

A: I had my wallet and my passport in that purse.

B: How much cash was in your wallet?

A: Most of my money was in traveler's checks with just a little amount in cash.

B: Do you know what credit cards you had in your wallet? We can call and report those as well as your traveler's checks.

A: I had an American Express Card and a Visa Card in my wallet.

B: We can call the information number to get the phone numbers for lost or stolen cards.

A: Do you know how to report a missing passport?

B: We need to contact the embassy right away. They will be able to help you replace your passport.

5. While travelling you sometimes have to fill out some forms for yourself and your client.

On the airplane, you will receive two forms – an **immigration form** and a **customs form**. On the **immigration form**, you write information about when you are arriving in and leaving the country. You need to write with a blue or black pen.

The customs form asks about the things you are bringing into the country – for example, if you are bringing any fruits, vegetables, plants, insects, meats, animals, or items to sell, because these things may need to be examined by the agents to see if they can enter the country.

Here are some other possible answers to the immigration officer's questions:

“What is the purpose of your visit?”

“Business.” / “I am here for a conference.” / “I am doing a study abroad program.” / “I am visiting some friends.”

“Have you ever been to Canada before?”

“Yes, a year ago.” / “Yes, several times.”

“How long are you planning to stay?”

“Five days.” / “Three months.”

“Where will you be staying?”

“At Ontario University.” / “With homestay family – here’s there address.” / “With my cousin.”

“Who will you be staying with?”

“I’ll be staying with my friend.” / “I’ll be staying by myself.”

After going through immigration, you’ll pick up your luggage and go through customs. Here are a few phrases you might hear from the customs officer:

“Do you have anything to declare?”

Depending on each country’s rules, you may need to tell the customs officer about certain specific items that you are bringing into the country.

“You need to fill out this customs form.”

“Could you open your bag, please?”

“Do you have any alcohol or tobacco products?”

“Where did you buy this?”

“How much did it cost?”

“You need to pay duties on these items.” (*“Duties” are taxes in import items*)

Arrival Cards

What are arrival cards?

An arrival card is also known as an incoming passenger card, landing card or disembarkation card.

Some countries require every passenger to carry an arrival card to enter the country. An arrival card is a legal document to be submitted to immigration officials upon landing. Other countries will only require one card per family unit, and some may only require an arrival card for non-citizens only.

The card is a form, which passengers will complete, and is used by immigration authorities to be able to obtain certain information about an incoming passenger, which is not provided by the passenger’s passport. This information might include health, criminal record, and the purpose of the visit. The arrival card can also be required in addition to a customs declaration, which some countries require incoming passengers to complete out separately.

In recent years, several countries have stopped requiring landing cards on arrival, including Canada and the UK. Countries in the Schengen Zone (many EU nations), also do not require landing cards at all.

For some countries, an arrival card is usually required in addition to a passport, or other accepted form of travel document, to be able to obtain a Travel Visa. Travellers from certain countries outside the EU are now also able to use the same queue as EU nationals, as the UK has opened its ePassport lanes to foreign nationals.

(<https://www.alternativeairlines.com/arrival-cards>)

Customs Declaration

A customs declaration is a form that lists details of goods to be imported or exported when a citizen or visitor enters a customs area (border). Most countries require travelers to complete customs declaration forms when bringing notifiable goods (alcoholic beverages, tobacco products, animals, perishable foods, plant materials, seeds, soil, meat, animal products) across borders. Even if the goods are sent by international mail, the sender must complete the customs declaration form. Declarations help customs regulate incoming goods that may affect a country's economy, security and environment. A surcharge may apply. Travelers must declare everything acquired abroad and possibly pay customs duties on the goods. Some countries have tax exemptions for certain products that do not need to be explicitly declared.

Airport Glossary

air marshal	a security officer on a flight; travels incognito for passenger safety
aisle seat	a seat next to the walkway in the plane; allows easy movement but can be bumped by passing carts
bag drop (counter)	a place, usually at an airport, where you can leave your cases and bags to be put on a plane if you have already checked in for the flight
baggage allowance	the weight or number of bags you're allowed to check; varies by airline and class
baggage claim	where you collect your bags after arriving in the destination airport
bin	a large container used for storing things
boarding pass	a document that gives you access to the plane; it includes your seat number

Unit II. Interpreting during Travelling

body scanner	an electronic machine, used at an airport, that produces a picture of a person's body through their clothes on a screen so that illegal drugs or weapons can be found
budget airline	a low-cost carrier; offers fewer amenities but often cheaper fares
business class	a premium service level; offers more comfort and amenities than the economy
cabin crew	the staff on the airplane; they assist with your needs
cancellation policy	the rules for canceling a ticket; fees and restrictions may apply
carry-on	small bags that you bring onto the plane with you; have size and weight restrictions
check bags	to put bags on the airplane inside the cargo compartment
check-in counter desk	the place where you show your ticket and ID; you receive your boarding pass here
cockpit	where the pilots control the plane; off-limits to passengers
code share	when two or more airlines share a flight; your ticket might show a different airline name
connecting flight	a subsequent flight on your journey; ensure enough time for the transition
conveyor belt	a continuous moving band used for transporting goods from one part of a building to another, for example products in a factory or bags, cases, etc. in an airport
customs	where officials check what you're bringing into the country; may ask you questions
delayed	happening at a later time than expected, or happening some time after the event that caused it
departure lounge	an area to relax before your flight; it has seats, shops, and restaurants
duffel bag	a large bag made of strong cloth or soft leather, used when you are travelling for carrying clothes, etc.
duty-free shop	stores in international terminals; they sell products without local taxes
economy class	the standard level of service on a flight; usually the cheapest option
emergency exit	doors used in an emergency; passengers near these may be asked to assist

Unit II. Interpreting during Travelling

end up	the final result of a situation (especially if the result was different from what was expected or planned)
e-ticket	an electronic version of your ticket; can often be displayed on your mobile device
final call	the last announcement before the plane's doors close; hurry to the gate if you hear this
first class	the highest level of service on a flight; includes extra comfort and amenities
flight attendants	the people (both men and women) who work inside the airplane serving food and drinks
flight in	the flight arriving at the airport
flight number	номер рейса
flight out	the flight departing from the airport
frequent flyer program	rewards program for regular travelers; can earn miles for discounts
gate	the area where you wait for your flight; each flight has a specific gate number the door you go through to enter the airplane
go online	get on the Internet
hand luggage	small bags that you can keep with you on an aircraft
immigration	where you show your passport and visa; controls entry to the country
in-flight	happening or available during a flight
in-flight magazine	a magazine provided by the airline; contains travel articles and information
in-flight service	meals, drinks, and entertainment offered; varies by airline and ticket class
keep track	to be aware of how something is changing, what someone is doing, etc.
landing gear	the wheels of the plane; used during take-off and landing
layover	a temporary stop in your journey at an airport; it may require changing planes
legroom	the space for your legs under the seat in front; varies by airline and seat class
lost and found	a place to recover lost items in the airport; report missing items here

Unit II. Interpreting during Travelling

lounge access	entry to exclusive waiting areas; often available to business and first-class passengers
luggage	the bags you bring while travelling
luggage trolley	a cart for your bags; usually found in baggage claim
medical assistance	help with health issues during a flight; inform crew if needed
metal detector	an electronic machine that is used to see if people are hiding metal objects such as weapons
non-stop flight	a flight without layovers; travels directly to the destination
on-time departure	a flight leaving at the scheduled time; important for maintaining your itinerary
overhead bin	a storage area above the seats; for carry-on bags
pre-boarding	allows families or passengers with special needs to board first; ask if required
priority boarding	allows you to board the plane early; often costs extra or is included with premium tickets
red-eye flight	a flight that travels overnight; often cheaper but can disrupt sleep
scale	the equipment that tells you the weight of your luggage
seat belt	a safety device you must wear during take-off, landing, and turbulence; follow crew instructions
security	a place at an airport where you go after your passport has been checked so that officials can find out if you are carrying illegal drugs or weapons
security check	a screening process for passengers; ensures safety by checking for prohibited items
standby	a ticket purchased without a confirmed seat; waits for available seats on a flight
stopover or layover	when the airplane stops in a different city before continuing to the final destination
suitcase	a case with flat sides and a handle, used for carrying clothes, etc. when you are travelling
terminal	a large building at an airport; contains gates, shops, and other services
terminals	the major sections of the airport
transit visa	a temporary visa during a layover; required in some countries

Unit II. Interpreting during Travelling

turbulence	sudden, unexpected movement of the aircraft; it's a normal part of flying
unaccompanied minor service	assistance for children flying alone; must be arranged in advance
vegetarian meal	a meat-free food option; request when booking if required
wheelchair access	facilities for passengers with mobility challenges; make a request when booking
window seat	a seat next to the window; offers a view outside but less mobility
X-ray machine	device that uses X-rays for a variety of applications including medicine, X-ray fluorescence, electronic assembly inspection, and measurement of material thickness in manufacturing operations.

Common Phrases

Fasten your seat belts.	a command from the cabin crew; ensure your seat belt is securely fastened
Flight attendant call button	a button above your seat to request assistance; only press when necessary
Gate change	a change to the departure gate for your flight; pay attention to announcements and signs
Here you go.	You can say it anytime you give something to somebody
No smoking in the cabin.	a rule on all commercial flights; smoking is not allowed in the plane
Passenger John Smith, please proceed to the United Airlines desk at gate 12.	The announcement calls a specific passenger by name.
Please have your boarding pass and identification ready for boarding.	To get on board you prepare and show your ID/passport and your boarding pass.
There has been a gate change.	the flight will leave from a different gate
This is the final boarding call for United Airlines flight 880 to Miami.	It is the final opportunity to enter the plane before they close the doors.
United Airlines flight 880 to Miami is now boarding.	It's time for passengers to enter the plane.

Unit II. Interpreting during Travelling

We are now inviting passengers with small children and any passengers requiring special assistance to begin boarding.	Passengers who are elderly (old), disabled, pregnant, or with small children can go into the airplane first
We would like to invite our first- and business-class passengers to board.	passengers who are “special” (first class, business class, or in the Star Club) can go into the airplane first
We would now like to invite all passengers to board.	Everyone can enter the plane.
You’re all set.	You’re finished and everything is OK

Idiomatic Expressions Related to Airport

miss the plane	to miss an opportunity or to be too slow to take advantage of something, like missing a flight because you arrived late
Don't hold your breath!	don't count on it; it's unlikely
For crying out loud!	I am annoyed or surprised by this.
fully booked	having no availability; with all seats taken
give someone a piece of one's mind	to tell someone what one really thinks
honor a ticket	to accept a ticket
in the same boat	in the same bad situation; sharing the same negative experience
keep someone posted	to update someone; to give someone the latest information
land on your feet	to recover gracefully from a difficult situation
no way	no chance
on autopilot	to do something without thinking, out of habit or routine
put someone on a (or the) waiting list	to add somebody to a list of people waiting for a service
quite a few	many; a fairly large number
smooth flying	something is going easily and without obstacles, much like a flight without turbulence
stand by	to wait for further information
up in the air	refers to something that is uncertain or unresolved, much like a plane in flight

Here are some other possible phrases about traveling:

My luggage is lost. / was damaged.

I missed my connection.

My flight was delayed. / was canceled.

My flight was overbooked, so I was bumped to a later one.

Overbooked = the airline sold too many tickets, and there is not enough space on the plane for all the people who have purchased tickets. Some of the people will be bumped to a later flight – they have to wait for a different flight later.

Instead of “**Where are you flying today?**” the agent may ask “**What’s your final destination?**” The answer will be the same!

If the agent says that your luggage will **go straight through**, it means it will go directly to the final destination (and you don’t need to pick it up during your stopover)

When a plane begins **boarding**, it means that the passengers start to enter the plane. Usually boarding time is 30-60 minutes before takeoff (when the plane leaves)

“**Excuse me, where is the American Airlines check-in desk?**”

“**How many bags can I check?**”

“**Will my luggage go straight through, or do I need to pick it up in [Chicago]?**”

“**How much is the fee?**” *If your bag is heavier than the weight limits, or if your bag is larger than the size limits, you may need to pay extra: an oversized baggage fee or overweight baggage fee.*

“**Please mark this bag as ‘fragile.’**” *Say this if you have fragile or sensitive items in your bag that might break*

“**Is the flight on time?**” *The agent will respond either “Yes” if the flight is on time, or “There’s a 20-minute delay” (for example) if the flight will leave later than expected.*

Extra security questions before or during check-in

Answer **YES** to these questions:

- Did you pack your bags yourself?
- Has your luggage been in your possession at all times?

- Are you aware of the regulations regarding liquids in your carry-on?
(*Liquids must be 100 ml or less, and stored in a single quart-sized clear plastic bag.*)

Answer **NO** to these questions:

- Are you carrying any firearms or flammable materials?
- Have you left your luggage unattended at any time?
- Has anyone given you anything to carry on the flight?

Conversation Tips: If you didn't understand what the flight attendant said, you can say **Sorry?** or **Pardon?** to ask him or her to repeat it. If you want to ask for something, you can use the phrase "**Can I have...?**" or "**Could I have...?**" Practice these common requests:

- "Can I have a pillow / a blanket?"
- "Can I have a pair of headphones / earbuds?"
- "Could I have some water / coffee / tea / extra napkins?"

Finally, if you need to stand up, but there is a person sitting between you and the aisle, you can say **Excuse me** and make a motion to start standing up. The person sitting next to you will understand and stand up to let you get out of your seat.

You may say "**My flight arrived late**" or "**Our flight was late**" or "**Our arriving flight was late**". To miss one's connection and to miss one's connecting flight is the same.

The airlines always have personnel **at the arrival gate** to help direct you when a flight is late.

Connecting flight / train is a flight, train, etc. that leaves at a suitable time for you to take it to continue your journey after you have travelled on a previous flight, train, etc.:

To **check for a flight** with another **carrier** is to see if there is an alternate flight on another airline or another flight available with another company that operates aircrafts in case the chosen airline cannot accommodate you. Therefore, they can help you make alternative plans.

Ben says, "**When's the next available flight?**" to ask about the schedule. Here are some other questions you can ask and if you've missed a flight:

"What time does it arrive in (destination)?"

“Can I have a window / an aisle seat?”

“Can I have a hotel / meal voucher?”

If the flight delay is an airline fault and you are to wait a long time, or overnight, for the next flight, then continuing on with the airline, they will cover the cost of a hotel room or they may give you vouchers – free credits for buying food or staying in a hotel.

However, if the flight that you missed is not with that particular airline they won't pay for your hotel room.

Consolidation

1. What safety rules should you follow at the airport?
2. What luggage limitations can you find at different flights?
3. What are the regulations related to flights delay?
4. What problems can you come across at the arrival?
5. What documents can you complete on your arrival at a foreign country?
6. What are the peculiarities you can come across when departing from / arriving in Russian airports / traveling with Russian flights?
7. Make up new conversations. There are three parties (at least), including an interpreter.



Unit III

INTERPRETING IN LAW ENFORCEMENT SETTINGS

1. Why is it necessary to provide interpreting at law enforcement settings? Is interpreting similar to that in other settings? Prove your opinion. Use the extract from «Bridging the Language Divide: Promising Practices for Law Enforcement».

Law enforcement officers have to communicate with the people they serve to do their jobs safely and effectively.

People who do not speak or understand English, and who therefore cannot communicate easily with police, may not report crime, assist officers in criminal investigations, or partner with an agency to advance community policing.

More and more law enforcement agencies are using telephonic or in-person interpreters to enable them to communicate with the people they serve. To use interpreters successfully, agencies should be aware of the following:

- being bilingual does not mean someone is able to interpret. Interpreters need to be trained on different methods of interpreting and terminology;
- interpreters should be instructed on their role in the conversation – to be a conduit for the parties. Interpreters should not include their own views;
- interpreters should not edit, add, subtract, or modify what is said;
- interpreters should ask for clarification if they did not understand what was said;
- interpreters need to understand the ethical rules that apply to interpreting, particularly regarding how to avoid or address conflicts of interest.

(From *Bridging the Language Divide: Promising Practices for Law Enforcement*
at <https://portal.cops.usdoj.gov/resourcecenter/content.ashx/cops-p159-pub.pdf>)

2. Read to find out some details concerning interpreting in law enforcement settings in the USA. Are they similar to those in Russia?

What is a Police Interpreter?

The title might sound a little misleading. But police interpreters aren't necessarily police officers themselves. They are professional interpreters that work with the police department. This is quite important to note because there are inherent problems that can arise when police officers double as interpreters.

Although some police officers are multilingual, being multilingual does not qualify an individual as an interpreter. Being multilingual is not the same as being a legal interpreter. In many situations, such as courtroom proceedings, the need for much more nuanced language and an impartial interpreter will arise. And it is in these situations where police officers use the services of professional interpreters.

How are Police Interpreters Used? The police use in-person interpreters and telephonic interpreting services on a regular basis. They use them to conduct interviews, interrogations and take witness statements. These specialized interpreters must interpret for the detainees, witnesses, and other interlocutors.

Telephonic interpreting is ideal for police officers that need instant access to language services. On the other hand, in-person interpreting must be booked in advance. So, instead of being used on-demand, these services are offered at police stations and custody suites.

In many cases, limited English proficient (LEP) detainees request the services of an interpreter. This is so the interpreter can explain the process in detail. The detainees feel more safe and secure communicating in their native language, and in most cases, they feel like their liberty depends on it. Without the professional services of interpreters trained in this very specific environment, poor communication can result in public scrutiny and loss of public trust. Miscommunication errors could also lead to unnecessary visits and calls that negatively impact the productivity and efficiency of law enforcement. In essence, proper communication is vital to ensure public safety and adequate emergency responses.

Whenever language barriers arise in law enforcement settings, it is essential to have instant access to the most professional language services.

3. Read to find out what interpreters do in law enforcement settings.

Interpreter Job Description

Specifications are not intended to reflect all duties performed within the job.

DEFINITION. Incumbents perform interpretation and translation services for various areas of the Department; perform related office support work.

SUPERVISION RECEIVED AND EXERCISED. Receives direct supervision from a civilian supervisor.

ESSENTIAL FUNCTIONS:

1. Perform consecutive interpretation in the field or as part of an investigation.
2. Transcribe audio tape records.
3. Translate voluntary statements and evidentiary papers; may translate official forms, legal and non-legal documents, and official correspondence.
4. Travel to crime scenes, auto accident sites, and associated facilities such as detention centers and hospitals to provide interpretation services for uniformed officers and investigative staff.
5. Attend interviews, meetings, and interrogations to provide interpretation service.
6. Use bilingual skills to assist Department employees and the public in person and by telephone.
7. Use bilingual skills to act as a liaison between the Department, other government agencies, and community organizations, and the general public.
8. Exemplify Department Values.

QUALIFICATIONS:

Knowledge of conversational, colloquial, and idiomatic English; written English, including grammar and punctuation; conversational, colloquial, and idiomatic forms of a foreign language; written form of a foreign language, including grammar and punctuation; general office procedures and practices, including record keeping.

Ability to fluently read, write, and speak both English and a foreign language; learn terminology and jargons used in the law enforcement community; perform consecutive interpretation; travel to auto accident sites,

crime scenes, and other sites to perform interpretation services; translate written statements and documents; transcribe audio recordings; demonstrate professional ethics when performing interpretation and/or translation work; produce printed, translated products by using a word processing program in the computer; operate office equipment such as fax machines, copiers, and phones; maintain records; communicate clearly and concisely, both in oral form and writing; establish and maintain effective working relationships with those contacted in the course of work; maintain confidentiality; demonstrate those characteristics which are consistent with department values; maintain physical and mental conditions appropriate to the performance of assigned duties and responsibilities.

4. Are interpreters responsible for their translation? Read about some regulations in Russia.

Статья 307. Заведомо ложные показание, заключение эксперта, специалиста или неправильный перевод

1. Заведомо ложные показание свидетеля, потерпевшего либо заключение или показание эксперта, показание специалиста, а равно заведомо неправильный перевод в суде либо при производстве предварительного расследования – наказываются штрафом в размере до восьмидесяти тысяч рублей или в размере заработной платы или иного дохода осужденного за период до шести месяцев, либо обязательными работами на срок до четырехсот восьмидесяти часов, либо исправительными работами на срок до двух лет, либо арестом на срок до трех месяцев.

2. Те же деяния, соединенные с обвинением лица в совершении тяжкого или особо тяжкого преступления, – наказываются принудительными работами на срок до пяти лет либо лишением свободы на тот же срок.

Статья имеет достаточно большой перечень пояснений. Если сконцентрироваться на главном, то переводчик несет уголовную ответственность. Но для этого он должен ошибиться намеренно. Он должен специально неправильно перевести документы.

Рассмотрим два примера из жизни.

Переводя документы о правах собственности на недвижимость, переводчик намеренно не указал одного из собственников.

Далее недвижимость была продана без учета интересов одного из собственников. Здесь налицо мошеннические действия.

Переводчик будет привлечен к уголовной ответственности.

Переводя аналогичный пакет документов, переводчик случайно ошибся и не вписал одного из собственников. Здесь мошеннические действия отсутствуют. Уголовного преследования не будет.

Есть еще одно смягчающее обстоятельство: если переводчик на этапе дознания признает выполнение заведомо ложного перевода, он будет освобожден от уголовного преследования.

Из примеров может показаться, что достаточно сказать: «Я случайно» и проблем не будет. Это не так. Во-первых, отсутствие злого умысла придется доказывать. Во-вторых, возможно, придется нести материальную ответственность.

Часто ли подобное встречается? Уголовное преследование переводчиков в судебной практике – большая редкость. Чаще всего переводчиков привлекают в качестве свидетелей. Обычно это касается тех случаев, когда они абсолютно корректно переводили те или иные поддельные документы. Свою работу в данной ситуации они выполнили честно. Перевод правильный. Следственные органы просят опознать лиц, которые к ним обращались за переводом поддельных документов.

(<https://masterperevoda.ru/articles/tekushchee-zakonodatelstvo/statya-307-zavedomo-lozhnye-pokazanie-zaklyuchenie-eksperta-spetsialista-ili-nepravilnyy-perevod/>)

5. Study the regulations of Criminal procedure code of the Russian Federation and the Criminal code of the Russian Federation related to translators (Appendix 2). Answer the questions that follow:

- 1) What is the definition for a translator?
- 2) What is the procedure of calling a translator?
- 3) What are the rights of a translator?
- 4) What do not translators have the right to do?
- 5) What is a translator liable for under the articles 307 and 310 of the Criminal code of the Russian Federation?
- 6) What is the punishment for willful mistranslation?

6. Study the vocabulary necessary when an interpreter accompanies a tourist in an English-speaking environment.

Helping Tourists

Questions tourists ask police

- I'm lost. Can you help me find the Pacific Hotel?
- I'm looking for the Canadian Consulate / Embassy.
- My luggage / suitcase was stolen. What should I do?
- Who can we trust to exchange our money?
- Where is the bad part of town?
- Please help us. Our child is missing.

Questions police ask tourists

- Which hotel are you staying at?
- When did you lose your wallet?
- How much money was in your purse?
- What did the thief look like?
- What was the man wearing?
- Did he have a weapon?
- Where / When did you last see your child?
- How old is your child?
- What was your child wearing?

Comforting a tourist in distress

- Please stay calm. I am going to help you.
- We will do everything we can.
- I'll give you a map of the city.
- Try not to panic.
- I can give you a ride to the hospital.
- The ambulance is on its way.
- Don't worry, everything is going to be okay.

7. Read and act out the conversation (an English speaker, a Russian speaker and an interpreter).

Woman: Help! Police!

Police: What's wrong?

Woman: My daughter is missing. I can't find her anywhere!

Police: Okay. Calm down. I'm going to help you find her. What's her name?

Woman: Erica. She's only five. She doesn't know how to speak Spanish!

Police: Okay. What does Erica look like?

Woman: She has brown curly hair. She's skinny and small for her age.

Police: Okay. What is she wearing today?

Woman: Blue shorts and a pink T-shirt. She has a hat on too, I think.

Police: How long ago did she go missing?

Woman: I've been looking for her for almost an hour now.

Police: And where did you last see her?

Woman: We were just shopping in the vegetable section. I turned around and she was gone.

Police: Don't worry, everything is going to be okay.

Woman: What should I do?

Police: Stay right at the front of the store in case she comes looking for you. We'll start looking for her now.

8. Do you know what ID stands for? Are they the same in different countries?

Asking for Identification (ID) and Information

Example Sentences

- May I see some photo ID?
- Can I see your passport?
- Driver's license, please.
- Do you have your birth certificate?
- How long have you been in the country?
- Are you here for a holiday?
- Do you have another piece of ID?

ID is different in every country

It is important to keep in mind that every country requires different documentation that proves someone's identification (ID). In many countries such as Greece and Spain a national **ID card** is compulsory. Citizens are expected to have these cards on them at all times. However, in other countries ID cards are not required. Police and officials in these countries often use another system to identify people, such as asking for two pieces of ID.

Types of ID

A **passport** is an official document containing personal information and usually a photograph that allows a person to travel to foreign countries and to prove who they are.

A **government-issued photo ID** is a document issued by a government agency with sufficient authority and importance to be universally recognized. They can be used to have other types of identification documents, such as a passport, issued. Government-issued Photo ID card typically allow holders to access services within that same agency.

Driving Licence (UK) / Driver's license (US) is an official permission for someone to drive a car, received after passing a driving test, or a document showing this.

Permanent residence card (or “green card” in the US) is a plastic card with the individual's biographic information, photo, fingerprint, and expiration date. It authorizes the card holder the right to live and work in the foreign country.

Birth certificate is a document recording a baby's birth including such information as name, time, place, and parents.

Social security card serves as official verification of the SSN assigned by SSA to the person whose name is on the card.

Medical / Health card gives you access to medically necessary state-provided healthcare in the country you're visiting.

Information / security items that may appear on documentation

bar code	a series of thick and thin black lines that holds computerized information
date of birth (DOB)	date when the ID holder was born: day/month/year: 23/05/1970 (23rd May 1970) month/day/year: 05/23/1970 (23rd May 1970) year/month/day: 1970/05/23 (23rd May 1970)
date of issue	date when documentation was created
eye colour	blue, brown, green, black, grey
fingerprint	markings of a person's thumb or finger tip
height	how tall a person is in centimetres or feet and inches

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hologram	a laser photograph which makes a picture or image look lifelike
magnetic stripe	a long black stripe found on the back of a card that can be swiped into a computer for information
maiden name	a woman's surname before marriage
marital status	single, married, divorced (no longer married), separated, common law wife, common law husband
national status	citizenship (native citizen, immigrant, landed immigrant, permanent resident, refugee)
photograph	recent picture of ID holder
place of birth	city, country where ID holder was born
profession	current job (doctor, teacher, retired)
serial number or PIN (Personal Identification Number)	number that can be entered into government systems to find information about a person
sex	M (male), F (female)
signature	hand-written name of ID holder
valid until / expiry date	the last date when an ID document can be used

9. Read some conversations taking place at the police station. Act out the conversations (an English speaker, a Russian speaker and an interpreter).

Filing a Complaint at the Police Station

Conversation 1.

Policeman: What may I help you with? / May I help you? / What can I do for you?

Common person: I need to file a complaint. / I want to file a complaint. / I would like to file a complaint.

Policeman: What is your complaint about? / What's the problem? / What happened?

Common person: I got / was robbed. / A man robbed me today.

Policeman: When did this happen? / When?

Common person: It happened this morning. / I was robbed this morning.

Policeman: What was taken (from you)? / What did he take?

Common person: My wallet and cell phone. / He took my phone and my wallet.

Policeman: Did you get a good look at the person who robbed you? / Did you see his face? / Were you able to get a look at this person's face?

Common person: I sure did. / I saw him perfectly. / Yes, I was.

Policeman: Would you able to pick him out of a line-up? / Could you pick him out of a line-up?

Common person: That shouldn't be a problem. / I could do that. / That would be easy.

Conversation 2.

Police officer: Can I help you?

Common person: Yes, I'd like to report a crime.

Police officer: What happened?

Common person: A boy stole my bag.

Police officer: Where did this happen?

Common person: At Bob's Café in King Street.

Police officer: What were you doing?

Common person: I was paying for my cup of coffee.

Police officer: What did the boy look like?

Common person: He was wearing jeans and he was very tall.

Conversation 3.

Common man: Sir, I lost my phone yesterday.

Cop: Where did you lose it?

Common man: I lost it near Sarojini Market.

Cop: Please tell me, which model you were having.

Common man: Samsung A8.

Cop: Do you have the bill of your phone?

Common man: Yes.

Cop: Was your phone under warranty?

Common man: No.

Cop: Tell me the IMEI number of your phone.

Common man: 245676777827387.

Cop: We are tracking your device. As soon as we receive any actionable information regarding that we will inform you.

Common man: OK sir!

Cop: You can collect the photocopy of your FIR from there.

Common man: Thank you so much sir.

10. Study some statements and questions used at law enforcement settings or in situations involving police staff.

How can I report a crime?	How to inform the police of a criminal offense that has occurred?
Can I file a complaint?	Is it possible to make an official statement to the police about a crime or problem?
I would like to file a report.	I want to make a written record of an incident, crime, or accident that.
I need to make a statement.	I need to give a written or verbal account of what happened during an incident.
I need to report a theft.	I want to inform the police that something has been stolen or taken without your consent.
I want to ask for a lawyer.	I want to request the assistance of an attorney to represent me in a legal matter.
What is the process to post bail?	How to pay a sum of money in exchange for temporary release from custody?
I have evidence to submit.	I have physical or documentary evidence to support a case.
I have some information regarding a crime.	I have information that may be relevant to an ongoing investigation or a recent crime.
I want to press charges.	I want to formally accuse someone of a crime and request prosecution.
Can you tell me the status of my case?	Asking for information about the progress of a particular case.
How can I get a police report?	How to obtain a written record of a crime or incident that has been reported to the police?
Can I speak to an officer, please?	A request to speak to a police officer in person
Can I speak to a detective?	A request to speak to a police detective, who is responsible for investigating crimes.

I was a witness to an accident.	I saw an incident or event, e.g. a car crash, happen and want to provide a report to the police.
I have evidence related to a case.	I have physical or testimony-based information that may be relevant to a legal or criminal investigation.
I need to report a missing person.	I want to inform the police that someone is missing and I need assistance in finding them.
I need to report a break-in	I want to inform the police that someone has entered a property without permission.
Can you help me with this traffic citation?	I'm seeking the police's assistance in resolving a ticket / citation for a traffic violation.
Can I see a copy of my police report?	A request to receive a copy of the written report you made to the police.

Questions from law-breakers or suspected criminals

- Why did you pull me over? / Where are you taking me?
- Have I done something wrong? / Is this illegal?
- What are my rights?
- Can I make a phone call? / Can I call a lawyer?

Questions police may ask a suspected criminal

- Are you carrying any illegal drugs?
- Do you have a weapon?
- Does this belong to you?
- Whose car is this?
- Where were you at eight last night?

Informing someone of laws and police procedures

- You are under arrest. / I am taking you to the police station.
- Put your hands on your head.
- Please get in the police car.
- You will have to pay a fine for this.
- I will give you a warning this time.
- I'm going to write you a ticket.
- We'll tow your car to the station.
- Smoking in restaurants is illegal in this country.
- It is against the law to do drugs in public.

11. Study some specific vocabulary.

Being aware of police station language, individuals can better understand what is being said to them and respond accordingly. Being able to communicate effectively with police officers can have a significant effect on how situations are handled, as well as ensure that everyone is kept safe. That is what every escort interpreter should know.

Part of the police officer's job is to communicate quickly and clearly with their colleagues, so they use a specific set of phrases to do that.

In English the word **police** is a collective noun. We usually treat it as plural and say, for example: *The police **are** coming.* The words **policeman** or **policewoman** can be singular or plural, for example: *The policeman **is** asking questions. Three policewomen **are** coming.*

A **crime** is a serious offence such as murder or robbery. A **punishment** is a penalty imposed on somebody who is convicted of a crime. A punishment could be, for example, time in prison or a fine.

There is an important difference between **criminal law** and **civil law**. Criminal law deals with matters such as robbery or murder for which people can go to jail. Civil law deals with matters such as business contracts or divorce. The police are not normally involved in civil law.

Types of crime

abduction/ kidnapping	taking a person to a secret location using force
armed robbery	using a weapon to steal
arson	setting fire to a place on purpose
assault	hurting another person physically
attempted murder	trying to kill someone (but failing)
burglary, breaking and entering	going into another person's home or business with force
child abuse	injuring a child on purpose
domestic violence	physical assault that occur within the home
drug trafficking	trading illegal drugs
drunk driving	driving after having too much alcohol
fraud	lying or cheating for business or monetary purposes

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hijacking	holding people in transit hostage (usually on a plane)
murder/ homicide	taking someone's life through violence
shoplifting	stealing merchandise from a store
smuggling	bringing products into a country secretly and illegally
speeding	driving beyond the speed limit
terrorism	acts of crime against a group (political/religious) or another country
theft	stealing
torture	extremely cruel and unfair treatment (often towards prisoners)
vandalism	damaging public or private property
white collar crime	breaking the law in business

Communication Terms Inside the Force

Effective communication is paramount in police work. Often, specific codes and phrases are used to ensure quick and confidential information exchange.

dispatch	the centralized place where calls are received and sent out to officers
Radio Code	numeric or alphabetic code communicated over the radio for confidentiality
APB (All Points Bulletin)	a broadcast from one police station to all others in its network about a wanted person
undercover	working in disguise or in secret
stakeout	the surveillance of a location or person to gather evidence
BOLO (Be On the Lookout)	an alert to be watchful for a specific person or vehicle
10-4	radio code for "acknowledgment" or "understood"
Code Blue	typically refers to an emergency situation or threat
wiretap	the interception of communication, usually phone calls, for surveillance
informant	a person who provides information to law enforcement about criminal activity

Diving into crime investigation terms unveils the meticulous nature of police work on the scene. This police vocabulary provides a roadmap to the intricate procedures and methods employed. They are essential for anyone keen on understanding the heart of crime-solving.

Interactions with the police can be nuanced, and understanding the language used is essential. The terms in this section aim to equip you with vocabulary that might be encountered during such interactions. They bridge the gap between law enforcement and the public.

Understanding Ranks

When delving into the world of law enforcement, understanding the hierarchical structure is crucial. Just as in other professions, the police have a rank system that signifies authority, responsibility, and experience.

Rookie	an inexperienced officer or new recruit
Detective	an officer responsible for investigating crimes
Sergeant	an officer ranking above a patrolman but below a lieutenant
Lieutenant	a rank above sergeant, often in charge of a police precinct or department section
Chief of Police	the top-ranking officer in a police department

Grasping the police hierarchy aids in recognizing the roles and responsibilities within a department. Knowing these ranks can help in understanding stories, news, or even real-life encounters more accurately.

Phrases Used at the Police Station for Police Officers

The suspect is in custody as of now.	The suspect is currently being detained by an officer or at a police station.
We have a K9 unit on the scene.	We have a police officer who specializes in animal control.
We need backup.	Another police officer or squad is needed to help with a situation.
Let's bring him in for questioning.	The suspect will be brought to a police station and interrogated.
We have a warrant.	The police have been granted permission from a judge to search a home or individual.
You are under arrest. You have the right to remain silent.	The suspect is taken into custody and has the right to remain silent.

Idioms and Expressions about Crime

playing cat and mouse	a situation in which two adversaries are trying to out-wit one another
the long arm of the law	the power of law enforcement and is used to describe their ability to enforce the law even outside of their immediate jurisdiction
a criminal mastermind	a person who is highly intelligent and organized when it comes to committing crimes
on the wrong side of the law	a person who has broken the law and is now facing the consequences
fly in the ointment	a hidden problem or something that could potentially ruin a good situation
do time	serving a prison sentence
a crooked cop	a police officer who is corrupt or unethical
behind bars	in prison
a getaway car	a vehicle used by criminals to escape after committing a crime
a break-in	an unauthorized entry into a building or property

Questioning a Witness

Questions police ask witnesses

- Did you see what she was wearing?
- Did he have a weapon?
- Was the gun loaded?
- What kind of car was the thief driving?
- I will need to get a statement from you.
- How long ago did this happen?
- If you think of anything else, please notify us.

Description of a suspect

- He was wearing sunglasses / gloves.
- He had a mustache / a beard.
- She was dressed in black.
- She had a baseball cap on.
- Hair: short, long, shoulder length, curly, straight, spiky, brown, blond, black, red, in a ponytail
- Body: skinny, fat, chubby, medium build, muscular, tall, short, average height.

12. Read the conversation between a police and a witness. Act out the conversation (an English speaker, a Russian speaker and an interpreter).

An ESL teacher working in Korea witnesses a bank robbery. The police question her as a witness.

Police: I understand you were the key witness for the robbery.

Woman: Yes, I was the only other person in the bank besides the tellers.

Police: Are you okay to answer some questions for me?

Woman: Sure. I don't know how much help I'll be. He made me get on the ground so I didn't get a very good look at him.

Police: Was he carrying a weapon?

Woman: Yes, he had a pistol in his back pocket. He threatened to use it, but I doubt it was loaded.

Police: What makes you say that?

Woman: He was just a kid. Probably fifteen or younger.

Police: Can you describe him for me?

Woman: He was Asian. Probably five foot six. He was wearing a baseball cap and sunglasses. I can't remember what else he was wearing.

Police: Did he talk directly to you? I mean, did he ask you for your money or anything?

Woman: No, he just told me to get on the ground. That's all I know. I'm running late for a class. Is it okay if I go now?

Police: I just want to get your name and phone number. If you think of anything else, please notify us.

13. Study some vocabulary related to traffic and traffic accidents.

Pulling over drivers

- Can I see your driver's license and passport?
- Have you been drinking tonight? / How much have you had to drink?
- How fast do you think you were going? / Do you know what the speed limit is?
- Is this a rental car?
- You were driving too fast. / You broke the speed limit.
- You were driving on the wrong side of the road.

- You're driving the wrong way in a one-way street.
- You were travelling too close to the car in front of you.
- You cut off another car.
- You didn't obey the traffic signals.
- You aren't wearing your seatbelt.
- You aren't allowed to park here.
- I'm going to keep your driving licence and give you a ticket. You can go to the police station to pay the fine. They will give your driving licence back to you.

Questions police ask an injured driver

- Are you hurt?
- Can you stand up/move?
- Where does it hurt most?
- Don't worry. We've called an ambulance.
- How did the accident happen?
- Who was at fault?
- What did the other car look like?
- Is there someone you want to call?

14. Read the conversation between a police and a driver. Act out the conversation (an English speaker, a Russian speaker and an interpreter).

A Japanese police officer pulls over an American driver on the highway for speeding...

Police: Can I see your driver's license please?

Man: Ah, yeah. I think it's in my pocket. No. Maybe my wallet. Uh. Yeah here.

Police: Do you know how fast you were driving?

Man: No, sorry. It's a rental car. I'm not used to it.

Police: Have you been drinking tonight, Mr. Davidson?

Man: I had one or two drinks. I'm okay to drive, though. I know my limit.

Police: How long have you been in Japan?

Man: A few weeks, why?

Police: It seems you are unaware of our zero tolerance for drinking and driving.

Man: I'm not drunk. I'll blow into a breathalyzer.

Police: In Japan you cannot operate a vehicle after consuming any alcohol.

Man: Oh, I didn't know that.

Police: You were also going over the speed limit, Mr. Davidson. I'm going to have to ask you to step out of your vehicle and get into my car.

Man: This is crazy. But what about my car?

Police: We'll have the rental car towed to the agency. When you're in our country you have to respect our rules.

15. Read the conversation between police and thief. Act out the conversation (an English speaker, a Russian speaker and an interpreter).

Thief: Sir, please let me go! My intention was not bad to rob the gold chain.

Police: Be quiet. I have caught you red-handed, I have seen you stealing the gold chain in front of my eyes, and you are telling me that your intention was not bad?

Thief: Yes, sir. I haven't eaten anything for quite a few days which is why I had to steal the chain. Only then I could have eaten something.

Police: You did not have to rob anything from someone. Robbing is what you did, even if your intention was not wrong, but you still did it, right?

Thief: Yes, sir. Sir, please let me go, I have a family to take care of!

Police: So? Everyone has a family to take care of. But nobody steals from anyone!

Thief: Yes sir. I have understood not to steal from anybody now. I will start working as a labourer or worker but I won't steal from anybody.

Police: But I cannot let you go just like that.

Thief: Sir, please I won't do anything wrong from now on.

Police: You will have to pay Rs.1,000 as a fine and if I catch you again stealing or robbing something, then you will be penalized heavily.

Thief: Yes sir. I will keep that in mind. Here, you can keep Rs.1,000 as a penalty/fine, but I will not rob anything from now on.

Police: That's good. You may go now!

Thief: Thank you, sir.

Glossary

arrest	1) take into police control; 2) the act of taking someone into custody due to suspected wrongdoing
bail	money paid to release a person from custody, ensuring their appearance in court
break into	enter a residence, car, or business illegally
burglar	a person who breaks into a home or business and steals items
civil law	deals with matters such as business contracts or divorce (The police are not normally involved in civil law)
convict	1) a person who is doing (or supposed to be doing) jailtime; 2) to declare someone guilty of a crime
cop, copper	police officer (<i>common slang</i>)
crime	a serious offence such as murder or robbery
crime scene	the place where a crime happened
criminal law	deals with matters such as robbery or murder for which people can go to jail
criminal record	a file that lists all of the crimes a person has committed
CSI (crime scene investigation)	a systematic search of the crime scene; meticulous observation and documentation of the scene; the team or procedure for gathering evidence from a crime scene
(in) custody	under police control
detain	to hold someone in official custody, typically for questioning
detective	police officer responsible for solving crime
fine	money that a person pays for breaking a law (minor or pretty crime)
fingerprints	marks left by fingers that identify a person
firearms	weapons that shoot
guilty	responsible for a crime, deserving of punishment
indictment	a formal accusation initiating a criminal case
interrogation	questioning of a suspect or witness by law enforcement
jail, prison	a place where criminals are confined
jail time	spend a certain amount of months or years locked away from society

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K9 unit	police dogs and their handlers, used for various tasks like search and rescue
life in prison	spend the rest of one's life in prison with no chance of going back into society
line-up	a method where witnesses identify criminals from a row of people
Miranda Rights (Appendix 3)	the rights read to an arrested person, including the right to remain silent and the right to an attorney
misdemeanor	a minor crime (punishment is usually a fine or less than one year in jail)
partner	another officer that a policeman drives and works with
patrol	the act of walking or driving around an area to keep it safe
patrol, on patrol	observe and protect an area
pickpocket	a thief who steals from people's pockets in transit or in crowds
pistol	a hand held firearm
punishment	a penalty imposed on somebody who is convicted of a crime
rob	to take money or property illegally from a place, organization, or person, often using violence
robbery	theft; taking something that does not belong to you, often with force
speeding ticket	a fine given to a driver who gets caught driving beyond the speed limit
steal	to take something without the permission or knowledge of the owner and keep it
street crime	crime such as drugs and prostitution
thief	somebody who steals
traffic ticket	leaves marks on driving record/involves paying a fine
walkie-talkie	hand held radio each partner carries
wanted	being searched for by police
warrant	a document issued by a court authorizing the arrest or search of an individual or premises
witness	1) to see something happen; 2) a person who sees something happen

Consolidation

1. Why is it necessary to provide interpreting at law enforcement settings?
2. What are the peculiarities of interpreting in law enforcement settings?
3. What are the responsibilities of an interpreter in law enforcement settings?
4. What is a translator liable for under the articles of the Criminal code of the Russian Federation?
5. What does ID stand for? What types of ID do you know?
6. Make up new conversations. There are three parties (at least), including an interpreter.



Unit IV

INTERPRETING IN HEALTHCARE SETTINGS

1. What is the role of an interpreter in medical settings? What problems can they face in this environment?

Medical interpreter services help patients communicate with doctors, nurses, and other medical staff. They provide language services to health care patients with limited English proficiency, interpreting routine consultations with health care personnel, for minor hospital procedures, emergency procedures, and other health-related situations.

2. An interpreter is called to help an English-speaking doctor and their limited-English proficient (LEP) patient. What are procedures to be followed by the interpreter in healthcare setting?

Interpreting Protocols (Guidelines)

Merriam-Webster's Dictionary defines the word **protocol** as a “**system of rules that explain the correct conduct and procedures to be followed in formal situations**”. Protocols establish what is and what is not to be expected from an interpreter and allow for a smooth interpreting session.

A) Before the interpreting session begins (the pre-session)

It is important for the interpreter to establish some guidelines before the interpreting session begins. This is known as “the pre-session”. The interpreter will, 99% of the times, first make contact with the patient before they see the provider. So they should do the following upon encountering the patient:

1) **Greeting:** Tell them your **name**, that you are the **interpreter**, **languages** you interpret in, provide a business card if appropriate,

2) **Confidentiality:** this means that what you interpret you will **keep to yourself**.

3) **Completeness:** that you will **interpret everything** that is said. So if there is something that the patient does not want the provider to know, to please simply not say it during the session.

4) **Direct communication:** to speak directly to the provider.

5) **Manage flow:** request that they speak in 2 or 3 short sentences, **pausing frequently** to give you time to interpret.

6) **Intervention:** that you may intervene to ask for **clarification, a repetition**, etc.

7) Is there anything you need to tell me before we begin?

The pre-session with the provider is basically the same.

Example of a pre-session with a patient:

Hello, Mr. New Patient, my name is Jane Interpreter, I am a source/target language (ENGLISH/ SPANISH for example) interpreter. I will be interpreting for you during your visit with Provider A. I want you to know that I will keep everything that you say confidential. I must interpret everything you say, so if there's something you don't want interpreted, please don't say it. Please speak directly to the provider and make frequent pauses for me to interpret. I may interrupt if I need to clarify something. Is there anything you need to tell me before we begin?

This takes less than a minute to do and makes you look very professional! You only need to do this the **first time** you are to interpret for a given patient or provider. The pre-session is not always done.

B) During the session

1) **Position:** it is recommended that, whenever possible, the interpreter be located to the side and slightly behind the patient. This position is not always possible but **favors direct communication**.

This positioning is conceptually correct but space is generally tight in the examining rooms and it is difficult to move things around so as to assume this suggested position. If you can't assume the recommended position then try to find a “neutral” space from which to interpret which is generally by sitting or standing in one of the corners of the room.

At certain times the patient may be in a gown and it is appropriate to **turn around or look away** if the provider is examining certain private parts or if the skin of parts that are usually covered is being exposed. If you feel that any part of the physical exam would be embarrassing for you if you were the patient, then that is a good reason to turn around or look away to give them the privacy they need to feel comfortable. This also holds true for

a patient in a gown who is asked to lie face up for **straight leg raises**. If you are at the foot of the table this is a clear cut indication to move away from the foot of the table as straight leg raises have the potential to expose a patient's private parts and thighs when they are in a gown.

2) **Interpret in the first person.** So if the patient says: “my nose bled last night” you will NOT interpret “the patient says their nose bled last night”. You will simply interpret in the target language: “my nose bled last night”. Exception: if first person is causing **confusion**. Older patients may become confused because they don't quite know if it is the interpreter or the patient who is addressing them. This is especially true for over-the-phone interpreters where a patient-who's passing a phone back and forth between themselves and the provider-may get confused as to who is saying what! In these cases things go smoother by switching to the third person (“the doctor wants to know if...”) so that they are clear that it is the provider and not you whom is asking.

3) **Look at body language.** If the patient looks confused or answers something different from what is being asked, this may warrant your intervention to check for understanding. You may want to say something like: “As the interpreter, I need to check for understanding” and then ask the patient: “Mr. / Mrs. / Ms. Patient A, can you please tell me what you've understood regarding...” You don't ask IF they understood, you ask them to explain what they understood. That way you know exactly what they understood or misunderstood.

4) **Manage the flow of communication.**

- **Slow 'em down:** At times the speaker may forget to pause. First try waiting for them to breath and at that point jump in and interpret. You can also try raising a hand, palm facing the speaker to suggest a pause. If they still don't get the message, ask them to “please speak in 2 or 3 short sentences, so I can accurately and completely interpret everything you are saying”. Last resort: continue interpreting in simultaneous mode or if you are not proficient in simultaneous interpreting then take notes and summarize at the end.

- **One at a time please!** Prevent parties from speaking simultaneously by asking them to please “speak one at a time”.

- **The chitchat.** Avoid side conversations between yourself and the provider (or other party). This is rude and disconcerting for a patient who may be left wondering if there is something being said about them. Acknowledge the provider's friendly gesture but suggest either leaving the chat for after the session is over or to interpret the conversation so that the patient doesn't feel left out.

5) **Ask for clarification:** when you do not understand a term.

6) **Be transparent.** When you are needing to ask or say something, make sure both parties know that it is you who are the one asking by saying **I, the interpreter, want to ... say, ask, etc.**

7) **Interruptions.** Consider interrupting the session only under **extreme circumstances** to discuss any issue of concern with the other party (let's say that the patient says: “don't tell anyone but I don't want to live anymore”, etc) or if you notice that there was something important missed during the session that should be known (provider about to prescribe amoxicillin when you clearly heard the patient tell the nurse that he was allergic to it).

8) **Family members:** interpret what any family member says. It may be necessary to switch to simultaneous interpretation to interpret that side conversation occurring between the family member and the patient.

9) **Interpreter's services are declined.** If, for whatever reason, the patient refuses your services always tell them that you are willing to withdraw but offer to **stay as a backup** (for any terms they may ultimately not understand). Sometimes a well-meaning family member wants to interpret but does not have the proper training or knowledge of medical terminology and a term like “pool therapy” may wind up interpreted as “pull therapy”! Please assess if it is the patient or the family member who does not want you to interpret. If it is the family member, discuss this with the provider. Keep cool, offer to stay as a backup. Follow any policies that may be in place regarding this situation (hospital's policy or interpreting agency's policy) and always let the doctor know so he can decide. **Do not leave before someone with the proper authority dismisses you!**

10) **Technical discussions amongst colleagues.** At times a provider who is supervising another professional (like for example an attending physician who supervises a resident, or an MD who supervises a PA for example)

may come in for a case discussion. Due to the high register of the language used, just let the patient know that the senior doctor is teaching/discussing the case with the younger doctor/ colleague using very technical words. You do not need to try to interpret that case discussion unless you are asked to. In the rare event that that should occur, you will need to switch to simultaneous mode to do so.

C) After the session (the post-session)

1) **Closing.** If, at the end of the session, the provider does not ask the patient if he has any questions or concerns then please take the liberty of doing that yourself. It is good practice to do so because this gives the patient the opportunity to ask. He cannot later turn around and say that he **was not given the opportunity to do so.**

2) **Additional aid.** Please help the patient with any further matters like: scheduling a follow-up visit for example or if they need to go to another part of the clinic or hospital you may also accompany them to assure that they get where they need to go. Document the provision of interpreting services, if necessary, by having the patient sign an interpretation verification form.

3) **Report ending time.** If you are working for a language services provider (aka interpreting agency) don't forget to report your ending time and the date and time of any follow-up appointments so they can schedule an interpreter (you or someone else).

4) **Problems with a rude provider.** If you feel you were mistreated or disrespected by someone during your work as an interpreter, the time to complain about that is not during the session but with your supervisor at the hospital after the session has ended.

If you are working as an independent contractor, things are a little different as you have more control over who you work with. My personal advice: when you run into rude, disrespectful providers/ staff: just **do not interpret for them any more.** Let the agency know why. There is not much more you can do but by not going there anymore, at least you can keep your stress level down. You also won't be doing the patients a favor by going in to interpret in a hostile environment where you can't focus well on the most important thing you need to do: INTERPRET!

3. Study some peculiarities of the vocabulary used in healthcare environment. Translate the words / word combinations in bold and examples italicized.

Describing problems

The problems which a patient reports to the doctor are called **symptoms**, for example pain or nausea. **Signs** are what the doctor finds, also known as **findings**, on examining the patient, for example high blood pressure or a rapid pulse rate. Symptoms are also known as complaints. To report a patient's symptoms or **complaints**, doctors say: Mr. Farnsworth was admitted **complaining** of chest pain. In case notes, the abbreviation c/o is used: c/o chest pain.

Patients say they **go to (see) the doctor**; doctors say the patients **present**. The symptom which causes a patient to visit a doctor – or to present – is called the **presenting symptom, presenting complaint** or **presentation**: *His presenting symptom / presenting complaint was chest pain. He presented to his GP with chest pain.*

Talking about symptoms

allergic be allergic to	having an allergy caused by an allergy
allergy	a condition that causes illness when someone eats certain foods, touches or breathes in certain substances
anorexia	loss of appetite
blood pressure	a measure of the pressure at which the blood flows through the body
cold	a common infection, especially in the nose and throat, that causes you to cough and sneeze and your nose to run (= drip liquid) or feel blocked
constipation	a condition which makes someone unable to empty their bowels as often as they should
dizzy	feeling as if everything is turning around, and that you are not able to balance and may fall over
cough have / get a cough	to force air out of your lungs through your throat with a short, loud sound

Unit IV. Interpreting in Healthcare Settings

fever have a fever	a medical condition in which the body temperature is higher than usual
hurt	to feel pain in a part of your body
Ill / feel ill	not feeling well, or suffering from a disease
malaise	general feeling of being unwell
pain	a feeling of physical suffering caused by injury or illness
run / have / have got a temperature	to have a higher body temperature than normal and to be ill
sore	painful and uncomfortable because of injury, infection, or too much use
take somebody's temperature	measure the temperature of somebody's body using a special instrument
terrible	unhappy or ill
tiredness / lethargy fatigue / lassitude	loss of energy
weight gain	increase in weight
weight loss	decrease in weight

Talking about treatment

antibiotics	a medicine or chemical that can destroy harmful bacteria in the body or limit their growth
course a... course	a fixed number of regular medical treatments
cure	to make someone with an illness healthy again
fluids	a liquid; a substance that can flow
infection bacterial infection viral infection	a condition in which bacteria or viruses that cause disease have entered the body
painkiller	a drug that is taken to reduce or remove physical pain
prescription	a piece of paper on which a doctor writes the details of the medicine or drugs that someone needs
recover	to become completely well again after an illness or injury
treat	to use drugs, exercises, etc. to cure a person of a disease or heal an injury

4. Read the story. Then act out the conversation with bidirectional interpreting.

When he saw the doctor, the doctor said, “What's the matter with you, Peter? I don't often see you in my surgery.”

I feel terrible, Dr Thomson. I've had a cold and it's just getting worse and worse.'

“Do you have a fever?” asked the doctor.

“I don't know,” said Peter. “I haven't taken my temperature, but sometimes I feel hot and sometimes I feel very cold.”

“You've got a temperature, all right,” said the doctor, when he had taken Peter's temperature with his thermometer. “Are you in any pain?”

“My chest hurts and I've got a sore throat,” replied Peter, “and I have a bad cough, especially at night.”

Doctor Thomson took out his stethoscope and examined Peter. “You've had a viral infection and there's not much you can do about that except take some painkillers to make you feel better. However, you've now got a bacterial infection and that has to be treated with antibiotics. I'll give you a prescription for some and you should start them right away. You're not allergic to penicillin, are you?”

Peter said that he was not and Dr Thomson said, “These pills will soon cure the infection. Take them three times a day before meals with a little water. I've given you a seven-day course and you must be sure to finish the course. Don't stop taking the pills just because you're feeling slightly better. If you do that the infection will just come back. After you've been to the chemist you should go home to bed and be sure to drink plenty of fluids. I'm sure you'll feel better soon.”

Peter hoped so too. By this time he just wanted to go home and lie down. However, in a few days he felt much better and in a week he had fully recovered. The pills had worked.

5. Read the conversations and act them out with one character speaking Russian and an interpreter to provide bidirectional interpreting.

At the drug store

Conversation 1.

Pharmacist: May I help you?

Customer: Yes, do you have anything for a sore throat?

Pharmacist: How long have you had it?

Customer: It just started yesterday.

Pharmacist: Well, I'd recommend these antiseptic lozenges. They'll relieve the pain.

Customer: Thank you.

Pharmacist: But if it gets any worse, you should see a doctor.

Conversation 2.

Pharmacist: Hello. Can I help you?

Customer: Yes. I went to a restaurant last night and ate seafood and now I have an upset stomach.

Pharmacist: How long have you had it?

Customer: Well, it started in the middle of the night.

Pharmacist: Have you seen your doctor yet?

Customer: No, I haven't. You see, I do not live here. I'm visit some friends for a few days.

Pharmacist: Well, I'll give you this medicine, but you should go to a doctor if it doesn't get better.

Customer: Thank you.

At the Doctor's

Conversation 1.

Doctor: How are you?

Patient: Not very well. I have a sunburn.

Doctor: How bad is it?

Patient: It's very bad indeed. Look at my face.

Doctor: How long have you had it?

Patient: I've had it since yesterday.

Doctor: How much suntan lotion did you use?

Patient: I'm afraid I only used a little suntan lotion.

Doctor: Well, use this after-sun lotion, and next time wear a hat!

Conversation 2.

Patient: Good morning, doctor. Can I come in?

Doctor: Good morning. How are you feeling today? You seem a bit under the weather.

Patient: Indeed, doctor. I've been feeling unwell for a few days. I have a headache, a runny nose, and a sore throat.

Doctor: I see. Let's check your temperature and throat. Have you been in contact with anyone who is sick?

Patient: Not that I'm aware of, doctor.

Doctor: Well, it seems like you have a flu. It's important that you rest, hydrate and take the prescribed medication. Also, avoid contact with others to prevent spreading the virus.

Patient: I will do as you say, doctor. Thank you for your advice.

Doctor: You're welcome. Get well soon.

Conversation 3.

Patient: Good afternoon, Doctor.

Doctor: Good afternoon. How can I assist you today?

Patient: I have been feeling constantly thirsty and tired recently. I also noticed that I have been losing weight without any effort.

Doctor: I see. Let's run some tests to find out what's going on. It could be diabetes, but we need to confirm it.

Patient: I understand, doctor. I'll await the test results.

Doctor: Good. In the meantime, try to eat a balanced diet and get regular exercise. These are good practices whether you have diabetes or not.

Patient: I will do my best, doctor. Thank you.

Doctor: You're welcome. Take care.

Conversation 4.

Patient: Hello doctor, good morning.

Doctor: Good morning. Please have a seat and tell me what seems to be the problem.

Patient: I have been experiencing severe back pain, especially after sitting for long periods.

Doctor: I see. Let's run some tests to check for any issues with your spine. In the meantime, try to take regular breaks from sitting and do some light stretching exercises.

Patient: I will follow your advice, doctor. Thank you.

Doctor: You're welcome. Take care.

Conversation 5.

Patient: Good Morning doctor.

Doctor: Good morning! You seem pale and your voice sounds different.

Patient: Yes doctor. I'm having a temperature and even a sore throat.

Doctor: Let me check.

Doctor: You have a moderate fever. Let me check your temperature (*uses a thermometer to check the temperature of a patient by snapping around one of the fingers*).

Patient: This thermometer is different from the last one you used.

Doctor: Yes, this is introduced newly by medical supplies companies. It's much more comfortable and doesn't need cleaning after every use.

Patient: That's really great.

Doctor: Yes it is.

Doctor: (*removed the thermometer*) Temperature is not too high, around 99.8. Let me check your blood pressure as well.

(*He then continues with measuring blood pressure.*)

Doctor: Your blood pressure is fine.

Doctor: (*checks the throat*) It seems a bit scruffy. Not good.

Patient: Yes, it has been quite bad.

Doctor: Do you sweat and shiver?

Patient: Not sweating, but I feel slightly cold when I sit under a fan.

Doctor: Ok. You have few signs of malaria. I would recommend you undergo a blood test. Nothing to worry about. In most cases, the test comes out to be negative. It's just careful, as there has been a spurt in malaria cases in the last month or so.

Doctor: I am writing three medicines and syrup. The number of dots in front of each medicine name tells you how many times in the day you have to take

them. For example, the two dots here mean you've to take the medicine twice in the day, once in the morning and once after dinner.

Doctor: Do you have any other questions?

Patient: No, doctor. Thank you.

Conversation 6.

Doctor: So, what makes you come here?

Attendant: Doctor, my father has been diagnosed with unusual growth of cells in the colon, which other doctors so far have confirmed as a state of cancer.

Doctor: What tests have you conducted?

Attendant: On the recommendation of doctors in Delhi, we did blood tests, CT scan, and biopsy. We have taken three views on the reports and all have come up with opined colorectal cancer. Here are the reports.

Doctor: Yes, this seems cancerous. We need to admit him today itself and get a few tests done. And let's meet tomorrow morning when you have the reports of these tests.

Attendant: OK. Thank you.

(The doctor formulates his observations on his letterhead and gives it over to the Patient. The person then admits the patient and visits the doctor again the next morning with new reports in hand.)

Doctor: The cancer is just one stage before it will expand to other parts. In this case, the best course of action is quick surgery to extract the affected part accompanied by radiation therapy.

Attendant: How many days of treatment will be needed?

Doctor: We can perform the operation in a couple of days. Consequently, we will keep the patient under observation for 4-5 days. Radiation therapy has become pretty regulated and therefore you can get it done in any tier-2 city, which will not only be useful to you but also decrease your cost.

Attendant: And for how long the patient will have to go through radiation therapy?

Doctor: The patient has to take one dose every two weeks for three months. You require to visit the hospital only on days you obtain therapy. Once radiation therapy is done, you should discuss an oncologist every three months in the beginning and every year later on to check for the remission of cancerous cells.

Attendant: OK. I've heard radiation therapy has side effects.

Doctor: Yes, radiation therapy has side effects. It can lead to hair loss, nausea, and loss of appetite.

Attendant: Thank you, doctor. We will get him admitted today.

Conversation 7.

Doctor: What problems do you have?

Patient: I am suffering from stomachache and motions since last night. I have also vomited a few times last night.

Doctor: What did you have yesterday?

Patient: I had some snacks on the roadside stalls. It could be because of it.

Doctor: It is possible that you had contaminated food. Because of diarrhea, you have lost plenty of body fluids. You require to be hydrated. Drink enough water regularly, at least 10-12 glasses. Mix some Glucon-D powder or Electrol in water and have it. Fruit juice is also fine. Avoid caffeine, dairy products, and solid foods at least till evening. And get plenty of rest.

Patient: Any medicines, doctor.

Doctor: Yes, I am prescribing a few to control diarrhea.

Patient: Thank you, doctor.

Conversation 8.

Patient: Nurse, I think I might have a fever. It's so cold in here!

Nurse: Here, let me check your forehead.

Patient: What do you think?

Nurse: You feel a bit warm. Let me get a thermometer to check.

Patient: How do I raise my bed? I can't find the controls.

Nurse: Here you are. Is that better?

Patient: Could I have another pillow?

Nurse: Certainly, Here you are. Is there anything else I can do for you?

Patient: No, thank you.

Nurse: OK, I'll be right back with the thermometer.

Patient: Oh, just a moment. Can you bring me another bottle of water, too?

Nurse: Certainly, I'll be back in a moment.

Nurse: (*coming in the room*) I'm back. Here's your bottle of water. Please put the thermometer under your tongue.

Patient: Thank you. (*puts the thermometer under the tongue*)

Nurse: Yes, you have a slight fever. I think I'll take your blood pressure as well.

Patient: Is there anything to worry about?

Nurse: No, no. Everything's fine. It's normal to have a bit of fever after an operation like yours!

Patient: Yes, I'm so glad everything went well.

Nurse: You're in good hands here! Please hold out your arm...

Conversation 9.

Patient: Good morning, doctor.

Doctor: Good morning. Please sit down.

Patient: I'm having severe pain in my stomach, doctor.

Doctor: I see, How long have you been experiencing stomach pain?

Patient: It's been a couple of days now. First, I took some antacids, but the pain in my stomach has been severe since the day before yesterday.

Doctor: Did you take any other medicine for pain relief?

Patient: No, sir, but my stomach hurt so much last night that I went to the hospital's emergency room, where they gave me a shot. Here's the receipt for the shot they gave me.

Doctor: So how long did it last? Did you experience any stomach pain after getting that injection?

Patient: The pain had eased to the point where I could sleep, but I still had mild abdominal pain, and I've been suffering from severe stomach pain since this morning.

Doctor: Did you check your temperature to see if you had a fever? Did you have any chest pains, a sore throat, vomiting, or diarrhea?

Patient: Yesterday, I experienced a mild fever, but it subsided after I received a shot for a stomach ache. The day prior, I vomited once, and I vomited twice the following day, but not after I was injected with the medication. Also, instead of diarrhea, I am suffering from constipation.

Doctor: Have you noticed the color of your vomit, and is there any blood in your stool?

Patient: There's no blood in my stool, and yes, my vomit is slightly green in color.

Doctor: Do you have any other problems, such as heartburn or acidity?

Patient: Yes, doctor I'm having acidity with continuous Sulfur burps.

Doctor: Could you please tell me where exactly you're having pain?

Patient: Right now, my whole abdomen hurts.

Doctor: I think you are suffering from an intestinal infection. I am writing down some blood tests. Get it done as soon as you can. Meanwhile, if you're suffering from extreme pain, get the injection you received the night before, as it is used to treat pain, nausea, and vomiting.

Patient: Is there something serious?

Doctor: Don't worry. First, let me check your blood reports. If necessary, then we will follow up with an abdominal scan, but I need your reports as quickly as possible, so please don't delay it.

Patient: Do you think I am suffering from ulcers?

Doctor: I cannot predict the results without looking at your blood work. Go get it done, and then we will review the reports and determine what needs to be done next.

Patient: Okay doctor. I'll meet you in an hour.

Doctor: Sure.

At the Dentist's

Conversation 1.

Front desk clerk: How can I help you?

Consuela: I need a dentist. I've lost a filling.

Front desk clerk: How bad is it? There's a dentist down the road, but they are closed over the weekends.

Consuela: It's pretty painful! And, I'm traveling to San Francisco tomorrow.

Front desk clerk: There is a 24-hour emergency dental service downtown. Wait here. I'll call them for you.

Conversation 2.

Wilbur: I'd like to see a doctor, please.

Nurse: Are you a regular patient here?

Wilbur: No, I'm just visiting the area.

Nurse: Can I ask you to complete this form? We'll need some information about you.

SUFFOLK COUNTRY MEDICAL CENTRE BOSTON

Request for Emergency Treatment

Name: _____ Sex: _____

Address: City: _____ State: _____ Zip: _____

Telephone: _____

Your doctor's name & address: _____

City: _____ State: _____ Zip: _____

Name of next of kin: _____

Known allergies to drugs: _____

Pre-existing medical conditions: _____

Present complaint: _____

Signature: _____ Date: _____

Conversation 3.

Patient: Hi, I have an appointment with Dr. Smith at 2 PM under the name John Doe.

Receptionist: Good afternoon, Mr. Doe! Yes, I see your appointment here. Please have a seat, and Dr. Smith will be with you shortly.

Conversation 4.

Patient: Could you tell me what a regular check-up involves?

Dentist: Of course! A check-up typically includes a cleaning, an examination of your teeth for cavities, and an assessment of your gum health. We may also take X-rays if necessary.

Patient: What does the treatment for a cavity entail?

Dentist: The dentist will remove the decayed portion of the tooth and then fill it with a substance like composite resin or amalgam.

Conversation 5.

Front Desk: We'll need your insurance card to check your coverage and process the claim.

Patient: Do you accept dental insurance?

Front Desk: Yes, we do.

Patient: I need to book a follow-up appointment for a filling.

Receptionist: Certainly, we have openings next week. Would you prefer a morning or afternoon slot?

Conversation 6.

Patient: I'm in a lot of pain; I think I might have an abscess.

Dentist: We need to take care of that immediately to prevent any further infection. Let's get you an emergency appointment.

Patient: What should I do after getting a tooth extracted?

Dentist: It's important to keep the area clean and avoid eating hard foods. Also, don't drink from a straw for the next 24 hours to allow the clot to form properly.

Conversation 7.

Patient: I'm interested in teeth whitening. What options do you offer?

Dental Assistant: We offer in-office bleaching, which can be done in about an hour, or take-home bleaching kits that you can apply yourself over a couple of weeks.

Patient: How can I improve my dental hygiene at home?

Dental Assistant: Brush twice a day with fluoride toothpaste, floss daily, and consider using an antiseptic mouthwash to reduce bacteria.

Conversation 8.

Patient: My son might need braces. What's the process for getting them?

Orthodontist: We would start with an assessment of his teeth and possibly X-rays. Then we discuss options like traditional braces or clear aligners.


Conversation 9.

Parent: My daughter is scared of the dentist. How do you handle children?

Pediatric Dentist: We aim to create a friendly and fun atmosphere. We explain procedures in a kid-friendly way and sometimes use distractions like cartoons.

6. Using the sample label provided, answer the questions that follow to determine what important information must be included on a prescription drug label.

Sample of Prescription Drug Label

MANITOBA Pharmacy 204 Manitoba Street Winnipeg MB M2B 2Y2 Canada Store # 0001 Phone: 204-204-2004		
Rx# 2042042 Ref:0 Dr. Manitoba		
KEEP OUT OF REACH OF CHILDREN	Toba Man	
	TAKE 1 CAPSULE THREE TIMES DAILY UNTIL FINISHED (ANTIBIOTIC)	
	APO-AMOXI 500MG AMOXICILLIN 500MG RED/YEL/ELLIP/APO{500}	
	30 CAP 14 Oct 2007 Total:21.43	
		APX 00628123
		EDS
 Important: Take this medication for the prescribed duration.		

1. What is the name of the pharmacy? 2. What is the address of the pharmacy? 3. What is the store number of the pharmacy? 4. What is the phone number of the pharmacy? 5. What is the prescription number? 6. What is the physician's name? 7. What is the date that the prescription was filled? 8. What is the name of the person for whom the drug is prescribed? (Prescription drugs should be used only by the person for whom the drugs were prescribed.) 9. What is the brand name of this drug? (Various manufacturers or companies may make the same generic drug but will call it by their own brand or trade name.) 10. What is the name of the medication or the main ingredient? 11. What is the strength of the medication? 12. What do the letters APX mean? 13. What does the number listed below the company code represent? 14. How much is in the package? 15. What are the directions or instructions for taking the medication? 16. Are there any cautions or warnings on the label? 17. Do prescription drug labels often include any additional information that is not on this one?

Vocabulary

antacid	a medicine you can take to reduce or prevent the uncomfortable feeling of having too much acid in the stomach
lozenge	a small, flat sweet that you suck to make a cough or sore throat feel better
check someone's forehead	put your hand between the eyes and hair to check for a temperature
controls	the instrument that allows a patient to move the bed up or down
fever	temperature that is much higher than normal
filling	the artificial substance put into holes in teeth to repair them
operation	surgical procedure
painkiller	a drug that is used to reduce or remove physical pain
pillow	a soft object that you put under your head when sleeping
raise / lower the bed	putting the bed up or down in a hospital
slight fever	a body temperature that is slightly higher than normal
take someone's blood pressure	to check someone's blood pressure
thermometer	instrument used to measure a temperature
upset stomach	a slight illness affecting your stomach and/or bowels characterized by nausea, vomiting and/or diarrhea.

Consolidation

1. Why is it necessary to provide interpreting in medical settings?
2. What are the peculiarities of interpreting in medical settings?
3. What are the responsibilities of an interpreter in medical settings?
4. Make up new conversations. There are three parties (at least), including an interpreter.



Unit V

INTERPRETING IN EDUCATIONAL SETTINGS

1. Why is interpreting necessary in educational settings? What kinds of environment do educational interpreters work in? Read to answer the questions.

Educational Interpreter Job Description

The job description for an educational interpreter typically includes the following duties: providing interpreting services in classrooms, meetings, and other educational settings; translating written materials into sign language or spoken language; tutoring students who are deaf or hard of hearing; working with teachers and other school staff to ensure that students are receiving the services they need.

The Role of Educational Interpreters

Educational interpreters play a vital role in ensuring that students who are deaf, speak another language, or hard of hearing have equal access to education. They provide interpreting services in a variety of educational settings, including classrooms, meetings, and field trips. Educational interpreters must be fluent in both spoken and signed language, and they must be able to work effectively with students, teachers, and other school staff.

An educational interpreter is a professional who facilitates communication between deaf, foreign-language, or hard of hearing students and their hearing peers, teachers, and other school personnel.

In the classroom, education interpreters interpret teachers' explanations and instructions, and student interactions. Overall, the interpreter's goal is that the student can fully access all sound information. Educational interpreters can help to ensure that all students have the opportunity to succeed in school.

In parent meetings and other settings, interpreters assist in the interaction between the teachers or other faculty members and the family members of the students. The interpreters generally interpret conversations and instructions consecutively in one-on-one meetings where topics like student's performance are discussed. As professional interpreters, they are trained to

convert what is expressed and nothing more, remaining impartial. This allows for the development of trust between the parties.

Education interpreters use their knowledge of both spoken and signed language to ensure that all students have equal access to education.

Over the past few years, the demand for educational interpreters has been steadily rising. More and more limited English proficiency (LEP), deaf, and hard of hearing students are entering the educational system by the year. And this naturally increases the need for someone to help them cross the language barrier.

Educational interpreters have a deep understanding of how to work with the emotional content of children. They pick up on cues of when the student needs assistance in the class. In essence, the most critical role of an educational interpreter is to ensure that the child fully comprehends the information being presented by the teacher.

When working with LEP students, educational interpreters are present with PTA (Parent-Teacher Association) meetings, disciplinary health meetings, and discussions to review the academic plan in place for the student. They interpret as and when needed to ensure that the student's parents are involved in the child's educational needs.

What Don't Educational Interpreters Do? It's important to remember that educational interpreters are not teachers. Students might get the impressions that they have "a second teacher" if they observe the presence of the interpreter in the classroom. Still, in reality, the interpreter is just there to assist students with hearing impairments and those with different language skills.

Language Services for Higher Education

In addition to the secondary education and responding to the needs of U.S. school districts, institutions of higher education serving ELL (English Language Learners), limited-English proficient (LEP), refugee, and international students require interpretation and translation services. Interpreters and translators may also be necessary to communicate effectively with non-English speaking families and LEP communities. The following IHE's may experience a greater need for language services to support distance learning during the COVID-19 pandemic: colleges and universities; liberal arts colleges; graduate schools; community colleges; institutes of technology; trade schools.

Students Who May Require Language Services

- Students not born in the United States or whose native language is a language other than English
- Students who come from environments where a language other than English is dominant
- Students with difficulty speaking, reading, writing, or understanding the English language
- Students from environments where a language other than English has had a significant impact on his/her level of English language proficiency

2. Read the dialogues between a teacher and a student. Then act them out as three parties, i.e. a Russian speaker, an English speaker, and an interpreter.

Conversation 1.

Student: Good morning, teacher. Can I come in?

Teacher: Good morning. Yes, please come in.

Student: Teacher, I came here to apologize. Sorry for being late yesterday.

Teacher: Do you know it's important to be on time because punctuality shows your discipline?

Student: Yes Ma'am. I'll make sure to be on time from now on.

Teacher: That's a positive step. Also, I heard that you haven't submitted your English assignments yet. What is the reason?

Student: Ma'am these days I am struggling to stay focused while studying. I also find it hard to resist distractions.

Teacher: Setting a schedule can improve your focus and time management.

Student: What else can I do to improve Ma'am?

Teacher: Practice self-control. Limit distractions for better discipline. Discipline helps in achieving goals.

Student: Okay Ma'am. I will surely practice it.

Teacher: Also meeting deadlines is essential. It reflects discipline and responsibility.

Student: I'll organise my tasks to submit assignments promptly.

Teacher: That's the spirit. Consistency in discipline leads to success.

Student: Thank you for your guidance, teacher.

Teacher: You're welcome. Remember, discipline shapes a successful future.

Conversation 2.

Student: Uh, excuse me, Professor Thompson. I know your office hours are tomorrow, but I was wondering if you had a few minutes free now to discuss something.

Professor: Sure, John. What did you wanna talk about?

Student: Well, I have some quick questions about how to write up the research project I did this semester about climate variations.

Professor: Oh, yes. You were looking at variations in climate in the Grant City area, right? How far along have you gotten?

Student: I've got all my data, so I'm starting to summarize it now, preparing graphs and stuff. But I'm just... I'm looking at it, and I'm afraid that it's not enough, but I'm not sure what else to put in the report.

Professor: I hear the same thing from every student. You know, you have to remember now that you're the expert on what you've done. So think about what you'd need to include if you were going to explain your research project to someone with general or casual knowledge about the subject, like... Like your parents. That's usually my rule of thumb: would my parents understand this?

Student: OK. I get it.

Professor: I hope you can recognize by my saying that how much you do know about the subject.

Student: Right. I understand. I was wondering if I should also include the notes from the research journal you suggested I keep?

Professor: Yes, definitely. You should use them to indicate what your evolution in thought was through time. So just set up, you know, what was the purpose of what you were doing to try to understand the climate variability of this area and what you did, and what your approach was.

Student: OK. So, for example, I studied meteorological records; I looked at climate charts; I used different methods for analyzing the data, like certain statistical tests; and then I discuss the results. Is that what you mean?

Professor: Yes, that's right. You should include all of that. The statistical tests are especially important. And also be sure you include a good reference section where all your published and unpublished data came from, 'cause you have a lot of unpublished climate data.

Student: Hmm... Something just came into my mind and went out the other side.

Professor: That happens to me a lot, so I've come up with a pretty good memory management tool. I carry a little pad with me all the time and jot down questions or ideas that I don't wanna forget. For example, I went to the doctor with my daughter and her baby son last week, and we knew we wouldn't remember everything we wanted to ask the doctor, so we actually made a list of five things we wanted answers to.

Student: A notepad is a good idea. Since I'm so busy now at the end of the semester, I'm getting pretty forgetful these days. OK. I just remembered what I was trying to say before.

Professor: Good. I was hoping you'd come up with it.

Student: Yes. It ends up that I have data on more than just the immediate Grant City area, so I also included some regional data in the report. With everything else it should be a pretty good indicator of the climate in this part of the state.

Professor: Sounds good. I'd be happy to look over a draft version before you hand in the final copy, if you wish.

Student: Great. I'll plan to get you a draft of the paper by next Friday. Thanks very much. Well, see ya.

Professor: OK.

Conversation 3.

Professor: OK, before we continue, does anybody have a question? Oh, lots of questions, I see. OK, we'll go one at a time. Yes?

Student: Thank you. You talked about Fibonacci numbers in the lecture. Sorry, I don't understand. Can you explain?

Professor: Of course. What do you want to know?

Student: OK ... I hope this isn't a silly question, but what does Fibonacci actually mean?

Professor: No question is ever silly – it's always good to ask. OK, it's the name of a person. Fibonacci was a European mathematician in the Middle Ages.

Student: Ah, OK. Thanks. So, we know he was a person, but what are the Fibonacci numbers? I don't get it.

Professor: The Fibonacci numbers are a sequence of numbers. They go 1, 1, 2, 3, 5, 8 and so on. Do you see the sequence? Do you see how it works?

Student: I'm not sure.

Professor: OK. This is how it works. The first number is 1, then 1 again, then 2. The third number is the first number plus the second number. The

fourth number is the second number plus the third number: 1 plus 2 is 3. The fifth number is the third number, 2, plus the fourth number, 3. So the fifth number in a Fibonacci sequence is 5.

Student: Ah! I think I understand now. But what about their importance? You said these were very important.

Professor: Yes, let me explain. This sequence of numbers is important because we see it in many things. Fibonacci numbers are common in geometry, they are common in nature, for example in plants. We see the sequence everywhere.

Student: Could you give us some more examples?

Professor: OK ... well, we don't have time right now but I can bring more examples in for next class, OK?

Conversation 4.

Professor: So you told me that you have been having difficulties with taking part in seminar discussions. I have invited you here to see if we can come up with some suggestions and solutions sometimes talking about these things can be helpful. Mika, you said that you think speaking and listening abilities are related.

Mika: Yes. It was really difficult because basically, I wasn't good at listening during discussions, you know, you need to understand what is going on. So, if you miss some things that people say, it's very difficult to catch up with the topic. Also, when the tutor asks me a question, sometimes I couldn't understand the question and I were answering by making a guess about what he was asking. Usually, the result was that he said something like I think you didn't understand my question which was quite embarrassing for me.

Professor: Martina, have you personally had many difficulties taking part in discussions?

Martina: Oh, yes, definitely, especially at the very beginning of the course in terms of speaking. I think I feel that the students when talking in class, there is no end to the conversation. They sometimes talk continuously regardless of whether you raise a hand. However, they will usually stop and let you speak if you just interrupt someone. In the beginning, I think I was trying to adapt to this kind of environment or classroom chemistry. It was difficult because of my language ability and the beginning students especially native speakers' students. Well, their English is well, I don't need to

comment about their English but the speed and the fluency of their English made interactional intervention. I mean interruption very difficult for students like me like us non-native speakers. One thing I learned to try and do is to think and try to anticipate where the discussion might go so that when for example, they talk about something, you know, like when they talk about for example, how children think, I can get some ideas in my mind and then I can join in. Before by the time I had collected all my thoughts and was ready to join in the discussion has moved on. So basically, I think it requires you to think quickly and think ahead if you want to join in.

Professor: Macau have you done anything to try and improve and to participate in such discussions?

Macau: I think I have. For example, now, I have more discussions with my classmates outside the classroom and talk about them with some of the questions raised in the Sona Manoj. If you ask tutors about your concerns, they listen to you very carefully and I pay attention to the issue in the future. Do they also try to how do you say it in English? Catch your eye and see if you are ready to make a comment. If you are getting crap the native speakers and watch the other idiom give you the floor. That's it. Tutors are very good at accommodating all the people in the room, but you have to let them know that you want to speak. Eye contact and body language can be useful.

Professor: Martina, with regards to speaking in discussions, what advice would you give to another student coming to study in England?

Martina: Be polite when you discuss something or argue something. Don't be aggressive, just be polite and argue in a polite way. And if you say something wrong just admit it. English students don't mind if you make a mistake and you should admit it and then continue the argument or discussion if you have a really good idea or previous knowledge about the subject under discussion. My view is respected. But if I don't have anything to say about the topic, that's not good. So, I advise the students from overseas to be prepared and to be polite. It's a good chance for you to talk and share take it.

Professor: Mika, what advice would you give to international students about how to prepare for discussion activities?

Mika: If you want to improve your English abilities, it takes some time. You must be realistic. You cannot make a quick improvement easily. But what you can do immediately is to have enough knowledge on that subject. If you

have enough knowledge, for example, if you know technical terms you can there is a much higher probability that you will understand the content of the seminar. You can also help yourself by using your English outside the seminar. If you make some friends from your seminar groups, you will also find that they like to discuss - discuss topics with you in the seminars. So that's the advice I would give. I agree with Martina about being prepared before the discussion. I find these English students are very interested in how things are done or tackled in other countries. However, they can be impatient if you take too long to express yourself, well, thank you very much. I hope that's given you a few ideas.

3. Read the lecture. Provide 1) sight interpreting and 2) consecutive interpreting.

Hello everybody. Thank you for coming. I know that you are all very busy at this time. But I hope that by coming to this talk, you'll at least get some useful information for when you go to study overseas. Well today, I want to talk about the effect of cultural background on learning style (i.e) how our learners' culture might impact on his or her approach to study. I want to begin by looking at some basic cultural values and how these affect teaching and learning. I'll then go on to present evidence that shows that approaches to learning which are acceptable in one culture may not be acceptable in another. If you have any questions, I would be happy to answer them at the end of the talk. Now, I want to start by introducing the two concepts. They are actually contrasting concepts. These are conserving and extending cultures. What do these terms mean? Experts have categorized cultures as being either basically conserving or extending in their attitude to the transmission of knowledge. Let me give you an example to try to make this clear. A good example of a conserving cultural attitude is demonstrated by most Arabic cultures.

Here there is the requirement to learn the holy book, the Quran, by heart. This demands a huge effort of memorization, as you can imagine the way the coroner's learned impacts the way other subjects are learned generally. It might also have an effect on learner's perception of what constitutes an acceptable teaching style. By this, I mean that the unquestioning acceptance of the messages in the Quran and the concentration and repetition necessary to memorize

those messages are transferred to the learning of school subjects and to the expectations students have on teachers. That's Arab culture.

Let's turn now to Chinese culture. There is evidence to suggest that Chinese culture is conserving nature. For example, keeping quiet in the classroom, listening to the teacher, not talking to other students not interacting. These tend to characterize the Chinese classroom. As a result, Chinese Learners do not develop argumentation skills as quickly as their American counterparts. American students tend to be actively encouraged to question their teachers, their materials and to interact with other classmates. However, I have to say in the interest of balance the Chinese students tend to work with greater concentration, but this is not the point I'm trying to make. The point is that some cultures display a conserving attitude to teaching and learning while others display a more extending attitude to learning. Now, the memorization and non-interactive styles of learning encouraged for example in Arabic and Chinese cultures, made disadvantaged learners at least initially when they progress from Secondary School to University. Why is this? Well, it's because universities worldwide are increasingly adopting with a few local variations, the Western requirement for students to show argumentation skills in written assignments and effective interpersonal skills in tutorials and seminars. In other words, the world model for University teaching and learning is now the Western model, the interactive mode if you like, now, of course, students from conserving backgrounds who go on to study in and extending culture will obviously need to adapt to a different learning style to accommodate to the new conditions. This unsurprisingly can often prove to be a painful process.

However, such learners are able to make the transition quite successfully with guidance from academic staff and a lot of determination from their own part to unlearn or dismantled the study-related approaches and strategies acquired in their own cultures. Let me give you some examples from real life to try to illuminate this issue. I have put these on slides...

That's all I want to say for the moment. I hope you'll find what I said interesting and useful when you go overseas to study. Are there any questions?

(<https://ieltsit.com/news/e-482-lecture-about-some-useful-information-when-you-go-to-study-overseas-ielts-listening-sample>)

4. Read the dialogue between a teacher and a parent. Then act them out as three parties, i.e. a Russian speaker, an English speaker, and an interpreter.

Teacher: Hello ma'am. Please have a seat.

Parent: Thank you so much.

Teacher: Yes please, tell me.

Parent: Actually I wanted to know about the progress of my child.

Teacher: Karan is doing well in all the subjects except mathematics.

Parent: But mathematics is a subject he practices a lot.

Teacher: He needs more attention on that.

Parent: Sure, we will focus on him but I want that more attention should be given to him in his class so that he can score good grades.

Teacher: Don't worry, I had a word with his mathematics teacher and I discussed his problem with her.

Parent: Thank you so much.

Teacher: Please don't mention that.

Parent: I have one more request. If you could please update me with his progress in the last month.

Teacher: Sure, you can have a word with me anytime or we can also fix a meeting.

Parent: Sure.

Teacher: Rest don't worry, he is under our guidance and we will take right care of him.

Parent: Thank you, ma'am.

Teacher: You're welcome.

Consolidation

1. Why is it necessary to provide interpreting in educational settings?
2. What are the peculiarities of interpreting in educational settings?
3. Are interpreters wanted in Russian educational institutions as much as in the USA?
4. Make up new conversations. There are three parties (at least), including an interpreter.



Unit VI

INTERPRETING IN BUSINESS SETTINGS

1. Read about the role of an interpreter in business environment. Discuss what you should know as an escorting interpreter.

Mastering International Business Etiquette with Interpreters

Business etiquette is crucial in the corporate world, helping to create a mutually respectful atmosphere, improving communication, and enabling people to behave in an appropriate manner. Violating even the smallest rules of corporate etiquette can impose barriers, create the wrong impression, and potentially jeopardise business relationships.

This etiquette is even more important when conducting business in a different language or another country. In these scenarios, the accepted business etiquette may be totally different from what you're used to. This is why it's recommended that you work with experienced interpreters, who can help you adhere to these rules, and set you on the right track to international success, no matter where you're doing business.

Why mastering international business etiquette is important. Despite English being a lingua franca in much of the world, it's only spoken by 20% of the world, which means there's no guarantee that overseas clients will, or can, conduct business in your native tongue. And even if they are willing to do so, this doesn't mean that things will go smoothly. With each country's individual business etiquette being influenced by its own unique culture, you may find that there is a greater chance of making mistakes or being unintentionally rude when conducting international business from country to country. This could be very damaging to your client relationships. Indeed, properly adhering to country-specific business etiquette can be what determines whether or not a business meeting is successful. By knowing and practising these customs, you can not only communicate more effectively, but demonstrate respect for your counterparts. This is something that they're likely to value, and bolsters the possibility of a successful business relationship.

What you need to know about international business etiquette. There are numerous components of business etiquette, from how to address somebody appropriately to maintaining a suitable physical distance. These may all differ depending on the country you're in. Here are a few examples for you to consider:

Using the proper names and titles. In certain countries (like France), people usually refer to one another by using their title followed by their surname – at least until somebody suggests using first names. However, in Germany, it is common for people to use a person's title followed by their job role, especially if they are high-ranking. For instance, a director may be referred to as "Frau/Herr Direktor." However, other countries go the complete opposite way, businesspeople in Thailand typically addressing each other by their first names.

Greeting people appropriately. They say first impressions are the most lasting, and the way you greet somebody provides you with your earliest opportunity to make a great one. However, what is deemed appropriate varies wildly from country to country, and doing something seen as awkward or rude in somebody else's culture could ruin the impression you make. For example, while handshakes are a common greeting in many countries, in Japan people bow to each other, while Belgians greet one another with three kisses (or air kisses).

Punctuality. While being late to a business meeting is seen as rude here in the UK, and in countries like Germany and Japan, this isn't the case everywhere. For instance, in India and many South American countries, being late isn't anywhere near as big of a deal. Conversely, other nations consider arriving on time to a meeting as still being late, with French businesspeople typically turning up to meetings at least ten minutes before it's due to start.

How interpreters can help. They know your business prospect's native tongue. Many aspects of business etiquette come down to communication, so if you can't fluently speak your business prospect's language, an interpreter will be able to get your message across much more accurately. Considering every industry has its own specific terminology, and aspects which require clear translation, it's also important that you hire somebody who understands all of this, or you'll fail to get your message across.

They understand your business prospect's cultural attitudes. As we've touched upon, cultural customs have a huge impact on a country's corporate etiquette, and you may well find them hard to grasp, or simply be unaware that they exist altogether. With a professional interpreter, a lot of this pressure is taken off your hands. Interpreters understand these cultural traditions down to a tee, and can advise you on how to behave in both social and business situations. For instance, in countries like Brazil it is common for prospective business partners to meet up several times – including socially – before sealing a deal, something an interpreter would know and be able to inform you about in good time.

2. First, read the dialogue and make sure that you understand the vocabulary. Next, practice the meeting as a role-play with other students.

Introductions. Begin the meeting with introductions with special attention paid to newcomers.

Meeting Chairman: If we are all here, let's get started. First of all, I'd like you to please join me in welcoming Jack Peterson, our Southwest Area Sales Vice President.

Jack Peterson: Thank you for having me, I'm looking forward to today's meeting.

Meeting Chairman: I'd also like to introduce Margaret Simmons who recently joined our team.

Margaret Simmons: May I also introduce my assistant, Bob Hamp.

Meeting Chairman: Welcome Bob. I'm afraid our national sales director, Anne Trusting, can't be with us today. She is in Kobe at the moment, developing our Far East sales force.

Reviewing Past Business

It's a good idea to review past business shortly before moving on to the main topic of discussion.

Meeting Chairman: Let's get started. We're here today to discuss ways of improving sales in rural market areas. First, let's go over the report from the last meeting which was held on June 24th. Right, Tom, over to you.

Tom Robbins: Thank you Mark. Let me just summarize the main points of the last meeting. We began the meeting by approving the changes in our

sales reporting system discussed on May 30th. After briefly revising the changes that will take place, we moved on to a brainstorming session concerning after customer support improvements. You'll find a copy of the main ideas developed and discussed in these sessions in the photocopies in front of you. The meeting was declared closed at 11.30.

Beginning the Meeting. Make sure that everyone has an agenda of the meeting and stick to it. Refer to the agenda from time to time during the meeting to keep the discussion on track.

Meeting Chairman: Thank you Tom. So, if there is nothing else we need to discuss, let's move on to today's agenda. Have you all received a copy of today's agenda? If you don't mind, I'd like to skip item 1 and move on to item 2: Sales improvement in rural market areas. Jack has kindly agreed to give us a report on this matter. Jack?

Discussing Items. Discuss items on the agenda making sure to paraphrase and clarify as you move through the meeting.

Jack Peterson: Before I begin the report, I'd like to get some ideas from you all. How do you feel about rural sales in your sales districts? I suggest we go round the table first to get all of your input.

John Ruting: In my opinion, we have been focusing too much on urban customers and their needs. The way I see things, we need to return to our rural base by developing an advertising campaign to focus on their particular needs.

Alice Linnes: I'm afraid I can't agree with you. I think rural customers want to feel as important as our customers living in cities. I suggest we give our rural sales teams more help with advanced customer information reporting.

Donald Peters: Excuse me, I didn't catch that. Could you repeat that, please?

Alice Linnes: I just stated that we need to give our rural sales teams better customer information reporting.

John Ruting: I don't quite follow you. What exactly do you mean?

Alice Linnes: Well, we provide our city sales staff with database information on all of our larger clients. We should be providing the same sort of knowledge on our rural customers to our sales staff there.

Jack Peterson: Would you like to add anything, Jennifer?

Jennifer Miles: I must admit I never thought about rural sales that way before. I have to agree with Alice.

Jack Peterson: Well, let me begin with this Power Point presentation. As you can see, we are developing new methods to reach out to our rural customers.

John Ruting: I suggest we break up into groups and discuss the ideas we've seen presented.

Finishing the Meeting. Close the meeting by summarizing what's been discussed and scheduling the next meeting.

Meeting Chairman: Unfortunately, we're running short of time. We'll have to leave that to another time.

Jack Peterson: Before we close, let me just summarize the main points: Rural customers need special help to feel more valued. Our sales teams need more accurate information on our customers. A survey will be completed to collect data on spending habits in these areas. The results of this survey will be delivered to our sales teams. We are considering specific data mining procedures to help deepen our understanding.

Meeting Chairman: Thank you very much Jack. Right, it looks as though we've covered the main items Is there any other business?

Donald Peters: Can we fix the next meeting, please?

Meeting Chairman: Good idea Donald. How does Friday in two weeks time sound to everyone? Let's meet at the same time, 9 o'clock. Is that OK for everyone? Excellent. I'd like to thank Jack for coming to our meeting today. The meeting is closed.

3. Study some business small talks tips, read examples of business small talks and learn useful phrases. Act out all the conversations with bilateral interpreting.

Introducing yourself and others in English

1. Starting a conversation: introducing yourself.

Jason: I don't think we've been introduced. I'm Jason. Jason Horn.

Susan: Nice to meet you. I'm Susan.

Jason: Pleased to meet you, Susan. How are you enjoying the conference so far?

Susan: It's been great. I've met so many interesting people. And it's a nice break from the office, to be honest.

Jason: I know what you mean. Have you been to one of these conferences before?

Susan: Yes, I was at the one in Glasgow a couple of years ago. What about you?

Jason: That's funny, I was there, too.

Business small talk tip: What's in a name?

People from English speaking countries usually use their first names at work and in business situations. If someone says their last name first, however, they probably expect you to use it. Ask the person to say their name again if it's unclear. It's important to get it right.

2. Introducing someone else in English.

Jason: Susan, this is my Norwegian colleague, Fridtjov. We work in the same department. Fridtjov, this is Susan.

Fridtjov: Good to meet you.

Susan: It's nice to meet you, too. Em, could you say your name again for me?

Fridtjov: It's Fridtjov. Don't worry. Everyone has difficulty pronouncing my name.

Susan: Fridtjov. Is that how you say it?

Fridtjov: Yes. Perfect!

Starting a conversation with someone you already know

3. Reconnecting with someone.

Susan: Gesine? Hi, it's Susan. Susan Christie.

Gesine: Oh, hi, Susan! I thought I recognized you. How are you?

Susan: I'm great, thanks. And you?

Gesine: I'm fine. Fancy meeting you here! What are the chances?

Susan: I know. You wouldn't have time for a quick coffee, would you?

Gesine: Sure. That would be lovely.

4. Starting a conversation: Meeting in person.

Jason: You must be Gesine. I'm Jason. It's good to meet you at long last.

Gesine: Ah, Jason. It's great to meet you. We've been talking on the phone for years – it's funny that this is the first time we've actually met.

Jason: I know! Come on, I'll introduce you to my colleagues.

5. You don't remember me.

Jason: Ben? Hi, I'm Jason. You don't remember me, do you?

Ben: I'm sorry. Can you jog my memory?

Jason: Jason Horn. We met last year in Bristol. At the conference.

Ben: Oh, right. I remember now. We met at one of the evening events, right? Was it the one in the town hall?

Jason: Yes, that's the one.

Ben: Goodness, I'm so sorry. It's good to see you!

Jason: No worries.

Breaking the ice in small talk situations

6. Travel small talk.

Jason: How was your trip, Gesine? Not too arduous, I hope.

Gesine: No, it wasn't arduous at all. The plane was almost empty, so I had three seats all to myself. And I took the tram here. The venue is very central, isn't it?

Jason: You can say that again! Now, how about we grab a coffee before we get down to business?

Gesine: That would be great. Thanks.

7. Small talk about background.

Susan: Jason said you're from Norway. How long have you lived here?

Fridtjov: I moved here in 2007.

Susan: Oh, that's quite a while. I've always wanted to go to Norway. Whereabouts are you from?

Fridtjov: I'm from Trondheim. Have you heard of it?

Susan: Yes, I have. A friend of mine lived there, actually. The world's biggest sundial is in Trondheim, isn't it?

Fridtjov: Yes, that's right! The Trondheim Torg. That's funny that you know about that.

8. Asking someone where they come from.

Fridtjov: And what about you, Susan? Where are you from? I can't quite place your accent.

Susan: I'm from Northern Ireland. But I moved here when I was a teenager, so my accent isn't as strong as it used to be.

Fridtjov: Oh, right. I've never been to Northern Ireland before. Are you from Belfast?

Susan: No, I'm from Portstewart. It's about 60 miles north of Belfast.

9. Small talk about accommodation.

Susan: So, where are you staying while you're here?

Gesine: At the inn by the park. Do you know it?

Susan: I've never stayed there, but I've only heard good things about it. It's very handy for the conference venue.

Gesine: It is, and it's very comfortable. I don't travel much in my job, so it's a bit of a treat to stay in a nice hotel and not to have to worry about my kids and so on.

Susan: I bet.

10. Small talk about the weather.

Ben: I can't believe the weather we've been having – rain, rain, rain. It's so depressing.

Jason: Yeah, I know. I heard that it's supposed to get better by the end of the week.

Ben: Really? Isn't that what they said last week?

Jason: Yeah, well, you can't really trust the weather forecast. It's the time of year, though, isn't it? It's always miserable in January.

Keeping the conversation going

11. Small talk about your family.

Susan: I think I remember you said you had three kids. Is that right?

Gesine: Yes, just the three.

Susan: Just three? Sounds like a bit of a handful to me.

Gesine: It's getting easier, now that they're older. They can even be quite good company sometimes.

Susan: And you have a dog, too, don't you?

Gesine: Well, we did. He passed away last year, unfortunately.

Susan: Oh, dear. I'm so sorry. Losing a pet is awful.

Gesine: Yeah, it is. Anyway, let's talk about something cheerier.

12. Telling a story.

Gesine: You'll never guess what happened to my daughter the other day.

Susan: What?

Gesine: Well, she's 15 and loves entering competitions. But sometimes, you have to be 18 to enter, so I let her use my name. Well, she won. Or rather, I did.

Susan: Cool! What did you win?

Gesine: A luxury holiday for two in the Maldives!

Susan: That's amazing! Are you taking your daughter or husband?

Gesine: My daughter, of course.

13. Small talk about work.

Jason: So, are you still with the same company?

Ben: Yeah, I am, actually. It'll be ten years next year.

Jason: And everything's going well?

Ben: Things have noticeably picked up, so that's a relief. What about you? Have you been promoted yet?

Jason: *[laughs]* I have, actually. I remember telling you about that.

Ben: Good for you! What's your official title these days, then?

Jason: Principal planning consultant.

Inviting somebody along

14. An invitation to the pub.

Jason: A few of us are going to the pub. Would you like to join us?

Ben: I'd love to. Thanks. What time are you going?

Jason: Around 7.30 this evening.

Ben: Oh, I forgot. I've got to call the New York office at eight. I'm not going to be able to make it.

Jason: Why don't you come along after your call?

Ben: OK, I could do that. Where are you going to be?

Jason: At the Prince of Wales on Market Wynd.

Ending a conversation

15. Saying Goodbye.

Susan: Is that the time? I'd better get back to work. Listen, it was lovely catching up. I'm so glad I bumped into you.

Gesine: It was great to see you, too, Susan. It made my day.

Susan: Give me a call next time you're in London.

Gesine: I will, for sure.

Susan: Have a safe trip back home and a great time in the Maldives!

Gesine: Thanks, I will! Take care.

4. Match each country (China, Germany, the US) to the description of its business culture (1 – 3).

Business culture 1. We have a direct formal style of communication, which may seem rude to people from other cultures. We generally use surnames when talking to each other at work. We do not have an open-door policy. We often work with our office closed.

Business culture 2. We believe that time is money, so we like to get down to business quickly. We are direct and open in our business relationships, and are open about our personal lives, too. We generally use first names or nicknames when talking to each other at work.

Business culture 3. We believe in consensus, so everyone should agree about an opinion or idea. In our country, staff obey their managers and respect their instructions. It is very important to know the title and status of people we communicate with.

5. Read about the fundamentals of British business culture. Discuss the similarities and differences to Russian business culture.

The fundamental principles of business culture in the United Kingdom are courtesy, politeness, discipline and punctuality. The British are known for their “tongue-in-cheek” and ironic humour, which they may use when doing business.

The business culture is less hierarchical than most countries in mainland Europe, as managers keep a marginal power distance. However, hierarchies are still definitive and influence the decision-making process. Decisions are usually made from the top down, nevertheless they are not imposed abruptly upon staff but rather presented as guidelines or suggestions to follow. The decision-making process usually takes time and higher-ranking executives keep in mind the annual budget of their company especially before engaging in a large deal.

Personal relationships are not as important as in Mediterranean countries and even less so among the younger generation. Nevertheless, the British enjoy working with those with whom they have some kind of familiarity. It is therefore recommended to try using a third-party introduction to initiate

business relationships. Networking is often key to long-term business success. Most British and business people look for long-term relationships with people they do business with and will be cautious if one appears to be going after a quick deal. A pub lunch is a good context for beginning a business relationship and is preferable to meeting in an office setting.

Consolidation

1. What is specific in interpreters' work in business environment?
2. What should interpreters know about international business etiquette?
3. Get ready to discuss business etiquette of different nations?
4. Make up new conversations. There are three parties (at least), including an interpreter.

AFTERWORD

Пособие по устному сопроводительному переводу – для тех, кто изучает перевод и переводоведение, в частности овладевает устным переводом.

Содержащиеся в издании специальная лексика, клише, комментарии, упражнения для активизации изученной лексики в беседах, а также при переводе документов с листа позволяют развивать навыки устного сопроводительного перевода в языковой паре русский – английский в разных ситуациях.

Знакомство с особенностями перевода в аэропорту, полиции, медицинском учреждении, а также в образовательной среде расширяет кругозор будущего переводчика.

Для того чтобы обретенные знания и навыки не были утрачены, переводчику необходимо постоянно повышать свой профессиональный уровень. Двигаться дальше помогут книги, журналы, сайты, указанные в библиографическом списке, а также новые публикации.

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APPENDICES

Appendix 1

Принят III съездом СПР

14 мая 1998 года

ПРОФЕССИОНАЛЬНЫЙ КОДЕКС ЧЛЕНА СОЮЗА ПЕРЕВОДЧИКОВ РОССИИ

Руководствуясь международными принципами признания гражданских и профессиональных прав и свобод личности, принципами «Рекомендации ЮНЕСКО о юридической охране прав переводчика» (Найроби, 22 ноября 1976 г.), Хартии переводчика, принятой Конгрессом ФИТ в Дубровнике (1963 г.), Конституцией РФ, законодательством РФ, а также Уставом СПР, III съезд СПР принимает настоящий Профессиональный кодекс члена СПР.

Переводческие профессии играют особую роль в жизни международного сообщества, способствуя прогрессу мировой цивилизации, взаимообогащению национальных культур. Чтобы выполнить эту роль, переводчик вправе рассчитывать на уважение его труда обществом, на условия труда и жизни, определяемые спецификой его деятельности, одновременно профессия накладывает на него конкретные обязательства морального и профессионального характера. Исходя из этого:

1. Переводчик – член СПР обязан соблюдать и требовать соблюдения по отношению к нему всех предусмотренных национальным и международным правом принципов и норм, которым обязался следовать Союз переводчиков России.

2. Переводчик обязан соблюдать принципы профессиональной солидарности, избегая нелояльной конкуренции, а также не соглашаясь на условия, уступающие тем, что были согласованы СПР, органами власти и работодателями.

3. Переводчик не должен соглашаться на условия, унижающие его профессиональное и человеческое достоинство, не позволяющие ему гарантировать высокое качество перевода и не отвечающие традициям, нормам и интересам переводческого сообщества.

4. Переводчик, и только переводчик, несет ответственность за качество и аутентичность перевода, независимо от условий заключенного им с заказчиком договора (контракта).

5. Переводчик должен гарантировать конфиденциальность ставшей ему известной информации.

6. Переводчик должен соблюдать законные права (авторов) оригинальных текстов.

7. Работая в составе переводческих коллективов, в частности при синхронном переводе, в составе временных творческих коллективов, переводчик обязан соблюдать общие для всех профессиональные правила работы и поведения, а также требовать равные условия оплаты его труда.

8. Переводчик должен требовать соблюдение заказчиками и иными лицами его законных авторских прав.

9. Переводчик – член СПР обязан строго соблюдать Устав СПР, за несоблюдение уставных, профессиональных и этических норм к переводчику могут быть применены предусмотренные Уставом СПР санкции.

(http://www.utr.spb.ru/Prof_codex.htm)

**Уголовно-процессуальный кодекс Российской Федерации
от 18.12.2001 № 174-ФЗ (ред. от 04.08.2023)
(с изм. и доп., вступ. в силу с 12.10.2023)**

Статья 59. Переводчик

1. Переводчик – лицо, привлекаемое к участию в уголовном судопроизводстве в случаях, предусмотренных настоящим Кодексом, свободно владеющее языком, знание которого необходимо для перевода.

2. О назначении лица переводчиком дознаватель, следователь или судья выносит постановление, а суд – определение. Вызов переводчика и порядок его участия в уголовном судопроизводстве определяются статьями 169 и 263 настоящего Кодекса.

3. Переводчик вправе:

1) задавать вопросы участникам уголовного судопроизводства в целях уточнения перевода;

2) знакомиться с протоколом следственного действия, в котором он участвовал, а также с протоколом судебного заседания и делать замечания по поводу правильности записи перевода, подлежащие занесению в протокол;

3) приносить жалобы на действия (бездействие) и решения дознавателя, начальника подразделения дознания, начальника органа дознания, органа дознания, следователя, прокурора и суда, ограничивающие его права.

4. Переводчик не вправе:

1) осуществлять заведомо неправильный перевод;

2) разглашать данные предварительного расследования, ставшие ему известными в связи с участием в производстве по уголовному делу в качестве переводчика, если он был об этом заранее предупрежден в порядке, установленном статьей 161 настоящего Кодекса;

3) уклоняться от явки по вызовам дознавателя, следователя или в суд.

5. За заведомо неправильный перевод и разглашение данных предварительного расследования переводчик несет ответственность

в соответствии со статьями 307 и 310 Уголовного кодекса Российской Федерации.

6. Правила настоящей статьи распространяются на лицо, владеющее навыками сурдоперевода и приглашенное для участия в производстве по уголовному делу.

(https://www.consultant.ru/document/cons_doc_LAW_34481/76eddc7871ddd8e9d3541669f9b9b7c7c70acc33/)

Уголовный кодекс Российской Федерации от 13.06.1996 № 63-ФЗ (ред. от 02.10.2024)

Статья 307. Заведомо ложные показания, заключение эксперта, специалиста или неправильный перевод

1. Заведомо ложные показания свидетеля, потерпевшего либо заключение или показание эксперта, показание специалиста, а равно заведомо неправильный перевод в суде либо в ходе досудебного производства наказываются штрафом в размере до восьмидесяти тысяч рублей или в размере заработной платы или иного дохода осужденного за период до шести месяцев, либо обязательными работами на срок до четырехсот восьмидесяти часов, либо исправительными работами на срок до двух лет, либо арестом на срок до трех месяцев.

2. Те же деяния, соединенные с обвинением лица в совершении тяжкого или особо тяжкого преступления, наказываются принудительными работами на срок до пяти лет либо лишением свободы на тот же срок.

Примечание. Свидетель, потерпевший, эксперт, специалист или переводчик освобождаются от уголовной ответственности, если они добровольно в ходе досудебного производства или судебного разбирательства до вынесения приговора суда или решения суда заявили о ложности данных ими показаний, заключения или заведомо неправильном переводе.

(https://www.consultant.ru/document/cons_doc_LAW_10699/e8cae43fbdb59a5be90789ce95775ae05e5a89f8/)

**Уголовный кодекс Российской Федерации
от 13.06.1996 № 63-ФЗ (ред. от 02.10.2024)**

Статья 310. Разглашение данных предварительного расследования

Разглашение данных предварительного расследования лицом, предупрежденным в установленном законом порядке о недопустимости их разглашения, если оно совершено без согласия следователя или лица, производящего дознание, наказывается штрафом в размере до восьмидесяти тысяч рублей или в размере заработной платы или иного дохода осужденного за период до шести месяцев, либо обязательными работами на срок до четырехсот восьмидесяти часов, либо исправительными работами на срок до двух лет, либо арестом на срок до трех месяцев.

(<https://ukodeksrf.ru/ch-2/rzd-10/gl-31/st-310-uk-rf>)

Miranda warning

A "Miranda warning" refers to the warnings that a police officer is required to give to a detainee based on constitutional requirements.

The requirement to give Miranda warnings came from the Supreme Court decision, *Miranda v. Arizona*, 384 US 436 (1966). In *Miranda*, the Court held that a defendant cannot be questioned by police in the context of a custodial interrogation until the defendant made aware of:

- The right to remain silent
- The right to consult with an attorney and have the attorney present during questioning, and
- The right to have an attorney appointed if indigent.

Without a Miranda warning or a valid waiver of the Miranda rights, statements made may be inadmissible at trial under the exclusionary rule, which prevents a party from using evidence at trial which had been gathered in violation of the United States Constitution.

A commonly used version of the

MIRANDA WARNING

1. You have the right to remain silent.
2. Anything you say can and will be used against you in a court of law.
3. You have the right to an attorney.
4. If you cannot afford an attorney, one will be provided for you.
5. If you decide to answer questions now without an attorney present, you will still have the right to stop answering at any time until you talk to an attorney.

WAIVER

Do you understand the rights I have just read to you?
With these rights in mind, do you wish to speak to me?

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