



### CHAPTER ONE: Answer Key

1. Below are 5 possible answers; see Fig. 1-1 in the textbook for additional possibilities.

GOAL	Speaker/Signer Behavior
To scold	Will establish and maintain eye contact with audience; verbal and physical behaviors will reflect anger/disappointment with other person; volume/size of signs/speech may be noticeably louder/larger or quiet/smaller
To describe	Will use descriptive language; may have sample or model of item being described; will typically check to be sure audience is comprehending
To entertain	Will establish and maintain eye contact with audience/other person; may use verbal or physical humor; response of audience/other person usually determines follow-up statements
To calm	May establish eye contact with other person; will use soothing voice/signs and accompanying paralinguistic behaviors; may establish physical contact (arm around shoulder, patting other person on back, etc.)
To demonstrate	Will use descriptive language; will model action or behavior being taught or demonstrated; will typically check to be sure audience is comprehending

2. B, D — it *sometimes* cues observers to the type of setting (C) but not always

3. B, D, E

4. A, C

5. C

- 6.

  E   Her brother passed away last week.

  E   Where's the ladies room?

       I ...uh ... I haven't ... or I mean ... Could I please ... if you don't mind

  P   ... ask you a favor?

       Oh! A new hair do!

  P   It's so absolutely, very, amazingly wonderful!

7.

REGISTER	NORMS
Informal	<p><u>Language Used</u>: slang, nicknames and informal terms; casual sentence structure — incomplete sentences</p> <p><u>Turn-Taking Norms</u>: quick, interruptions ok</p> <p><u>Typical Topics</u>: personal topics, hobbies, gossip, jokes</p>
Formal	<p><u>Language Used</u>: proper terminology, names with full titles, full sentences, proper elocution</p> <p><u>Turn-Taking Norms</u>: None except for the formal change of speakers</p> <p><u>Typical Topics</u>: political, educational, religious, etc.</p>
Consultative	<p><u>Language Used</u>: proper sentence structure, some technical and informal terms</p> <p><u>Turn-Taking Norms</u>: according to protocol of setting (hand-raising in some settings)</p> <p><u>Typical Topics</u>: wide range of educational topics, legal or medical consultation, etc.</p>



**CHAPTER TWO: Answer Key**

1. A, B, C, D, E

2.

- C   Actions that are considered rude or polite
- B   Greetings, including shaking hands, hugging, bowing, etc.
- M   Chopsticks, kimonos, sushi
- C   The way one treats elders in the community/society
- C   The role of men at work and home
- B\*  Children's games (\*M if includes implements)

3. B, D, E, G
4. A, B, C, D, E
5. B, C, D
6. A, D
7. A, B, C, D
8. A, B, D, E
9. They may make social/interpersonal errors; they may misinterpret the meaning of words/phrases and behaviors; they may fail to realize target language-culture equivalents



### **CHAPTER THREE: Answer Key**

1. A, C, E
2. A, B, D
3. B, D, E
4. A, B, E
5. C, D
6.
  - ❖ Communication: DEAF use sign language or other visual forms of communication; HEARING use spoken and auditory forms of communication
  - ❖ Display of emotion: varies from individual to individual but DEAF display is *always* visual to some degree whereas HEARING is sometimes only audible
  - ❖ Eye contact/physical touch: DEAF require eye contact to communicate and to indicate turn taking; DEAF use physical touch as a primary attention-getting device. HEARING have various eye contact rules but it is not *required* to continue communicating; physical touch is one attention-getting device but auditory devices are more standard

- 7.
- ❖ Time: less important than “connecting” in both Deaf/Hispanic cultures
  - ❖ Decision-making: both tend toward group decision-making although in DEAF culture, the group is more consultative than decision-making in nature
  - ❖ Family/elders: HISPANIC tends to be family-oriented with value on extended family, respect to elders with paternal power lines; DEAF often alienated or distant from blood family unless they are Deaf or fluent signers — Deaf community sometimes serves as surrogate family, respect toward elder or more experienced members of the Deaf community who are seen as source of wisdom

**CHAPTER FOUR: Answer Key**



1. B
2. B, C, D
3. C
4. A, C, D
5. According to the literature: “deaf” (with a lower case “d”) refers to: one’s auditory abilities or deficits, in which hearing loss is measured in decibels; “Deaf” (with an upper case “D”) Is used by members of the Deaf community to designate one’s cultural identity

However, it is interesting to note the range of definitions given by the “experts” on the companion CD video clips.

**CHAPTER FIVE: Answer Key**



1. A, B, C, D
2. C, E
3. A, D
4. A, B, D, E
5. A, B, D
6. A, B, E
7. D
8. A, C, E



**CHAPTER SIX: Answer Key**

1. C, E
2. C, D, E
3. A, C, D, E
4. B, D, E
5. A, B, C
6. A, B, D, E
7. A, C, D, E



**CHAPTER SEVEN: Answer Key**

7. A, B, C, E
8. A
9. B, D
10. E
11. C
12. A, B, C, D, E
13. C, D
14. A, D
15. A, B
16. B, C, D, E
17. B
18. C
19. B, C
20. B — adequate turn-taking norms to support it;  
D — requires complete change of languages ...  
consecutive provides the best option to ensure  
complete language change
21. A, B
22. C



**CHAPTER EIGHT: Answer Key**

1.

MODEL	STRENGTH	WEAKNESS
Helper	Sensitive to interpersonal needs	Unclear-to-no boundaries
Machine	Clear boundaries	Insensitive to interpersonal dynamics
Bilingual-bicultural	Sensitive to interpersonal and cross-cultural dynamics	Clear boundaries and linguistic/cultural rationale to support decisions

2. D

3. A, D

4. E

**CHAPTER NINE: Answer Key**

1.

General	Specific	More specific
He	The tall man	<i>The tall man standing beside the tree with a red sweater on</i>
<i>Food</i>	Burger	Grilled turkey burger with BBQ sauce
Pet	<i>Dog</i>	<i>Shitzhu, black and white</i>
<i>Household goods</i>	Kitchen utensils	<i>Spatula</i>

2. A, C

3. A, C, D, E

4. B, D

5. C

6. A, C

7. A, B, C, D, E

8. B, D — *it is POSSIBLE it might be “c” but that is not a typical feature of ASL*

9. (a) The car hit and killed the dog. (active)  
*The dog was hit and killed. (passive)*
- (b) It was announced that she won the contest. (passive)  
*The school principal announced that Sally won the contest. (active)*
- (c) He was elected to office. (passive)  
*The voters elected him to the office (that he was running for). (active)*
- (d) Tom hit the door. (active)  
*The door was hit. (passive)*
- (e) The change was made. (passive)  
*My mother made the change. (active)*
10. C, E
11. B, C
12. A, C, D
13. B, E
14. A, B, C, D, E
15. A, C, D

**CHAPTER TEN: Answer Key**

1. A, C, D, E
2. A, D, E
3. E
4. B, C, D, E
5. A, B,
6. A
7. D, E
8. B, C, E
9. A, B, C, E
10. A, B, D
11. A, D





**CHAPTER ELEVEN: Answer Key**



1. C
2. C
3. B, D, E
4. B, D, E
5. A, B, D
6. A, D
7. E
8. B
9. Canada has been able to point to the laws enacted in the U.S. as legal precedents and as “models” for judges to consider in certain cases. Significant numbers of visitors come to Canada from the U.S. each year and bring with them certain expectations. After the passage of ADA legislation, for example, Deaf tourists expected TTYs and closed captioning to be available in Canadian hotels so the US legislation subtly influenced social changes in Canada.
10. Match the following pieces of legislation with their significance to the interpreting profession in North America.

<u>E</u>	<u>Americans With Disabilities Act</u>
<u>D</u>	<u>Court Interpreter’s Act (1978)</u>
<u>A</u>	<u>Rehabilitation Act of 1973</u>
<u>B</u>	<u>Vocational Rehabilitation Act of 1965</u>
<u>C</u>	<u>Education For All Handicapped Children Act</u>

CHAPTER TWELVE:



Answer Key

1. A, B, D

2. A — *empowerment of the client* refers to the right of clients to make decisions and run their own lives. Ethically, the interpreter must facilitate access to information and cultural schema needed to make these decisions while avoiding unhealthy dependency or other misuse of power. Empowerment also means using the language preferred by each client.

B — *Accurate conveyance of information* refers to maintaining the spirit and intent of each participant in a communication interaction. In order to maintain dynamic equivalence and truly make information accessible, it is necessary to convey both overt and implied ideas and affective overlays. This is the reason an ethical interpreter makes linguistic and cultural expansions or reductions at points.

C — *Confidentiality* requires that any information learned directly or indirectly from interpreting (or just being in the interpreting environment) is never repeated, used for personal gain, or acted upon by the interpreter. This concept is related to respecting clients and the fact that as necessary as interpreters maybe, we are nonetheless interlopers in the lives of others. Our very presence affects the communication and interpersonal dynamics. The least they can expect from interpreters is that we will not discuss their business with other.

D — *Professional distance* refers to maintaining appropriate personal and professional boundaries when interacting with clients. In the case of sign language interpreters, this includes maintaining those boundaries when socializing in the Deaf community, as well as when in the role of an interpreters. Professional distance is the reason an interpreter does not date a client, does not interpret for a person with whom there is a significant personal relationship, and does not maintain a close social relationship with certain individuals for whom they work on a regular basis.

E — *Professional competence* refers to the ethical requirement for interpreters to accept only those jobs for which they are qualified and competent. This includes linguistic, cultural and interpersonal knowledge and skill. It also involves one's physical and emotional stamina, as well as having an appropriate knowledge base to do the task.

3. A, B,

4. A

5. B, D, E

**CHAPTER THIRTEEN: Answer Key**

1. A, C, E
2. E
3. A, B, D
4. E
5. I
6. C, F, I
7. D
8. G
9. B



**CHAPTER FOURTEEN: Answer Key**

1. A, B, C, D, E
2. B, D, E
3. (a) Development of resume  
(b) Writing business letters  
(c) Bookkeeping, invoices, ways to collect money owed  
(d) Schedule maintenance (booking and confirming appointments)  
(e) Development of business policies
4. (a) Geographical location influences cost of living, number and availability of interpreters, regional practices and fee scales;  
  
(b) Cost of living includes cost of food, shelter, transportation — the greater the cost of living, the greater the cost of doing business and thus the scale for fees  
  
(c) Setting or type of interpreting ... *educational settings* typically pay less per hour although this setting sometimes offers guaranteed hours and some benefits; *legal and mental health settings* require the greatest skill and often pay in these areas reflects certification, higher

skills and education; *theatrical* depends on the community, e.g. New York City pays quite well while some small communities still depend on volunteer services

(d) Management structure refers to whether an interpreter is employed as a staff interpreter, contact interpreter or self employed practitioner

5. D
6. B, C, E
7. A