



L E A R N I N G



T O



I N T E R P R E T

WORKING FROM ENGLISH INTO
AMERICAN SIGN LANGUAGE

CAMPBELL McDERMID

LEARNING TO INTERPRET

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Working from English into American Sign Language

Campbell McDermid



RIT PRESS

ROCHESTER, NEW YORK

Learning to Interpret: Working from English into American Sign Language

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Published and distributed by:

RIT Press

90 Lomb Memorial Drive

Rochester, New York 14623-5604

<http://ritpress.rit.edu>

Printed in the U.S.

ISBN 978-1-939125-52-1 (print)

ISBN 978-1-939125-53-8 (eBook)

Library of Congress Cataloging-in-Publication Data

Names: McDermid, Campbell, 1965- author.

Title: Learning to interpret : working from English into American Sign Language /
Campbell McDermid.

Description: Rochester, New York : RIT Press, 2018. | Includes bibliographical references and index.

Identifiers: LCCN 2018019062 | ISBN 9781939125521 (soft cover ; alk. paper) |

ISBN 9781939125538 (eBook)

Subjects: LCSH: Interpreters for the deaf—Training of--United States. | American Sign Language—
Study and teaching. | Translating and interpreting—Study and teaching.

Classification: LCC HV2402 .M38 2018 | DDC 419/.70802—dc23

LC record available at <https://lcn.loc.gov/2018019062>

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ACKNOWLEDGMENTS

This book is the compilation of a few decades of teaching and research—inspired along the way by a number of people. I owe a huge debt of gratitude to Dr. Debra Russell, who served as an inspiration and role model to me throughout my career. I remember being a fledgling interpreter and often going to her for advice, and she was a tremendous support to me as an educator.

I had the opportunity to work with Dr. David Mason at York University for a number of years. We also spent years discussing topics such as Deaf culture and the Deaf community in Canada as well as concepts such as privilege.

Much of this text was influenced by my studies as a Ph.D. student, where I had the good fortune of working with Dr. Sandra Schecter and Dr. Joy Mannette. Sandra instilled in me the need to “be lost in the weeds” in my research, and the wisdom of looking at a grain of sand from a dozen different perspectives instead of trying to investigate an entire beach. Joy opened my eyes to post-modernism and the importance of understanding one’s own cultural and theoretical baggage. As an educator, she also helped me come to understand the complexity of teaching through the framework of epistemology, ontology and axiology.

Prior to that time, I had the opportunity to be supervised by Dr. Carolyn Ewoldt during my master’s program. Carolyn inspired me to look at language learning as a holistic process, and she taught me about the importance of student-centered practices. These lessons are with me every day as an interpreter educator, as a researcher and as an author.

Cynthia Collward continues to remind me that some people like “to do,” while others like “theory.” It is always important to meet the needs of both.

Karen Malcolm also taught me the importance of “doing” and asked me once why I didn’t include more activities in my workshops. Both influenced my decision to write a workbook rather than a textbook on the interpreting process.

Kirk Ferguson, another role model and friend, taught me about literacy, the Deaf community and how to be a better interpreter. He challenged my preconceived notions about community, and helped me think about teaching in a pragmatic way. His wisdom and guidance are sorely missed.

I can not put into words all that Anita Harding taught me about ASL and the Deaf community. She helped me become a better interpreter and teacher.

I must also recognize my students who have been taught most of the theory in this text. They have gone through different iterations of the activities. Their feedback and questions helped improve my teaching in many ways, and made this a better workbook for students.

Finally, I would be remiss if I did not recognize RIT Press for taking on this project and the patience and guidance of my editor, Molly Cort. Molly painstakingly went over numerous drafts and posed insightful questions that guided me to crafting a better manuscript.

PROLOGUE

Who is this Book For?

This book was written for students who are in an ASL-English pre-interpreting skills class or in an introductory course in interpretation. It was designed to provide a model of interpreting that can be used for teaching and assessment purposes, as encouraged by Cokely (1992) several decades ago. Empirical support for the model and for various exercises in this text will be explained from fields such as English literacy for Deaf students, pragmatics, translation and interpretation theory. Together the model and related activities will help students of interpretation make informed decisions about how to translate texts from English into ASL in a way that will lead to potentially more accurate target texts.

To get the most out of this book, the reader should have at least conversational fluency in ASL and in English. The exercises also require a number of pre-interpreting skills, such as the ability to remember aspects of texts, and to analyze them for meaning. The reader should also have a rudimentary understanding of how ASL signs are written down (glossed) in English; examples can be seen in a number of publications (Humphries, Padden, & O'Rourke, 1980; Smith, Lentz, & Mikos, 1988).

Terms that are used frequently in the text are explained in the course of the chapters, but it is assumed the reader will have a rudimentary understanding of the following phrases:

Source text: These are the words (or signs) and sentences that an interpreter attempts to translate. Throughout this book, the source text will be in written English. The reader is also encouraged to take the various stories in the chapters and create an audio recording to be used

for simultaneous interpreting practice. Add in a three- or four-second pause at the end of each sentence in order to focus on the translation process and not on the speed of the speaker.

Target text: This is the text that the interpreter creates in a second language, based on what was said (or written or signed) in the first language, the source text. If the interpreter is listening to a speaker of English and translating that content into ASL, he or she is working from a source text of English into a target text of ASL.

Text analysis: This is the process of analyzing a source text in various ways in order to create a target text. Throughout this book, the reader will be asked to engage in such a process. Isham (1986) discussed text analysis but focused on a number of different, broader aspects that an interpreter can choose to focus on or prioritize. These included register, function, the speaker's style (what Isham referred to as metanotative qualities), the impact on the audience (contextual force), and affect. This was in addition to conveying the speaker's content (Isham, 1986). This manuscript looks at discrete aspects of language in context.

Translation: This is the process of looking at a complete text (either printed or recorded) in the process of rendering it into a second, target language. A person engaged in this process is frequently referred to as a translator as opposed to an interpreter. A translator can take time to review a translated target text and can make use of various resources, such as dictionaries or fellow experts (other translators, native speakers, or bilinguals, for example). Several renditions of the target text can be created during this process. The final, translated target text is probably highly accurate in terms of conveying the content and implied meanings of the original source text.

Sight translation: Performing a sight translation is similar to translating. A translator or an interpreter might be given a text to review and be asked to translate that into a second language. An interpreter in a medical, legal,

or educational setting, for example, may be handed a document and asked to translate it almost immediately into the second language. Typically, the interpreter can look at the entire text. Due to the immediacy of the work, however, the interpreter or translator does not have time to consult external resources or to make many (if any) drafts of the target text. The result of a sight translation may therefore be less accurate than a translation.

Consecutive interpretation: Consecutive interpreting is typically used in small settings when there is a conversation (dialogue) between two or three individuals. When an interpreter works consecutively, he or she will let a speaker talk (or sign) for a few sentences and then ask the speaker to pause. The interpreter will then create an equivalent message in the second, target language. Of course the amount of information the interpreter can remember and then reproduce varies from person to person and is based on many factors. The interpreter may be able to handle longer segments of speech if he or she is familiar with the topic and the speaker and if the information is not too complex. Interpreters who work between two spoken languages often use notes to improve their accuracy while consecutively interpreting. Sign language interpreters can do the same when working from spoken English into ASL, though it may be difficult to take notes while working from ASL into spoken English.

A study done by Russell (2002) found that for a small group of sign language interpreters in a mock courtroom setting, working in the consecutive mode provided results that were more accurate than those obtained by working in the simultaneous mode. It is recommended that this mode be used more often—especially when the information is of great importance, or where the consequence of errors is significant.

Simultaneous interpretation: The last method of interpreting that is common in the field of sign language interpreters is the simultaneous mode. Although it is frequently used, it may be the least accurate of all. In this mode, the interpreter listens to a phrase or perhaps a sentence

or two from the speaker, and, while interpreting that utterance into a second language, continues to listen to the speaker's subsequent words. It is believed that simultaneous work is the most cognitively demanding of all the modes.

Given the definitions above, the exercises in the book should ideally be performed as a text analysis and translation first, where the reader spends time going over drafts of a target text to consider different aspects of both the source and the target texts. As the reader progresses and masters various aspects of the process, he or she can move on to perform a sight translation. From there, it is recommended that recordings of the texts in the book be created, and a consecutive or simultaneous interpretation be performed. This sequence will scaffold skill development and allow the reader to master discrete skill sets as a translator first without feeling overwhelmed. When creating audio recordings of the short stories in this book, remember to add in a three- or four-second pause at the end of each sentence in order to focus on the translation process and not the speed.

Also, the reader will notice how the chapters were designed to start with a literal translation first, in which an interpreter first paraphrases specific words or phrases or restructures sentences without altering the text to any great extent. As the chapters progress, however, the activities require an interpreter to consider clarifying some aspects of a text in English when rendering it into ASL. This necessitates that the English text be enriched, perhaps a slightly more cognitively demanding task than performing a literal interpretation. In later chapters, this book describes how an interpreter can look for hidden functions and implied meanings of texts, and will demonstrate how to include those in a target text interpretation. This process of working from the literal level of meaning to enriching a target text, and finally to including potentially implied meanings, scaffolds the interpreter's progress and allows him or her to gain some confidence in doing one mode of interpretation before moving on to the next.

ONE | WHAT IS INTERPRETING?

What is Interpreting?

Interpreting is the act of taking a text in one language and recreating it in a second language. For example, an interpreter may take a source text in English, where “source” means the original text, and translate it into ASL in what is referred to as a “target” text. This process involves the analysis of the English text and its reproduction in ASL within a target text that makes sense in context, and one that is equivalent to the source text, or nearly so. The concept of “equivalence” is not straightforward, however. Traditionally, it was thought that interpreters could create an “equivalent” text by working at one of two levels, a literal level or a dynamically equivalent level, while interpreting. These levels will be described next.

Literal Level

Interpreters and translators often try to recreate a “literal” interpretation of a text, which is probably the easiest type of interpretation to define. Such an approach has also been referred to as a “verbatim” or “formal” translation. Working at a literal level means the interpreter tries to follow almost exactly both the words a speaker has said and the function of the speaker’s text. This means the interpreter does not add to the text; nor does he or she take away any information or substitute any new words or concepts for those said by the speaker. At the same time, the interpreter follows the grammar of the target text. A spoken source text

in English, for example, can be translated into a signed target text in ASL in which the signed text follows the grammar of ASL.

Transliteration

In the field of American Sign Language–English interpretation, there is a form of literal interpretation that is known as transliteration. Transliteration is the process of representing the words or parts of words (such as phonemes and morphemes) in one language with similar-sounding words in another language. Where a student attempts to learn a second language, like French, he or she may write down the words or sentences of a French sentence using words from his or her first language, such as English. For example, to remember the English sentence “The dog is on the table” means “Le chien est sur la table,” the student may write it down as “Le shen eh sir la tab - le,” thus using known words or pronunciations from English to help memorize the French phrase.

An interpreter who transliterates into sign language, a transliterator, unlike an interpreter, follows the grammar of the source text, and so usually ends up signing in English word order. His or her goal is to produce a very strict literal interpretation of the English source in both meaning and form. There are various other labels that have been used to describe sign language that follows the meaning and grammar of English, such as Manually Coded English (MCE) or Pidgin Signed English (PSE), and such labels have been used to describe the work of interpreters and transliterators who work at a literal level.

Why Literal Does Not Work – Multidimensionality

There are several concerns about working at just a literal level of meaning. Sentences, for example, have multiple meanings, and those should be considered. This multiplicity of meanings has been referred to as *multidimensionality* (Ariel, 2008). Bach (1994) wrote that various elements of a text, such as the stress a speaker puts on words, alters the meaning of the utterance. Following is an example of an exchange between a teacher

and a student followed by a list of potential meanings that demonstrates the multidimensionality of utterances.

Example 1.1—Multidimensionality

Teacher: What happened to Bob's math book?

Student: "I" didn't take his math book.

Potential Meanings

Teacher: There is a person named Bob. He is probably male in a North American context. The student and teacher both know Bob. He is probably a member of this class. Bob had a math book. He needs it. He must study math from it. It is missing or it is destroyed. Someone took it without his permission or destroyed it. That person should give it back. That person should make amends. Where did it go? Who has it?

Student: This student ("I") did not pick up the book in the recent past by hand. Someone must have moved it, as it is gone. I do not believe it is destroyed, only moved or taken. I did not take the book without permission from Bob. The book is needed to study from and related to math. This book belonged to Bob. Bob probably left it in a spot where it was available to be taken. Both of us, the teacher and I, know Bob and know of the book. It may have been someone else, perhaps another student. I am innocent. Don't blame me.

When an interpreter translates the teacher's original utterance of "What happened to Bob's math book," he or she might be tempted to add in "Who took it?" "Did you take it?" "It is gone," or "Give it back." These are all implied meanings in this context. Some of these meanings are commands, such as "Give it back," or a yes/no question—"Did you take it?"—while the original utterance was a "Wh" question (who, what, where, when, why): "What happened to Bob's math book?" Another

potentially implied meaning is that the book has been damaged or destroyed. This type of meaning breaks from the form of the original sentence and is called an implicature, a topic that will be looked at in Chapter Nine — Implicature.

Looking at the student's response, we see a lot is being said or implied in a very short sentence: "I didn't take his math book." Again, an interpreter would have to prioritize which meaning or meanings would be included in the target text. For example, one salient meaning may be "I am innocent," while it would make sense to include "Someone else took it." The student's response also seems to narrow down the implied meanings from "The book has been damaged or taken" to "The book has been taken." Given all the different potential meanings in the above utterances, it is no wonder that there is concern about working at just a literal level. In fact, in the field of sign language interpreting, Wilcox and Shaffer (2005) have suggested that interpreters instead actively assess a text to determine other meanings.

Contrastive Linguistic Comparison: ASL and English

As can be seen from the example above, literal meaning is not easy to determine when working in just one language—English. When working across languages, such as from English into ASL, working at a literal level becomes even more problematic. This is so because ASL and English are anisomorphic on many levels, which, according to Gauton (2008), means two languages can have asymmetrical meanings for words and may lack a one-to-one correspondence in those meanings. In this text a lack of anisomorphism is being used broadly as a lack of exact equivalence at the level of words and signs, and as a lack of equivalence at the level of sentences and grammar, and pragmatically. The paragraphs that follow offer a brief review of the relevant literature, along with examples of how the two languages differ. Keep in mind that both do an excellent job of conveying meaning, and speakers can talk about very abstract or concrete things in either language. But they may not do so in the same

way and at the same times. Also, as research on ASL continues, the list of differences will no doubt expand.

In a very early study, Bellugi and Fischer (1972) found evidence that English and ASL have some asymmetrical features (anisomorphism). They asked three hearing adults who knew ASL, typically referred to as children of Deaf adults (CODA), to tell a story in ASL and then in spoken English. They examined the amount of information (number of ideas or points) in the English stories and then the ASL stories and found the same in both languages. However, when the three individuals created a story in ASL, they used about half the number of signs to convey the same number of ideas (Bellugi & Fischer, 1972). This signaled that for these three signers, the two languages did not share a one-to-one correspondence between signs and words, even though the same number of concepts was conveyed. Bellugi and Fischer (1972) went on to list all the different ways the two ASL and English stories varied.

Since that experiment, other research has been conducted and various theories have been debated that support anisomorphism between ASL and English. The way a signer changes a verb in ASL can imply various meanings. In linguistics, this is called inflecting the verb by changing its location, movement, repetition, and so forth to imply who is doing what to whom and how it is being done. If a person signed GO-TO (as in GO-TO STORE) with a quick, sharp movement while looking at an audience member, it might look like a command and would require several words in English to translate (“Get going to the store!”). If the same person signed it a bit slower and repeatedly, while not looking at anyone in particular, it might look like a habitual action that this person undertakes and would again require a number of words in English to interpret (“I run to the store often.”). So the production of two signs, GO-TO and STORE, can vary in meaning based on things like eye gaze, affect, and how the sign is produced in terms of its speed, repetition, direction, and so on.

In another example, a signer might establish one person, “Alice,” in space on the right and “Barb” in space on the left. The signer could then

say both individuals sat down and started eating and chatting. Later the signer could produce the sign ARGUE and the location and movement of the two handshapes for the sign ARGUE would imply that “Barb and Alice had an argument.” The actual names of the individuals or a pronoun would not be necessary as it would be in English, as in “They argued about something.” This is because ASL sentences can leave out pronouns (Kegl, 1987; Wulf, Dudis, Bayley & Lucas, 2002) and the pronouns can be figured out in the discourse of the story, for example through the movement of the verb and in the context of the narrative. If the signer continued to tell the same story and used signs such as TELL, AGREE, ADVISE, the direction of these verbs would show who was doing the action and to whom the action was directed. No pronouns or proper names would have to be included in the ASL text; whereas in English, each sentence would require a name or a pronoun, as in “Alice told Barb something,” or “She advised Barb to do something.”

Here are other examples of how a signer changes meaning in ASL by changing one aspect of a sign. Again, to convey the same meaning in English might then take multiple words. A signer, for example, can indicate “effortlessly, easily, regularly” (McIntire & Reilly, 1988, p. 353) or in a “relaxed manner” (Wilbur & Patschke, 1998, p. 278) using the mouth morpheme of “mm,” where they purse their lips and convey a positive affect. This means they can sign WORK and the “mm” morpheme without having to produce other signs such as EASY, ENJOY, and so on, but they convey the meaning of “my work was easily done.” Where a signer produces the sign INVOLVE or ENCOURAGE and leans forward or backward, it indicates the signer’s level of support or involvement (Wilbur & Patschke, 1998) (as in “very involved” for a forward lean or, if the signer leans back, as “an outsider looking in”). Signing NOT-YET can be interpreted as “late,” but if a signer sticks out his or her tongue slightly and signs LATE, the meaning is changed to “not yet” (Vicars, 2013).

Hoffmeister (1987) described how signers use real-world space when signing and when they set things up in the air (the signing space). For example, a signer can place the sign BOOK high up in space to indicate

putting it on a bookshelf, or can change the palm orientation and movement to place the book on an imaginary table. Changing the direction of the sign and palm orientation, therefore, changes the meaning from “put the book upright on a bookshelf” to “put the book on its side on a coffee table.” These locations are logically connected to the book and to the real-world use of space and so make sense to the audience.

In addition to a lack of correspondence between the number of words and signs needed to convey the same concepts, several ASL signs may have meanings that are different from their commonly used English word glosses (or what could be called common translation equivalents). This is so because ASL signs, like English words, can have multiple meanings. Unlike the English word “finish,” the ASL sign FINISH can act as a conjunction between sentences (Fisher & Lillo-Martin, 1990) (I MUST FIRST, CAR, GAS, FINISH, GO FOOD SHOPPING = “I have to get gas first and then I will go grocery shopping”) and to indicate past tense (Liddell, 1980) (I EAT FINISH = “I have eaten”). Further, it conveys the sense of “Knock it off!” or “I’m not falling for that—you silly!” (Vicars, 2013). Think about the signs for ISLAND and INTEREST. They look pretty similar in some respects but have completely different meanings when used in different contexts.

Authors have noted that ASL makes less use of phrasal verbs than English, instead favoring a single verb (Bellugi & Fischer, 1972). A phrasal verb is often defined as a verb plus a preposition, as in “hold” and “up” or “hold up,” which could have multiple meanings: rob a bank, delay a meeting, or physically support an object such as a wall. As an example of how English phrasal verbs could be translated, a signer might sign AGAIN in ASL, which could be translated as “went back,” ENTER for “came in,” or use one sign—PULL-OUT-DRAWER—for four words, “pulled open the drawer” (Bellugi & Fischer, 1972, p. 188).

At the level of grammar, authors have written that ASL does not have a copula verb “to be” (Bellugi & Fischer, 1972). More contemporary research has shown that “to be” can be indicated by an affirmative head nod (JOHN DOCTOR head nod = “John is a doctor”) (Liddell, 1980) or the use of the sign HAVE (Humphries, Padden & O’Rourke, 1980;

McDermid, 2014b). To sign TOMORROW MEETING HAVE can be translated as “I have a meeting tomorrow” or “There is a meeting tomorrow.” Also, some signs that act as adjectives, such as PROUD or ANGRY, have been referred to as “property verbs” (Isham, 2000, p. 35) because they include an embedded copula verb and can be translated as “I am proud” or “I am angry.” Again, translating a sentence from ASL to English might take more words than signs; the opposite might also be true, because the two languages can be anisomorphic in this regard.

ASL makes use of a system of classifiers that English does not have (Liddell, 1980; Valli & Lucas, 1995). These act in many different ways, for example as predicates and to imply the size and shape or function of an object. Using the classifier “3” pointing away from the body, a signer could show a car zigzagging down a street and going up and over hills, all the while using just one sign. Again, this means that translating a single classifier in ASL may require several words in English.

Authors wrote that ASL did not include the articles “a/an” or “the,” but again, more recent research begs to differ. Lee (2005) asserted that when a signer pointed to something and then named it, the point acted as the definite determiner/article “the” (POINT DOG, BARK ALL-NIGHT = “**The** dog barked all night”). In Lee’s view, the use of the sign SOMETHING/SOMEONE acted as the indefinite determiner/article “a/an.”

At the deep level of grammar, ASL follows a Subject-Verb-Object (SVO) structure, like English (Kegl, Neidle, MacLaughlin, Hoza & Bahan, 1996; Liddell, 1980; Valli & Lucas, 1995). This is true especially for plan verbs. These include verbs about feelings (LIKE, ENJOY, DON’T-LIKE, LOVE) such as the ASL sign LOVE, as in “I love you,” and cognitive processes (KNOW, UNDERSTAND) (Valli & Lucas, 1995, p. 97). But unlike English, ASL can also follow an Object-Subject-Verb order (Liddell, 1980), for example when an object becomes topicalized, as in the sentence “My father was watching TV last night” (LAST-NIGHT, TV, DAD WATCH).

As seen in the example above, sentences in ASL can follow an Object-Subject-Verb order (Liddell, 1980) when the verb is inflected or changed in some way. For example, to convey “Dad watched a television program for a long time,” the ASL sentence could look like LAST-NIGHT TV

(pause) DAD WATCH WATCH WATCH. Liddell (1980) also noted that ASL sentences can follow a Subject-Object-Verb order. He wrote that for the English sentence “A woman put a pie in the oven,” the ASL translation could be WOMAN, PIE PUT-IN-OVEN.

Language can be looked at from a third level: that of pragmatics and implied meanings or implicatures. For example, when Deaf people use ASL, like hearing individuals using English, they can imply different things and the audience must guess at or infer these implied meanings. Valli and Lucas (1995) gave the following example of a sentence in ASL that might lead to a number of implicatures.

Example 1.2—Inferences in ASL

HOME YOU? (Valli & Lucas, 1995, p. 161)

They suggested that within different contexts it could mean “a request for a ride home,” a simple “yes/no question,” or a reprimand from an employer “to an employee who is leaving too early” (Valli & Luca, 1995, p. 161), as in “Why are you going home now, get back to work.”

Although some of the above implied meanings may be shared between hearing and Deaf people, some are not. Zimmer (1992) asked a number of Deaf people what they thought was meant by the phrase “Gee, it is hot in here” (p. 83). According to Zimmer (1992), hearing, English speakers thought, “This statement may be functioning as a request to turn down the heat, turn up the air conditioner, or open a window” (p. 83). The same was not true for Deaf people; Zimmer (1992) noted, “All of the Deaf people I asked told me that that they would not interpret such a statement as a request.” (p. 83). Chapter Nine — Implicature reviews a number of English metaphors that may be anisomorphic between English and ASL in that they do not translate well between the languages.

Dynamically Equivalent

Given that literal meaning does not capture the full “sense” or intent of a speaker and also given the lack of symmetry or anisomorphism between

English and ASL, interpreters and translators can create target texts that diverge from the original source text. They do not, therefore, always create a verbatim or literal translation. Various terms that encompass this process have been used, such as a “free” translation or one that is “functional.”

Many years ago, the term “dynamic equivalence” was coined to explain this type of translation by a famous translator of the Bible, Eugene Nida (1964). He believed it was sometimes necessary when working between languages to make changes to the target text in order to convey what was meant by the author and not what was specifically said. This he referred to as an “expansion” or “amplification” of the original text. Years later, sign language interpreter educators came up with a similar list (Humphrey & Alcorn, 2001; Lawrence, 1994), which included seven expansions referred to as “describe then do,” “noun listing” or “explain by example,” “contrasting through negation,” “couching,” “faceting,” “reiteration,” and use of “3D space.”

In an example of a theory that supports dynamic equivalence, Vermeer (2000) argued that people have a purpose when they communicate, a *Skopos*. He wrote that interpreters must actively work to understand that purpose and then convey it appropriately to the target audience in their language. The audience gives the interpreter a commission to produce a clear and understandable text, a *translatum*, and the interpreter should be willing to make appropriate adjustments to the text so that the speaker’s goal is conveyed (Vermeer, 2000).

Blum-Kulka (2000) proposed a theory, the “explicitation hypothesis,” that also supports the concept of dynamic equivalence. She noted how interpreters routinely clarify aspects of a target text and make shifts in cohesion, so that it is understandable to the target language audience (Blum-Kulka, 2000). Later, Gumul (2006) found evidence that spoken language interpreters added conjunctive devices to their target texts. These clarifications are no doubt due to a lack of symmetry between the various spoken languages.

Empirical evidence has been found that demonstrates how sign language interpreters clarify their target texts when working from English into ASL. In an earlier study of college-level sign language

interpreters, Livingston, Singer and Abrams (1995) listed a number of enrichment strategies. These included “stepping into character,” “repetition through the use of alternate signs,” “referring back,” “creating contrast through negation,” “structured use of rhetorical questions,” and “summaries.” In a study of experts and novices working with an English text, McDermid (2012) noted that the two groups enriched (and clarified) about 40% of their ASL target text utterances. In a follow-up analysis, McDermid (2014a) noted that sign language interpreters specifically added in conjunctive devices when working from English into ASL. Clearly, then, sign language interpreters do alter their target texts when working from English into ASL, and they do so in meaningful ways.

Model of Interpreting

Historically, there have been several cognitive models of the interpreting process that educators and students followed. These included Cokely’s (1992) seven-step model of the process, which described message reception, preliminary processing, short-term memory retention, semantic intent realized, semantic equivalent determination, syntactic message formulation, and message production. Giles (1999) offered three types of mental effort required to interpret: listening and analysis, production, and short-term memory efforts. Colonomos (1992) postulated three broad processes: concentration, representation, and planning. These models all focus on the mental process of interpreting.

This book adopts a more pragmatic model, one that focuses on product of the translation process and the target text produced. It does so for several reasons. National certification tests, such as those of the Registry of Interpreters for the Deaf (RID) and the Association of Visual Language Interpreters of Canada (AVLIC), ask the raters to look at the target text of interpreters, the product of the interpretation process. The target text is then compared with the original source text to determine accuracy. The cognitive abilities of the interpreters undergoing testing are not specifically addressed. It makes sense, then, to follow the same process when it comes to learning and assessment.

It is believed that if an interpreter has the ability to learn a first language and to do so well, that interpreter has all the cognitive abilities (memory, prediction skills, the ability to notice patterns inductively, etc.) to learn a second language. The person may also have many of the cognitive skills needed to then learn to interpret. If someone does not do well in acquiring a first language, it may be difficult for that individual to then learn a second, and even more challenging to master the more complex interpreting process.

It is also difficult to assess the cognitive abilities of an interpreter given everyone's different life experiences. One interpreter might do well translating a text about biology because that individual has a background in the field. Another might do well interpreting in legal settings or in specific medical contexts, again because of an interest in the field or background knowledge. Some sign language interpreters spend a lot of time with native language speakers; others, less. These differences undoubtedly affect fluency and ability to interpret, but they are not tied solely to cognitive abilities and to how an interpreter thinks.

Furthermore, interpreters face different cognitive challenges in different contexts. In a legal context, an interpreter might not be privy to the case background and may feel pressured to work in the simultaneous mode. In an educational setting, an interpreter might be able to do a lot of preparation on the topic and switch between doing consecutive and simultaneous work. In some ways, therefore, examining a target text for its efficacy is a much more manageable task than is looking at the cognitive abilities of an interpreter or the cognitive demands of various contexts.

Focus of this Manuscript

The model of interpretation that serves as the foundation of this book looks at the end product and the target text created by an interpreter. The interpreter can achieve dynamic equivalence in a target text by moving among three levels—literal, enriched, and implicature—and doing so dynamically as the interpreter believes it is necessary. The model I

propose, therefore, is an amalgam of the work done in linguistics in pragmatics as it applies to the concept of literal interpretation and dynamic equivalence from translation theory. The theories have then been specifically adapted and applied in this book to fit the work of ASL-English interpreters. Each of the three levels will be discussed next.

Literal Meaning

The first level of meaning and the first type of target text that an interpreter can produce is a “literal” interpretation. At this level, an interpreter creates a target text that does not add to or subtract from the information in the original source message. At the same time, the interpreter must take into consideration all the differences between English and ASL, as was outlined in the contrastive linguistic comparison described earlier. For example, the grammar of the ASL target sentence or sentences should at times include Topic-Comment constructions as well as verb final constructions (subject-object-verb or object-subject-verb). Following is a list of characteristics of a target text in ASL that is interpreted literally from English.

Example 1.3—Definition of Literal Meaning

1. Nothing is added to the text.
2. Nothing is left out of the text.
3. The target text may clarify pronouns that refer to nouns mentioned earlier in the text.
4. The target text may clarify the tense of verbs.
5. The target text will follow the grammar of the target language.
6. When working from English into ASL:
 - a. The ASL target text may have fewer pronouns than the English source.
 - b. Adjectives in ASL can be placed after nouns as property verbs (CAR BLUE = “The car is blue”).
 - c. Phrasal verbs in English may be reduced to a single verb in ASL.

- d. A head nod or the sign HAVE or a property verb is used to indicate a copula verb (“be,” “is,” “am,” etc.).
- e. The subject-verb-object word order in the English source may be reorganized to Topic-Comment, or to Verb final, in the ASL target text.
- f. The target text will include ASL’s process of inflection of verbs.
- g. The target text in ASL will make use of classifiers.
- h. The target text in ASL will include non-manual signals and modifiers.

Following is a short synopsis of Chapters Two – Literal Interpretation and Three – Sentence Restructuring, which focus on working at a literal level.

Literal *Chapter Two–Literal Interpretation* – At the literal level of meaning, this chapter looks at the concept of synonyms and a perfect paraphrase.

Chapter Three–Sentence Restructuring – Again, without changing a text and at the literal level of meaning, a sentence may have to be restructured to move the time frame, location, or antecedent (the cause of some result or consequence) to the beginning or to clarify embedded relative clauses.

Enriched

The second level in this model is enrichment or pragmatic enrichment. As the word is used in this book, *enrichment* is the act of producing a literal translation but adding to the text in some way to clarify some aspect of it. As noted earlier, Nida (1964) described nine ways to enrich a text when translating, and later Gumul (2006) listed twelve strategies used by spoken language interpreters, many of which were similar. Sign language interpreter educators have advocated for the inclusion of seven enrichment strategies (Humphrey & Alcorn, 2001). One study noted

at least eight different strategies, including making the implied explicit, adding summaries, referring back, using synonyms, adding contrasting terms (antonyms), and explaining concepts before labeling them in English (Livingston, Singer & Abrams, 1995). One study on sign language interpreters working from English into ASL has also shown that these interpreters add connectives, such as conjunctions and discourse markers (McDermid, 2014a).

Example 1.4—Definition of Enrichment

In summary, the research identified the following strategies for enriching a text, many of which will be covered in this manuscript:

1. Completing or filling out elliptical expressions (Gumul, 2006; Nida, 1964)— by adding in information that was left out.
2. Specifying ideas (Gumul, 2006; McDermid, 2014a; Nida, 1964) by adding names or references and referring to previously provided information (Livingston, Singer & Abrams, 1995). This may also include using antonyms to show contrasting viewpoints (Livingston, Singer & Abrams, 1995) to be specific.
3. Adding information to the target text because of grammatical restructuring (Nida, 1964).
4. Including answers to rhetorical questions (Nida, 1964) and incorporating rhetorical structures (Livingston, Singer & Abrams, 1995)
5. Making use of and clarifying classifiers (Nida, 1964)
6. Adding cohesive devices, such as connectives (Gumul, 2006; McDermid, 2014a; Nida, 1964).
7. Including words or concepts in the target text that do not exist in the source language (Nida, 1964), such as converting a noun to a verb phrase (Gumul, 2006).
8. Using doublets or synonyms (Gumul, 2006; Livingston, Singer & Abrams, 1995; Nida, 1964).
9. Adding an explanatory comment or summary (Gumul, 2006; Livingston, Singer & Abrams, 1995).

In a discussion of the “explicitation hypothesis,” Klaudy (1998) outlined four broad reasons for including the various enrichments listed above, and those reasons are summarized here. Much of this text focuses on the first two types of enrichment: obligatory and pragmatic.

Obligatory explicitation is the inclusion of information in the target text that is necessary grammatically to create complete sentences, or to represent concepts to the target text audience in an appropriate manner (Klaudy, 1998). Several of the strategies noted above could be considered obligatory when working from English into ASL (Strategies #1, #3, #6, #8). In ASL, for example, the interpreter must make use of physical space and show spatial relationships even if those relationships are not clearly explained in the spoken English text. The movement of verbs (their inflection) must then agree with these spatial relationships. An interpreter could set up an employer or “boss” on the right and take on the role of an “employee” meeting with the boss. In the subsequent discourse, verbs such as EXPLAINED, OVERSAW/PROBATION, ASKED would have to be inflected to show who was doing the action and to whom. As another example, there is no sign for superordinate concepts such as “cutlery,” so an interpreter would have to enrich the target text in ASL by including examples or hyponyms (fork, knife, spoon).

Pragmatic explicitation occurs, according to Klaudy (1998), when “members of the target language cultural community may not share aspects of what is considered general knowledge within the source language culture and, in such cases, translators often tend to include explanations in translations” (p. 83). Several of the strategies noted in the literature could be considered pragmatic explicitations or clarifications based on the interpreter’s knowledge of the differences between the two cultures (Strategies #2, #4 and #10). A hearing audience may not know what VRS means or what the letters stand for when a Deaf person uses the term when discussing a phone call. So, an interpreter may want to enrich that concept by including that the Deaf person calls an interpreter through video and that the interpreter in turn completes the call by telephoning the hearing party. Chapter Nine – Implicature goes

into some detail about metaphors that are common in English but not in ASL that should be clarified if it is suspected that the Deaf audience member is not sufficiently bilingual or bicultural in English to understand the implied meanings.

The last two types of explicitations are **optional** and **translation-inherent** (Klaudy, 1998). **Optional** clarification or **explicitation** occurs due to stylistic reasons such as politeness and register differences. An interpreter might choose to use different signs in different contexts, such as the two-handed sign for Deaf, EAR CLOSED, versus the one-handed sign for Deaf in which the index finger touches the ear and then the mouth. **Translation-inherent** enrichments or clarifications are due to the translation or interpretation process. For example, the interpreter might not know how many topics a speaker plans to describe and so might overuse the handshape for listing objects. He or she may imply there are “5” topics by holding up the 5 handshape as the speaker starts to list ideas. In fact, there may be only one or two. Neither of these types of explicitations are the focus of this manuscript.

Following is a list of the chapters that look at enrichment or clarification of aspects of a target text when working from English. Some are required and some are optional; this will be discussed in more detail in each chapter.

Enriched *Chapter Four–Antonyms* – At a literal level of meaning, a verbatim interpretation, an interpreter might replace a concept with its opposite or antonym. Or he or she may include both the original utterance and an antonym, thereby enriching the target text, especially if the speaker has emphasized a point.

Chapter Five–Superordinate (Hypernym) and Hyponym – Sometimes, interpreters working at the literal level replace terms that are broad umbrella words (such as “weather”), which are called superordinate terms, with a very specific example (“raining, snowing, hot, cold”), referred to as a hyponym of the superordinate. Or an interpreter might enrich the text by giving several examples.

Chapter Six–Holonym, Meronym, Synecdoche, and Metonym – Speakers sometimes talk about the parts of an object (meronyms) (“My engine is dead,” meaning my car won’t start) or a whole object (holonym) (“My computer is dead,” meaning the “hard drive crashed”), and interpreters must learn when to include these parts or the whole object in their translations. Speakers also use popular nicknames or metonyms, like “White House” for the government or temporary descriptors for objects, like “computer geek” for a student in a class. Again, to produce a dynamically equivalent message, an interpreter may have to work between the literal and enriched levels of meaning to translate these concepts successfully in context.

Chapter Seven–Verbs – Verbs often include different parts, for example where “reading a book” could mean “open...a book, thumb through...the pages, scan ...the pages with your eyes.” Verbs sometimes hint at different relationships. “The pond froze last night” implies the temperature went below zero. These additional meanings may have to be added to a target text, enriching it, to clarify the speaker’s intent.

Chapter Eight–Various Enrichments – This chapter focuses on several triggers for enrichment. One is the addition or restructuring of prepositional phrases that act as adjuncts for location, so that the interpreter can build a text that is visually cohesive by having necessary components established in space. As in Chapter Four – Antonyms, in this chapter triggers for comparison will be reviewed, and how these may be enriched by including the converse or opposite relationship will be discussed.

Implicature

The third and final level in this model is that of implicature. An implicature is a possible meaning or function of a text that is not said or signed. To create an implicature, an interpreter truly breaks from the form of

the original utterance to add one or more potential meanings. In the field of translation and interpretation, this is referred to as “breaking from form.” Research into both sign language and spoken language interpreting has found that interpreters will clarify a speaker’s implied meaning (Livingston, Singer and Abrams, 1995; McDermid, 2012; Nida, 1964) by doing such things as clarifying metaphors (Gumul, 2006).

Example 1.5 Testing for Implicatures

The speaker could negate or deny a potential meaning that an interpreter might include in a target text. Or the speaker could reinforce an implied meaning. Both of these are ways to test for implicatures. In the earlier example, the student proclaimed, “I didn’t take his math book.” An interpreter could translate this as “I am innocent.” To show that “I am innocent” is an implicature and not just an enriched text for the original, “I didn’t take his math book.” The speaker might later deny or negate this potential meaning by saying, “Well, I am not innocent—I didn’t say that—because I know what happened or who took it,” or “The book is right over there.” The interpreter would then have to make a repair by claiming responsibility for the addition of “I am innocent.” However should the speaker reinforce the implicature included by the interpreter, “I am innocent,” by saying, “Don’t blame me,” the interpreter’s addition seems warranted and no repairs would be necessary.

Turning to the teacher’s utterance—“What happened to Bob’s math book?”—an interpreter might add the function, “Give it back!” This turns the “Wh” question into a command. The teacher could deny or negate this by saying, “I didn’t say to give it back,” or the teacher could reinforce it by adding, “Yes, return it immediately!”

Implicature *Chapter Nine–Implicature* – This chapter reviews potential triggers in English for implied meanings, implicatures. Interpreters occasionally focus on a speaker’s potential meaning because they suspect that it is more relevant than the actual words spoken. Were a boss to say, “Clean out your desk,” the implied meaning might be, “You are fired,”

something an interpreter might choose to add to the target text. Various English metaphors are looked at in addition, because they may not be shared by the Deaf community and within ASL.

Exercise 1.1—Pre-Assessment

Following is a story to use as a pre-test to practice paraphrasing and translating. It will also be used throughout this text, and various aspects will be highlighted as a focus of the translation process. Read over the story once or twice, and then have someone read it out loud and do an unrehearsed translation. Use this story as a means of establishing a baseline before learning about interpreting, and then again as a final summative assessment in Chapter Ten – Conclusion after you’ve gone through this book.

In the remainder of the book, consider doing the exercises in each chapter “cold,” or without having gone through the chapter. Then repeat each exercise after you’ve gone through the lessons. This approach may provide a sense of accomplishment and empirical evidence of growth.

Art Class

1. I took an art class years ago.
2. My goal was to become a painter.
3. But before I did, I checked into the requirements.
4. I found out that I would have to pay \$500 for the course.
5. I also got a list of supplies I would need.
6. Now you have to understand that painting was a new skill for me.
7. So I was a bit concerned about how well I would do.
8. In fact, I wasn’t sure I would go when the time came.
9. When I got there, I thought I was going to be judged!
10. But thankfully, it wasn’t so.
11. Thankfully, the instructor was very supportive.
12. I ended up realizing I was a lousy painter but enjoyed the class!

Summary Chapter One

Obviously, the act of interpreting is very complex and therefore challenging. There are at least three levels of meaning in a text: the literal, the enriched, and implied meanings (implicatures) that interpreters can focus on. Research into the interpreting process in both spoken and signed languages has found that interpreters in fact work at these various levels (Livingston, Singer & Abrams, 1995; McDermid, 2012; Russell, 2002). Knowing how to work at these levels of meaning allows for the creation of a dynamically equivalent target text.

To help interpreters master the ability to work dynamically, this book is structured so that the reader will begin by translating at a literal level before moving on to working at the level of enrichment or implicature. Doing this enables the reader to learn about differences between English and ASL at the literal level first before considering how to go beyond literal meaning to enhance a target text in ASL. This approach may also reduce the cognitive load—what Giles (1999) refers to as effort—that is needed to work at a dynamically equivalent level in the consecutive or simultaneous modes, by first starting with the literal level of meaning and in translation mode. Focusing on specific levels and discrete aspects of language individually may also help to reduce any anxiety felt by second language learners and new interpreters and to bolster their confidence.

TWO | LITERAL INTERPRETATION

One way to translate or interpret a text is at the literal level. Often, interpreters are told to perform a “literal” or verbatim translation in settings such as courtrooms. Literal interpretation is the focus of this chapter, with an emphasis on replacing a word with another word, a synonym, and then translating the word. Very little time will be spent on this level of processing while interpreting, however, because it is probably the most familiar way to interpret and only one facet of the translation process. As can be seen by the structure of this book, an interpreter can also work at the enriched or implicature levels and use a variety of other strategies, all of which will be covered in subsequent chapters.

The focus of this chapter is on how to perform a literal interpretation and when it may be required. There are several reasons why an interpreter might work at this level or the audience may want a literal interpretation. An interpreter may be unfamiliar with the topic at hand or be challenged by the pace of the speaker. This may force him or her into performing a literal interpretation. Some interpreters may not be fluent in their second language, for example ASL, and so be unable to perform more than a literal interpretation. Some audience members may prefer a literal interpretation because they are bilingual and wish to see an unmodified source text message. Trust is a significant part of interpreting, and when the audience does not trust an interpreter to do an accurate job, they may also desire a literal rendition of the source text. When a speaker provides a list of information, a proper name, or information like an address or telephone number, a literal interpretation is probably

warranted. These and other factors all come into play when an interpreter decides to create a verbatim or dynamically equivalent target text.

It should be kept in mind, however, that even when working from English into English to perform a paraphrase, it is difficult to find a literal match for every word used in a sentence.. For example, a person could say, “He gorged himself on pizza,” but to paraphrase that sentence and then translate it into ASL, an interpreter would need to use “a lot of” as in “He ate a lot of pizza.” The word “gorged” has several connotations, or additional meanings, that the English word “eat/ate” and the ASL verb EAT do not carry. According to the *Free Dictionary* (2014), “gorged” means to eat in a greedy manner, and perhaps carelessly, until full. The English verb “eat” and the ASL sign EAT do not include or carry those connotations. So, to translate “gorged” into ASL and to do it justice, an interpreter would have to enrich the text and say, “He ate several if not many slices of pizza, or even an entire pie (or more).” The interpreter could also add, “He continued to eat even after he was full” or “He ate a bit like a swine.”

Example 2.1—“Wrote”

Let’s look at the verb “wrote” in the following sample:

Source: I **penned** a letter.

Target: I **wrote** a letter.

In the above sentences, the verb “penned” could be considered a paraphrase of the verb “wrote.” To “pen” a letter is to “write” a letter and WRITE is a verb in ASL that most people probably know.

The sentences “I penned a letter” and “I wrote a letter” are what Peccei (1999) would call a “perfect paraphrase” of each other because they “mutually entail” each other or are in a “reversible entailment” or a “two-way entailment” relationship. The word “entail” is a complex term and means a lot of things, for example that the one word or sentence includes, is equal to, implies, or is required by, the second.

These two short sentences have a “reversible” entailment because you can paraphrase from “I wrote a letter” to “I penned a letter,” or, conversely, from “I penned a letter” to “I wrote a letter” without wondering whether the meaning is different. The entailment, therefore, goes “two ways,” and the meaning of both sentences is the same or equal. Thus, each mutually entails (which means “includes,” “requires,” “implies,” “means”) the other.

Interpreting at the verbatim level means that the interpreter must create sentences in the target text that are a perfect paraphrase of the sentences in the source text. So, an interpreter striving to work at the literal level is trying to create target texts that “mutually entail” the same meanings as the source text as a “perfect paraphrase.”

Of course there are many ways to translate “I penned a letter” in ASL that would be perfect paraphrases, and they include the following examples.

Example 2.2—ASL Translation of “I penned a letter.”

1. I WRITE LETTER FINISH
2. I WRITE FINISH LETTER
3. WRITE LETTER FINISH
4. WRITE LETTER WRITE FINISH
5. LETTER, FINISH WRITE FINISH

In examples 1 and 2, nothing is taken away from the text, but the helper verb FINISH is included in ASL to show that the action is completed. In examples 3–5, the pronoun for “I” has been dropped but, as was mentioned in Chapter One – What is Interpreting?, that is acceptable in ASL sentences. Also acceptable is the reordering of the grammar to place the object, LETTER, first. So, all of the above examples are translations at the literal level of meaning. The one major difference between the English source text and the ASL target text is the order of the parts in the sentences: the subject, verb, and object have been restructured.

Example 2.3—Definition of Literal

As a reminder from Chapter One – What is Interpreting?, in a literal interpretation:

1. Nothing is added to the text.
2. Nothing is left out of the text.
3. The target text may clarify pronouns that refer to nouns mentioned earlier in the text.
4. The target text may clarify the tense of verbs.
5. The target text will follow the grammar of the target language.
6. When working from English into ASL:
 - a. The ASL target text may have fewer pronouns than the English source.
 - b. Adjectives in ASL can be placed after nouns as property verbs (CAR BLUE = “The car is blue”).
 - c. Phrasal verbs in English may be reduced to a single verb in ASL.
 - d. A head nod or the sign HAVE or a property verb is used to indicate a copula verb (“be,” “is,” “am,” etc.).
 - e. The subject-verb-object word order in the English source may be reorganized to Topic-Comment, or to Verb final, in the ASL target text.
 - f. The target text will include ASL’s process of inflection of verbs.
 - g. The target text in ASL will make use of classifiers.
 - h. The target text in ASL will include non-manual signals and modifiers.

Example 2.4—Symbol for Entailment

The above source and target sentences are in a two-way entailment or perfect paraphrase relationship, and the symbol for this is \Leftrightarrow , so the above sentences could be rewritten as follows to show this relationship:

I wrote a letter. \Leftrightarrow I penned a letter. \Leftrightarrow LETTER, WROTE FINISH

Let's look at the verb "wrote" in the following sample:

Source: I **wrote** a letter.

Target: I **penned** a letter.

I **created** a letter.

I **crafted** a letter.

I wrote a letter. ⇔ I penned a letter. ⇔ I created a letter. ⇔ I crafted a letter.

Again, it looks as if all four sentences entail each other or will be paraphrased as the other without altering the meaning. However, it could be argued that the verbs "created" and "crafted" connote a slightly different process than "wrote." Some enrichment in the ASL target text may be required to capture the different meanings of these words. For example, "crafting a letter" involves more planning and more artistic flair than simply "writing" a letter. So, some might say it is not a perfect paraphrase after all, although the two words are close in meaning. Also, nowadays and with computers, authors don't usually "pen" letters anymore but instead "type" them. A contemporary translation might use "type" to replace "wrote," especially in the context of a college class. As will be discussed throughout this text, it is always important for an interpreter to consider context. However, substituting TYPE for WRITE means the ASL translation would no longer be a perfect paraphrase or a verbatim translation.

There are different parts of sentences that can be interpreted with a perfect paraphrase, and these will be seen in subsequent chapters. But as an example, numbers are an area that can often be translated with a synonym and in a perfect paraphrase (or mutual entailment or two-way entailment). Some examples follow.

Example 2.5—Mutual, Two-Way Entailments (Perfect Paraphrase)

Source: I need **half a dozen** eggs.

Target: I need **six** eggs.

I need half a dozen eggs. ⇔ I need six eggs.

Source: Can you come in **30 minutes**?

Target: Can you arrive in **half an hour**?

Can you come in 30 minutes? ⇔ Can you arrive in half an hour?

Source: She was supposed to get here at **9 a.m.** but was **10 minutes** late!

Target: She was supposed to arrive at **9** but arrived at **9:10**, late!

Why is it important to consider using synonyms when interpreting? Suppose a person said, “I need half a dozen eggs.” This could be easily translated into ASL as I NEED EGG SIX. But conversely, to translate “I need half a dozen eggs” as I NEED EGG, 12 D-O-Z-E-N (finger-spelled), HALF requires more signs and may be confusing to the audience because it looks as if the speaker needs 12 eggs and then half of the 12. Also, to translate “She was late by 10 minutes,” knowing that she should have arrived at 9:00, it is very clear to say in ASL SHE LATE, ARRIVE 9:10.

Exercise 2.1—Paraphrase and Translate

Read the following story out loud and record it, or ask a friend to do so. Pause at the end of each sentence while recording for a count of three or four seconds to give yourself time to focus on the translation and not on the speaker’s speed. Then do a sight translation at the literal level by paraphrasing some of the bolded words.

1. Last January, my first class at college was **on** history and it started at a **peculiar** hour—**half past nine**.
2. The first thing my teacher did was to **assign** me **half a dozen** books to **study**.
3. I was **apprehensive** because I thought it was going to take me **90 days** to **get through** them.
4. I decided to **head** to the library at noon and stay for a **few hours**.
5. After I had been sitting for about **three quarters of an hour**, however, my friend came up to me to talk.

6. He said there was about **half a foot of snow** outside and it was getting **worse!**
7. So I packed up my **things** and **aimed for** home.
8. The speed limit was 30 miles per hour, but I did about **half of that** because the roads were **treacherous!**

Exercise 2.2—The Story of Sue

Go over the story below and do a sight translation. Focus on replacing the bolded words with a perfect paraphrase or synonym. Read the story out loud, or have a friend do so, and do an ASL sight translation.

1. I had a friend—Sue—in university who was **brilliant** at interpreting.
2. She was probably the **pre-eminent** student in our class.
3. When it came to **conveying** a speaker’s meaning in ASL, she had **flawless** target texts.
4. And it was **gratifying** watching her just sign ASL.
5. I **preferred** working with her on **class assignments**, because she was very **supportive**.
6. And when she was named valedictorian of the class, she didn’t **boast**.
7. Instead she **pointed out** all the people who had helped her succeed.

Context and Lexico-Semantic Meaning

An important aspect of interpreting is context. Context includes many things, such as the physical context, as in the example earlier about writing a letter. As we discussed earlier, if a student was writing a letter in college, the interpreter could choose to sign TYPE COMPUTER, whereas if the person speaking talked about mailing a letter, the interpreter might choose to sign WRITE. Also, an interpreter must look at the meaning of words—the lexical meaning—or in the context of the sentence, the semantic meaning. This may be referred to as the lexico-semantic meaning.

Polysemy and Homonymy

Students of ASL and interpretation are typically taught the concept of paraphrasing and translating beginning with the example of the English verb “run.” They may be shown a number of English sentences such as “She ran for president,” “He ran to the store,” and “We ran in a race,” and told to use a different synonym in ASL to translate each version of the verb “run.” However, what is being taught is not synonyms but instead homonyms or polysemes, and interpreters, as language experts, must understand the difference. Synonyms are words or signs that have a similar meaning but are pronounced or produced differently from each other. Homonyms are words that are pronounced or signed in the same way, such as “run” in the example earlier, but that have different meanings. Polysemes are words that are pronounced or signed in the same way, again like “run” and that have related meanings.

Look at the word “bank” in English, for example. It can mean a riverbank or a financial institution. These two words sound the same, but they have different meanings and so are referred to as homonyms. Reading a “book” is different from “booking” a hotel, and so are homonyms (though it can be argued that “booking” a hotel involves opening a “book” and putting a name in it and so there is some related meaning). The word “bark” can mean the sound a dog makes or a nasty comment (“Why did you bark at me?”), and these words might be considered polysemes and related to each other. But “bark” can also mean the external covering of a tree, a homonym to a dog’s “bark.” “Bust” can mean a small statue of a person’s head, a woman’s chest, or the act of arresting criminals by the police, and so these words are homonyms.

ASL also has homonyms. The sign for SMOOTH as in SHE SIGN SMOOTH can mean “fluent or not choppy,” and in other contexts it can mean “smooth” or “flat,” as in “the water on the lake was smooth or calm,” as in LAKE, WATER FLAT, SMOOTH. The sign SMOOTH might be considered polysemous in these two contexts because the words look the same and have related meanings. The same sign, SMOOTH, can also mean “pay a portion of something,” as in MY CAR BREAK-DOWN REPEATEDLY/OFTEN. I PAY [looks like a one-handed sign

for SMOOTH] FIX. In this example, PAY would be a homonym to SMOOTH because it looks the same but has an unrelated meaning. As another example, think of the sign for INTEREST (earned from saving money in a bank) and the sign for ISLAND. They look pretty much the same in ASL but may be considered homonyms because their meanings are different. At a literal level, the key to determining the meaning of words that have multiple meanings is to look at how they are used within a sentence. This means at a minimum looking at the lexical or word level and at the sentence level, the semantic level. Again, this can be referred to as the lexico-semantic level.

Example 2.6—Polysemes and Homonyms

As can be seen in the next examples, the verbs “get” and “have” can be translated in several ways because they have many different meanings which may be related (polysemes) or unrelated (homonyms). Look at the target texts and perform a translation into ASL. Note that the verbs may have to be translated using different verbs in ASL.

Get

Source: I **got** better when I **took** the medicine.

Source: I **will get** the drinks.

Source: I **got** it.

Source: I **got** better when I **took** the medicine.

Target: I **improved** when I **took** the medicine.

I **became** healthy when I **took** the medicine.

I **improved** when I **popped** the medicine into my mouth.

I **improved** when I **spooned** the liquid medicine into my mouth.

Source: I **will get** the drinks.

Target: I **will pay** for the drinks.

I **will carry** the drinks over here.

Source: I **got** it.
 Target: I **understand**.
 I **have** it.

Have

Source: His family **has** 5 cars.
 Source: I **have had** it with Bob's complaints.
 Source: You **have to** get your driver's license to work here.

Source: His family **has** 5 cars.
 Target: His family **owns** 5 cars.
 His family **bought** 5 cars.

Source: I **have had** it with Bob's complaints.
 Target: I **will not tolerate** Bob's complaints.
 I **won't accept** Bob's complaints.

Source: You **have to** get your driver's license to work here.
 Target: You **must** get your driver's license to work here.
 We **require** you to have a driver's license before we hire you.
 (conversely)

Pragmatic Meaning

A literal level of interpretation, even at the lexico-semantic level, may fail to capture a speaker's meaning, because it does not look at the pragmatic level. Pragmatic meaning is the speaker's potential meaning or function but not the stated meaning of the words or sentences. Chapter Nine – Implicature, will address this more specifically, but following are some examples of the lexico-semantic and pragmatic meanings of utterances—implicatures—that an interpreter may choose to include in a target text.

Example 2.7—Lexico-Semantic Meaning and Implicature

Source: That music is really **loud**!
 That shirt is really **loud**!

Lexico-Semantic level

Target: **That music is not quiet/soft, it's loud!**
That shirt is not plain, it has a lot of colors/stripes/flowers/patterns on it!

Pragmatic level

Target: That music is not quiet/soft, it's loud! **Turn it down!**
 That shirt is not plain, it is loud! **I don't like it! You should change it!**

Phrasal Verbs

As can be seen in the discussion so far, performing a literal or verbatim interpretation is not easy. An interpreter must always consider the meaning of words or signs at multiple levels: that of the individual word (lexical meaning), sentence (semantic meaning) or overall discourse, and both stated and implied meanings (pragmatic meaning). Often, just interpreting words or sentences in isolation and without considering the context is not enough.

One aspect of English that must be altered in translation, at least at the sentence level, is phrasal verbs. As mentioned in Chapter One – What is Interpreting?, and of importance to interpreters, is that ASL seems to include fewer phrasal verbs than English—if it includes any at all (Bellugi & Fischer, 1972). A phrasal verb consists of a verb and an intransitive preposition, adjective, or second verb, and it can lead to new meanings unrelated to the original verb (Bannard, Baldwin & Lascarides, 2003).

Look at the verb “brush” when it is combined with the particle “up on” (Bach, 1994). This leads to “brush up on,” which means something totally different than the verb alone (Sag, Baldwin, Bond, Copestake, & Flickinger, 2011, p. 6), and it should be paraphrased pragmatically, in context. So “brush up on your piano” may be translated as “play” or “practice,” while “to brush up on Spanish” might be translated as “speak” or “read” or “study” as well as “practice.” So phrasal verbs must be interpreted in context, at the lexico-semantic level, and not just the lexical, word level. For examples of phrasal verbs, look at the website hosted by

Capital Community College Foundation (2004) or do a web search for examples of English phrasal verbs.

Working at a literal level, interpreters can compress a phrasal verb into one single verb, giving them more time to concentrate on other aspects of the process. If a speaker tried to “**get a point across**” this could be translated as EXPLAIN or CONVINCED-the-audience. However, if he or she “got across” a river, the ASL verbs SWIM or BOAT and ACROSS would be better choices. When a speaker “comes across a quarter on the floor,” the ASL verb FIND or NOTICE may be appropriate. But when translating “He **came across** as a bull in a china shop,” from English, an interpreter might better use the ASL verb SEEM or FEEL (as in, “The audience felt he was being rude/awkward/etc.”).

Following is a story with several phrasal verbs identified. Do a translation into ASL, or have someone read over the story, and perform a sight translation, choosing an appropriate meaning for each of the verbs. Then look at the next example, a story that makes use of the same phrasal verbs but in a different context. Would these phrasal verbs have to be translated differently? Again, do a translation or sight translation.

Exercise 2.3—Phrasal Verbs in One Context

1. Hello. My name is Maya and I want to tell you about how I **got into** signing.
2. It **started out** in high school.
3. In my junior year, I met a Deaf student, Jennifer, and she used ASL in class.
4. She also **worked with** an interpreter.
5. Now, I **came from** a family that spoke only English.
6. So, seeing Jennifer sign was fascinating to me.
7. After a month in class, I **got up** the courage to ask her to teach me.
8. I am glad I did, because we **turned out** to be good friends.
9. One day, our teacher said we had to **write up** a paper on history and war.
10. She **went over** what was required and said we had to **come up with** groups on our own.

11. Jennifer looked at me and I looked at her, and we **jumped in** and formed a group of two.
12. Next, we **worked out** who would get the books and who would do the typing.
13. I volunteered to **camp out** at the library for a few days to get all the references.
14. Jennifer went online and **looked up** the dates of various major battles.
15. After a few days, I got a bit frustrated because I **came across** 200 books on conflicts!
16. Jennifer told me to **hang in** there and just pick five.
17. She said she knew she could **count on** me to get it done.
18. That really **cheered me up** and helped me focus.
19. Meanwhile, Jennifer **mapped out** a time line for the different confrontations we were writing about.
20. Finally, we met on Saturday and **worked on** the paper.
21. It had to be **turned in** on Monday.
22. We first **knocked out** a ten-page draft.
23. Then we had to **figure out** a title.
24. At one point, I **stepped back** and realized we had been signing all day.
25. I realized I must have **picked up** many signs in the few months I had known Jennifer.
26. Up until that point, I hadn't figured out what I wanted to do when I graduated.
27. But on that day, I sort of **stumbled on** ASL and interpreting because I really liked it.
28. Working with Jennifer really **turned** my life **around**.

Exercise 2.4—Phrasal Verbs in a Different Context

1. I fix people's computers, and I **work out of** a computer store in the mall.
2. I had a bad experience the other day and wanted to share it with you.
3. On Monday, I **got up** at 7 a.m. and got ready for work.

4. I had breakfast, showered and got dressed, and then **turned out** the lights.
5. I **jumped in** my car and headed to work.
6. I **started out** at 8 a.m. and thought I had more than enough time to get to work by 9.
7. But I realized I forgot to have my coffee.
8. So, I asked my phone to **map out** a different route to work so I would drive by the nearest coffee shop.
9. As I was driving, I **went over** a broken bottle and my tire blew out!
10. Now, I **work with** tools on computers, and I figured I could fix it myself.
11. Unfortunately, I checked and the spare tire in the trunk was flat too!
12. But I **looked up** and saw a huge sign for a towing company, so I gave them a call.
13. In about a half hour, the truck came to **pick me up**.
14. I guess I **came across** as angry, because the receptionist ignored me for a while when I got there!
15. So, I **camped out** in the waiting room.
16. About two hours later, the mechanic **came across** the room to me.
17. I **stepped back** when he told me it was \$100 just to fix the tire and for the tow!
18. Worse, I had to **come up with** cash because they wouldn't take credit cards.
19. Looking back, I realized I should have just **turned around** and gone home to get my coffee!

Exercise 2.5—Create Phrasal Verb Examples

Go over the following list of phrasal verbs and come up with two sentences that include different meanings for the phrasal verb. Then translate the sentences into ASL using one single verb.

Source: Wilma **put away** \$50 a month.

Target: Wilma **saved** \$50 a month.

Source: Bob **put** his car **away** in the garage.

Target: Bob parked his car in the garage.

1. Added up to
2. Break out in
3. Cut back on
4. Come up with
5. Do away with
6. Dropped out of
7. Ended up
8. Fell apart
9. Got along with
10. Looked out for
11. Make sure of
12. Put up with
13. Ran out of
14. Tried out
15. Went through

Summary Chapter Two

An interpreter can work at the literal level of meaning when working from a source text in English to a target text in ASL. This means using the grammar of ASL and not altering the target text in any way (by adding, subtracting, or substituting information). The goal is to create a target text in ASL that is a perfect paraphrase of the English text, in a two-way entailment relationship.

A literal or verbatim interpretation is difficult, however, because words can have multiple meanings. Some words sound the same but have either related meanings, and are polysemes, or have meanings that are unrelated to each other, and so are homonyms. To figure out the meaning of words, an interpreter can look at their meaning in isolation (lexical level) but should also consider the meaning of words in sentences and in context (semantic level), or even beyond, to the level of implied meanings (pragmatics). One structure in particular, phrasal

verbs, is used in English but not necessarily or as much in ASL. Phrasal verbs have multiple meanings, some of which are related and some of which are different, and so must be translated in context.

As a review for Chapter Two, go over the next story and consider how you would translate it. Read it out loud, or have a friend do so, and make a recording. Then, while listening to the recording, do an ASL sight translation. Add a three- or four-second pause at the end of each sentence in the recording. Try to work at the literal level, and do not alter the text much in any way. Take note of where it may be necessary to do more than a literal interpretation.

Exercise 2.6—Goldilocks and the Bears

1. Goldilocks and the Three *Ursus Americanus*
2. During the initiation of the brightest time of one solar cycle, Goldilocks was promenading through a zone of densely growing coniferous and deciduous tall standing vegetation.
3. She was in search of a variety of tuberous vegetables for the production of sustenance for a succulent evening repast.
4. She happened across a constructed domicile with a portal of ingress and egress.
5. Due to an all-encompassing sense of fatigue, she decided to investigate.
6. Upon ingress, she identified an elevated eating platform upon which were situated a triad of round serving utensils with beveled bottoms.
7. They contained an aqueous substance of grains and emitted a gaseous vapor.
8. Situated on the surface and equidistant from the four edges of the elevated eating platform was a tall cylindrical container of the liquid fat collected from bovines.
9. Beside the cylinder was a small, round serving utensil with a beveled bottom containing the sweet and golden nectar collected from bees.
10. Goldilocks was beside herself with elation!

11. She poured on each the liquid fat of bovines and added a small dollop of the sweet and golden nectar.
12. Upon attempted sampling of the first, she uttered the expletive “Wow” followed by “This is entirely too scorching!”
13. A taste of the second elicited “This is well below room temperature!”
14. Happily, the third was found to be “extremely satisfactory” and was thenceforth consumed.

Answers Chapter Two

Exercise 2.1—Paraphrase and Translate

1. Last January, my first class at college was **on** history and it started at a **peculiar** hour, **half past nine**.
 - Last January, my first class at college was in the **field of** history and it started at a **strange** hour, **930**.
2. The first thing my teacher did was to **assign** me **half a dozen** books to **study**.
 - The first thing my teacher did was to **give** me **6** books to **read**.
3. I was **apprehensive** because I thought it was going to take me **90 days** to **get through** them.
 - I was **worried** because I thought it was going to take me **3 months, several months, to read** them.
4. I decided to **head** to the library at noon and stay for a **few hours**.
 - I decided to **go/drive/walk** to the library at noon and stay for **one or two hours**. [Note: “few” is a scalar and so could have a variety of meanings in context.]
5. After I had sat for about **three quarters of an hour**, however, my friend came up to me to talk.
 - After I had sat for about **45 minutes**, however, my friend came up to me to talk.
6. He said there was about **half a foot of snow** outside and it was getting **worse!**
 - He said there were about **6 inches of snow** outside and **more snow was falling!**

7. So I packed up my **things** and **aimed for** home.
 - So I packed up my **books/papers** and **went/drove/walked** home.
8. The speed limit was 30 miles per hour, but I did about **half of that** because the roads were **treacherous!**
 - The speed limit was 30 miles per hour, but I did about **15 miles per hour** because the roads were **icy/slippery/snow covered/bad!**

Exercise 2.2—The Story of Sue

1. I had a friend—Sue—in university who was **brilliant** at interpreting. [smart, skilled]
2. She was probably **the pre-eminent** student in our class. [top student, “A” student, compared to others—she was above]
3. When it came to **conveying** [telling/sharing/showing] a speaker’s meaning in ASL, her target texts were **flawless**. [no mistakes, exact, accurate]
4. And it was **gratifying** watching her just sign ASL. [thrilling, enjoyable, loved it]
5. I **preferred** [liked, wanted, hoped to] working with her on **class assignments**, [homework, projects, videotapes] because she was **very supportive**. [encouraging, positive]
6. And when she won valedictorian for the class, she didn’t **boast**. [brag, big-headed, she was humble]
7. Instead she **pointed out** [named, listed, thanked] all the people who had helped her succeed.

Exercise 2.3—Phrasal Verbs in One Context

1. Hello. My name is Maya and I want to tell you about how I **got into** signing. [learned, started]
2. It **started out** in high school. [began, started]
3. In my junior year, I met a Deaf student, Jennifer, and she used ASL in class.
4. She also **worked with** an interpreter. [hired]

5. Now, I **came from** a family that spoke only English. [grew-up, from]
6. So seeing Jennifer sign was fascinating to me.
7. After a month in class, I **got up** the courage to ask her to teach me. [confident]
8. I am glad I did, because we **turned out** to be good friends. [became, started]
9. One day, our teacher said we had to **write up** a paper on history and war. [write, create]
10. She **went over** what was required and said we had to **come up with** groups on our own. [described, explained] [pick, set-up, select]
11. Jennifer looked at me and I looked at her, and we **jumped in** and formed a group of two. [started]
12. Next, we **worked out** who would get the books and who would do the typing. [decided, discussed]
13. I volunteered to **camp out** at the library for a few days to get all the references. [stayed, went, searched]
14. Jennifer went online and **looked up** the dates of various major battles. [searched]
15. After a few days, I got a bit frustrated because I **came across** 200 books on conflicts! [found, collected, saw]
16. Jennifer told me to **hang in** there and just pick five. [patience, continue]
17. She said she knew she could **count on** me to get it done. [knew, depend-on, trust]
18. That really **cheered me up** and helped me focus. [happy, relieved]
19. Meanwhile, Jennifer **mapped out** a time line for the different confrontations we were writing about. [drew, listed]
20. Finally, we met on Saturday and **worked on** the paper. [typed, created]
21. It had to be **turned in** on Monday. [given, submitted, emailed]
22. We first **knocked out** a 10-page draft. [typed, wrote]
23. Then we had to **figure out** a title. [created]
24. At one point I **stepped back** and realized we had been signing all day. [paused, thought, realized!]
25. I realized I must have **picked up** many signs in the few months I had known Jennifer. [learned, remembered]

26. Up until that point, I hadn't figured out what I wanted to do when I graduated.
27. But on that day, I sort of **stumbled on** ASL and interpreting because I really liked it. [found, saw, realized]
28. Working with Jennifer really **turned** my life **around**. [improved, changed]

Exercise 2.4—Phrasal Verbs in a Different Context

1. I fix people's computers, and I **work out of** a computer store in the mall. [in]
2. I had a bad experience the other day and wanted to share it with you.
3. On Monday, I **got up** at 7 a.m. and got ready for work. [arose]
4. I had breakfast, showered and got dressed, and then **turned out** the lights. [turned off]
5. I **jumped in** my car and headed to work. [sat in]
6. I **started out** at 8 a.m. and thought I had more than enough time to get to work by 9. [driving, began]
7. But I realized I forgot to have my coffee.
8. So I asked my phone to **map out** a different route to work so I would drive by the nearest coffee shop. [find, show]
9. As I was driving, I **went over** a broken bottle and my tire blew out! [drove-over]
10. Now, I **work with** tools on computers, and I figured I could fix it myself. [know, skilled, used]
11. Unfortunately, I checked and the spare tire in the trunk was flat too!
12. But I **looked up** and saw a huge sign for a towing company, so I gave them a call. [look-up]
13. In about a half hour, the truck came to **pick me up**. [got in]
14. I guess I **came across** as angry, because the receptionist ignored me for a while when I got there! [seemed, looked]
15. So I **camped out** in the waiting room. [sat-down, waited]
16. About two hours later, the mechanic **came across** the room to me. [approached]

17. I **stepped back** when he told me it was \$100 just to fix the tire and for the tow. [shocked, surprised]
18. Worse, I had to **come up with** cash because they wouldn't take credit cards. [pay, find]
19. Looking back, I realized I should have just **turned around** and gone home to get my coffee! [turn-car-around]

Exercise 2.5—Create Phrasal Verb Examples

1. Added up to – “The missing money and laptop added up to a crime.”
– equals, means, etc.
2. Break out in – sick, appeared, started, etc.
3. Cut back on – reduced, lowered, etc.
4. Come up with – invented, find, lied, etc.
5. Do away with – threw out, killed, etc.
6. Dropped out of – quit, disappeared, etc.
7. Ended up – result, means, etc.
8. Fell apart – broke, separated, upset, etc.
9. Got along with – friends, cooperated, etc.
10. Looked out for – valued, supervised, searched, etc.
11. Make sure of – check, confirm, etc.
12. Put up with – bear, patient, tolerated, etc.
13. Ran out of – gone, empty, left, etc.
14. Tried out – tested, practiced, used, etc.
15. Went through – tested, wore, used, etc.

Exercise 2.6—Goldilocks and the Bears Possible Translation

Following is a discussion about how to translate the first five lines of the Goldilocks story at several levels, both literally and dynamically. Read over the discussion and see what you think. To begin with, Goldilocks could be left alone, because it is a proper name. To do a full translation later, work with a Deaf instructor or a Deaf friend to find out if there is a standard name sign in ASL for Goldilocks or if Goldilocks should be spelled out.

1. Goldilocks and the Three *Ursus Americanus*

What does *Ursus Americanus* refer to? A quick look at the *Free Dictionary* (2014) reveals this is the name of a species of bears, American black bear, which could be used in the ASL translation. Chapter Two – Literal Interpretation will look at how this is a perfect paraphrase where *Ursus Americanus* is the Latin name for American black bear.

The paraphrase in English might be:

Goldilocks and the three American black bears.

This helps come up with a translation into ASL, such as:

G-O-L-D-I-L-O-C-K-S (then name sign if there is one) AND/PLUS
(or pause) AMERICAN BLACK BEAR, 3

To make it look a little bit more appealing to the audience, the speaker's purpose in uttering this sentence could be included in the translation. This is often referred to as “breaking from the form” of the utterance (BFF) to tell the audience what the speaker is doing (his or her function). Chapter Nine – Implicature describes when and how to include implicatures in an interpretation.

So, the translation could start off with:

I WANT TELL-YOU STORY

or I TELL-YOU STORY, QUOTE, G-O-L-D-I-L-O-C-K-S PLUS
AMERICAN BLACK BEAR, 3

Special Note: The audience for the translation should always be considered. If the translation were to be shown to a group of Deaf scientists or students in a biology class, the term *Ursus Americanus* should be included and probably fingerspelled. If the translation were for young Deaf children, and the story were being read aloud at a quick pace and for entertainment, *Ursus Americanus* could justifiably be paraphrased as American black bear. The interpreter would also be responsible for asking the teacher whether the students were expected to learn the words

Ursus Americanus and, if so, to include those in the target text. These are the decisions an interpreter makes, and the more information he or she has about the context and the people involved, the better. In translation theory, when a text is oriented to fit the expectations of the audience, it is referred to as following Skopos theory (Vermeer, 2000).

This translation also made use of the ASL sign AND or the ASL sign PLUS or a pause to show “Goldilocks **and** the three bears.” Throughout this text, different ways to paraphrase will be described to provide options to the reader; again, it is important to look at context. In an educational setting, where a student is learning the function of “and” in English, an interpreter may choose to use the ASL sign for AND.

Turning to the next part of the story:

2. During the initiation of the brightest time of one solar cycle, Goldilocks was promenading through a zone of densely growing coniferous and deciduous tall standing vegetation.

For this, a paraphrase might replace “the initiation of the brightest time of one solar cycle” with the word “morning,” because, again, this is probably easily translated into ASL. The terms “sunrise” or “the beginning of the sun’s passage through the atmosphere on the east side of the planet moving to the west” could also have been used, but “morning” captures the same meaning and is much more efficient. Chapter Six – Holonym, Meronym, Synecdoche, and Metonyms goes into detail about how the word “morning” includes or entails different parts, such as “the sun rising.” Paraphrasing the phrase “the initiation of the brightest time of one solar cycle” as “morning” is also a good compression strategy that will help an interpreter keep up with a fast-talking English speaker.

What to do with “promenading?” A handy dictionary or thesaurus reveals the word “walking” as a synonym (*Free Dictionary*, 2014). This seems like a perfect paraphrase or a synonym, but it is not really because “promenade” also connotes “leisurely walking.” So, the concept

of “leisurely” would have to be clarified through the addition of a sign (TAKE-YOUR-TIME) or through non-manual modifiers (various mouth movements and facial expressions) to convey the adverb “leisurely.”

Next, what about “a zone of densely growing coniferous and deciduous tall standing vegetation?” The word “forest” comes to mind as a catch-all phrase for this long string of adjectives and adverbs and is again a good compression strategy. As is described in Chapter Six – Holonym, Meronym, Synecdoche, and Metonyms, the term “forest” is a holonym or a “whole object” that contains many parts, such as trees. A part of a thing is called a meronym. In this case, a forest contains “densely growing tall standing vegetation.” Something to note is that potential meronyms in a forest also may include shrubs, animals, pathways, and other elements.

So, the paraphrased target text is now:

One morning, she was walking through a forest.

Now let’s look at the third sentence:

3. She was in search of a variety of tuberous vegetables for the production of sustenance for a succulent evening repast.

Here, “tuberous vegetables”—a superordinate phrase—could be replaced with different examples or classes of vegetables (hyponyms), such as “carrots and potatoes, etc.” This type of construction is covered in Chapter Five – Superordinate (Hypernym) and Hyponym, which looks at superordinate terms, also referred to as *hypernyms* in the literature. These are umbrella terms for different classes of things. These larger classes have subclasses or examples of things, referred to as *hyponyms*. In this case, different types of potatoes and carrots are hyponyms of the superordinate “tuberous vegetables.” In a science class, an interpreter might include the term “tuberous” if it were going to be on a test or part of a project. Again, it’s important to know the context and the expectations of the audience and speaker.

Next, look at the verbs “search” and “produce” and consider adding a few entailments of those verbs. To “search” for food probably entails or includes (in this context) to “go out, walk, collect, or gather” as well as “look for.” In this context, to “produce sustenance” might mean (entail) to bring food home to cook. “Production” also might entail “washing” and “chopping.” Verb entailments, or aspects of verbs that are implied but not stated, are covered in Chapter Seven – Verbs.

It could be argued that Goldilocks wants to create a “succulent” repast, but she is not yet sure how it will turn out. To identify that as her goal, the sentence, “She hopes it is delicious” could be added to the paraphrase. Again, including a potential speaker goal is covered in Chapter Nine — Implicature.

Finally, a synonym for “sustenance” might be “food,” and “evening repast” might be replaced with “dinner.” Imagine “sustenance” paraphrased as “things that sustain you.” An ASL-using audience would probably appreciate the word “food” more. So now let’s look at the paraphrased text:

She was looking (searching) for carrots and potatoes to collect to bring home to wash and chop up and then cook or bake for her dinner. She hoped they would be delicious.

At the next stage of the process, an ASL translation might look something like:

SHE SEARCH WHY/FOR-FOR? CARROT, POTATO, ETC. BRING HOME, WASH, CHOP, COOK, EAT, EAT NIGHT. GOAL, EAT DELICIOUS!

Here WHY or FOR-FOR is used as a conjunction to join the two clauses “she looked for carrots and potatoes” and “she will bring them home to cook for dinner.” This makes the sentences a bit more cohesive.

The last part of the sentence could also be moved to the beginning, a topic discussed in Chapter Three – Sentence Restructuring. So, the paraphrased text could look like this:

She wanted to make something for dinner that would be delicious. So she went out searching for carrots and potatoes, etc.

How can sentences 4 and 5 be paraphrased?

4. She happened across a constructed domicile with a portal of ingress and egress.

Here the speaker is talking about the parts (the meronyms) of a building (the whole object or holonym). Again part and whole relationships are covered in Chapter Six. In this context, and given that most people know the story, the word “domicile” could be translated as “house” or “home.”

5. Due to an all-encompassing sense of fatigue, she decided to investigate.

In the fifth sentence, Goldilocks announces she is feeling fatigued, which can easily be paraphrased as “tired.” The implication that she had been walking and searching for a long time could be included, as an Implication (a subject covered in Chapter Nine), as it would make sense in the story. She then decides to investigate, which can be paraphrased with the verb CHECK or also with the different parts or entailments of the verb (a topic covered in Chapter Seven), such as “enter” and “look around.”

The remaining sentences (6-14) in the story are left to the reader to paraphrase. Work through them now and come back to them after completing the readings and exercises in the subsequent chapters to see if you would make further changes.

THREE | SENTENCE RESTRUCTURING

If an interpreter decides to work at the literal or verbatim level, there are times when a sentence in English should be reordered before it is translated into ASL. Remember, in a literal interpretation, an interpreter does not alter the target text in any way (other than changing it into the other language), for example by adding to it or by taking away information. But an ASL target text should also follow the structure of ASL, which may necessitate restructuring.

There are several reasons to restructure a text, and they will be described throughout this chapter. However, one advantage of restructuring that is not discussed in the exercises is that restructuring forces the interpreter to wait for an entire sentence before beginning to interpret. This increases the person's lag time, allowing the interpreter to hear more information before a target text is rendered. The more information an interpreter has access to, the more he or she can work at an enriched or implicature level to consider the context more fully, and infer potential meanings. In addition, such practice prepares an interpreter to work consecutively and helps develop memory skills.

Prepositional Phrases and Adjuncts

Another reason to restructure a sentence in English before translating it into ASL is to clarify the tense of the verb. In English, a speaker may say, "I bought a computer last Friday." If this were translated into ASL literally, I BUY COMPUTER RECENT FRIDAY, the audience would not know the tense of the verb until the end of the sentence. To make the verb tense clear, the interpreter could move the adjunct LAST FRIDAY (which is also acting as an adverb) to a position before the verb BUY,

as in RECENT FRIDAY I BOUGHT COMPUTER. Although this restructuring is not necessarily required, especially for short and simple sentences, it does give the audience a sense of the time frame for the verb right at the beginning of the sentence. That way, a Deaf audience isn't left wondering *when* the verb occurred, especially with longer utterances.

Adjuncts are parts of sentences (as are subjects, verbs, and objects), and they can carry information about the time frame or the location of a verb. They can act like an adverb by describing how the verb or action took place. One way to test whether a phrase or adverb is an adjunct is to remove it from the sentence and then see if the sentence is still complete (it still has a subject and a verb, for example). In English, the sentence "I bought a computer," is a complete sentence without the adjunct "Friday." An adjunct, therefore, can be removed without altering the "completeness" of the sentence, though it may alter the meaning. However, the adjunct "Friday" takes on more significance if it were omitted from the translated sentence I BUY COMPUTER, as the time frame for the utterance would be missing in the ASL translation.

Example 3.1—Prepositional Phrases and Adjuncts

In the example below, "in my senior year," "of high school," and "Last Tuesday" are adjuncts. Here is an example of a translation of two English sentences in which the adjuncts were moved.

Source: I fell in love with Jennifer **in my senior year of high school**.
 Target: In my senior year of high school, I fell in love with Jennifer.
 ASL: HS, SENIOR, I FALL-IN-LOVE-WITH (fell in love with)
 JENNIFER

Source: I went to the movies **last Tuesday**.
 Target: **Last Tuesday** I went to the movies.
 ASL: RECENT TUES, I GO (went) MOVIE

Prepositional phrases, in addition to adverbs, can also act as adjuncts. Above, the phrases "in my senior year" and "of high school" are both

prepositional phrases that begin with a preposition (such as “in,” “on,” “under,” and “after”). Prepositional phrases as adjuncts can modify nouns, verbs, phrases, or complete clauses, and can provide information about the time frame of the verb or its location. Prepositions that refer to time are called *temporal prepositions* (Dubinsky & Williams, 1995) and include words such as “after,” “before,” “during,” “since,” “while,” and so forth.

Exercise 3.1—Move References to Time or Location

Look at the following examples and practice moving the reference to time into the initial position in the sentence before creating a target text in ASL.

1. I bought a new car two years ago.
2. You have to hand in your test in five minutes.
3. I bought this laptop a month ago and it is dead now!
4. This coffee is cold, but you just microwaved it a few seconds ago!
5. I read that book last year.

The following exercise contains more examples of sentences with prepositional phrases that could be restructured, along with a list of common prepositions. Practice restructuring the sentences and then translating them into ASL. Then, using the list of prepositions, come up with a sentence that ends in a prepositional phrase and that indicates time or location. Try translating the sentence into ASL. Restructure and translate the sentence again to see how restructuring can influence the creation of a target text.

Exercise 3.2—Prepositional Phrases

1. Can you park your car beside the garage?
2. Let’s go to Sharon’s house on Thursday.
3. All the students were nervous before the test started.
4. The fire alarms went off at the library.

5. I finally finished that book, after many attempts.
6. The lights in my kitchen went out.
7. I saw my cat's eyes glow by the light of a flashlight in my backyard.
8. I am going to grab a soda during the break.
9. I went to summer school last July and August for six weeks.
10. I always found math class easy in high school.

- A. At
- B. After
- C. During
- D. In or Into
- E. On or On top of
- F. Under

Additional support for restructuring comes from a study done by Emmorey (2005). When eight native signers were asked to look at 56 pictures and describe the physical relationships they saw, Emmorey noted that they typically began by situating the largest or most permanent object—what Emmorey believed could be considered the “ground” in the story—first. Next, the signers placed other objects or “figures” in the signing space in relation to the established ground. According to Emmorey, whereas in English a speaker might say, “a dog under a chair” or, “a car behind a tree” (p. 341), a native ASL signer would potentially reverse that order, as in, “There is a chair and the dog is under it,” or, “There is a tree and a car is behind it.”

Example 3.2—Antecedent Precedes Consequence

Another reason to restructure English sentences before translating them into ASL is because it is more common in ASL to see the antecedent (the cause of an action) precede the result or consequence of an action in a conditional sentence (Isham & Lane, 1994). For example, in the sentence, “I will pay for a movie if you pass the test,” the sentence could be reordered to read: “If you pass the test, I will pay for a movie” before

being translated into ASL. This puts the condition or antecedent (“If you pass the test”) before the consequence (“I will pay for a movie”). So conditional sentences in English are candidates for restructuring, especially if the result or consequence comes before the antecedent.

Here is another example. To translate, “I can’t go to the movie if I don’t get paid,” the sentence could be restructured as, “If I don’t get paid, I can’t go to the movie.” This latter word order again is more in keeping with what is typically (though not always) found in ASL. Going beyond a literal interpretation, an interpreter might also clarify who is doing the paying by enriching the text, and so add in a referent, such as “by my boss or company.” The target text might then read: “If my boss doesn’t pay me, I can’t go to the movie.” The sentence as it is written is missing an agent (paid by someone) and this could be clarified. It could also be implied by beginning the sign for PAY outside of the normal signing space and inflecting it into the payee. In addition, the implied meaning of “I am broke” could also be added as an implicature (as described in Chapter Nine – Implicature).

Example 3.3—Antecedent before Consequence

Here are more examples:

Source: You could win five million dollars if you **buy a lottery ticket**.
 Target: If you buy a lottery ticket, you could win five million dollars.

In this example, the antecedent is “buy a ticket” and it would have to occur first before the money could be won.

This next example is not a conditional sentence, but it could be reorganized to follow the chronology of the events or the cause/effect order. It also puts the prepositional phrase (“after he filled out...”) at the beginning of the sentence. Restructuring this sentence would make it easier to translate into ASL and would clarify the verb tense for “join/joined.”

Source: Martin **joined** the local interpreting group **after** he filled out all the paperwork.

Target: Martin filled out all the paperwork and joined the local interpreting group.

The local interpreting group has paperwork, which Martin filled out, and then he joined the group.

Here is another example.

Source: Bruce **did not allow** Sharon **to finish talking**.

Target: Sharon started talking, but didn't finish, because Bruce didn't allow it.

Sharon started talking, but she did not finish because Bruce interrupted her.

Sharon started talking and Bruce interrupted her, so she didn't finish.

In this example, it might be clearer to show how Bruce impeded or didn't allow Sharon to talk by adding "he interrupted" her. In this case, "not allowing" someone to talk probably means "to interrupt" or "to forbid someone from talking." Clarifying a verb, in effect specifying how it occurred, will be covered in Chapter Seven – Verbs.

Exercise 3.3—Reorder the Antecedent

Go over the following sentences. Identify what should come first, and then translate the sentences.

1. Most students in this kindergarten class will be five years old by September 1.
2. You must hand that in at 5 p.m..
3. I use my cell phone every day that my parents gave me.
4. I won't be able to drive to my job interview if my car is not fixed by Thursday.
5. You may get fired if you call in sick and you are not.
6. Mary finished her soup long after Charlie finished his.
7. He whisked the eggs after cracking them into a bowl.

8. It is going to be stressful, studying for exams and working at the same time.
9. The meeting was moved to 10 a.m. because no one showed up at 9.
10. I arrived at the play early because my friend, Frank, told me I did not have to pick him up.
11. To become fluent in ASL, Tom took classes for three years.
12. Jack was exhausted, having run from home to work four times in one day.
13. Walter spent \$200 dollars a month in gas running to work every day in his truck.
14. To clean his room, Doug found the vacuum in the closet in the hall.
15. I bought the painting that Sarah painted.

Exercise 3.4—Reorder Practice

Read over the following story and look at each sentence. Some would be easier to translate if they were reordered, but some do not have to be rearranged. First, decide which ones to reorder. Then read the story out loud and make a recording. Remember to add in a three- or four-second pause at the end of each sentence. Go through and do a translation into ASL.

1. I thought it wasn't going to be complicated, sending a postcard to my mother during my first week of University.
2. But nothing could be further from the truth.
3. I wanted to let her know that I was doing okay, but I didn't want to spend an hour on the phone.
4. So I thought she would be thrilled and it would be easier if I just sent a card.
5. I found the rack of cards when I went into the local convenience store.
6. It only cost me \$2 for a really nice one.
7. Then I ended up in line at the post office because no one I asked knew how much postage to put on a postcard.

8. It ended up not being so bad, because I could send off a few text messages while I was waiting to be served.
9. But the woman in front of me had a huge package that she wanted to send, and she took forever talking to the postal clerk.
10. The clerk was trying to explain that she needed to buy packing tape because the package was not wrapped or taped well.
11. Instead of using wrapping paper, she had used ordinary newspaper and masking tape.
12. She kept saying everything was fine while the clerk pulled out his own packing tape and tried to convince her to use it.
13. She wasn't so happy a few minutes later when a huge rip in the paper occurred as the clerk slid the box across the counter and the corner caught on the metal edge.
14. The ensuing argument between her and the clerk could have been avoided had she only used the right tape!
15. "All I want to do is send a postcard," I thought to myself as I stood there.
16. "I guess I will give Mom a call the next time I want to talk to her."

Cataphoric Reference

When people speak or write, they often talk about a noun (person, place, or thing) and then refer to that noun by using a reference, such as a pronoun. Usually, the reference comes after the noun and so it is considered anaphoric (the pronoun refers back to the noun). In the following example, the word "he" refers to "Jack" or is an anaphoric reference to Jack, and the word "there" refers to "store."

Example 3.4—Anaphoric Reference

Source: Jack went to the store. He bought some milk there.

Target: Jack went to the store. Jack bought some milk at the store.

Sometimes, the reference or pronoun (antecedent) comes before the noun. This is referred to as a cataphoric reference. The pronoun refers

forward to something that is about to be said. In these cases, the noun and pronoun could be switched to make them easier to translate and more understandable. Here is an example of two cataphoric references in a sentence.

Example 3.5—Cataphoric Reference

Source: When he arrived there, Jack was surprised to see all the items in the store.

Target: When Jack arrived at the store, he was surprised to see all the items there.

Exercise 3.5—Reorder Cataphoric Reference

Go through the following sentences and identify the pronouns that occur before their referents. Rewrite each so that the cataphoric reference is replaced with its antecedent.

1. After she bought it, Mary realized how much she loved her house.
2. Can we use yours, because my cell phone battery is almost dead?
3. Lock it up when you get out, or else you might find your car missing.
4. How much did they cost? I always wanted shoes like that.
5. You know they need your help with it or the kids won't finish their project tonight.

As will be seen in Chapter Six – Holonym, Meronym, Synecdoche, and Metonym, sometimes parts of objects or processes (a meronym) can replace the whole object (a holonym). For example, “laces” are a part of a “shoe” and so when someone says, “Tie your laces up,” that person is probably referring to the laces in your shoes. In the next examples, the part (meronym) was placed before the whole (holonym) and could be considered a type of cataphoric reference, where the meronym refers forward to the holonym. It is sometimes easier to translate sentences if the whole (the referent) comes first, followed by the part (that is referencing the whole).

Example 3.6—Cataphoric Meronym or Holonym

Source: The **popcorn** was too salty at the **movie** last night.

Target: At the **movie** last night, the **popcorn** was too salty.

In this example, “popcorn” is part of (meronym) the “movie” experience (the holonym) and so “popcorn” cataphorically refers forward to the movie. Also note that the prepositional phrase “at the movie last night” came near the end of the sentence and could be moved to the beginning to set both the time frame for the verb and the location of the event (the holonym or “whole” object).

Source: Billy had to pay for expensive **shots** for her cat at the **vet’s**.

Target: Billy took her cat to the **vet’s** and had to pay for expensive **shots**.

In this example, “shots” are part of a trip to the vet.

Exercise 3.6—Reorder Cataphoric Meronyms

Go through and identify the whole objects near the end of the sentence and the part of the object that is mentioned earlier. Then reorder the sentence so that the whole object comes first.

1. I didn’t like the ending, but overall I thought the play was fine.
2. The driver’s seat moves up and down in my new car.
3. The front door is green in my neighbor’s house.
4. The houses all have nice front yards throughout my neighborhood.
5. Make sure the seat is clean when you get on your bus.
6. I hate the keyboard on my new laptop.
7. I really liked the handout you gave during your presentation.
8. The closet was full of junk but otherwise Steve’s bedroom was spotless.
9. Although the younger kids hated the snake, the older kids at school loved it.

10. The bed didn't fit through the door when she tried to put it in her bedroom yesterday.

The next few examples are also cataphoric but involve what is referred to as *sluicing*, a special form of ellipsis. It occurs when there is a “Wh” question and the entire sentence is omitted (or sluiced), which is seen in the parentheses. It can occur before (cataphoric) or after (anaphoric) the omitted or elided material. In sentences with sluiced material that is cataphoric, meaning the missing information refers forward to something in the text, adding in the elided material right away makes the target sentence easier to interpret.

Example 3.7—Cataphoric Sluicing

Source: I don't know why, but the furniture has been rearranged.

Sluiced: I don't know why [**the furniture has been rearranged**], but it has been moved.

Target: The furniture has been moved and I don't know why.

Source: I am not sure when, but the mailbox was loaded with flyers.

Sluiced: I am not sure when [**the mailbox was loaded with flyers**], but the mailbox was loaded with flyers.

Target: The mailbox was loaded with flyers and I am not sure when.

Exercise 3.7—Move Sluiced Information

Go through the following short story. Determine where information has been omitted (sluiced) and then rewrite the story with the information included.

Alison: I don't know why, but every time I go over to Sarah's place, she always invites Tom.

Kathy: Can I tell you something?

Alison: Sure, what?

- Kathy: I'm not sure when, but Tom and Rachel broke up. He's single again.
- Alison: So?
- Kathy: Now you know. She wants to set you two up with each other.

Complements and Clauses

There are a number of words called *complementizers* (Nordquist, 2015); they introduce clauses that can be independent and that may have to be foregrounded in a sentence. These complementizers act as conjunctions, and their removal leaves two complete and separate sentences. Much like adjuncts and prepositional phrases, complement clauses may indicate things like the tense, location, or cause of a verb. An ASL target text might be improved if you move the complement to the beginning before attempting to translate the sentence into ASL.

Example 3.8—Complementizers

- Source: Make sure you have paper and a pen ready **when** you are studying.
- Target: When you are studying, make sure you have paper and a pen ready.

The example above contains two sentences—"You are studying" and "Make sure you have paper and a pen ready"—that are joined by "when."

Research into the English language abilities of Deaf students has shown that these students have a difficult time with relative clauses and complement clauses in English (Kelly, 1998; King, 1981). Although they can learn how to interpret them (Kelly, 1998), they develop that skill later than native English-speaking children. It makes sense, then, to provide an interpretation into ASL that is more accessible to Deaf learners by reordering the information.

Complementizers include words or phrases such as “while, since, because, although, if, when, so that, as, such, before, after, until, as long as, as soon as, by the time that, now that, once, inasmuch as” (Nordquist, 2015). Clauses introduced by the complementizers “that” and the “Wh” questions may also be independent clauses that could be moved to the initial position.

Exercise 3.8—Restructure Sentences with Complements

1. My sister drove the car **that** I had bought.
2. Jill works in the store **where** I bought my bike last summer.
3. Terri thanked the janitor **when** she found her whiteboard had been cleaned.
4. It is really sad **that** Frank failed the math test.
5. Can you confirm **if** there will be a quiz tomorrow?
6. I would like it **if** the chair were put in the corner.
7. I am sure your parents hope **that** you finish your BA degree and graduate.
8. I suspect **that** Nancy is telling the truth.
9. It will be horrible **if** you don't get to work on time on your first day.
10. The class will be over **when** the bell rings.

Embedded Relative Clauses

Deaf children have a difficult time with complex sentences when they are shown the sentences in isolation and when a relative clause is embedded in the sentence (Russell, Quigley & Power, 1976). For example, look at the following sentence and see how it would be interpreted by Deaf students, even up until their late teens.

Example 3.9—Embedded Relative Clauses

Source: “The girl who hit the boy went home.”
(Russell, Quigley & Power, 1976, p. 96)

Student's interpretation: A girl hit a boy. The boy went home.
 Actual meaning: A girl hit a boy. The girl went home.

A Deaf student may miss the fact that the girl did two things: she hit a boy, and then she went home. This may happen because the student is following the surface structure of the sentence, which looks like two different sentences and two different subjects (Russell et al, 1976).

Exercise 3.9—Restructure Embedded Relative Clauses

Restructure the sentences and then translate them into ASL.

1. My sister, who is married to Bill, drove home last night.
2. Jill, who works with Oscar in the bike shop, helped me buy my new bike.
3. The janitor, whom the principal just hired, did a great job.
4. Frank, the cousin of Tara, failed the math test.
5. I don't think Nancy, you know, the person who works with Kevin, is telling the truth.

Exercise 3.10—Restructure Shoe Store

Identify embedded relative clauses in the following story (as well as any other structure that could be moved). Restructure the sentences and then translate the story into ASL.

1. Willis: Did you get that job at the restaurant?
2. Rachel: No. But it's okay. The girl who was dating Tom was hired.
3. Willis: You mean Shannon?
4. Rachel: Yeah, Shannon.
5. Willis: Are you upset?
6. Rachel: No. Not really. She's friends with Hannah, who has been working there for four years, and started on Tuesday.
7. Willis: What does that mean?

8. Rachel: I don't really get along with Hannah and I'm sure I wouldn't like working with her. Besides, I also found another job.
9. Willis: Really, what?
10. Rachel: I applied at the shoe store, which is right next to the gym, and got a job there.
11. Willis: That's great. It's close to your house, so you can walk.
12. Rachel: And I can get a great deal on shoes!

Summary Chapter Three

Chapter Three – Sentence Restructuring looked at how an interpreter can work at a literal or verbatim level with a specific focus on source text restructuring. At this level, interpreters should look for structures in English that indicate the tense of a verb, the location of the event, or the cause or antecedent of a consequence. When these structures are placed near the end, interpreters could move them to the beginning of the sentence. When a sentence has an embedded relative clause, an interpreter can restructure the sentence to ensure that the person doing the action is located close to the verb of action. Also, ASL sentences may more often begin with a “ground” followed by a “figure” or may start more often with an antecedent or cause of an event. Where the English sentence differs, restructuring may be necessary.

Doing this restructuring helps interpreters develop their memory and lag time skills. More important, it may help a Deaf audience understand the time frame of the verbs in the ASL target text, and clarify the actions taken by the actors in the sentence. It also may clearly establish figure-ground relationships more visually. Such restructuring may lead to better, if not easier, comprehension for the audience.

Exercise 3.11—Review Restructuring

As a summary exercise for Chapter Three, go through the following story. Identify what must be reordered and label it; then do the reordering. Create a recording, leaving a few seconds of silence or a pause between sentences, and translate the text into ASL.

1. I remember when my friend got her first job, and how thrilled Tamarka was to be working as an interpreter for a local agency.
2. She raced over to my place and picked me up so we could celebrate after she got the email saying she was hired.
3. We ordered fries and cokes when we went out to our favorite restaurant.
4. She said she was relieved because she was finally going to be doing what she loved.
5. What was great was that Tamarka almost immediately passed her national certification once she had graduated from the interpreter program.
6. I think she was the first to get certified and to get a job offer in our class.
7. I didn't start working until January, almost a year after we had graduated in May.
8. I had to keep working as a sales clerk for about eight months.
9. But I did a lot of freelance interpreting at night while I worked at ACME sales.
10. That helped me improve my signing and pass my certification.
11. I asked Tamarka how she was going to get to the various assignments while we were at the restaurant.
12. She said she would be driving as long as her brakes and tires held out in her car.
13. She was worried it might break down because it was about 15 years old.
14. I told her she could always take the bus if it died on her.
15. Time passed, and the next year, in August, she was asked to interpret at the local college by the chair of the Disability Department.
16. She jumped at the chance because the college paid well.
17. Every two weeks, she had to fill out a time card, according to her manager.
18. Unfortunately, no matter how many times she filled it out, she could never do it right.

19. She had to keep fixing the times or dates or something when the department sent it back to her.
20. That meant she didn't get paid for about three months, and she was pretty frustrated.
21. In the first week, she wasn't sure why, but she told me she ended up being late to class because the secretary gave her the wrong building name and classroom number.
22. Luckily, the Deaf student didn't leave, but instead stayed in the class waiting.
23. She apologized and explained what had happened when she got there.
24. Thankfully, everything went well and the Deaf student was happy with her interpreting.
25. She was also finally sent a huge check to cover the first three months in December by the college!

Answers Chapter Three

Exercise 3.1—Move References to Time or Location

Below are some examples of how the sentences could be restructured. Some implied meanings have also been included in brackets.

1. I bought a new car two years ago.
 - Two years ago, I bought a new car.
2. You have to hand in your test in five minutes.
 - In 5 minutes, your test has to be handed in [to the teacher].
3. I bought this laptop a month ago and it is dead now!
 - A month ago, I bought this laptop [and it was fine]. Now it is dead.
4. This coffee is cold, but you just microwaved it a few seconds ago!
 - You just microwaved this coffee [and it was hot]. [I am surprised because] now it is cold.
5. I read that book last year.
 - Last year I read that book.

Exercise 3.2—Prepositional Phrases

1. Can you park your car beside the garage?
 - Beside the garage, can you park your car there?
 2. Let's go to Sharon's house on Thursday.
 - On Thursday, let's go to Sharon's house.
 3. All the students were nervous before the test started.
 - Before the test started, all the students were nervous.
 4. The fire alarms went off at the library.
 - At the library, the fire alarms went off.
 5. I finally finished that book after many attempts.
 - After many attempts [at reading it], I finally finished that book.
 6. The lights in my kitchen went out.
 - In my kitchen, the lights went out.
 7. I saw my cat's eyes glow by the light of a flashlight in my backyard.
 - In my backyard, with a flashlight, I saw my cat's eyes glow.
 8. I am going to grab a soda during the break.
 - During the break, I am going to grab a soda.
 9. I went to summer school last July and August for 6 weeks.
 - Last July and August, for 6 weeks I attended summer school.
 10. I always found math class easy in high school.
 - In high school, I found math class easy.
-
- A. At: There is a sale on shoes at the store.
 - At the store, they sell shoes and they are on sale.
 - B. After: I learned Word after I read the manual.
 - I bought Word and got a manual. I read it and learned how to use Word.
 - C. During: He kept talking during the movie.
 - I went to a movie with a friend and he talked.
 - D. In or into: You shouldn't blare your radio when there are other passengers in the car.
 - When you get in the car with friends, you shouldn't turn your radio up high.

- E. On or on top of: Can you give me the book on the table?
- On the table is a book. Can you give it to me?
- F. Under: You will find your shoes under the bed.
- If you look under the bed, you will find your shoes.

Exercise 3.3—Reorder the Antecedent

- Most students in this kindergarten class will be five years old by **September first**.
 - By September first, most students in this kindergarten class will be five years old.
- You must hand that in **at 5 p.m.**
 - At 5 p.m., you must hand that in.
- I use my cell phone every day **that my parents gave me**.
 - My parents gave me a cell phone and I use it every day.
- I won't be able to drive to my job interview **if my car is not fixed by Thursday**.
 - If my car is not fixed by Thursday, I won't be able to drive to my job interview.
- You may get fired **if you call in sick and you are not**.
 - If you call in sick [to your office/boss] and are not really sick, you may get fired [by your boss].
- Mary finished her soup long **after** Charlie finished his.
 - Charlie finished his soup and then Mary finished hers a long time later.
- He whisked the eggs **after** cracking them into a bowl.
 - He cracked the eggs into a bowl and then whisked them.
- It is going to be stressful, **studying for exams and working at the same time**.
 - Studying for exams and working at the same time will be stressful.
- The meeting was moved to 10 a.m. **because no one showed up at 9**.
 - No one showed up at 9 a.m., so the meeting was postponed until 10.

10. I arrived at the play early **because my friend, Frank, told me I did not have to pick him up.**
 - My friend Frank told me I didn't have to pick him up so I arrived at the play early.
11. To become fluent in ASL, **Tom took classes for three years.**
 - Tom took ASL classes for three years and became fluent.
12. Jack was exhausted, **having run from home to work four times in one day.**
 - Jack ran from home to work four times in one day and became exhausted.
13. Walter spent \$200 dollars a month in gas **running to work every day in his truck.**
 - Walter drove to work in his truck every day for a few months and spent \$200 a month in gas.
14. To clean his room, **Doug found the vacuum in the closet in the hall.**
 - Doug found the vacuum in the hall in the closet and then tidied his room.
15. I bought the painting **that Sarah painted.**
 - Sarah painted a picture/painting and I bought it.

Exercise 3.4—Reorder Practice

1. I thought it wasn't going to be complicated sending a postcard to my mother during my first week of University.
 - During my first week of University, I wanted to send a postcard to my mother and I thought it wasn't going to be that complicated.
2. But nothing could be further from the truth.
3. I wanted to let her know that I was doing okay, but I didn't want to spend an hour on the phone.
4. So, I thought she would be thrilled and it would be easier just to send a card.
 - I thought sending the card would be easy, and when she got it, she would be thrilled.

5. I found the rack of cards when I went into the local convenience store.
 - I went into the local convenience store and found the rack of cards.
6. It cost me only \$2 for a really nice one.
 - I picked a nice one and paid for it and it was only \$2.
7. Then I ended up in line at the post office because no one I asked knew how much postage to put on a postcard.
 - I asked people how much postage cost for a postcard, but no one knew so I went to the post office and got in line.
8. It ended up not being so bad, because I could send a few text messages while I was waiting to be served.
 - While I was in line, I sent a few text messages, so it wasn't so bad waiting.
9. But the woman in front of me had a huge package that she wanted to send, and she took forever talking to the postal clerk.
10. The clerk was trying to explain that she needed to buy packing tape because the package was not wrapped or taped well.
 - The clerk tried to explain that the package was not wrapped or taped well and the woman needed to buy packing tape.
11. Instead of using wrapping paper, she had used ordinary newspaper and masking tape.
 - She used (had wrapped it in) newspaper and masking tape instead of wrapping paper.
12. She kept saying everything was fine while the clerk pulled out his own packing tape and tried to convince her to use it.
 - The clerk pulled out his own packing tape and tried to convince her to use it, but she kept saying everything was fine.
13. She wasn't so happy a few minutes later when a huge rip in the paper occurred as the clerk slid the box across the counter and the corner caught on the metal edge.
 - Then the clerk slipped the box across the counter and the corner caught on a metal edge. It caused the paper to rip, and she wasn't happy.

14. The ensuing argument between her and the clerk could have been avoided had she only used the right tape!
 - If she had used the right packing tape, she and the clerk would not be in an argument.
15. “All I want to do is send a postcard,” I thought to myself as I stood there.
 - As I stood in line, I thought to myself, “All I want to do is send a postcard.”
16. “I guess I will give Mom a call the next time I want to talk to her.”
 - “In the future, when I want to talk to Mom, I will call her.”

Exercise 3.5—Reorder Cataphoric Reference

1. After she bought it, Mary realized how much she loved her house.
 - Mary bought a house and loved it.
2. Can we use yours, because my cell phone battery is almost dead?
 - Can I/we use your phone, because my battery is dead?
3. Lock it up when you get out, or else you might find your car missing.
 - Lock your car up when you leave, or someone might steal it.
4. How much did they cost? I always wanted shoes like that.
 - I want shoes like that. How much did they cost?
5. You know they need your help or the kids won't finish their project tonight.
 - Tonight, can you help the kids with their project? If you don't, they won't finish it.

Exercise 3.6—Reorder Cataphoric Meronyms

1. I didn't like the ending, but overall, I thought the play was fine.
 - I saw a play and it was fine, but I didn't like the ending.
2. The driver's seat moves up and down in my new car.
 - I bought a new car and the seat moves up and down.
3. The front door is green in my neighbor's house.
 - My neighbor's house has a green front door.

4. The houses all have nice front yards throughout my neighborhood.
 - In my neighborhood, the houses have nice front yards.
5. Make sure the seat is clean when you get on your bus.
 - When you get on the bus, check to make sure the seat is clean.
6. I hate the keyboard on my new laptop.
 - I have a new laptop but I hate the keyboard.
7. I really liked the handout you gave during your presentation.
 - During your presentation, you gave out a handout that I liked.
8. The closet was full of junk, but otherwise Steve's bedroom was spotless.
 - Steve's bedroom is spotless except the closet, which is full of junk.
9. Although the younger kids hated the snake, the older kids at school loved it.
 - The younger kids at school hated the snake, but the older kids loved it.
10. The bed didn't fit through the door when she tried to put it in her bedroom yesterday.
 - She tried to put the bed in her bedroom, but it was too big and didn't fit through the door.

Exercise 3.7—Move Sluiced Information

- Alison: I don't know why, but every time I go over to Sarah's place, she always invites Tom.
- Sarah has invited me to her place and she also invites Tom. Why?
- Kathy: Can I tell you something?
- Alison: Sure, what?
- Sure, what do you want to tell me?
- Kathy: I'm not sure when, but Tom and Rachel broke up. He's single again.
- Tom and Rachel broke up. He's single. I am not sure how long though.

Alison: So?

Kathy: Now you know. She wants to set you two up with each other.

- She invites you and him to her place because she wants you two to date.

Exercise 3.8—Restructure Sentences with Complements

1. My sister drove the car **that** I had bought.
 - I bought a car and my sister drove it.
2. Jill works in the store **where** I bought my bike last summer.
 - Last summer I bought my bike at a store. Jill now works there.
3. Terri thanked the janitor **when** she found her whiteboard had been cleaned.
 - The janitor cleaned the whiteboard. Terri thanked him/her.
4. It is really sad **that** Frank failed the math test.
 - Frank failed the math test. It is sad.
5. Can you confirm **if** there will be a quiz tomorrow?
 - Is there a quiz tomorrow? Can you confirm it?
6. I would like it **if** the chair were put in the corner.
 - If the chair were put in the corner, I would like it.
7. I am sure your parents hope **that** you finish your BA degree and graduate.
 - You should finish your BA and graduate. I am sure your parents hope that.
8. I suspect **that** Nancy is telling the truth.
 - Nancy is telling the truth. I suspect that.
9. It will be horrible **if** you don't get to work on time on your first day.
 - If you don't get to work on time on your first day, that will be horrible.
10. The class will be over **when** the bell rings.
 - When the bell rings, the class will be over.

Exercise 3.9—Restructure Embedded Relative Clauses

Restructure the sentences and then translate them into ASL.

1. My sister, who is married to Bill, drove home last night.
 - Bill married my sister. Last night, she drove home
2. Jill, who works with Oscar in the bike shop, helped me buy my new bike.
 - In the bike shop, Oscar and Jill work together. She, Jill, helped me buy a bike.
3. The janitor, whom the principal just hired, did a great job.
 - The principal hired a janitor. He, the janitor, did a great job.
4. Frank, the cousin of Tara, failed the math test.
 - Tara has a cousin, Frank. Frank, he failed the math test.
5. I don't think Nancy, you know, the person who works with Kevin, is telling the truth.
 - Kevin works with Nancy. She, Nancy, may be lying/not telling the truth.

Exercise 3.10—Restructure Shoe Store

1. Willis: Did you get that job at the restaurant?
2. Rachel: No. But it's okay. **The girl who was dating Tom was hired.**
 - Tom is dating a girl. She, the girl, was hired (by the restaurant).
3. Willis: You mean Shannon?
4. Rachel: Yeah, Shannon.
5. Willis: Are you upset?
6. Rachel: No. Not really. **She is friends with Hannah, who has been working there for four years, and started on Tuesday.**
 - Hannah has worked there for 4 years. She, Hannah, is friends with Shannon. She, Shannon, started on Tuesday.
7. Willis: What does that mean?
8. Rachel: I don't really get along with Hannah, and I'm sure I wouldn't like working with her. Besides, I also found another job.

9. Willis: Really, what?
10. Rachel: **I applied at the shoe store, which is right next to the gym, and got a job there.**
 - There is a gym and next to it is a shoe store. I applied there, at the shoe store, and they hired me.
11. Willis: That's great. It's close to your house so you can walk.
12. Rachel: And I can get a great deal on shoes!

Exercise 3.11—Review Restructuring

In the following sentences, you will see where the text in bold type could be restructured. Sentences #1 and #2 have been restructured for you.

1. I remember when my friend got **her** first **job**, and how thrilled **Tamarka** was to be working as an interpreter **for a local agency**.
 - A local agency hired Tamarka, my friend. She was thrilled.
2. She raced over to my place and picked me up so we could celebrate **after she got the email saying she was hired**.
 - The agency sent her an email telling her she was hired. She came to my place to pick me up.
3. We ordered fries and cokes **when we went out to our favorite restaurant**.
4. She said she was relieved **because she was finally going to be doing what she loved**.
5. What was great was that Tamarka almost immediately passed her national certification **once she had graduated from the interpreter program**.
6. I think she was the first to get certified and to get a job offer **in our class**.
7. I didn't start working until January, **almost a year after we had graduated in May**.
8. I had to keep working as a sales clerk **for about eight months**.
9. But I did a lot of freelance interpreting at night **while I worked at ACME sales**.

10. That helped me improve my signing and pass my certification.
11. I asked Tamarka how she was going to get to the various assignments **while we were at the restaurant.**
12. She said she would be driving as long as **her brakes and tires held out in her car.**
13. She was worried it might break down **because it was about 15 years old.**
14. I told her she could always take the bus **if it died on her.**
15. **Time passed, and the next year, in August,** she was asked to interpret at the local college **by the chair of the Disability Department.**
16. She jumped at the chance **because the college paid well.**
17. Every two weeks, she had to fill out a time card, **according to her manager.**
18. Unfortunately, no matter how many times she filled it out, she could never do it right.
19. She had to keep fixing the times or dates or something **when the department sent it back to her.**
20. That meant she didn't get paid for about three months, and she was pretty frustrated.
21. In the first week, she was not sure why, **but she told me she ended up being late to class because the secretary gave her the wrong building name and classroom number.**
22. Luckily, the **Deaf student** didn't leave, but instead **stayed in the class waiting.**
23. She apologized and explained what had happened **when she got there.**
24. Thankfully, everything went well and **the Deaf student was happy with her interpreting.**
25. She was also finally sent a huge check to cover the first three months **in December by the college!**

FOUR | ANTONYMS

There are times when an interpreter chooses to replace what was said with its opposite, an antonym; on other occasions, both what was said and an antonym could be included in the target text. When the interpreter includes an antonym alone, the target text is probably still a literal interpretation, and it may no longer be a perfect paraphrase of the original source text. When both an antonym and the original term are included in the target text, the interpreter has gone to another level of meaning and has enriched the source by adding to it and clarifying some aspect of the target text.

Nida (1964) would refer to this latter situation as working at the level of *dynamic equivalence*. This alteration or enrichment can be done for several reasons. Both a concept and its opposite may be included to emphasize a point. The interpreter may decide dynamic equivalence and not verbatim equivalence is required because ASL and English differ in how they express certain concepts. When an interpreter is not sure about how to sign a concept, he or she also may use an antonym. There are other times when it is not appropriate to add an antonym, and these will be addressed in this chapter.

Look at the words in bold that have been stressed by the speaker in Exercise 4.1 – The Story of Sue, and consider how they could be translated.

Exercise 4.1—The Story of Sue

1. I had a friend—Sue—in university who was brilliant at interpreting.
2. She was probably the best student in our class.
3. When it came to conveying a speaker’s meaning in ASL, her target texts were **perfect**.

4. And it was a pleasure watching her just sign ASL.
5. I preferred working with her on class assignments, because she was **very supportive**.
6. And when she won valedictorian for the class, she didn't **boast**.
7. Instead, she pointed out all the people who had helped her succeed.

In this text and in line 3, the clause “her target texts were perfect” could be enriched by adding “she made no mistakes.” In line 5, “she was very supportive” could be enriched by adding “she was not competitive.” Finally, in line 6, “she didn't boast” could be enriched with “she was humble.” None of these additions are required, but they emphasize Sue's qualities and possibly capture the speaker's emphatic endorsement.

Let's look at the following example and think about how it could be translated into ASL. In this context, the word “ill” or “sick” is a perfect paraphrase for the negation of “well,” as in “not well.”

Example 4.1—Not Well

Source: Jane couldn't make it to work because she was **not well**.

Target: Jane didn't come to work because she was **ill/sick**.

Not well ⇔ ill/sick

In a different context, for example in, “The car engine was not running well,” a paraphrase for translation into ASL might be “broken,” or “struggling,” or “running roughly.”

In discussing antonyms, adjectives and adverbs will be examined first. Several authors have written that these parts of speech can imply their antonym (or opposite) (Fellbaum, 1998; Griffiths, 2006). Returning to the earlier examples, “lacking errors or without mistakes” is a paraphrase for the adjective “perfect.” If someone is “not well,” where “well” is an adjective, “ill” and “sick” come to mind as possible translations. Verbs will be touched on in this chapter but will be explored in greater depth in Chapter Seven – Verbs.

In some instances, an antonym can be used for emphasis and to refute or negate what is being said. Following are a few examples.

Example 4.2—Antonyms for Emphasis

Source: You thought the movie was **horrible**? How can you say that?
I thought it was **great**!

Target: You thought the movie was **bad**. Why do you think that? It
was not **bad**; it was **fantastic**.

Source: What do you mean, **tiny**? Did we visit the same place? That
house is **huge**.

Target: What do you mean, **small**? Did we view the same house? It
is not **small**; it is **large**.

Exercise 4.2—Gradable Antonyms

It is important to understand that some antonyms are considered gradable; that is, they have an implied scale. As a result, different antonyms can be used to paraphrase them. If the temperature in a room is “warm,” then it is probably not “cool,” “cold,” or “chilly” and probably not “sweltering,” “hot,” or “scorching.”

Use the following list of gradable antonyms (taken from Lovetoknow, 2014) to create an English sentence in which the antonym is negated or emphasized, and then think about two or three different antonyms you could use. Practice translating the sentences into ASL. Following is an example.

Source: The tickets to the play were **not expensive**.

Target: The tickets to the play were **reasonable, cheap, average**, etc.

Antonyms

1. Bad/good
2. Clever/foolish

3. Friendly/cold
4. Soft/hard
5. Positive/negative

An interpreter must be careful when using antonyms in a target text. According to Griffiths (2006), one can use them in affirmative sentences because they are typically in a perfect paraphrase relationship. So, to translate “It is dark outside” as “It is not light” is usually safe. But an interpreter must be careful using antonyms in sentences where the adjective or adverb has been negated and where the adjective or adverb is gradable or has a scale (Griffiths, 2006). If someone says, “It is not cold outside,” it may be “warm,” “average,” “hot,” or other options, because the concept of temperature has a scale or various gradations.

The sentence “That ladder is **long**—wow!” is an affirmative sentence. It could be translated into ASL as “That ladder is not short. It’s long!” However, the sentence “That ladder is **not long**” would be considered a negative or negated sentence. An interpreter should be careful about translating that as, “The ladder is therefore short.” The adjectives “long” and “short” have different grades or scales between them (such as “average length”). In review, therefore, a “**long** ladder” in an affirmative sentence entails its opposite (**not a short ladder**), but a ladder deemed “not long” doesn’t imply or entail “it is short” because it could be an average length (Griffiths, 2006, p. 53). Remember that there is a scale between short and long, so in negated sentences the interpreter may want to consider including the middle or average of the scale.

As another example, if a person says the affirmative sentence, “That car is **old**,” it entails or implies that the car is not new. An ASL translation might enrich the source text and produce a target text of THAT CAR OLD, NOT NEW! But when a speaker says the negated sentence, “That car is **not old**,” the description of “not old” does not entail a “new” car. The car might be of average age. To translate an adjective or adverb that is gradable in a negated sentence, an interpreter should look at context.

A classic example of using antonyms in the field of sign language interpreting is when a hearing person who speaks English asks a Deaf

person, “Are you single?” and the interpreter translates that as YOU MARRIED? While there tends to be only two options here, either “single” or “married,” it could be argued that “divorced,” “widowed” and “separated” are others in this case.

Example 4.3—Gradable Antonyms in Negated Sentences

Source: Tom is **not tall**.

Target: This does not mean he is short. He could be average in height.

Source: He was **not skinny**.

Target: This does not mean he was overweight. Again, he might have an average build.

Exercise 4.3—More Negated Gradable Antonyms

Go back over some of the examples from Exercise 4.2 and come up with different ways to translate the source texts into ASL. Then look at the following:

- | | |
|----------------|-------------------------------------|
| 1. Dark/light | It is not dark out yet! |
| 2. Happy/sad | He doesn't look sad to me. |
| 3. Fast/slow | She doesn't type very fast . |
| 4. Rich/poor | My family is not rich . |
| 5. Wide/narrow | That street is not narrow . |

Complementary Antonyms and Converse Relationships

So far, we have looked at adjectives and adverbs and how they can imply a scale or range of antonyms. Nouns can imply their opposite or antonyms. The phrase “women only” implies “no men,” and a “parent” typically has a “child” or “children.” Verbs can do the same, where “lend” implies “borrow” and “teaching” can imply “learning.” In a similar vein, the preposition “before” as in “Take this medication before a meal,”

implies “Do not take this medication after eating.” These exist in an “either/or” relationship (Murphy, 2010), where there is no scale or gradation, and so are considered complementary. The earlier example looked at the adjectives “well” and “ill” and at “dark” and “light” outside. People tend to be either “well” or “ill.” When words exist in an either/or relationship, and regardless of whether the sentence is affirmative or negated, a complementary antonym can be used to translate the source text. Other terms for more specific types of complementary antonyms are *converses* and *reversives*. Converses are antonyms that “describe the same relation or activity from different perspectives” and reversives “involve the undoing of some action,” the reverse (Murphy, 2010, p. 120). Reversives will be dealt with more fully in Chapter Seven – Verbs, which looks at verbs such as “know,” “learn” and then “forget.”

Examples of nouns in a complementary or converse relationship include “man/woman,” “boy/girl,” “life/death,” “friend/enemy,” “winter/summer,” “day/night,” and “ceiling/floor.” Complementary (or reversive) verbs include “awake/asleep,” “borrow/lend,” “give/take,” “stop/go,” and so forth. These verbs are considered mutually exclusive or complementary (Brown, 2006) and so one negatively entails (\Leftrightarrow) the other. Think about how the following could be translated using complementary antonyms:

Source: Bill is **taller** than Mark.

Target: Mark is **shorter** than Bill.

Bill is taller than Mark. \Leftrightarrow Mark is shorter than Bill.

Example 4.4—Complementary Antonyms

Source: You missed the ending of the movie because you weren’t **awake!**

Target: You missed the ending of the movie because you were **asleep!**

When concepts are in an “either/or” relationship and they are not gradable, then the interpreter can negate the sentence and it will entail the opposite. So, to “be asleep” implies “not being awake,” or “to be dead”

implies “not alive” and vice versa. Such terms are not gradable or on a scale, because a person can’t be “a little asleep” or “a bit dead.”

Example 4.5—Negation Involving Complements

Source: Barb is **present**.

Target: Barb is **not absent**. She didn’t skip.

Source: Barb is **not present**.

Target: Barb is **absent**. She skipped.

Source: Only **women** went to the meeting.

Target: No **men** were at the meeting.

Source: No **children** allowed.

Target: Only **adults** are allowed.

However, it is important to make sure that the antonym being used is complementary/converse/reverse or else it may not be appropriate in a translation. In the following example, the relationship (indicated by the preposition “behind”) is negated, and the location where Mary stood is gradable and so not complementary as it includes several options.

Example 4.6—Negation and Gradable Antonyms

Source: Mary **didn’t stand behind** Frank.

Target: Mary may have been in front of Frank or beside him.

Exercise 4.4—Complementary Antonyms

Look at the example, then use the list that follows to create first a sentence, and then a paraphrase and a translation of your sentence using a complementary antonym (taken from Lovetoknow, 2014). Determine if the words are true complements by negating the original

sentence and by considering if there is a scale or a number of different potential relationships.

Source: That British pound is real.

Target: That British pound is not fake.

1. Day/night
2. Hit/miss
3. Intentionally/accidentally
4. Occupied/vacant
5. Open/shut
6. Pass/fail
7. Peace/war
8. True/false
9. Understand/misunderstand
10. Win/lose

What does this mean when it comes to interpreting and using antonyms? Generally, a translation can be enriched with an antonym to clarify or emphasize elements such as adjectives, adverbs, nouns, verbs, or various relationships. But this can occur only if the source text is in a positive (or affirmative) sentence or if the antonym in the target text is truly an opposite or complementary to the word used in the source text. If the sentence is negated, however, and the adjective, adverb, or relationship is gradable (“My socks are not soaked”), it is even more important to consider the context in the translation process (“My socks are damp. My socks are dry:”). Here are two more examples, one showing a sentence that entails another (mutual entailment, \Leftrightarrow) and one showing a sentence that does not.

Example 4.7—Antonyms Again

Source: Nancy was on time for the meeting.

Target: Nancy wasn’t late for the meeting.

Nancy was on time for the meeting. \Leftrightarrow Nancy wasn’t late for the meeting.

Source: My history book wasn't thick.
 Target: ⇨ My history book was thin.
 ⇨ My history book was an average size.

In the first example, being “on time” implies “not late” (though you could say a person was “early” and so also on time) and so the two are complementary, or one entails the other (a perfect paraphrase). However, a book that “isn't thick” is not necessarily “thin.” It could have been an average-sized book, so an interpreter would have to know the size of the book from the context.

Exercise 4.5—Converses

After looking at the following examples, use the list that follows to come up with a converse or reverse antonym for each word, using it in an English sentence. Then practice translating the sentence into ASL.

Example: Above/below

Source: The cat was above the coffee table.
 Target: The coffee table was below the cat.

Taught/learned

Source: The teacher who taught me ASL was Deaf.
 Target: I learned ASL from a Deaf teacher.

Borrow/loan

Source: Harry loaned me his laptop.
 Target: I borrowed Harry's laptop.

1. Before
2. Buy
3. Guest
4. Grandchild of
5. On top of

6. On the right-hand side
7. Push
8. Student
9. Subordinate
10. To give

Example 4.8—Negated Adjectives and Adverbs

The meanings of several adjectives and adverbs in English shift when prefixes such as “un,” “non,” “in,” and “dis” are added. This does not happen in ASL, so this is an area of anisomorphism between the languages. There are several ways to translate these words into ASL, for example by adding “not” to their antonym, by using a converse perspective, or by thinking of the opposite word for the original root word. Look at the following examples and then, in the exercise, come up with two translations—one that is literal and one that is enriched.

Source: She is **unable** to come.

Target: She is not **able** to come. She **can't** come.

Source: He feels as if he is **invisible** in class.

Target: He feels as if he is **not visible** in class. He feels others **ignore/ overlook** him. [converse perspective]

Exercise 4.6—“Un-,” “Non-,” “In-,” and “Dis-”

1. The floor was very uneven.
2. Hal said his parents' advice was unimportant.
3. The color of that cat is uncommon.
4. Mel felt a lot of unrest coming from his girlfriend when he broke up with her.
5. Five countries signed a nonaggression pact after the war.
6. Sally was the director of a nonprofit agency.

7. Walter saved an insignificant amount of money for college.
8. Lee was indifferent to her friend's request to borrow her car.
9. Chuck disabled the TV remote by removing the batteries.
10. The lack of streetlamps in the country made Shane feel disquieted.

Exercise 4.7—More Practice

Following are examples of words that can be translated at the enriched level with an antonym. Go over the sentences and try to translate the words in boldface by adding an antonym. In this exercise, practice including both the bolded word and its antonym in the target text.

Example:

Source: Sally **was attentive** through the whole lecture!

Target: Sally **was attentive** through the whole lecture, and she wasn't distracted.

1. David was shot by Frank, but **survived!**
2. Do not **separate** the children if you put them in foster homes.
3. Barb completely **understood** what the doctor was telling her.
4. My son **didn't see** the paint on the floor and walked into it.
5. She **couldn't stay awake** through the movie!
6. Mom never made a **discouraging** comment to me growing up.
7. Nancy was **honest** and said she borrowed my car and crashed it!
8. We had **few** toys when I was a child.
9. My husband **completely** agreed with every color I chose for the rooms in the house.
10. The green color she chose made the room **look ugly!**
11. The children ran **straight** to the candy store.
12. Bob was **never healthy** as a child.
13. Len was **not happy** about the test.
14. Patrick was **not knowledgeable** when it came to running his PC.
15. Dale did not sign **clearly**.

Exercise 4.8—Medical Emergency

Read the following story and identify a word in each of the numbered sentences that you might translate using an antonym. Record the story and do an ASL translation. Remember to leave a few seconds of silence at the end of each sentence to put the focus on the translation process rather than on the speaker's speed.

1. The other day I was feeling sick.
2. But I didn't know if I wanted to go to the hospital or not.
3. Because I was worried it was serious, I called a friend of mine.
4. She said to be safe, I should see a professional immediately.
5. She then raced over as fast as she could to take me.
6. Luckily, I didn't have a long time to wait to see a doctor, because few people were in emergency.
7. I was also happy that I wasn't on my own.
8. It turns out, it wasn't nothing after all, and I was on antibiotics for two weeks.
9. I could have died!

Summary Chapter Four

Chapter Four looked at interpreting a text literally by replacing a word with its opposite—its antonym—or by enriching the text by including both the original concept and its opposite. Adjectives and adverbs that begin with “un,” “non,” “in,” and “dis” are candidates for replacement with an antonym or for enrichment. Antonyms can be used safely in a translation when the words are in a complementary, or an either/or, relationship. Examples include men/women and children/adults, which are antonyms in a complementary relationship. When the word to be replaced or its antonym has a scale or a range and/or when the original sentence is negated, an interpreter must look at the context to determine an appropriate enrichment. So, if a person is not poor, it does not mean the person is rich. Interpreters may also choose to translate a concept using the converse relationship or reverse perspective. If “Jack sold Bob his car,” then “Bob bought the car from Jack.”

Interpreters can use these strategies to emphasize a point or to produce a more readily comprehensible target text.

Answers Chapter Four

Exercise 4.1—The Story of Sue

1. I had a friend—Sue—in university who was brilliant at interpreting.
2. She was probably the best student in our class.
3. When it came to conveying a speaker's meaning in ASL, her target texts were **perfect**.
[She made no mistakes.]
4. And it was a pleasure watching her just sign ASL.
5. I preferred working with her on class assignments, because she was **very supportive**.
[She was not competitive.]
6. And when she won valedictorian for the class, she didn't **boast**.
[She was humble.]
7. Instead, she pointed out all the people who had helped her succeed.

Exercise 4.2—Gradable Antonyms

- 1) Bad/good: That is not a bad plan. **That is a good plan. That plan is reasonable.**
- 2) Clever/foolish: That idea is not very clever. **That is a foolish idea. That idea is okay.**
- 3) Friendly/cold: My neighbor is not really friendly. **I find my neighbor a bit cold. My neighbor is unwelcoming.**
- 4) Soft/hard: My pillow is not soft. **My pillow is hard. My pillow is fine.**
- 5) Positive/negative: That was not a positive response. **That was a negative response. That was a neutral response.**

Exercise 4.3—More Negated Gradable Antonyms

1. Dark/light: It is not dark out yet! **It is still bright out. Right now it is twilight.**

2. Happy/sad: He doesn't look sad to me. **He looks okay. He looks happy.**
3. Fast/slow: She doesn't type very fast. **She types slowly. She types at a normal rate.**
4. Rich/poor: My family is not rich. **My family is poor. My family is middle class.**
5. Wide/narrow: That street is not wide. **The street is an average size. The street is narrow.**

Exercise 4.4—Complementary Antonyms

All of the following antonyms are complementary, though an argument could be made that some are not complementary in other contexts. If a country is experiencing peace, for example, it is not at war, but if it is not at war, there could be turmoil, and so it is not, strictly speaking, at peace, either.

Following are a few examples of possible answers.

1. Day/night
 - a. I will go only during the day. I won't go at night.
 - b. I won't go during the day. I will go only at night.
2. Hit/miss
 - a. She hit the ball. She didn't miss the ball.
 - b. She didn't hit the ball. She missed the ball.
3. Intentionally/accidentally
 - a. He intentionally forgot to wash his clothes. He didn't accidentally forget to wash his clothes
 - b. He didn't intentionally forget to wash his clothes. He accidentally forgot to wash his clothes.
4. Occupied/vacant
 - a. I left my apartment vacant when I went on vacation.No one occupied my apartment while I was gone.
 - b. I didn't leave my apartment vacant when I went on vacation. Someone occupied my apartment while I was gone.

5. Open/shut
 - a. I left the kitchen door shut. I did not leave the kitchen door open.
 - b. I didn't leave the kitchen door shut. I left the kitchen door open.
6. Pass/fail
 - a. We all passed the test. No one failed the test.
 - b. No one passed the test. We all failed the test.
7. Peace/war
 - a. Many countries are at war. Many countries are not at peace.
 - b. Many countries are not at war. Many countries are at peace.
8. True/false
 - a. Half of the questions were true. Half of the questions were false.
 - b. Half of the questions were not true. Half of the questions were not false.
9. Understand/misunderstand
 - a. They understood the directions. They did not misunderstand the directions.
 - b. They didn't understand the directions. They misunderstood the directions.
10. Win/lose
 - a. Someone won the game. Someone lost the game.
 - b. No one on our team won. Everyone on our team lost.

Exercise 4.5—Converses

1. Before/after: Do not buy the milk before the movie. **After the movie is out, buy the milk.**
2. Buy/sell: You bought Mary's laptop. **Mary must have sold you her laptop.**
3. Guest/host: A family from Russia will be my guests. **I will host a family from Russia.**
4. Grandchild of/grandparent of: She is the grandchild of Mrs. Brown. **Mrs. Brown is her grandparent.**
5. On top of/beneath: The dog is on top of the coffee table. **The coffee table is beneath the dog.**

6. On the right-hand side/on the left-hand side: I sat on the right-hand side in the passenger's seat. **I was not on the left-hand side in the driver's seat.**
7. Push/pull: I will push the box down the hall. **I won't pull the box down the hall.**
8. Student/teacher: The student is working on her homework. **The teacher gave out homework to do.**
9. Subordinate/superior: Joe is a subordinate at his company. **Joe has a superior/boss at his company.**
10. To give/to take: I keep giving Wendy pens. **Wendy keeps taking pens from me.**

Exercise 4.6—"Un-," "Non-," "In-," and "Dis-"

1. Uneven: **The floor was not flat or even. The floor had humps or bumps in it.**
2. Unimportant: **Hal said his parents' advice was not important, so it was worthless.**
3. Uncommon: **The color of that cat is not common, so it is different, odd, or unique.**
4. Unrest: **Mel felt no peace or felt anger from his girlfriend when he broke up with her.**
5. Nonaggression: **Five countries signed a pact to not fight and to have peace after the war.**
6. Nonprofit: **Sally was the director of a not-for-profit agency, an agency that did not earn profit and gave all their money away.**
7. Insignificant: **Walter saved a not significant or a small amount of money for college.**
8. Indifferent: **Lee was not interested and so was cold in response to her friend's request to borrow her car.**
9. Disabled: **Chuck stopped, or prevented from working, the TV remote by removing (taking out) not leaving in the batteries.**
10. Disquieted: **The lack of streetlamps in the country made Shane feel not peaceful and in fact anxious.**

Exercise 4.7—More Practice

1. David was shot by Frank, but **survived**; he didn't die.
2. Do not **separate** the children if you put them in foster homes; keep them together.
3. Barb **understood** what the doctor was telling her completely; she didn't misunderstand.
4. My son **didn't see** the paint on the floor and walked into it; he overlooked it.
5. She **couldn't stay awake** through the movie, so she slept.
6. Mom never made a **discouraging** comment to me growing up; her words were always positive and encouraging.
7. Nancy was **honest** and said she borrowed my car and crashed it; she didn't lie.
8. We had **few** toys when I was a child—not many.
9. My husband **completely** agreed with every color I choose for the rooms in the house; he never argued.
10. The green color she chose made the room look **ugly**; it's definitely not pretty.
11. The children ran **straight** to the candy store; they didn't zig-zag or run around.
12. Bob was never **healthy** as a child; he was always sick.
13. Len was **not happy** about the test; he was upset.
14. Patrick was **not knowledgeable** when it came to running his PC; he was very naïve.
15. Dale did not sign **clearly**; his signing was sloppy.

Exercise 4.8—Medical Emergency

1. The other day I was feeling **sick**. [Not well]
2. But I didn't know if I **wanted to go to** the hospital or not. [Or stay home]
3. Because I was worried it was **serious**, I called a friend of mine. [It wasn't nothing]

4. She said to be **safe**, I should **see a professional immediately**.
[Otherwise, it was dangerous, not safe][see a doctor, don't treat myself] [don't delay, go now]
5. She then **raced** over as fast as she could to take me. [She didn't go slowly]
6. Luckily, I didn't **have a long time** to wait to see a doctor, because **few people** were in emergency. [There wasn't a crowd, I got in quickly, doctor called me quickly]
7. I was also happy that **I wasn't on my own**. [She was with me, I wasn't alone]
8. It turns out, it wasn't **nothing** after all and I was on antibiotics for 2 weeks. [it was serious, it was not nothing]
9. I could have **died!** [I would not have survived, I might have died]

FIVE SUPERORDINATE (HYPERNYM) AND HYPONYM

At times it is easier to translate an utterance from English into ASL by replacing broad terms with an example of an object or objects that belong to that broad category. For example, “deciduous trees” could be translated into ASL as OAK, MAPLE, WALNUT, etc. The superordinate word “deciduous” is an umbrella term for a class of trees, and it has been replaced with different and more specific trees that belong to that class. As was noted in other chapters, interpreters in educational settings might want to include the term “deciduous trees” in addition to the examples. Another term for superordinate is hypernym; the two terms will be used interchangeably in this text.

So “deciduous trees” and “coniferous trees” are superordinate words. They include what are called hyponyms—smaller classes or individual members or examples. Think of these examples in terms of the “is a” relationship. An “oak” **is a** “deciduous” tree, **as is a** maple, whereas “pines,” “spruces,” and “fir trees” **are** “coniferous.”

Replacing superordinate terms with examples (or hyponyms) is sometimes, though not always, required when working from English into ASL or from ASL into English, because the two do not always share one word that acts like a superordinate in both languages. For example, in English, a person could say, “Did you have a meal today?” while in ASL the sign EAT could be used. But having eaten something (a snack, for example) doesn’t necessarily mean the person has had a meal, since meal connotes “breakfast, lunch, and dinner” (Griffiths, 2006, p. 52).

Perhaps a better translation in ASL for “Did you have a meal?” might be YOU EAT MORNING (breakfast), EAT NOON (lunch), EAT NIGHT (dinner)? WHICH? As a side note, an implied meaning of this English sentence could also be, “Did you have at least one meal today?” or “Are you hungry?”

Unfortunately, there is no dictionary of superordinate or hyponym terms in English or ASL and no research on which words lack an equivalent in the other language. Nevertheless, it is safe to say that the two languages are anisomorphic (asymmetrical in meaning) in some regards, as will be seen in the examples provided in this chapter. It is only through several thousands of hours of language exposure that an interpreter can begin to see where the two languages differ. Thus, it is necessary to spend time in both language communities to learn how to use superordinate or hyponym terms correctly.

An interpreter can work at a literal level and replace a superordinate with a hyponym or a hyponym with a superordinate. However, doing so may lead to a target text that is not a perfect paraphrase or mutually entailed, and so not a verbatim or literal interpretation. When a Deaf person is asked, “Do you have access to a vehicle?” the interpreter could create a target text in ASL, such as YOU HAVE CAR? The superordinate, “vehicle” has then been replaced by an example, the hyponym “car.” This is probably a wise choice, given that most people mean “car” when they say “vehicle,” although the Deaf person could come back with “No, I don’t have a car, but I have a truck.” When in doubt, an interpreter could include different hyponyms, such as “car,” “truck,” and/or “van,” and doing so would enrich the text. Conversely, when a Deaf person signs I HAVE CAR or I HAVE TRUCK, an interpreter might choose to use the term “vehicle” to fit in with the discussion or the register of the discourse.

Example 5.1—Superordinate and Hyponym

Superordinate

Coniferous trees

Deciduous trees

Hyponym

fir, pine, spruce, etc.

oak, maple, walnut, etc.

Other examples of superordinate words in English include “supplies,” “resources,” “treatment,” and “buildings.” The list is, of course, extensive. The superordinate “supplies” might include various types of “pencils, paints, and papers” to interpret the concept “art supplies.” In another context, such as in case of an emergency, “supplies” might include “bandages, wraps, and gauze pads.” “Buildings” includes various types of homes, institutions, warehouses, and so forth, based on context. If a person bought a home and said there were several buildings on the property, this might mean “garage, house, shed.” In the case of owning a farm, “barn” might be one of the buildings instead. The word “vehicle,” in addition to meaning “car” and “truck,” includes things like watercraft, aircrafts, and land crafts. The superordinate “shapes” can include “square, circle, and triangle” (Griffiths, 2006, p. 41). To talk about getting a “cat” or a “dog” might mean to talk about getting a “pet,” because both animal names are hyponyms of the superordinate “pet.” In different contexts, “snake” or “rabbit” might be a better hyponym to use to translate “pet.”

When replacing a superordinate term with two or more hyponyms, an interpreter should consider including the ASL sign for *et cetera* (ETC) or some other sign such as pointing to an unlimited list of objects. To translate the English sentence “What fixings do you want on your sandwich?” the interpreter could sign LETTUCE, CHEESE, MAYO, HAM, ETC. The use of ETC indicates to the audience that the hyponyms are part of a larger, undefined class of objects, in this case “fixings.” Were the interpreter to only sign LETTUCE and CHEESE, the audience may think that the speaker is only talking about the two hyponyms and not the class of “fixings.”

It is always, therefore, important to look at context when translating a hypernym (superordinate) using a hyponym or vice versa. As discussed in Chapter Two – Literal Interpretation, words can have different meanings based on context and at the level of pragmatic meaning. So, it shouldn’t come as a surprise that words like “furniture” may include “sofa, coffee table, recliner” when talking about living room furniture; “bed, dresser, stand” when talking about bedroom furniture; and “table, chairs, buffet/china cabinet” when talking about a dining room.

Example 5.2—Superordinate “Supplies” in Context

Superordinate	Hyponym
Art supplies	paper, glue, scissors, paint, etc.
Cleaning supplies	towels, spray bottle, water, bucket, etc.

As was noted earlier, a member of a class of objects in an “is a” relationship is called a hyponym. This label describes a subset of objects or individual members of the larger broader category (Fellbaum, 1998; Griffiths, 2006; Peccei, 1999). Superordinates can have different types of hyponyms, and hyponyms can in turn be superordinate to more discrete hyponyms. Whereas “car” is a hyponym for the superordinate “vehicle,” words like “hatchback, two-door, four-door” are all hyponyms to the superordinate “types of cars.”

Why is this important to interpreters? As was mentioned earlier, ASL and English do not always share words that act as superordinates. The concept of “Deaf education placements,” for example, may include various examples of settings in the minds of Deaf people, such as a Deaf residential school, a self-contained classroom, or a small group of Deaf students—or even a single student enrolled in a mainstreamed setting with an interpreter. These hyponyms may not be shared with the broader English-speaking majority. When a Deaf person talks about sign language, the concept can be broken down into two types of signing and two distinct signs: SIGN LANGUAGE or SIGN-ASL, which may connote different languages or levels of fluency (the latter ASL, and the former perhaps more English-like or formal signing). Again, these hyponyms or examples of signing are not known or shared by the English-speaking majority.

Choosing an appropriate hyponym instead of listing several to replace a superordinate saves an interpreter time. The same holds true for selecting an appropriate superordinate instead of translating a list of hyponyms. Look at the following examples and see which is easier to translate.

Example 5.3—Why Use Hypernyms/Hyponyms?

Source: I bought a **vehicle**. [superordinate, hypernym]

Target: I bought a **car**. [hyponym]

Source: I joined one of the **national organizations for sign language interpreters**. [superordinate, hypernym]

Target: I joined **R.I.D.** [hyponym]

Source: Did you take your **medication**? [superordinate, hypernym]

Target: Did you take your pill? [hyponym]

Exercise 5.1—Identify Hyponyms

Go over the following list of superordinate/hypernym words and provide examples of hyponyms.

1. Western European Countries
2. Levels of government
3. Vehicles
4. Homes
5. Educational institutions
6. Government agencies
7. Buildings
8. Pets
9. Types of restaurants
10. Types of book genres

Exercise 5.2—Paraphrase Superordinate with Hyponym

In the following examples, replace the superordinate with one or more hyponyms and perform a translation into ASL.

Supplies

1. I took a lot of **supplies** with me when I went camping.
2. I took along a lot of **supplies** when I went on the road trip to California.
3. The farmer had to bring in **supplies** for his crops and livestock.
4. What kind of office **supplies** do you need?

Resources

5. We don't have the **resources** to set up a second ASL class.
6. The mining and steel company said the land had many **resources** worth extracting.
7. The college had plenty of **resources** to support students and their learning.
8. I needed to use several different **resources** for my paper.

Furniture

9. What kind of **furniture** will you get for the bedroom?
10. What **furniture** did you get for the office?
11. I love the **furniture** you bought for the baby's room.

Exercise 5.3—Replace Hyponym

In each sentence in the following story, try to replace the **hyponyms** with a superordinate word. Translate the sentence and include a superordinate.

1. I was working on a short essay for **Career College of Higher Technology and Mechanical Engineering** the other day.
2. I had to hand it in to the **secretary** on Monday, and it was now Sunday.
3. As I went along, however, **Word** decided to freeze up on me from time to time!
4. But luckily, every five seconds I kept saving a copy on my **EasySave 10 GB** drive.

Exercise 5.4—Replace Hyponym Again

In the next examples, translate the sentences into ASL again and replace the hyponym with a superordinate term, or include a superordinate and the hyponym.

1. I have to give this **five-page, double-spaced history essay** to my teacher by the end of the work day.

2. I had some **soup, rice, chicken, and cake** left, and Malcolm ate them!
3. I went to the zoo and saw the **elephants, giraffes, zebras, and lions**.
4. The couple painted the baby's room **red, green, blue, and yellow**.

Exercise 5.5—Replace Superordinate

Using the following sentences, come up with a translation and replace the superordinate word (hypernym) with one (or two or three) members of the category to make the meaning clearer.

1A: What's new with Mary?

1B: She bought a new smartphone, but I'm not sure what **kind**.

2A: What kind of **hobbies** do you have?

2B: I like to read books.

3A: I heard Bob was often traveling.

3B: He loves visiting different **countries in Europe**.

4A: I heard you got some new computer **toy**.

4B: No, I'm broke this month.

5A: How can Jane visit? She doesn't have a car.

5B: She can use **public transportation**.

Exercise 5.6—Identify and Paraphrase

Look at the next set of sentences. Identify a word or words that could be a hypernym or a hyponym and create an ASL target text.

1. What kind of music do you listen to?
2. What is your favorite type of TV show?
3. You have too many utensils in this drawer.

4. How many condiments can you put on a hamburger?
5. Have you been to any Scandinavian countries?

Exercise 5.7—Superordinate or Hyponym?

Read through the following story. Create an audio recording in English, remembering to leave a few seconds of silence, a pause, at the end of each sentence. Then, for each sentence, try to identify a **superordinate or hyponym**, and then replace it. Note: Not every sentence has a superordinate or hyponym term. Remember to replace a superordinate with a hyponym, or vice versa if it makes the meaning clearer or where it is mandated due to anisomorphism (or asymmetry) between English and ASL.

1. After I graduated from college, I applied for a job at several local social service agencies.
2. I was willing to work with just about anyone, but I really wanted to work with Deaf clients.
3. You see, I had studied ASL because I knew someone who was Deaf.
4. I was hired at one and found my duties challenging.
5. Some clients wanted to work in fields in which they had no training, such as healthcare.
6. Others had degrees and training, but some employers were reluctant to hire them.
7. Often, the employers didn't know about the various ways in which they could communicate with a Deaf employee.
8. When I went over all the different supports and support services available, including offering myself as a mentor and coach, they usually agreed to try working with a Deaf person.

Exercise 5.8—Summative Practice on Superordinate Terms

Create an audio recording of the following story. Then identify the superordinate and hyponym words. Replace them as needed and then perform a translation into ASL using the audio recording you made.

1. When I was in my early 20s, I decided to get a part-time job at one of the places in the mall.
2. It was called Malcolm's Gadgets; it sold all different types of electronic devices.
3. At that point, I had just finished my B.A. and was living at home.
4. I couldn't afford a domicile of my own yet.
5. I figured the job would give me some pocket change so I could do fun things.
6. However, the one thing I hated about the job was using public transit to get back and forth.
7. It took hours and hours and hours to travel on the weekend.
8. It turned out few vehicles ran on those two days, nor did they run often on Christmas, July 4th, Labor Day, Columbus Day, New Year's Day, Memorial Day, Martin Luther King Jr. Day, Presidents' Day, Veterans Day, or Thanksgiving.
9. It took even longer to get to work when the weather was inclement.
10. So I decided to buy a 1998 Honda Accord Hatchback that was blue.
11. I figured it would cut my travel time in half on the weekends.
12. I called and made an appointment with my local financial institution.
13. I told them I needed to buy a means to get to work.
14. A person agreed to meet me on Monday at 9.
15. When I went in, I saw a familiar face.
16. It was my friend from high school, Susan Brown.
17. We sat down in her office and she proceeded to tell me about all the products the bank had to offer.
18. I told her I only needed a car loan and explained why.
19. She said fine. But first she needed to know if I had an account with the bank.
20. I said I didn't have one.
21. She said that was fine. We could set up a savings account in a second.
22. All I had to do was deposit something and it would be opened.
23. Then she took down all my personal information.
24. She said first she had to walk me through some of the products the bank had before we talked about a car loan.

25. After that, we set up my savings account.
26. She also convinced me to open a checking account.
27. She explained that there would be no transaction fees for the first two months.
28. After that, I would not be charged for transactions if I used ATMs belonging to the bank.
29. For example, I could transfer money between accounts at no charge.
30. But if I went to another bank's machine, I would be charged \$2.50 per withdrawal.
31. She said some customers got upset when they saw the \$2.50 on their bill after the second month.
32. So, she wanted me to be aware of the \$2.50.
33. I could also write five checks a month with no charge, starting in the third month.
34. Then we talked about the car loan.
35. She said I probably qualified for about \$15,000 at 2.5% interest, compounded monthly.
36. My payments would be \$278 per month including interest and with insurance on the loan in case I could not pay the \$278.
37. I said great and put my signature on the form.
38. I later told Susan I was very happy with all the services the bank had to offer.
39. I was even happier with my new purchase!

Summary Chapter Five

Chapter Five looked at terms that are broad umbrella terms, or classes of objects, referred to as superordinate or hypernym words. It also looked at words that are members of these classes or examples that belong to the class—hyponyms. The word “entertainment” is a superordinate word in relation to “listening to music,” “watching a movie,” or “reading a book.” An interpreter can do a literal interpretation and replace a superordinate word like “entertainment” with a hyponym like “watching a movie,” which may save time and mental processing power. However, the target text may not

be a verbatim representation of the source text. Alternatively, an interpreter can enrich a text by including a number of hyponyms for a superordinate term along with the superordinate. It is important for interpreters to become aware of terms in English and ASL that do not share these functions, for example, words that do not act as a superordinate or hyponym term in both languages. Because there is no compendium of such terms, language exposure is the best way to learn about these differences.

Answers Chapter Five

Exercise 5.1—Identify Hyponyms

1. Western European Countries: UK, France, Spain
2. Levels of government: federal, state, local, municipal, national, international
3. Vehicles: types of cars, trucks, motorcycles, boats
4. Homes: houses, apartments, condos, modular homes, trailers
5. Educational institutions: universities, schools, colleges
6. Government agencies: treasury, defense, social security
7. Buildings: hospitals, museums, schools
8. Pets: dogs, cats, birds, turtles
9. Types of restaurants: Mexican, Chinese, Italian, expensive, greasy spoon, dive
10. Types of book genres: fiction, nonfiction, science fiction, romance, spy

Exercise 5.2—Paraphrase Superordinate with Hyponym

Supplies

1. I took a lot of **supplies** with me when I went camping. [tent, cooler, flashlight, food]
2. I took along a lot of **supplies** when I went on the road trip to California. [food, drinks, magazines, books, music, GPS]
3. The farmer had to bring in **supplies** for his crops and livestock. [fertilizer, bug spray/pesticides, feed for the animals, hay]
4. What kind of office **supplies** do you need? [stapler, hole punch, pen, paper, sticky notes]

Resources

1. We don't have the **resources** to set up a second ASL class. [room, teacher, money, books]
2. The mining and steel company said the land had many **resources** worth extracting. [copper, iron, zinc]
3. The college had plenty of **resources** to support students and their learning. [library, tutors, funding]
4. I needed to use several different **resources** for my paper. [dictionary, internet, books, articles]

Furniture

1. What kind of **furniture** will you get for the bedroom? [bed, mirror, dresser, wardrobe]
2. What **furniture** did you get for the office? [desk, chair, sofa]
3. I loved the **furniture** you bought for the baby's room. [crib, rocker, chair, swing]

Exercise 5.3—Replace Hyponym

1. I was working on a short essay for **Career College of Higher Technology and Mechanical Engineering** the other day. [college, school]
2. I had to hand it in to the **secretary** on Monday and it was now Sunday. [staff]
3. As I went along, however, **Word** decided to freeze up on me from time to time! [word processor, software program]
4. But luckily, every five seconds I kept saving a copy on my **EasySave 10 GB drive**. [flash drive, USB stick, external drive]

Exercise 5.4—Replace Hyponym Again

1. I have to give this **five-page, double-spaced history essay** to my teacher by the end of the work day. [assignment, homework]
2. I had some **soup, rice, chicken, and cake** left and Malcolm ate them! [food]

3. I went to the zoo and saw the **elephants, giraffes, zebras, and lions**. [animals]
4. The couple painted the baby's room **red, green, blue, and yellow**. [different colors]

Exercise 5.5—Replace Superordinate

1A: What's new with Mary?

1B: She bought a new smartphone, but I'm not sure what **kind**.
[iPhone, Android]

2A: What kind of **hobbies** do you have? [read, dance, sports, watch movies]

2B: I like to read books.

3A: I heard Bob was often traveling.

3B: He loves visiting different **countries in Europe**. [France, Germany, Italy]

4A: I heard you got some new computer **toy**. [laptop, tablet, printer]

4B: No, I'm broke this month.

5A: How can Jane visit? She doesn't have a car.

5B: She can use **public transportation**. [bus, subway, street car, ferry]

Exercise 5.6—Identify and Paraphrase

1. What **kind of music** do you listen to? [rock, pop, country, soul]
2. What is your favorite **type of TV show**? [science fiction, soap opera, mystery, news]
3. You have too many **utensils** in this drawer. [forks, spoons, knives]
4. How many **condiments** can you put on a hamburger? [ketchup, onions, relish, pickles]
5. Have you been to any **Scandinavian countries**? [Denmark, Sweden, Norway, Finland]

Exercise 5.7—Superordinate or Hyponym?

1. After I graduated from college, I applied for a job at several **local social service agencies**. [insert names of local agencies]
2. I was willing to work with just about **anyone**, but I really wanted to work with Deaf clients. [children, adults, seniors, Blind, Deaf]
3. You see, I had studied ASL because I knew **someone** who was Deaf. [friend]
4. I was hired at **one** and found my **duties** challenging. [duties = counseling, paperwork]
5. Some clients wanted to work in **fields** in which they had no training, such as **healthcare**. [fields = business, medical, accounting, legal] [healthcare = hospital, clinic, with doctor]
6. **Others** had degrees and training, but some **employers** were reluctant to hire them. [companies, hospitals, schools]
7. Often, the employers didn't know about the **various ways in which they could communicate** with a Deaf employee. [write, TTY, email, VRS, interpreter]
8. When I went over all the different **supports** and **support services** available, including offering myself as a mentor and coach, they usually agreed to try working with a Deaf person. [writing notes, email, VRS, TTY, interpreter]

Exercise 5.8—Summative Practice on Superordinate Terms

1. When I was in my early 20s, I decided to get a part-time job at **one of the places** in the mall. [stores, restaurant, office]
2. It was called Malcolm's Gadgets; it sold all different types of **electronic devices**. [computers, clocks, tv, etc]
3. At that point I had just finished my **B.A.** and was living at home. [degree]
4. I couldn't afford a **domicile** of my own yet. [apartment, house, condo]
5. I figured the job would give me some **pocket change** [money] so I could do **fun things**. [movies, bar, restaurants]

6. However, the one thing I hated about the job was using **public transit** to get back and forth. [bus, subway]
7. It took hours and hours and hours to travel on the weekend.
8. It turned out few **vehicles** [bus, subway, cab] ran on those two days; nor did they run often on **Christmas, July 4th, Labor Day, Columbus Day, New Year's Day, Memorial Day, Martin Luther King Jr. Day, Presidents' Day, Veterans Day, or Thanksgiving**. [national holidays]
9. It took even longer to get to work when the **weather** was **inclement** [rain, cold, snow]
10. So, I decided to buy a 1998 **Honda Accord Hatchback that was blue**. [car]
11. I figured it would cut my travel time in half on the weekends.
12. I called and made an appointment with my local **financial institution**. [bank]
13. I told them I needed to buy a **means** to get to work. [car]
14. A **person** agreed to meet me on Monday at 9. [staff, worker, employee, officer]
15. When I went in, I saw a familiar face.
16. It was my friend from **high school**, Susan Brown. [school]
17. We sat down in her office and she proceeded to tell me about all the **products** the bank had to offer. [credit cards, accounts, loans, mortgages, safe deposit boxes]
18. I told her I only needed a car loan and explained why.
19. She said fine. But first she needed to know if I had an **account** with the bank. [checking, savings, credit card]
20. I said I didn't have any.
21. She said that was fine. We could set up a savings account in a second.
22. All I had to do was deposit **something** and it would be opened. [money, check]
23. Then she took down all my **personal information** [DOB, address, full name, SS number]
24. She said first she had to walk me through some of the **products** the bank had before we talked about a **car loan**. [credit cards, accounts, lines of credit, investments] [loan]

25. After that, we set up my **savings account**. [account]
26. She also convinced me to open a checking account.
27. She explained that there would be no **transaction** fees for the first two months. [withdrawal, transfer, deposit, checks]
28. After that, I would not be charged for **transactions** if I used ATMs belonging to the bank. [withdrawal, transfer, deposit]
29. For example, I could transfer money between **accounts** at no charge. [checking, savings]
30. But if I went to another bank's **machine**, I would be charged \$2.50 per withdrawal. [ATM]
31. She said some customers got upset when they saw the \$2.50 on their bill after the second month.
32. So, she wanted me to be aware of the \$2.50.
33. I could also write five checks a month with no charge, starting in the third month.
34. Then we talked about the **car loan**. [loan]
35. She said I probably qualified for about \$15,000 at 2.5% interest, compounded monthly.
36. My payments would be \$278 per month including interest and with insurance on the loan in case I could not pay the \$278.
37. I said great and put my signature on the form.
38. I later told Susan I was very happy with all of the **services** the bank had to offer. [accounts, credit cards, loans, advice, counseling, safe deposit boxes]
39. I was even happier with my **new purchase!** [car]

SIX | HOLONYM, MERONYM, SYNECDOCHE, AND METONYM

Consider translating the following English text into ASL: “I tried to start my car, but it wouldn’t run.” To create an equivalent target text, an interpreter might sign something like MY CAR, PUT-IN-KEY, TURN ++ ENGINE STUCK. In this translation, the ASL sign for START is not used and yet both texts are arguably dynamically equivalent. Instead of using START, the ASL translation mentions parts of the process of starting a car: “inserting a key” and “turning the ignition,” as well as actual parts of the car— the “ignition,” a “key,” and the “engine.” These were not mentioned in the English source text.

Holonym and Meronym

Sometimes, therefore, to translate a text between two different languages, especially if they are anisomorphic in how they convey meaning, an interpreter might be required to replace a whole concept with one or more of its parts, or, conversely, to replace the part with the complete object. This is slightly different from replacing a class of objects (superordinate/hypernym) with a member of the class (hyponym) to perform a translation. Again, there is no research on where ASL and English are anisomorphic in terms of the use of holonyms and meronyms. To learn about this, an interpreter must spend time in the language community. Here is an example of terms that are in a holonym–meronym relationship.

Example 6.1—Car and Wheels

Source: She has a new **set of wheels**.

Target: She has a new **car**.

In this case, “wheels” are a part of a car and the car is the whole object. So, the word “car” is what is known as a holonym (the whole object) and “wheels” are one of its parts, or a meronym. Again, the concept of holonym is similar to superordinate as discussed in Chapter Five – Superordinate (Hypernym) and Hyponym, but holonymy is based on a part-to-whole relationship. On the other hand, a superordinate–hyponym relationship is based on classes of objects, or sets, and members of that class.

While a hyponym is best thought of in terms of “is a” as in “A shoe is a type of footwear,” a holonym is perhaps best understood by the “has” or “is part of” relationship (Griffiths, 2006). A “shoe,” for example, is a holonym that has meronyms of “laces, sole, insole, tongue,” etc. If someone said her laces were untied, a translation into ASL might include the sign SHOE or reference to the shoe by pointing.

Sometimes there is a one-way entailment (\Rightarrow) relationship when replacing a holonym (whole object) with a meronym (part) or vice versa. Where a person said they had bought a house, it would mean they also bought the doors, roof, and windows that went with it. The concept of “house” is thus a holonym or a whole object in relation to “doors,” “roof,” and “windows.” But when a person buys “windows” and “doors,” it does not mean the person bought a “house,” so there is a one-way entailment from “house” to (\Rightarrow) its parts, “windows” and “doors” but potentially no entailment from the parts to the house. Here is another example:

Example 6.2—Door and Handle

Source: Can you **open the door** for me?

Target: Can you **grab the doorknob, turn it, and push open the door** for me?

In this case, “door” is a holonym that includes a “doorknob,” “keyhole,” “handle,” and “hinges.” Also, the act of “opening” when it comes to a

door includes a number of steps or other verbs (**grab** the handle, **turn** the handle, **pull**, or **push**). If the sentence, “I opened the door” were translated into ASL, the signer might show grabbing the doorknob or pulling on the handle, or the signer might put his hand against the door and push it away from him. Again, context is important, because to “open” different doors might entail different steps. Furthermore, the verb “open” can have many meanings, such as to “open” a conversation or to “open” a bank account, which would include different steps or meronyms. So, like nouns or objects, verbs also have parts. The various verbs included in a verb like “open” will be discussed in Chapter Seven – Verbs in more detail.

The parts of a holonym are called meronyms. To “sit on a branch” is to “sit in a tree” (unless the branch has fallen to the ground). The word “branch” would be considered a meronym of “tree” in this context, and if the sentence, “I sat on a branch for an hour” were to be translated into ASL, an interpreter might want to first indicate “tree” and then talk about its parts. Again, to “sit on a branch” may also entail the verb “climb,” so the verb “sitting” in this context would include “climbing.” To “sit in a branch while waiting for a manager,” on the other hand, could mean to visit one part of a larger banking company.

To buy a “four-cylinder” usually means to buy a vehicle of some kind. It may be easier, for example, for an interpreter to translate “I bought a four-cylinder” with “I bought a car.” However, if the number of cylinders were important to the speaker, both the holonym “car” and its meronym “four-cylinder” would make for a better translation.

So, the phrase “four-cylinder” implies a part of, or a meronym of, a “vehicle.” Burke (1941, pp. 426, 432) described the holonym–meronym relationship as “part of the whole, whole for the part,” “container for the contained,” “material for the thing made,” “cause for the effect, effect for the cause” and “disease-cure.”

Of course, this form of translation works in both directions, from English to ASL and from ASL to English. In English, for example, you can say, “I ate some cereal,” but in ASL you could say, “I held a bowl and a spoon, dipped the spoon into the bowl, and ate cereal.” But think about

how to translate a Deaf person's comment if he or she were to sign "I could communicate at the school for the Deaf but struggled at home." An interpreter could add the "people" who are part of the whole process, and might also add or make specific the language that was part of the communication. So, a translation might be: "I could communicate with the students and teachers at the school for the Deaf in ASL, but I struggled to communicate with my family at home in spoken English."

Synecdoche

Another term in the literature that is related to the holonym–meronym relationship is *synecdoche*. Synecdoche is present when people talk about a part of an object or process and to represent the whole, and it is used so often that it becomes a common expression or saying. The phrase "four-cylinder," for example, is a popular way to talk about a car, at least in North America. Some of these common synecdoche phrases may or may not have been adopted by the Deaf community, so an interpreter may or may not see them used in ASL. On the other hand, most people in the Deaf community now use a sign that represents the action of video recording two people in opposite directions that has come to stand for video relay service or video conferencing.

Synecdoche—Example 6.3

Here are some more examples of meronyms that could be considered synecdoche, as they are commonly understood. Think about how to translate them into ASL.

1. I saw **sails** about two miles out coming in.
2. Can I use **plastic** to pay for it?
3. Lend me your **ear**.
4. All **hands** on deck.
5. Mrs. Brown had four **mouths** to feed every day.
6. Where did you get the new **wheels**?
7. I had three hired **hands** working on my house.

Metonym

Metonymy is similar to the concept of synecdoche, yet there is much debate about how the two differ. In this text, metonymy is described as the use of a word or a phrase, often in a nonliteral sense, to replace another word or phrase (Bach, 1994). So, the metonym, or the word used, is related in some way to the holonym but not necessarily in a part-to-whole relationship. Also, a metonym may be in a temporary or context-specific relationship. Bach (1994) gave the example of, “The ham sandwich is getting restless” (p. 157), a description used by a waitress to indicate a patron of a restaurant. The name “ham sandwich” is not really a part of the customer, but it was associated with that person and in that context because that is what the customer ordered.

Carston (1996) likened metonymy to creating a nickname, and that nickname could become popular (and so become a synecdoche). The phrase “gas guzzler,” for example, has come to mean a vehicle of some kind that gets very few miles per gallon. Although it could be argued that “gas” is a part of the vehicle, it does not have the same strength of the “has relationship” as “windshield, tires, mirrors,” and so forth, that come with every car. Not all cars are considered “gas-guzzlers,” even though they all have gas in them. Following is a list of words used metonymically (as popular nicknames) to represent broader concepts, with some taken from Carey (2013).

Metonym—Example 6.4

Metonym	Meaning
1. The White House	U.S. government or president or Executive Branch
2. Wall Street	American banks and investment firms
3. Oval Office	U.S. government or president or Executive Branch
4. The Crown	Monarchy, name of the King or Queen
5. The Press	All forms of news (printed, television, internet)

6. Hollywood	Producers, actors
7. West Coast	free thinking, New Age, California, Oregon, Washington
8. Bread and butter	income, money (used to buy bread and butter), salary
9. Horn section	trumpet, trombone, saxophone, French horn players
10. John Hancock	signature
11. Cutthroat	thief, criminal
12. Blue-collar	manual labor
13. White-collar	office work, professional work
14. Stuffed shirt	boring person, rich person, intellectual
15. Brass	higher-ranking officers (in the military, in company)
16. Kleenex	name brand for tissues

The use of a term metonymically may, unlike a meronym, be context- or culture-based. Look at some of the examples above (such as Oval Office, Hollywood, West Coast, brand names such as Kleenex) and think about how these might not be understood by people from different countries or cultures. Although it might be commonly understood across languages and cultures that trees have branches and leaves (in a holonym-meronym relationship), in the United States, a person might use Clorox in his or her laundry, whereas in Canada the person would use Javex instead (both are bleaches). Although “The White House” typically refers to a specific branch of the American federal government, “10 Downing Street” is used to refer to its British counterpart.

Evidence suggests that metonymy is a device used in ASL. Janzen (2007) discussed how topics are marked in ASL and note that a “signer is free to use her own body metonymically for a third person referent” (p. 192). The interpreter does this by taking on the role and some of the characteristics of the person or thing being referred to—not by actually becoming that person.

Name signs, which are given to members of the Deaf community, often are based on a salient physical or attitudinal characteristic of the person. The name sign metonymically refers to a specific individual (Wilcox, Wilcox, & Jarque, 2003). So, a person with dimples, for example, might be given a name sign that is related to their dimples.

Interpreters should also consider how to identify speakers to a Deaf audience, especially in a crowded room, if the audience cannot see or hear the person talking or signing. A description of the speaker can be given, such as “the woman with red scarf,” and then “red scarf” could be used as a metonym from there on out. A participant may become known as “man with blue tie” or “woman with laptop” so the Deaf audience knows who is speaking, and again, the metonym “blue tie” or “laptop” could then be used from that point on. Again, these would be considered metonyms or nicknames created in the moment, but they might not be applicable in other settings.

Example 6.5—Examples of Parts and Containers

Look at the following phrases and note how the paraphrase makes clear a specific part of the holonym.

Source: This **coffee** is too sweet.

Target: There is too much sugar in the coffee.

Source: This **coffee** is black.

Target: There is no milk in the coffee.

Source: There is too much **mayonnaise** on this.

Target: This sandwich has too much mayonnaise on it.

Source: The **kettle** is boiling.

Target: The water in the kettle is boiling.

Source: I don't like that **wall**, but the **blue** over there is nice.
 Target: I don't like that paint color (on that wall).

Exercise 6.1—Things Have Parts

Go over the following sentences and translate them into ASL by including a part of the object.

1. We need to air out this house.
2. This classroom is dark. Can you turn on the lights?
3. Her arthritis is bothering her and she can't write today.
4. The electric window in my car on the driver's side won't work.
5. How much more of that book do you have left to read?

Exercise 6.2—Bodies Have Parts

Go over the following sentences and replace the part—meronym/synecdoche—with a holonym.

1. Mary gave Jack a hand with painting.
2. I felt many eyes on me when I went to the front of the class.
3. Wally, get your nose out of my business.
4. There were a lot of new faces at the party.
5. Martha broke many hearts before she married Bob.
6. Let's take a head count.
7. Keep your eyeballs front and center.
8. Put your back into it.

Exercise 6.3—Numbers and Dates Have Parts

Sometimes, it is necessary to think of numbers and dates as having parts. Look at the following examples and think about how to translate the highlighted terms.

1. The meeting was scheduled for **early in the week**.
2. My favorite **season** is summer.
3. She is in her **early thirties**.
4. He bought a car in the **middle of the winter**.
5. Come and see me **later this afternoon**, before you leave at 5.

Exercise 6.4—Work from Meronym to Holonym

In this exercise, look at the different parts that are being mentioned and translate the sentence by including the holonym (larger, whole object, container, or process).

1. How much RAM does it have?
2. Is the water warm enough for me to swim?
3. I ran out of ink, so I can't sign the check.
4. The baseboards are a cream color.
5. What a nice set of wheels!
6. Did you get your knee x-rayed and is it okay?
7. I can't get the cursor to move and everything is frozen.
8. Why does the seat belt light keep coming on?
9. I think I have a virus, because I keep losing files.
10. I tried calling Sue, but I think I have the wrong number.
11. The Italian dressing tastes funny.
12. Are you sure you put baking powder in it? It didn't rise.
13. Only the apartments on the first floor were burglarized.
14. My credit card is missing!
15. Only Oscar and Sam helped clean the whiteboard.

Exercise 6.5—More Examples

Go over the following sentences, replace the meronym or holonym, and create an ASL translation.

1. Do you want some bubbly?
2. The Crown made an announcement yesterday about adding an extra holiday in August.
3. The school announced a new lunch program.
4. The giant head in the first row is talking.
5. Hollywood makes a lot of horror movies!
6. The Oval Office is meeting with 10 Downing Street.
7. Be careful or I'll call the men in white lab coats to take you away!
8. The bean counters at work won't let me buy a new computer.
9. The creation of the Pill has reduced worldwide birthrates.
10. The horned-rimmed glasses just left the meeting.
11. How many bookworms are in this class?
12. How do you make this gravy taste so good?
13. My remote won't work and I'm missing my soap.
14. I don't see any signs of rain.
15. I have to give this five-page essay to my teacher by the end of the workday.
16. I'm not sure whether I want to paint the wall yellow or blue.
17. I need something to write with.
18. Can you finish this book and give it back to me early in the New Year?
19. I'll get the painting done over the summer.
20. You know, I always feel tired in the middle of the week.

Exercise 6.6—Summative Exercise – Home Business

Create an audio recording of the following story, remembering to leave a pause of three or four seconds at the end of each sentence. Then identify the different objects and parts that could be replaced or added to the text. Listen to the audio recording and translate the text into ASL and replace a meronym with a holonym or vice versa, or add these elements to the text where needed.

1. I asked a friend once—Kate—if she could help me through the steps of setting up a home office.
2. She said yes, but she first wanted to know if I was going to dedicate a whole room to it.

3. I said yes, since I had a den that I wasn't using.
4. Then she asked me if I had the right software for a business to keep track of invoices.
5. I told her I thought so and invited her over to see what I had bought.
6. She tested my set-up and she said it was very fast; the programs opened and closed quickly.
7. Then she asked me if I had completed the federal application process on the web for an independent business.
8. I hadn't, so I asked her to help and she talked me through the process.
9. When we were done, I printed off the pages and filed them away.
10. She then described setting up a business bank account and all that it entailed.

Exercise 6.7—Doctor's Visit

Create an audio recording of the following story, remembering to leave a pause at the end of each sentence. Then identify the different objects and parts that could be replaced or added to the text. Listen to the audio recording and translate the text into ASL; replace a meronym with a holonym or vice versa, or add it to the text where needed.

Dr. Jones to his patient, Anne:

1. Good morning, Anne.
2. I am glad to see you again after our last visit.
3. How is that sore wrist doing?
4. Oh, sorry to hear that it is still bothering you.
5. I have most of your lab work back, so we can go over that.
6. Everything looks fine, so don't worry.
7. Before we look at your wrist, I have a few questions to make sure our information is correct.
8. Have you had any surgeries in the past?
9. Have you ever had any broken bones?
10. Do you have any pain, numbness, weakness, or cold anywhere?
11. Has there ever been any cancer in your family?

12. Have you noticed any lumps? Are you checking regularly?
13. Before I forget, I need to take your pulse.
14. Good. It seems fine.
15. Now I am going to listen to your heart and lungs.
16. Can you breathe in and hold it?
17. Everything seems good.
18. As I said, your blood work came back and everything is fine.
19. Your urine sample was fine.
20. There was nothing in your stool sample.
21. Your x-rays also look fine. Nothing broken.
22. Overall, you seem healthy.
23. Oh, I want to double-check. Is there a history of diabetes in your family?
24. Yes, your file says you are dealing with it. Do you give yourself insulin?
25. Your sugar levels seem fine. Good for you.
26. Okay, let's look at that wrist. Show me where it hurts again.
27. Can you bend and move it for me?
28. How long have you been in pain?
29. Two months. That is a long time.
30. It says you use your hands a lot because you teach ASL and you type a lot.
31. I think what we might try first are some anti-inflammatories and see if those help.
32. Let's try you on one pill twice a day.
33. Don't take them on an empty stomach.
34. The next course of action might be a splint to immobilize it.
35. If that doesn't work, we might schedule you for an injection of cortisone.
36. I suspect there is some inflammation there that is not going away.
37. Hopefully the anti-inflammatories will work.

Summary Chapter Six

Working at a literal level of meaning, and because ASL and English are not completely symmetrical languages (and so are anisomorphic), an

interpreter might replace a “whole” concept, a holonym, from the source text with its part, a meronym, in the target text. So, the English sentence “I was late for school” could be translated as “I was late for class,” where “school” is a holonym that contains the part “class.” The opposite could occur where a holonym is used to replace a part that is mentioned. For example, an interpreter might translate “My screen is frozen” as “My computer is not working,” where the “screen” is a meronym or part of the holonym “computer.” However, the resulting target text in ASL is not a perfect paraphrase or verbatim translation of what was said.

Of course, an interpreter could include both a holonym and a meronym to enrich a text. So, the English sentence, “My screen is frozen,” could be translated as, “My computer is not working because the screen is frozen.” Also keep in mind that holonyms might include concrete objects, such as containers or buildings or machines, in addition to abstract concepts, such as processes and mental states.

In English and in ASL, some parts of an object or a related aspect are frequently used to talk about the object. So “White House” is often used to mean the president of the United States and has become a metonym. In English, “faces” as in, “There are many new faces here,” is considered synecdoche, as “faces” as a part of the individuals has come to mean “people.” An interpreter might refer to someone as, “Woman with red scarf” and then use “red scarf,” a temporary aspect of the person as a metonym to refer to the woman for the rest of the discussion. Outside of that context, the nickname “red scarf” would have no meaning except to the participants. Synecdoche and metonyms, therefore, may be more contextually or culturally based than naturally occurring holonyms and meronyms, and so not shared by people outside of the context or culture.

Answers Chapter Six

Exercise 6.1—Things Have Parts

1. We need to air out this **house**. [open the windows and doors]
2. This classroom is dark. Can you turn on the **lights**? [flip the switch]
3. Her **arthritis** is bothering her and she can't write today. [arthritis in her hand]

4. The **electric window** in my car on the driver side won't work.
[I pushed the button]
5. How much more of that **book** do you have left to read? [pages left]

Exercise 6.2—Bodies Have Parts

1. Mary gave Jack a **hand** with painting. [she helped]
2. I felt many **eyes** on me when I went to the front of the class. [students]
3. Wally, get your **nose** out of my business. [you]
4. There were a lot of new **faces** at the party. [people]
5. Martha broke many **hearts** before she married Bob. [people]
6. Let's take a **head** count. [number of people, students, children, at a meeting]
7. Keep your **eyeballs** front and center. [whole head]
8. Put your **back** into it. [and arms and legs and complete effort]

Exercise 6.3—Numbers and Dates Have Parts

1. The meeting was scheduled for **early in the week**. [Monday, Tuesday]
2. My favorite **season** is summer. [of the year, spring, fall, winter]
3. She is in her **early thirties**. [31, 32]
4. He bought a car in the **middle of the winter**. [Jan., Dec.–Jan., Jan.–Feb.]
5. Come and see me **later this afternoon**, before you leave at 5. [3, 4 p.m.]

Exercise 6.4—Work from Meronym to Holonym

1. How much **RAM** does it have? [computer]
2. Is the **water** warm enough for me to swim? [lake, ocean, pool, etc.]
3. I ran out of **ink** so I can't sign the check. [pen]
4. The **baseboards** are a cream color. [of the walls, in the office/house/etc.]
5. What a nice set of **wheels**! [car or truck]
6. Did you get your knee **x-rayed** and is it okay? [hospital, clinic]

7. I can't get the **cursor** to move and **everything** is frozen. [on the screen, on my computer]
8. Why does the **seat belt light** keep coming on? [in my car, on the dash]
9. I think I have a **virus**, because I keep losing **files**. [in my computer, on the hard drive, flash drive]
10. I tried **calling** Sue, but I think I have the wrong **number**. [on the phone]
11. The **Italian dressing** tastes funny. [in the salad]
12. Are you sure you put **baking powder** in **it**? **It** didn't rise. [cake, muffin, etc.]
13. Only the **apartments on the first floor** were burglarized. [in the building, apartment building]
14. My **credit card** is missing! [from my pocket, in my wallet]
15. Only **Oscar and Sam** helped clean the **whiteboard** [in the classroom, of the group of students]

Exercise 6.5—More Examples

1. Do you want some **bubbly**? [champagne, in glass, poured]
2. The **Crown** made an announcement yesterday about adding an extra holiday in August. [Queen, King, added a day off, people have the day off, etc.]
3. The **school** announced a new lunch program. [administrator, principal, food, given to students]
4. The **giant head** in the first row is talking. [man or woman, to someone else, blocking my view, etc.]
5. **Hollywood** makes a lot of horror movies! [different companies, Universal, Warner Brothers, Walt Disney, etc. spend money, etc.]
6. The **Oval Office** is meeting with **10 Downing Street**. [president and prime minister, sitting down together, discussing something]
7. Be careful or I'll call the **men in white lab coats** to take you away! [psychiatrist, psychologist, nurse, doctor]
8. The **bean counters** at work won't let me buy a new computer. [accountants, HR staff]

9. The creation of the Pill has reduced worldwide **birthrates**. [birth control pill, pregnancy in women, women take it]
10. The **horned-rimmed glasses** just left the meeting. [person with glasses, got up]
11. How many **bookworms** are in this **class**? [students who love to read books]
12. How do you make this **gravy** taste so good? [what do you put in it, spices? I tasted it]
13. My **remote** won't work and I'm missing my **soap**. [I pushed on buttons, TV not on, soap opera is on right now]
14. I don't see any **signs of rain**. [in the sky, clouds, I looked up and around, etc.]
15. I have to give this **five-page essay** to my teacher by the **end of the workday**. [paper, 4, 5 p.m.]
16. I'm not sure whether I want to paint the wall **yellow or blue**. [color]
17. I need **something to write with**. [pen, paper, pencil]
18. Can you finish this book and give it back to me **early in the New Year**? [January]
19. I will get the painting done **over the summer**. [July, August]
20. You know, I always feel tired in the **middle of the week**. [Wednesday]

Exercise 6.6—Summative Exercise – Home Business

1. I asked a friend once—Kate—if she could help me through the **steps** of setting up a home office. [paperwork, buying equipment, registering, etc.]
2. She said yes, but she first wanted to know if I was going to dedicate **a whole room** to it. [whole room in my house, apartment]
3. I said yes, since I had a **den** that I wasn't using. [in the house, apartment]
4. Then she asked me if I had the right **software** for a business to keep track of invoices. [software on my computer, spreadsheet, database, etc.]

5. I told her I thought so and invited her over to see what I had **bought**. [bought programs, computer, printer, etc.]
6. She tested my **set-up** and she said it was very fast; the **programs** opened and closed quickly. [she looked at desktop, clicked mouse, programs opened quickly, spreadsheet, word processor, etc.]
7. Then she asked me if I had **completed the federal application process** on the web for an independent business. [opened website, put in information, sent]
8. I hadn't, so I asked her to help and she talked me through the **process**. [we opened the site and she pointed out/explained how to fill out the form]
9. When we were done, I printed off the pages and **filed them away**. [sent pages to printer, collected paper and put in a filing cabinet]
10. She then described setting up a **business bank account** and all that **it entailed**. [forms to fill out, go into bank, show identification, etc.]

Exercise 6.7—Doctor's Visit

Dr. Jones:

1. Good morning, Anne.
2. I am glad to see you again after our last visit.
3. How is that sore wrist doing?
4. Oh, sorry to hear that it is still bothering you.
5. I have most of your **lab work** back, so we can go over that. [report, various tests]
6. **Everything** looks fine, so don't worry. [blood, urine, stool, x-rays]
7. Before we look at your wrist, I have a few questions to make sure our **information** is correct. [information in the file, on the screen, such as name, age, weight, etc.]
8. Have you had any surgeries in the past? [on different parts of the body, stomach, legs, arms, as child, adult]
9. Have you ever had any broken bones? [on different parts of the body, legs, arms, as child, adult]

10. Do you have any pain, numbness, weakness, or cold anywhere?
[on different parts of the body]
11. Has there ever been any cancer in your **family**? [mom, dad, siblings]
12. Have you noticed any **lumps**? Are you checking regularly? [in neck, under arms, under breasts, in groin]
13. Before I forget, I need to take your **pulse**. [part of the process is to touch the wrist or neck, count, time]
14. Good. It seems fine.
15. Now I am going to listen to your **heart** and **lungs**. [entails putting stethoscope on and then putting it on chest and back]
16. Can you breathe in and hold it?
17. **Everything** seems good. [lungs, heart]
18. As I said, your **blood work** came back and everything is fine. [white-red balance, sugar levels, HDL, LDL, liver/kidney, calcium, potassium, etc.]
19. Your **urine** sample was fine. [no blood, no sugar, no bacteria, no protein, pH level was fine]
20. There was nothing in your **stool** sample, either. [fungus, worms, bacteria, parasites, blood]
21. Your x-rays also look fine. **Nothing** broken. [bones, wrist]
22. Overall, **you** seem healthy. [the parts of your body are fine – heart, blood, lungs]
23. Oh, I want to double-check. Is there a history of diabetes in your **family**? [mother, father, grandparents, siblings, cousins]
24. Yes, your file says you are dealing with it. Do you give **yourself** insulin? [on different parts of the body, stomach, legs, arms]
25. Your sugar levels seem fine. Good for you. [in the report, on the screen and the sugar is in the blood, in the body]
26. Okay, let's look at that wrist. Show me **where** it hurts again [on different parts of the wrist, hand, fingers]
27. Can you bend and move **it** for me? [fingers, thumb, wrist]
28. **How long** have you been in pain? [day, week, month]
29. Two months. That is a long time.

30. It says you use your hands a lot because you teach ASL and you type a lot.
31. I think what we might **try** first are some anti-inflammatories and see if those help. [take by mouth, inflammation, pain goes away]
32. Let's try you on one pill **twice a day**. [morning, night]
33. Don't take them on an **empty stomach**. [food, water]
34. The next course of action might be a splint to immobilize **it**. [on wrist, fingers]
35. If that doesn't work, we might schedule you for an **injection** of cortisone. [on wrist]
36. I suspect there is some inflammation **there** that is not going away. [wrist]
37. Hopefully the anti-inflammatories will work.

SEVEN | VERBS

Verbs are critically important to ASL, and not surprisingly, in both English and ASL, they carry or imply many different meanings. As is the case with nouns, verbs can be replaced with synonyms in a perfect paraphrase relationship or two-way entailment (“eat” ⇔ “consume”). Or certain verbs may contain or entail other actions or verbs in a one-way entailment relationship (“read” ⇒ can entail “open a book, thumb through the pages, scan each one” or “read” ⇒ can entail “look at computer monitor, scan screen, scroll down, jump to next page,” etc.). The following are examples of two-way entailments or perfect paraphrases for verbs.

Example 7.1—Verb Synonyms

Source: I **gathered** some wood.

Target: I **collected** some wood.
Gathered ⇔ collected

Source: She **ran** home after school.

Target: She **sprinted** home after school.
Ran ⇔ sprinted

Look at the broad, abstract verbs in the next exercise and in the context of a sentence. Translate them into ASL. These verbs, like nouns, can be interpreted using other verbs that have similar, related meanings (polyseme) or unrelated meanings (homonym).

Exercise 7.1—Make, Use, and Do

Make

1. I **made** Mary angry. (talking about running her cellphone battery down)
2. I **made** a fortune off the computer program I invented.

Use

3. I **used** your car.
4. I **used** the information from a website for my paper.

Do

5. How **did** you do that? (looking at a new website on a computer monitor)
6. She said she was **done**. (talking about a renovating a house)

Again, like other words, verbs can be translated by including parts (meronyms) or by replacing broad, abstract verbs (superordinate terms) with examples of more specific verbs (hyponyms). Look at the verb in the following English sentence: “He **backed over** a bicycle.” To translate that into ASL, an interpreter might add a number of verbs. First, the interpreter could say that there was a man who **sat** in his car, **held** the steering wheel, and while **looking** over his shoulder, **put** his car **in reverse** and then **drove** it. Also behind the car, someone **left** a bicycle, probably on its side. The car **backed over** the bicycle.

An interpreter might also decide whether the driver backed over the bicycle on purpose or mistakenly. If the interpreter thought it was unintentional, he or she could add that the man **looked** back or in his rearview mirror but did not see the bicycle, or **overlooked** it. If this is translated as “the man just went ahead and backed up,” the translation may imply that he did so on purpose. This decision would have to be made in context.

Troponymy

So, nouns can have a superordinate/hyponym relationship (so a “forest” is made up of different types or classes of “trees, “shrubs,” and

“animals”) or exist in a holonym/meronym relationship (so an “organized paper” may have “paragraphs with different topics,” include “double-spaced lines,” and begin with “an introduction” and end with “a conclusion”); verbs are the same. Fellbaum (1998) called it *verb troponymy* when a specific type of action or verb could be used to describe a broader action or more general verb. An example of troponymy is how the verb “run” is part of the more general verb “move” (Bannard, Baldwin, & Lascarides, 2003). When a coach tells a runner, “Get moving,” it could be translated as START RUNNING. If a roommate says, “Move your feet” while vacuuming an apartment, a translation for “move” might be LIFT-LEGS. To “get moving” on a project might mean to start “researching,” “typing,” or “discussing what to do with a partner or group.”

When verb troponymy is present, the verbs are somehow related. Both may be necessary, or one may be a more specific example of the other, broader action. They may be antonyms. Here are a few examples of verbs that exhibit troponymy.

Example 7.2—Examples of Troponymy

- | | |
|---|---|
| 1. I created a portrait. (on canvas) | I ainted a picture.
I used a brush.
I looked at a canvas.
I made brushstrokes. |
| 2. I slept for a while. | I closed my eyes for a while.
I lay down on a bed. |
| 3. I exercised for one hour. | I ran for one hour. I got up
and moved .
I then stopped moving . |
| 4. I filled my plate with food. | I held a plate.
I spooned/lifted food onto
my plate.
I went from serving tray to
serving tray.
My plate became full. |

5. I **studied** the math equations. I **opened** a math book or took out a math worksheet.
 I **looked** at the math equations.
 I **tried to answer** them.
 I **thought about** them.
 I **memorized** them.

One-Way Verb Entailments

As can be seen in the examples above, some verbs entail other actions or verbs in a one-way entailment relationship. To “create a portrait” may entail painting on a canvas, but painting on a canvas may lead to a landscape. To “close” your eyes does not mean you are “sleeping,” but “sleeping” usually implies closing your eyes. To “get moving” on a class paper has a different meaning than to “get moving” on packing or cleaning.

Example 7.3 and the following example, 7.4, provide examples of some of the verbs entailed by the original verb in the source text. Some of these could be built into an ASL translation, but of course all of them could not be included, for a number of reasons (insufficient time, and the audience would wonder why the interpreter is over-describing an event). Practice translating these and try to include at least one entailed verb.

One reason for including a verb’s entailments might be to clarify when a speaker emphasizes the verb. Look at Example 7.4 and consider how to translate the English source into ASL.

Example 7.3—Different Types of Verb Entailments

Question: How did you get to work? Mary is sick today.

Source: I **drove** my car to work.

Target: Mary **didn’t pick me up**. I **drove** myself.

Other entailments:

I **sat in** the car, **put in** the key, and **turned** it on. I then **pressed down on** the gas. I **grabbed** the steering wheel, **looked** around, and **drove off**.

Source: I **hit** a baseball.

Target: I **picked up** a bat and **swung** it, and it **connected with** the ball. The baseball **flew through** the air.

Source: I **took** all of Mike's money from his wallet.

Target: I opened Mike's wallet, **scooped out** the bills inside, and **closed** the wallet; now no money **is** left. Mike **is** broke.

Source: The company **published** my article.

Target: I **wrote** an article and **sent** it to the company; people there **read** it, and they **published** it. They probably **liked** the article.

Example 7.4—One-Way Verb Entailment

In summary, there are times when a verb in English can be translated using another, related verb in ASL that is in a one-way entailment relationship. To say “I snored all night” entails, “I slept,” but “to sleep” does not mean, “I snored” (Fellbaum, 1998). So, this again would be a one-way entailment.

Source: I **snored** all night.

Target: I **slept** and **snored** all night.

I **snored** all night. \Rightarrow I **slept** all night. (one-way entailment)

I **slept** all night. \neq I **snored** all night.

Verbs like “succeed” (Fellbaum, 1998), “manage,” and “fail” (Bach, 1994) include the verb “tried to” (Peccei, 1999) in a one-way entailment relationship—as in, “I tried to do something and managed, succeeded, or failed.” But having “tried” to do something doesn't mean the person was successful, nor does it mean the person failed.

To “make” something, like a cake, might entail mixing ingredients, but mixing ingredients isn't always included in “making” things. For example, an individual wouldn't mix ingredients to “make” a bed. So “to make” might include mixing in the context of a cake but not in the context of making other things.

To write a letter used to include the verb “hold,” as in “hold a pen” and “brush or swipe the head over a piece of paper.” It might also include “think, plan, create” and a few other verbs. Today, it might also entail “type on a keyboard,” “look at the screen,” “use a mouse,” and “hit the PRINT key.”

Look at part of Exercise 6.6 from Chapter Six – Holonym, Meronym, Synecdoche, and Metonym, the story about a friend helping to set up a home-based business. In the following sentences, identify some of the verb entailments that would make sense in this context. Translate the story into ASL and include some of the verb entailments that are possible.

Exercise 7.2—Include Entailments

1. She **tested** my setup and she said it was very fast; the programs opened and closed quickly.
2. Then she asked me if I **had completed** the federal application process on the web for an independent business.
3. I hadn't, so I asked her to help and she **talked me through** the process.
4. When we **were done**, I **printed off** the pages and **filed** them away.
5. She then described how **to set up** a business bank account and all that it **entailed**.

One reason to include verb entailments in an ASL translation is to make the target text more visual. Compare a literal interpretation of the exercises in this chapter or in other chapters with one in which the verbs have been enriched. By including a few more verbs, an interpreter often depicts different actors or agents from those depicted in the source text and includes more references, such as adjuncts (as described in Chapters Four – Antonyms and Eight – Various Enrichments).

Sometimes, verbs entail an activity that happened in the past (Fellbaum, 1998; Lawler, 2008). So, for example, to “forget (a fact, a name, etc.)” entails knowing it, because one can only forget something that one has

known” (Fellbaum, 1998, p. 82). Karttunen (2012) gave a few examples of the entailments of verbs followed by the infinitive “to,” as in “forgot to” and “remembered to,” that entail their complement or opposite. To say “I forgot to lock my house” implies intention (“I intended or wanted to lock it”). To translate this sentence, an interpreter could say, “I meant to lock my house. I left and now I remember I forgot to lock the door.”

Verbs like “realize, discover and find” entail “not knowing” and then discovering something (Peccei, 1999, p. 22). To say “I didn’t realize how hard the geography test would be” implies the person thought it would not be difficult, or perhaps didn’t think about it at all. Some examples of potential verb entailments follow.

Example 7.5—Verb and Infinitive

Source: He **forgot to** bring his keys.

Target: He did not bring his keys. He does not have them. He left them (somewhere).

Source: Bruce **did not allow** Sharon **to** finish talking.

Target: Sharon started talking but didn’t finish, because Bruce didn’t allow it.
Sharon started talking, but she did not finish because Bruce interrupted her.

Source: Owen **didn’t hesitate to** help his parents out with money.

Target: Owen’s parents needed money, and they asked Owen for some, so Owen helped them out by giving them money.
Owen gave his parents money and didn’t think about not giving them money or withholding the funds.

Causative Verbs

Some verbs have been described as “causative verbs” (Griffiths, 2006); they also trigger entailments in a causal relationship. Some entailments

are again one-way, for to “teach” someone ASL might entail that person’s having “learned” some aspects of the language. However, it can’t always be assumed that someone learned something after being taught it (so it might be a one-way entailment relationship). In the earlier example, Owen helped his parents out by giving them money, presumably because he discovered they needed it or they may have asked for help.

According to Fellbaum (1998), to fatten an animal usually entails having fed it. However, the relationship is again a one-way entailment, for having fed an animal does not necessarily mean it was fattened. To “cure” someone of a disease entails the disease’s having been there once and the taking of some action (giving medicine), and as a result, the disease is either gone from the body or dormant. These verbs include an action that co-occurred with or was caused by the verb. To this list could be added verbs such as “to show,” which implies “to see.” When a student “shows” her test to her parents, the parents “see” it.

Fellbaum (1998) gave other examples, such as “expel and leave, or bequeath and own” (p. 83). To expel someone is to force him or her to leave, and so the person is gone. Again, remember it is a one-way relationship, because if a person left an establishment, he or she may not have been expelled. To bequeath a car to someone means the person then owns that car; but to own a car doesn’t mean a person was given the vehicle. He or she may have purchased it. Also, “bequeath” typically includes that someone has died and the object was given. When he or she hears that an object was bequeathed, the interpreter might want to add that someone died and then gave the object to the other individual. Fellbaum (1998) also wrote that “for someone to answer (a telephone call), (some)one must have dialed; when drinking, one breathes in air” (p. 75). Griffiths (2006) asserted that such verbs as “make, get, force, cause, have, prevent” (p. 61) also entail a causal relationship with other verbs.

Exercise 7.3—Paraphrase Causal Verbs

Look at the following sentences. Decide whether other verbs have to be added; then translate each sentence into ASL.

1. Your pulse is 60 beats per minute.
2. Laurel forced David to give her his book.
3. I got a phone call from Dad.
4. I bought a cake for the party.
5. Helen sold Frank her car.

Negated Verbs

As discussed in Chapter Four – Antonyms, words can imply their opposite. Negated verbs, therefore, may carry a number of entailments or additional meanings (Karttunen, 2012). As is the case with adjectives, adverbs, and nouns, to translate a negated verb, an interpreter needs to know a bit more about the context. Here are some examples and potential pragmatic paraphrases.

Example 7.6—Negated Verb Entailments

Source: Jack **did not prevent** Sue from doing her homework.
 Target: Sue probably did her homework, because Jack did not stop her.
 Sue may not have done her homework, but Jack did not try to stop her.

Implicature: Don't blame Jack! Sue didn't do her homework.

Source: Bill **did not force** Helen to come to the party.
 Target: Helen probably came to the party, but Bill did not force her to come.
 Helen may not have come to the party, but Bill did not drag her along.

Implicature: Don't blame Bill. It is not his fault.

Source: I **wasn't running** in the hallway.
 Target: I **was** doing something else, like walking in the hallway.

Implicature: Don't blame me!

The first thing of note is that each speaker may have had a specific reason for saying what he or she did. If all three had the goal of laying blame, then a translation at the pragmatic level could end up looking very similar to BLAME-ME, NOT! INNOCENT! which will be covered in more detail in Chapter Nine – Implicature.

As was discussed in Chapter Four – Antonyms, negated verbs don't necessarily entail their opposites, although they can. In the last example above, “wasn't running” may not entail “walking” because the speaker could have meant “standing,” for example. Of course, context would determine whether “walking” was appropriate. Here is an example in which “walking” might be more appropriate:

Example 7.7—“Running”

Source: Principal: I saw you running in the hallway.

Student: **I wasn't running!**

Target: Student: I wasn't running—**I was walking.**

Here the addition of “I was walking” makes a bit more sense given the limited context of the story, meaning that the student probably was not standing. It also supports the potential goal of the student, what Vermeer (2000) would call the intent or Skopos of the author, to proclaim his or her innocence.

Exercise 7.4—Camping Trip

Go over the following story and identify verbs that are difficult to translate into ASL. Consider including their parts or some related aspect of the verb. Then create an audio recording of the story, remembering to leave a few seconds of silence between sentences. Create an ASL sight translation while listening to the audio recording.

1. One time, four of my friends and I talked about going camping.
2. After 20 emails were sent, we picked White Lake as our destination.
3. Also, three days seemed to be the longest anyone wanted to be out in the woods.
4. The dates were June 18, 19, and 20.
5. Bill had a canoe for us, and I offered three tents.
6. Sue had a truck we could use to take the canoe.
7. Laura also offered her station wagon for the rest of us.
8. On June 16, I started getting ready.
9. Jack, the fifth person in our group, texted me to say he had downloaded a lot of maps and would bring them.
10. He said we couldn't rely on our phones and GPS devices because we wouldn't get reception in the woods.
11. Friday morning came and we all met at Laura's.
12. Bill and Sue safely loaded the canoe onto Sue's truck and drove off.
13. Jack and I flipped for the front passenger seat in Laura's station wagon.
14. I won!
15. On the way to White Lake, I started listening to some rock music.
16. Jack immediately complained.
17. He wanted to listen to country and western music, which I hated.
18. But since we would be on the road for two hours, we agreed to listen to my music for the first half.
19. When we got to White Lake, Bill and Sue went canoeing.
20. Jack and Laura set up the rest of the camp.
21. I started a small fire with wood I found.
22. Jack made his famous frankfurters on a stick, which we all gobbled down.
23. As the night got darker, we huddled around the fire.
24. We each told a ghost story and then called it a night.
25. I doused the fire and climbed into my tent.
26. That first night, Bill said he had dreams of being chased and eaten!
27. So, we switched to karaoke the next night!

Reversive Verbs

Fellbaum (1998) described a category of verbs that might trigger their antonyms, calling them “reversive un- or de- verbs” (p. 83). Murphy (2010) characterized *reversive verbs* as those that “involve the undoing of some action” (p. 120). Fellbaum (1998) noted that “in order to untie, unwrap, or unscrew something, (some) one must have tied, wrapped, or screwed it first” (p. 83).

Exercise 7.5—Reversive Verbs

Look at the following list and come up with a reversive antonym for each. Then translate the sentence into ASL.

Example: Up/down

Source: Sam went up the escalator.

Target: Sam didn’t go down the escalator.

1. Build up – You should build up your peers.
2. Enter – She didn’t enter the data.
3. Stuck together – The twins always stuck together.
4. Partner – At the dance, I didn’t partner up with Mary.
5. Progress – She progressed in her signing.
6. Stop – I stopped watching TV at midnight.

Exercise 7.6—Reversive Verbs Again

Come up with a sentence that includes the source verb and think about a context. After writing down the sentence and a short note on the context, translate it using the original verb and a paraphrase for the verb (as in the example below).

Source: Mom left the turkey out to defrost.

Target: The turkey was frozen, in the fridge. Mom took it out to thaw.

1. Unload
2. Unbalanced
3. Decamped
4. Decelerate
5. De-emphasize
6. Disable
7. Deflated
8. Undress
9. Deforest
10. Dethrone

Iterative or Restitutive Verbs and Adverbs

The literature identifies *iterative* (Abbott, 2006; Lawler, 2008) or *restitutive* verbs and adverbs (Griffiths, 2006), such as “again,” as triggers for other verbs. Such verbs indicate an action that has happened at least once in the past and that may or may not recur (Lawler, 2008). Iterative verbs or adverbs (adverbial phrases) include “another time, to come back, restore, repeat, for the nth time, etc.” (Lawler, 2008, p. 1), “anymore” (Abbott, 2006, p. 5), or verbs beginning with “re,” such as “rewrite” and “redraw.” For example, when a person uses the verb “get back to” in the sentence, “She said she would get back to reading the book another time,” an interpreter might want to enrich the target text by including two instances of the verb “read” and the verb PAUSE or STOP, as in SHE STARTED READ BOOK, PAUSE/STOP, SAID LATER READ WILL.

Exercise 7.7—Iterative Verbs and Adverbs

Go over the following list of iterative verbs or adverbs and create a sentence for each one. Then translate the sentence into ASL by indicating a repetition of the verb.

Source: Mom said she had to **re-educate** me on loading the dishwasher. (Context: after I’d lived with my friend Mark, who just throws dishes in anywhere)

Target: I **threw** the dishes into the dishwasher **carelessly**. My mom said she had to **teach** me **again** how to stack dishes **following** her preference.

1. Reboot
2. Re-apply
3. Redraw
4. Never again (adverb)
5. Anymore (adverb)

Change of State Verbs

Another type of verb identified in the literature that entails other verbs is *change of state* verbs (Abbott, 2006; Fellbaum, 1998; Lawler, 2008). These verbs include “live/die, exclude/include, differ/equal, wake/sleep” (Fellbaum, 1998, p. 82). These verbs indicate a “prior condition” (Abbott, 2006, p. 4) that changed to another state and could be triggered by words such as “stop” or “start” and “begin” (Peccei, 1999, p. 22). Other words that signal change of state verbs include “became,” “commenced,” “developed,” and “changed.” Some of these verbs, such as “started” or “stopped,” may function as either change of state verbs or iterative verbs, and indicate the repetition of a past action, especially if they are followed by words such as “again” (“He started/stopped smoking again”).

Exercise 7.8—Change of State Verbs

Come up with a translation of the following sentences. Following is an example of how a change of state verb could be translated into ASL.

Source: Zack **started** feeling ill after eating that fish.

Target: Zack was feeling fine, but ate the fish and started to feel ill.

1. I arrived at 9 a.m. but the meeting **didn’t commence** until 10.
2. She **developed** a bad cough after she **started** to smoke.
3. John finally **woke up** at noon!

4. The price of a movie ticket **used to include** popcorn.
5. Before the discussion, they all **differed** in their opinions.

Modal Verbs

Modal or “helper” verbs are a class of verbs that modify other verbs. They include words such as “will,” “should,” “must,” “can,” “have to,” etc. Often, to translate the main verb, an interpreter should also look at the modal verb to see whether it is altering the meaning in any way. An enriched target text might then clarify some of the additional meanings implied by the modal verb.

According to some authors, modal verbs traditionally have been interpreted from two perspectives: *deontic*, which means giving permission or an obligation (Brown, 2006; Griffiths, 2006; Peccei, 1999), or *epistemic*, which is related to the possibility or impossibility of an event occurring (Brown, 2006; Griffiths, 2006; Peccei, 1999). Austin (1975) also wrote about how modals imply an order from the speaker or the act of giving advice.

The following examples illustrate some of the possible meanings of a modal verb and main verb combination. Translate each sentence into ASL, but try to use a sign other than CAN for most of them.

Example 7.8—Modal Verb “Can”

Yes, you **can drive** my car if you are careful.

[Permission given]

You really **can drive**!

[Exclamation about the truth/veracity]

Can you drive my car? —Because I think yours is not safe!

[advice/suggestion/request]

Can you drive today? —Because my car won’t start.

[possibility/request]

I’ve been driving all week and it’s your turn, so you **can drive**.

[obligation/command]

Exercise 7.9—Paraphrase Modal Verbs

Do a cold translation of the following sentences. Then go over each and translate them again, this time paying particular attention to the modals, and determine how they influence or change the meaning of the main verbs.

1. You should work on your homework right now!
2. Should I wait for my boss to call, or should I call him to get my schedule?
3. Bob left at 5 p.m. and his house is only a few minutes away, so he should be here soon.
4. As far as I know, Mary and Jane should still be roommates.
5. I will help you with the project at 5:00!
6. Yes, there will be a party Friday at 8:00 at Trevor's house.
7. I have a friend, whom I will call Hanna, who has a problem she doesn't want you to know about.
8. You must be kidding—you lost my laptop?
9. You must fill out this form if you want to get paid.
10. From my perspective, you must graduate from college before you start working full time.

Verbs of Judgment

Certain types of verbs indicate the evaluation of an event or a personal opinion related to an event (Lawler, 2008). To say “Barb failed the test” implies perhaps disappointment or surprise. In a discussion of illocutionary verbs — verbs with implied meanings — Searle (1979) suggested that some “add the feature of goodness or badness,” such as verbs like “boast, lament, threaten, criticize, accuse, and warn” (p. 28). These verbs typically imply two things; for example, to “protest involves both an expression of disapproval and a petition for change” (p. 28). So, to translate the sentence “The students protested the tuition increase,” the verb PROTEST in ASL could be used along with UNHAPPY, MAD or something to

show the students' disappointment, in addition to the verb WANT or GOAL, as in THEY GOAL TUITION DECREASE. Lawler (2008) called such verbs, *verbs of judgment*. Look back at Exercise 7.4 – Camping Trip and the potential answers. Note where several additions were included to clarify the speaker's possible judgment about the activity.

The addition of the prefix “mis” denotes a form of judgment and is another good example. If a doctor “misdiagnoses” a patient, it is a diagnosis made in error. If an object is “misplaced,” it is obviously put somewhere, but not in the right location. To “misdirect” someone is to give him or her directions, but the wrong ones. In each case, it might make sense to add the signs ERROR, WRONG, BAD, OFF-POINT, or something similar to the translation.

The literature suggests that interpreters should add such judgments to verbs. In his study of Deaf BSL interpreters, Stone (2009) noted that one Deaf interpreter expressed the need to include a value judgment and to tell the audience if something was “interesting” or “really bad” (p. 84). The following enriched target text offers an example of a verb of judgment.

Example 7.9—Verbs of Judgment

English Source: a man from Bristol's recovering from a fractured skull eye socket and broken rib.

British Sign Language Target: HELLO MAN FROM BRISTOL **BAD-AWFUL** INJURY HEAD EYE BREAK RIB

(Stone, 2009, p. 105)

Including the sign BAD in the target text, according to Stone (2009), may have helped a Deaf interpreter to establish rapport with the audience.

In another study of ASL signers, three Deaf raters wanted to see the interpreters include in their ASL target texts such signs as DISGUSTED and FRUSTRATED when a speaker talked about how a dog destroyed a videotape that students needed to study (McDermid, 2012, p. 182).

They also wanted to see the sign STUCK or ANGRY/MAD included at different places, since it was implied by the English speaker. Also, the interpreters in the study enriched several verbs by including signs like CHERISH/VALUE, KISS-FIST, and THANKS even though those words weren't stated in the English source (McDermid, 2012).

Exercise 7.10—Paraphrase Verbs of Judgment

Go over the following short story and think about value judgments that could be added to the verbs in bold.

1. When I was 14, I **saved up** for a year to buy myself a new bicycle.
2. Then in the fall, I went into the store and bought the one I **had been looking at** for months.
3. When I got home, I **zipped around** the neighborhood and **showed** all my friends my new set of wheels.
4. Then I **went for a long ride** and got home just before dark.
5. I **climbed into** bed and **dreamed** that night of my new bike.
6. At 8:15 the next morning, I heard my dad **calling** to me **to come down now!**
7. Not knowing what he wanted, and thinking it couldn't be good, I **raced** down the stairs and out the front door.
8. There he stood, with my **bent** and **mangled** bicycle in his hands.
9. He had **backed over** it.
10. I had **left** it in the driveway!

Exercise 7.11—Identify Entailments

In this last exercise, look at the verbs used in the following sentences and paraphrase each by identifying some of their entailments (actions that may or may not be required in a specific context). This will be a good summative review for paraphrasing verbs.

1. I got myself ready for a party last week.
2. My friend Sally was willing to host a birthday party for Jack.
3. And my friend Don said he would pick me up.
4. On the way over, we stopped to get the cake.
5. Unfortunately, it turned out to be pretty small.
6. But Don reminded me there were only going to be four or five people at the party.
7. And in fact, Jack was happy with the cake, which was all that mattered.
8. He also liked all the gifts he got.
9. There was one gift that I wish I would have gotten for my birthday a month ago.
10. It was a tablet that I had been looking at for months.

Summary Chapter Seven

Chapter Seven looked at how verbs can imply a number of different meanings and other verbs. At a literal level, an interpreter should look at the meaning of verbs in context at a minimum, because many verbs have multiple meanings. For example, English verbs such as “use” and “make” and “do” are examples of verbs that have multiple meanings and so should be translated based on context. An interpreter may also enrich the English verb by including other verbs that are required or implied. When a speaker “goes canoeing,” for example, he or she has “sat” in the canoe and even “donned” a life vest and then started to “paddle.”

Answers Chapter Seven

Exercise 7.1—Make, Use, and Do

Make

1. Source: I **made** Mary angry.
Target: I said something (did something) and Mary became angry.
2. Source: I **made** a fortune off the computer program I invented.
Target: I profited a lot from the computer program I invented and sold.

Use

3. Source: I **used** your car.
Target: I borrowed your car. I drove your car.
4. Source: I **used** the information from a website for my paper.
Target: I included information from a website in my paper.

Do

5. Source: How did you **do** that? (looking at a new website on a computer monitor)
Target: How did you design, create, etc. that website?
6. Source: She said she was **done**. (talking about renovating a house)
Target: She said she was finished renovating.

Exercise 7.2—Include Entailments

1. She **tested** my setup and she said it was very fast; the programs opened and closed quickly.
 - She sat down, looked at the desktop, and clicked the mouse on the program icon, and the programs opened quickly.
2. Then she asked me if I **had completed** the federal application process on the web for an independent business.
 - She asked me if I had opened the website designed by the federal government, put information in the boxes, and then pressed the “Send” or “Submit” key. There may have been a fee to pay as well.
3. I hadn’t, so I asked her to help and she **talked me through** the process.
 - I said no, so we opened the site and she pointed out/explained how to fill out the forms, and then I hit “Send” or “Submit.”
4. When we **were done**, I **printed** the pages and **filed** them away.
 - When we were done filling out the forms, I sent the web pages to the printer, collected the pages there, opened a filing cabinet, and put the forms in it.
5. She then described how **to set up** a business bank account and all that it **entailed**.

- She then told me about all the forms I would have to fill out for a business bank account and said I would have to go into a bank and show them identification.

Exercise 7.3—Paraphrase Causal Verbs

1. Your pulse is 60 beats per minute.
 - I put my fingers on your wrist. I counted. Your heart is beating at 60 beats per minute.
2. Laurel forced David to give her his book.
 - David gave the book to Laurel. David does not have the book. David was not willing to give the book to Laurel.
3. I got a phone call from Dad.
 - Dad called me. I picked up the phone. We talked.
4. I bought a cake for the party.
 - I went to the store and picked out a cake. Then I purchased it. I did not make the cake. I took it to the party.
5. Helen sold Frank her car.
 - Frank owns the car now. Helen does not have the car.

Exercise 7.4—Camping Trip

Go over the following story and identify verbs that are difficult to translate into ASL. Consider including their parts or some related aspect of the verb. Then create an audio recording of the story, remembering to leave a few seconds of silence between sentences. Create an ASL sight translation while listening to the audio recording.

1. One time, four of my friends and I **talked about going** camping. [asked each, want to go]
2. After 20 emails **were sent**, we picked White Lake as our destination. [typed, sent back and forth, multiple emails, discussed different places]
3. Also, three days **seemed to be** the longest anyone **wanted to be** out in the woods. [friends said they didn't want a long time, wanted

- limit, didn't like/want to be in the woods longer, we would stay and then come back home]
4. The dates **were** June 18, 19, and 20. [we agree, decided]
 5. Bill had a canoe for us, and I offered three tents. [we could sit in the canoe, paddle, we could sleep in the tents]
 6. Sue had a truck we **could use to take** the canoe. [lift canoe, load into/onto truck, tie down]
 7. Laura also **offered** her station wagon for the rest of us. [people can sit in/carpool and drive]
 8. On June 16, I **started getting ready**. [looked for clothes, food, packed]
 9. Jack, the fifth person in our group, **texted** me to say he had **downloaded** a lot of maps and **would bring** them. [I saw text, read it, he looked on computer, found, downloaded, printed, folded them up, put in his pocket]
 10. He said we **couldn't rely on** our phones and GPS devices because we **wouldn't get reception** in the woods. [look at phones, point them to the air, see no information, no signal to cell towers]
 11. Friday morning came, and we all **met** at Laura's. [drove cars, parked, met]
 12. Bill and Sue **safely loaded** the canoe onto Sue's truck and **drove off**. [lifted, carried, put canoe in back of truck, tied it down, both got in the car]
 13. Jack and I **flipped** for the front passenger seat in Laura's station wagon. [took out a coin, flipped, he and I said "heads" or "tails"]
 14. I **won!** [I won, I was happy! I sat in front]
 15. On the way to White Lake, I **started listening** to some rock music. [turned on radio, turned up sound, listened, enjoyed]
 16. Jack immediately **complained**. [said "Stop, I hate it," complained]
 17. He **wanted to listen to** country and western music, which I hated. [turn the channel, hate country music, enough!]
 18. But because we **would be on the road** for two hours, we **agreed to listen** to my music for the first half. [we were sitting, stuck in car, driving, so continue with rock music for one hour, then turn dial to country and western for last hour]

19. When we got to White Lake, Bill and Sue **went canoeing**. [unloaded canoe, carried to lake, put it in, sat in, started paddling]
20. Jack and Laura **set up** the rest of the camp. [set up tents, set up chairs, tables, food, etc.]
21. I **started** a small fire with wood I **found**. [I looked around, collected wood, put it in pile, started fire]
22. Jack **made** his famous frankfurters on a stick, which we all **gobbled down**. [Jack took sticks and hotdogs and put the hotdogs on the stick, put them over the fire, turned them, passed them out, we ate them, delicious!]
23. As the night got darker, we **huddled** around the fire. [sat in circle, moved closer, hunched down]
24. We each **told** a ghost story and then **called** it a night. [one person told a story, then the next person told a story, etc., then said good night and went into the tents]
25. I **doused** the fire and climbed into my tent. [took cup/pail, got water or sand, threw it on the fire, watched to see it was out]
26. That first night, Bill said he **had** dreams of **being chased** and **eaten!** [Bill slept, awful/bad, dreams, people or animals chasing him, he ran, they caught him and started chewing on him, he was scared]
27. So, we **switched** to karaoke the next night! [stopped ghost stories, started listening to music and copying it and singing, fun, happy]

Exercise 7.5—Reversive Verbs

1. **Build up:**

- You should build up your peers. Don't tear them down.

2. **Enter:**

- She didn't enter the data. She deleted it.

3. **Stuck together:**

- The twins always stuck together. The twins never parted.

4. **Partner:**

- At the dance, I didn't partner up with Mary. Mary and I separated at the dance.

5. **Progress:**

- She progressed in her signing. I don't think her signing regressed.

6. **Stop:**

- I stopped watching TV at midnight. I started watching TV before midnight.

Exercise 7.6—Reversive Verbs Again

1. Source: Can you **unload** the truck?

Target: The truck is loaded with furniture. Can you unload it?

2. Source: The table is **unbalanced** without the napkin under the foot.

Target: The table was balanced with the napkin under the foot. But now the napkin is gone—someone took it—and it is unbalanced.

3. Source: The army **decamped** in the morning

Target: The army camped—set up tents, made fires, etc.—last night. In the morning, they decamped.

4. Source: While racing her friend, she had to **decelerate** at a stop sign.

Target: She was in one car and her friend was in another. They were racing. She accelerated her car to pass her friend, but when she saw the stop sign, she decelerated.

5. Source: Our manager **de-emphasized** profit and instead wanted a positive work environment, unlike the company owner.

Target: The company owner emphasized profit and told us to make money, but our manager de-emphasized the need for profit and instead wanted a positive work environment, where people were not stressed and felt happy—got along.

6. Source: The stairs made the second floor accessible to most but **disabled** those who couldn't climb them.

Target: Most people took advantage of the stairs to get to the second floor but they disabled or were a barrier to those who couldn't climb them—such as people in wheelchairs.

7. Source: I noticed my tire was **deflated** when I came out of the store.

Target: I went to the store and parked. My car tires were inflated—fine. When I came out, I noticed one was deflated/flat.

8. Source: I had to **undress** before I went to work to fix a hole I noticed in my pants.
Target: I dressed for work but I found a hole in my pants and had to undress and then fix the hole—sew it, patch it.
9. Source: The company came in and **deforested** the area to drill for oil
Target: The area was covered in a forest. The company came in and chopped down all of the trees and then started to drill for oil.
10. Source: The prince was **dethroned** when he married the poor servant girl.
Target: A while ago, the prince was given a crown and ruled the country. When he married the poor servant girl, the crown was taken away and he could no longer rule.

Exercise 7.7—Iterative Verbs and Adverbs

1. Source: I **rebooted** the computer.
Target: The computer was on. I shut it down and turned it on again.
2. Source: I **re-applied** to college when I didn't get in.
Target: I applied for college—filled out papers, sent them to the college, but was turned down—they read my paper/files, were not satisfied. I reapplied to college the next year—filled out the forms again and sent them in.
3. Source: I didn't like it, so I had to **redraw** the map.
Target: I drew a map. I didn't like it when I looked at it. I then had to redraw it. I picked up a second/new piece of paper and started again – OR: I erased portions and drew them again.
4. Source: I will **never** go to that store **again** because I paid too much for my cell phone plan twice.
Target: I went to the store twice and paid for a cell phone plan. It was expensive—they ripped me off. I won't go a third time. OR: subsequently/henceforth; nor will I pay them again.
5. Source: I won't use bleach **anymore** because I ruined my clothes.
Target: I washed my clothes and put in bleach. When I opened the

washer and took them out, I noticed they were ruined. The colors were faded in spots. The next time I wash clothes, I won't put bleach in the water.

Exercise 7.8—Change of State Verbs

1. Source: I arrived at 9 a.m. but the meeting **didn't commence** until 10.
Target: People milled around or were not meeting and then finally started to meet.
2. Source: She **developed** a bad cough after she **started** to smoke.
Target: She didn't cough often and didn't smoke, but now she smokes and coughs frequently.
3. Source: John finally **woke up** at noon!
Target: John slept in and then woke up at noon.
4. Source: The price of a movie ticket **used to include** popcorn.
Target: In the past, I paid once for a movie and it included popcorn, but now it is a separate cost, and so I have to pay twice.
5. Source: Before the discussion, they all **differed** in their opinions.
Target: They differed in their opinions and now have the same opinion or agree.

Exercise 7.9—Paraphrase Modal Verbs

1. You should work on your homework right now! [command, required]
2. Should I wait for my boss to call, or should I call him to get my schedule? [your advice]
3. Bob left at 5 p.m. and his house is only a few minutes away, so he should be here soon. [I predict, expect, have a strong feeling, that is a typical estimate]
4. As far as I know, Mary and Jane should still be roommates. [it is true, honest]
5. I will help you with the project at 5:00! [I promise]

6. Yes, there will be a party Friday at 8:00 at Trevor's house. [I promise, it is true, honest]
7. I have a friend, whom I will call Hanna, who has a problem she doesn't want you to know about. [it is not her real name, it is a fake name, I made it up]
8. You must be kidding—you lost my laptop? [are you being honest, are you lying? Are you tricking me?]
9. You must fill out this form if you want to get paid. [required]
10. From my perspective, you must graduate from college before you start working full time. [advice, required, my preference]

Exercise 7.10—Paraphrase Verbs of Judgment

1. When I was 14, I **saved up** for a year to buy myself a new bicycle. [patiently, carefully, happy, accomplished]
2. Then in the fall, I went into the store and bought the one I **had been looking at** for months. [happily, finally, desired] [the neat bicycle, cool, fascinating, etc.]
3. When I got home, I **zipped around** the neighborhood and **showed** all my friends my new set of wheels. [proudly, happily, excitedly, etc.]
4. Then I **went for a long ride** and got home just before dark. [enjoyed it, fun, excited, etc.]
5. I **climbed into bed** and **dreamed** that night of my new bike. [tiredly] [happily, contentedly]
6. At 8:15 the next morning, I heard my dad **calling to me to come down now!** [worriedly, something was wrong, angrily]
7. Not knowing what he wanted, and thinking it couldn't be good, I **raced** down the stairs and out the front door. [something was wrong, I was worried, concerned]
8. There he stood, with my **bent** and **mangled** bicycle in his hands. [wrong, shocked, angry]
9. He had **backed over** it. [accidentally, unaware/overlooked]
10. I had **left** it in the driveway! [I was stupid, I was wrong, careless]

Exercise 7.11—Identify Entailments

1. I **got** myself **ready** for a party last week. [can entail showering, shaving, dressing]
2. My friend Sally **was willing to host** a birthday party for Jack. [Can entail she was willing to call people, organize it, buy food and drinks, etc.; she will host it in her house; can entail Jack will have a birthday in the future; Jack will come to Sally's place, etc.]
3. And my friend Don said he **would pick me up**. [Can entail Don would drive over, I would get in the car, we would drive to the party]
4. On the way over, we **stopped to get** the cake. [can entail we pulled over, went into a store, bought the cake and brought it back to the car]
5. Unfortunately, it **turned out to be** pretty small. [Can entail I opened the box and looked at it] [in the store, staff showed me the cake and I looked at it] [I was disappointed, wrong, etc.]
6. But Don reminded me there **were only going to be** four or five people at the party. [Can entail Sally invited or called or e-mailed only four or five people who then promised to come, or many were contacted but few responded with a yes] [I felt relieved] [there was plenty of cake]
7. And in fact, Jack **was happy** with the cake, which was all that mattered. [Can entail Jack looked at the cake and smiled, was satisfied, ate a piece, loved it]
8. He also **liked** all the gifts he got. [Can entail his friends or people at the party gave him gifts, he opened them, held them up, showed people, smiled, said thanks]
9. There was one gift that I **wish I would have gotten** for my birthday a month ago. [Can entail people gave me gifts a month ago, there was a party for me, I opened gifts but none were what I hoped for, shoot! Darn! Disappointed!]
10. It was a tablet that I **had been looking at** for months. [Can entail I had been researching it on the web, going into stores looking at it, looking at ads longingly, thinking of buying] [wishing for, valuing, etc.] [no one gave it to me]

EIGHT | VARIOUS ENRICHMENTS

This chapter focuses on various enrichments interpreters can make to their ASL target texts that will enhance the clarity of the source text. Throughout, there will be a discussion of whether the enrichments are necessary or optional.

Adjuncts and Prepositional Phrases

Adjuncts and prepositional phrases acting as adjuncts were discussed in Chapter Three – Sentence Restructuring as items an interpreter may wish to move or restructure in a sentence, but their absence can also be a trigger for enrichment or addition. As a review, prepositional phrases are just that, short phrases that begin with a preposition. They may indicate the time and location of a verb or event. They can also serve as adjuncts, where an adjunct can be removed from a sentence and the sentence will still be grammatical, as it still has a subject and verb. Adjuncts and prepositional phrases acting as adjuncts can indicate various aspects of a verb, such as the location, frequency, or manner.

Prepositional phrases acting as adjuncts sometimes occur late in a text and so could be moved to an earlier position. Sometimes they are absent but are implied, and could be added so that the ASL translation will look more visual and be more grammatically correct. Here is an example. Translate this story into ASL, then go back and consider moving the two adjuncts “in the den” and “onto the bookshelf” to an earlier position in the text.

Example 8.1—Prepositional Phrase

1. I noticed the other day that several of my books had fallen over.
2. One had even landed on the floor.
3. I had a strong suspicion that my cat, Oscar, had done something.
4. What I couldn't figure out is how he had gotten up to them.
5. They must have been a good five feet up in the air **in the den**.
6. "Can cats jump that high?" I wondered.
7. Then I realized he must have jumped from the back of the chair onto the top of the filing cabinet and then up **onto the bookshelf**.

In the first sentence, the speaker has indicated that some books had fallen over. This location could also be implied, of course, just by physically putting the books higher in the signing space. Or an interpreter may want to indicate that the books were "on a bookshelf" and "at about five feet in the air."

These prepositional phrases, as adjuncts, are included later in the text, and so the addition earlier on in the interpretation is supported. Also, if the location of the books is not indicated in the beginning, the interpreter might place them at coffee table height or in neutral space, chest high, and later have to reposition them.

Look next at the fourth sentence. The speaker "couldn't figure out is how [Oscar] had gotten up to [the books]." At this point, the interpreter's target text needs to indicate that the cat had gone (jumped) from one location in space to a higher location. By either implying or overtly stating that there was a bookshelf, and by having initially placed the book there at about five feet in the air, the interpreter has created a more visually, grammatically, and dynamically equivalent target text.

Example 8.2—Possible Enrichment and Restructuring

1. In my den, I have different pieces of furniture, like chairs, a filing cabinet, and bookshelves.

2. I looked up on the bookshelf at about five feet high and noticed that several of my books had fallen over.
3. One had even landed on the floor (in front of the bookcase).
4. I had a strong suspicion that my cat, Oscar, was to blame.
5. What I couldn't figure out is how he had jumped up to them.
6. From the floor to the shelf was about five feet.
7. "Can cats jump that high, onto the shelf?" I wondered.
8. Next to the bookcase was a filing cabinet and next to that was a chair; and then I realized Oscar must have jumped from one to the other and onto the shelf.
9. When he landed on the shelf, he must have hit the books and one fell off.

This kind of enrichment or restructuring could be thought of as "setting the stage or ground" or identifying the central image in the text. Once this is done, an interpreter can then place the "actors" or "props" on the stage and begin translating the story. If the central image is not identified or the stage is not set, the actors and props appear to be floating in air in the interpretation. Also, as noted by Emmorey (2005), signers may choose to anchor classifiers, like the one for book, to a larger or more permanent structure, such as a bookcase. This would be done by establishing the bookcase or "ground" first and then the "figure" would be placed into the signing space in relation to the "ground" (Emmorey, 2005).

Adding information such as prepositional phrases as adjuncts while simultaneously interpreting may seem like an impossible task. One of the responsibilities of interpreters is to collect as much preparatory information as possible before going to work, so that they can determine when and how to accurately enrich aspects of their target texts. When interpreters are given a text to sight translate, they should scan it for potential "grounds" and "figures" so that their placement in the signing space can be planned. The more information an interpreter has about content and context, the more accurately he or she can enrich a target text.

While simultaneously interpreting, prediction is also an important skill. When a speaker says, "I noticed the other day that several of my

books had fallen over,” an interpreter should immediately think of books on a shelf or on a desk, typical “grounds” upon which books are found, despite the fact that the speaker may have meant books on a coffee table. Some people would say, “But what about interpreting in legal contexts? You should not add in information there,” and that is a good point. In those instances, as in any situation, an interpreter needs access to as much information as possible to create dynamically accurate target texts. It may be necessary at times to stop speakers and request more information — for example, about locations and physical relationships — to achieve dynamic equivalence.

Sometimes a speaker never adds information about the physical location or relationship of the objects (“figures”) being described to the “grounds.” In the following stories, identify adjuncts for location or objects that could be included to enrich an ASL target text and to make the sentence both more grammatically accurate and visual in nature. Create an audio recording, leaving a brief pause at the end of each sentence. Do a translation into ASL without enriching the text, and a second where an adjunct is included early in the text. Ask a colleague or Deaf mentor to watch both and give feedback specifically on the inclusion of an adjunct or a “ground/stage” early in the translation.

Exercise 8.1—My First Job

1. I want to tell you about my first job as a barista.
2. The first thing I had to learn was how to make different drinks.
3. Then I had to figure out how to take orders, and so I came up with a system of memorizing what people wanted.
4. “MBC” meant “medium black coffee.”
5. My other duties included cleaning and restocking things.
6. Then after a year, every night at closing, I was given the job of balancing the till.
7. If there was money missing, you can guess who had to make up the difference.
8. But that only happened to me once in three years.

9. When it did, the staff all agreed to dip into the tip jar to make up the difference.
10. I then moved on to a waiter job because the money was better; but I did enjoy being a barista while it lasted.

Exercise 8.2—Computer Skills

1. If you want to get a degree in anything today, you are expected to have computer skills.
2. This is because whatever your major is, you will have to write up a paper or a lab report or something.
3. That wouldn't be so bad if computer courses were included in your tuition, but sometimes they aren't.
4. Which means you must pay more for them.
5. You also may have to take them in addition to your other requirements.

Exercise 8.3—Fifty Laps

1. After my second year of college, I had gained ten pounds and I was getting worried.
2. So, I decided to get in shape.
3. A friend suggested doing laps, so I decided to give it a try.
4. I bought a new suit and goggles and off I went.
5. Now the first week, I did about five laps and almost died.
6. But by the end of one month, I was doing about 15.
7. I hope to get up to 20 by the end of the semester.

Exercise 8.4—Learning Software

1. Have you ever tried to design your own homepage?
2. I did, and it was a steep learning curve.
3. I tried to first learn HTML and write out the code myself.
4. But the results were...well, very plain!

5. It also took forever to learn how to add pictures and music.
6. So I decided to use a software program called, “DesignHomePage Deluxe,” which I called “DHP” for short.
7. I installed it after buying it, and the installation was easy.
8. Then I set up a folder and put all my pictures and music in it.
9. Using DHP, I could drag and drop files and they would appear instantly.
10. I could then put them anywhere I wanted to.
11. In about an hour, I had a decent looking homepage with pictures of my family!

Exercise 8.5—Various Adjuncts

In the following sentences, identify potential adjuncts that could be included and perform a translation into ASL with and without the adjunct.

1. There is no **hot water** so I can't wash my **whites**.
2. I ran out of **gas** so I can't go to the meeting.
3. How much **memory** does it have?
4. The **electrical outlets** were set too high by the electrician and had to be moved.
5. Remember to leave lots of **white space** when you take notes.
6. **Chapters One and Two** were easy but the rest were dry!
7. I **checked** and I only have milk and eggs and a few leftovers, so I have to buy food!
8. Why does the **oil light** keep coming on?
9. I go **online** every month to pay my bills.
10. Only the **first-grade classrooms** were painted.

For additional practice, review Exercise 6.4, where the sentences had several meronyms (parts) and where a translation could include the related holonyms (whole object). A figure-ground relationship is like a meronym-holonym relationship.

Focus Particles and Adverbs

Like many of the antonyms covered in Chapter Four – Antonyms, another area of potential enrichment is what is known as focus particles. Both English and ASL make use of them, and they could be considered triggers for pragmatic enrichment, as they imply a comparison between people or objects, or put the focus on one person or object. Focus articles include words such as “also” (Bach, 1994), “as” (Lawler, 2008), “even” (Abbott, 2006; Bach, 1994), and “too” (Bach, 1994). Other adverbs suggested in the literature include “already,” “barely,” “either,” “only,” “scarcely,” “still,” and “yet,” (Abbott, 2006; Bach, 1999).

When a speaker says, “Only Ted got a raise,” it implies that others (staff members, employees, etc.) did not. The speaker could easily have said, “Ted got a raise,” a simple declarative sentence; but for some reason, the speaker put the focus on Ted by adding “only.” Also, there may be an element of surprise or judgment associated with focus particles. Abbott (2006) wrote that in the sentence, “Even Sam passed the algebra test,” it is implied that the speaker believed Sam to be the least competent person taking the test, so an interpreter might enrich the target text by adding, “I was surprised by that.”

Example 8.3—Focus Particle “Only”

The following is an example that includes the focus particle “only.”

Source: I was the **only** student to lose **both** my ASL videotape and my ASL dictionary.

Target: Some students lost their ASL videotapes. Some lost their ASL dictionaries. I lost both.

While ASL and English both have a sign and word for several focus particles such as “only,” the ASL sign for EVEN suggests level or equal, unlike the English focus particle “even.” As discussed throughout this book, ASL and English are anisomorphic on different levels. Other ASL focus particles include ALL; ANY; ONLY; ONLYONE; SAME/ALSO;

BOTH; NONE or NOTHING (for negated ANY); and THAT’S-ALL (Wilbur & Patschke, 1998). Unlike English, body leans also play an important role in focus particles and trigger implied meanings. A lean forward, for example, might mean inclusion, selected, or correct while a lean backward implies exclusive, rejection, or unselected (Wilbur & Patschke, 1998).

Exercise 8.6—Focus Particles

Look at the following exchange. Identify the focus particles and then do a translation into ASL where the focus particle is enriched.

Jack: What are you doing tonight?

Linda: My homework.

Jack: Come on. Let’s go to a movie. My treat.

Linda: I have 50 pages of history to read.

Jack: Heh; even Supergirl needs a day off now and then.

Linda: Okay. But only if you pay.

Jack: Yeah, but you drive.

The following are excerpts from previous chapters with embedded focus particles. Identify them using the list of focus particles mentioned earlier and then do a translation into ASL by enriching them.

Exercise 8.7—Deaf Friend in High School

1. Hello. My name is Maya and I want to tell you about how I got into signing.
2. It started out in high school.
3. In my junior year, I met a Deaf student, Jennifer, and she used ASL in class.
4. She worked with an interpreter and a notetaker in class.
5. She was friendly and everyone liked her.
6. Oh, she also could talk a bit and lipread.

7. Now I came from a family that only spoke English.
8. So, seeing Jennifer sign was fascinating to me.
9. My brother knew her from the yearbook, and even he had learned some sign to talk with her.
10. I think he planned to ask her on a date, but I think he chickened out.
11. Anyway, after a month in class, I got up the courage to ask her to teach me, too.
12. I am glad I did, because we turned out to be good friends ever since.

Exercise 8.8—Postcard

1. My first week of university was crazy busy.
2. I didn't know where my classes were and felt like I was lost all the time.
3. It was a headache trying to navigate the university website to register and download the course outlines!
4. My best friend and I were sharing an apartment, and she said the same thing, too.
5. On top of that, we had to get our Internet and cable connected.
6. Anyway, I thought I would send a postcard to my mother as a surprise to tell her I was doing fine.
7. But even that was a pill!
8. I ended up going to the post office on Friday at noon.
9. As there was a long line, I had to stand for almost two hours to get stamps.
10. Also, five people ahead of me had huge parcels to send.
11. Each one was taking forever to pay.
12. At one point, I looked at my watch and realized it was 1:30 and I was still standing in line!
13. It turns out only one of them had wrapped her parcel the right way and filled out the forms.
14. Anyway, I got my stamps and sent my postcard; then I went home.
15. I was happy to see the weekend come so I could relax.
16. My friend said she couldn't believe it was the weekend already!
17. That first week was so insane!

Comparatives and Superlatives

Some adjectives and adverbs are comparative or superlative and imply a comparison and contrastive relationship (Lawler, 2008). Terms such as “better” and “best” indicate a comparison as do “more” and “most” (Lawler, 2008). These include words like “taller” and “tallest,” “shorter” and “shortest” and phrases like “This is more important or the most important.” For example, to say, “That is the best car I have seen” implies a comparison to other cars.

Exercise 8.9—Comparatives and Superlatives

Go through and identify words that are superlative or comparative. Do an enriched translation of the story and include the comparison.

1. In my university class on interpreting, Barb was best when it came to translating from ASL into English.
2. She wasn't perfect, and made mistakes like the rest of us, but she was the most accurate.
3. Part of that was due to preparation.
4. Starting in the fall, she watched ASL stories night and day.
5. By the end of the semester, she got better.
6. She and I became good friends in our freshman year, and we started to practice together.
7. I decided to do the same as Barb, and joined her halfway through the term in her study sessions.
8. By December, I noticed I was more comfortable with voicing!
9. One thing I also learned was to try and just get the English translation out.
10. Instead, I usually struggled to find the most complicated and sophisticated words I could.
11. So, while I was searching my brain for the right word, the Deaf person continued to sign and I usually ended up missing half of what he or she said.
12. But Barb told me that simpler was the way to go.
13. She was right!

Stress

Several authors (Austin, 1975; Griffiths, 2006; Peccei, 1999) have written that vocal stress can imply additional meanings in a text. Peccei (1999) gave the example of, “Annie ruined the sweater.” (p.13). When the word “ruined” was stressed as in “Annie **RUINED** the sweater” (p. 13), the speaker suggested she did something to the sweater (by ruining it) and that it was no longer good. However, where the speaker placed the stress on “Annie” as in “**ANNIE** ruined the sweater” (Peccei, 1999, p. 13), it placed the blame on Annie and not someone else. Stress on the word “sweater” as in “Annie ruined the **SWEATER!**” may indicate one object, the sweater, over another, such as pants or a shirt. Austin (1975) explained how a speaker could put stress on different words in the sentence “It’s going to charge,” and doing so led to different meanings, such as giving a warning “**It’s going to charge!**” or asking a question “It’s going to **charge?**” (p. 74).

Exercise 8.10—Stress and Movie Night

Translate the following short text, and enrich the text where needed, to clarify the potential meaning for the words in bold that have been stressed.

Jack: What are you doing **tonight**?

Linda: My homework. I have a paper due tomorrow.

Jack: Come on. Let’s go to a movie. **My** treat.

Linda: What about **tomorrow** night?

Jack: Don’t you want to do something **fun**?

Linda: Of course I do. But I have 25 pages of history to read and a two-page summary to write. **It’s** not going to write itself!

Jack: How about we go to a **late** show?

Linda: Okay. I should be done by then. But only if **you** pay.

Jack: Yeah, yeah. No problem. But **you** drive.

Linda: Your car is **always** out of gas! **Okay**, okay.

Subjunctive and Counterfactual Conditional Sentences

Speakers can sometimes talk about a world that they wished for, a possible world (Dancygier, 2002); and when they do, this may be a trigger for enrichment in the interpretation process. For example, a speaker may say something like, “Last week, I should have cut the grass.” In this example, the sentence includes a modal verb (such as would, should, could) and the verb has been “back shifted” or put in the past tense (Dancygier, 2002) as in, “I should have . . .” The main or baseline statement (proposition) can be negated (Lawler, 2008) as in, “Last week I should have cut the grass, but I didn’t.” So sentences in the subjunctive mood or counterfactual conditionals are triggers for enrichment when translating from English into ASL.

When the sentence is a statement, as in, “Last week I should have cut the grass,” it is referred to as the subjunctive. When the speaker utters a conditional sentence (“If I had cut the grass last week, my lawn would look nice now”), that is referred to as a counterfactual conditional, because it is counter to what has happened and is in a conditional statement.

Enriching subjunctive and counterfactual conditional sentences may lead to more dynamically equivalent target texts. Perhaps typically, an interpreter would translate, “I should have cut the grass” in ASL as I SHOULD MOW GRASS. This, however, does not indicate the correct tense of the verb nor that the action did not occur.

Following are some examples of sentences that are in the subjunctive mood or are counterfactual conditionals.

Example 8.4—Counterfactual Conditionals and Subjunctives

1. I would have put gas in the car before I went on a ten-hour drive.
2. If Sharon had bought our tickets online, we wouldn’t have had to stand in line so long.
3. I might have gotten an “A” on the math test if my laptop was working, as my notes were there.

4. If I were you, I wouldn't have slept in every day this week and missed work!

In example one, a literal translation might read I MUST/SHOULD PUT-GAS-IN-CAR, BEFORE DRIVE 10 HOURS. However, the meaning in the translation is different from the English source. For example, the translation seems to be talking about the future and about the speaker's decision to put gas in a car later. However, in the original sentence, the speaker seems to be giving advice to someone else or chastising him or her for not putting gas in a car in the past, before a long road trip. A more successful translation might include YOU DROVE 10 HOURS, GAS RAN OUT. STUCK. BEFORE DRIVE 10 HOURS AGAIN, FAR, PUT-IN-GAS SHOULD, or "You ran out of gas while driving 10 hours. I advise you to put gas in before you do that again."

In example two, Sharon obviously did not buy tickets online for her friends and so they were stuck standing in line for a long time (presumably waiting to buy tickets at a window). If this is not made clear in the ASL translation, it might look something like IF SHARON BUY [FINISH] TICKETS, ONLINE, FOR US, WE NOT NEED STAND LINE LONG TIME. However, the meaning of this sentence in ASL seems to be future oriented, as in "If – in the future – Sharon buys our tickets online, we won't have to – in the future – stand in line very long."

In example three, which is the subjunctive mood, the speaker says the study notes were on a laptop and that the laptop was not working. He or she could not then read the notes and so did not get an "A" on a math test. A literal translation into ASL (such as I MAYBE GET A IF LAPTOP WORKING, NOTES THERE) would lose these meanings as it would again look like it is future-oriented ("I might get an 'A' if my laptop with the study notes in it is working").

In example four, the speaker is saying that the listener has slept in every day – in the past – and missed work. He or she also is saying that he/she would never have done the same thing, again in the past tense. Again, a literal paraphrase and translation into ASL may not convey those meanings.

Exercise 8.11—Paraphrase Counterfactual Conditionals and Subjunctives

1. I should have gotten a bus pass!
2. I recommended that you charge your phone, so it wouldn't be dead now.
3. If you could have chipped in on the rent this month, I would have been willing to loan you \$20 now.
4. If you had bought groceries, we wouldn't be ordering pizza every day this week.
5. I would have called a cab to avoid being late for school!

Summary Chapter Eight

This chapter looked at various triggers for enrichment. Sometimes, an interpreter will want to include an adjunct (prepositional phrase) for a location or a “ground” so that the “figure” can be visually oriented. This can lead to more accurate use of verbs in the target text and a translation that is more visually oriented. In English, an individual can say, “I read an email and replied to it.” To create a dynamically equivalent ASL target text, an interpreter might include that the email was read on a computer screen and that the individual typed on a keyboard to respond. Structures like focus particles, comparatives, superlatives, stress, counterfactual conditional sentences, and the subjunctive mood are all potential triggers for enrichment. They can indicate a comparison and an interpreter may wish to clarify that in an ASL target text. To translate, “Even Luke arrived on time,” where ASL and English do not share the same focus particle “even,” an interpreter might add that everyone else also arrived on time and it was a surprise that Luke got there on time as well.

Answers Chapter Eight

Exercise 8.1—My First Job

1. I want to tell you about my first job, working in a coffee shop for three years.

2. The first thing I had to learn was how to make different coffee and tea drinks.
3. When people came up to order, I had to figure out how to memorize what they said.
4. “MBC” meant “medium black coffee.”
5. My other duties included cleaning the floor and tables, taking out the garbage, restocking the shelves when they were empty, and bringing in things like containers of coffee and milk.
6. Then, after a year of closing the store every night, I was given the job of balancing the till by comparing the receipts (revenue) to how much money was in the cash register.
7. If there was money missing, you can guess who had to make up the difference. Me and / or the other staff.
8. In three years of working there, there was only one time that there wasn't enough money in the till/cash register.
9. When people bought coffee, they left a tip/money in the tip jar and the staff agreed to use that to make sure the receipts equaled the cash in the drawer.
10. I enjoyed working in the coffee shop for three years, but I quit and became a waiter in a restaurant, as my income was a bit higher than my income at the coffee shop.

Exercise 8.2—Computer Skills

1. If you go to college to get a degree, the higher ups (program heads) at the colleges expect that you already have computer skills.
2. This is because whatever your major is (psychology, English, history, science), you will have to write up a paper or a lab report or something and hand it in.
3. Some colleges charge you a fee and that fee includes different courses and/plus a computer course.
4. Some colleges will give you a list of courses without a computer course and you must pay more money to have it added.

5. You should also know that when the college or program requires you to take a list of courses, and if a computer course is not there, you must add it onto the list.

Exercise 8.3—Fifty Laps

1. I attended college and in my sophomore year, I weighed myself and realized I had gained ten pounds. This made me worried.
2. So, I decided to exercise or eat better and lose the ten pounds.
3. A friend suggested swimming laps in a pool, so I decided to give it a try.
4. I bought a new swimming suit and goggles and I went to the pool to swim.
5. Now the first week, I dove in and swam back and forth, but I did five laps and had to stop as I was gasping for air and exhausted.
6. But by the end of a month, I was doing about 15 laps in the pool and feeling better.
7. At the end of the semester, my goal is to swim 20 laps and not feel exhausted or out of breath.

Exercise 8.4—Learning Software

1. On a computer, and on the computer screen, have you ever tried to design your own homepage?
2. I did, and it was hard to do.
3. I tried to first learn HTML (from a book or from a website) and type out the code myself in another window.
4. But when I clicked on the page (where I typed the code) and looked at it, it was boring and simple.
5. I wanted to put pictures and music in the homepage/window, so I spent what felt like hours reading the HTML book/website, then adding lines of code to the window with my homepage.
6. So, I decided to stop putting in the code myself, I gave up, and I looked on the web for a program and found “DesignHomePage Deluxe,” what I called “DHP” for short.

7. I paid for it, downloaded it, and installed in onto my computer, and that was easy to do.
8. On my computer screen, I set up a folder and dragged and dropped pictures and music into it.
9. I clicked on DHP and a new window opened, where I could then drag and drop the pictures and music and they would appear in that window instantly.
10. I could then click on them and drag them to any place in the window I wanted to.
11. In about an hour, I clicked on my homepage and looked at it; I was happy, as it looked good and had pictures of my family!

Exercise 8.5—Various Adjuncts

1. There is no **hot water** so I can't wash my **whites**. [in hot water tank, in washer]
2. I ran out of **gas** so I can't go to the meeting. [in car]
3. How much **memory** does it have? [in computer]
4. The **electrical outlets** were set too high by the electrician and had to be moved. [on a wall]
5. Remember to leave lots of **white space** when you take notes. [on paper]
6. **Chapters One and Two** were easy but the rest were dry! [in book]
7. I **checked** and I only have milk and eggs and a few leftovers, so I have to buy food! [in refrigerator]
8. Why does the **oil light** keep coming on? [in car, on dash]
9. I go **online** every month to pay my bills. [on computer]
10. Only the **first-grade classrooms** were painted. [in school]

Exercise 8.6—Focus Particles

Jack: What are you doing tonight?

Linda: My homework.

Jack: Come on. Let's go to a movie. My treat.

Linda: I have 50 pages of history to read.

Jack: Heh, **even** Supergirl needs a day off now and then. [You need time off, too.]

Linda: Okay. But **only** if you pay. [I don't have to pay.]

Jack: Yeah, but you drive.

Exercise 8.7—Deaf Friend in High School

1. Hello. My name is Maya and I want to tell you about how I got into signing.
2. It started out in high school.
3. In my junior year, I met a Deaf student, Jennifer, and she used ASL in class.
4. She worked with an interpreter and a notetaker in class.
5. She was friendly and everyone liked her.
6. Oh, she **also** could talk a bit and lipread. [as well as sign]
7. Now I came from a family that **only** spoke English. [no other language, no Spanish, for example]
8. So, seeing Jennifer sign was fascinating to me.
9. My brother knew her from the yearbook, and **even** he had learned some sign to talk with her. [I was surprised, if he could do it, I could, too]
10. I think he planned to ask her on a date, but I think he chickened out.
11. Anyway, after a month in class, I got up the courage to ask her to teach me, **too**. [she had taught my brother or others]
12. I am glad I did, because we turned out to be good friends ever since.

Exercise 8.8—Postcard

1. My first week of university was crazy busy.
2. I didn't know where my classes were, and felt like I was lost all the time.
3. It was a headache trying to navigate the university website to register and download the course outlines!

4. My best friend and I were sharing an apartment, and she said the same thing, too. [it was busy/awful, she had a headache with the website]
5. On top of that we had to get our Internet and cable connected.
6. Anyway, I thought I would send a postcard to my mother as a surprise to tell her I was doing fine.
7. But even that was a pill! [sadly, in addition to finding classes, getting things connected, dealing with the website]
8. I ended up going to the post office on Friday at noon.
9. As there was a long line, I had to stand for almost two hours to get stamps.
10. Also, five people ahead of me had huge parcels to send. [frustrating, in addition to the long line]
11. Each one was taking forever to pay.
12. At one point, I looked at my watch and realized it was 1:30 and I was still standing in line! [frustrating, not at the counter]
13. It turns out only one of them had wrapped her parcel the right way and filled out the forms. [the other five didn't, shame on them]
14. Anyway, I got my stamps and sent my postcard, then I went home.
15. I was happy to see the weekend come so I could relax.
16. My friend said she couldn't believe it was the weekend already! [the week went by quickly, what a surprise]
17. That first week was so insane!

Exercise 8.9—Comparatives and Superlatives

1. In my university class on interpreting, Barb was **best** when it came to translating from ASL into English. [compared to other students]
2. She wasn't perfect, and made mistakes like the rest of us, but she was the **most** accurate. [compared to us, other students]
3. Part of that was due to preparation.

4. Starting in the fall, she watched ASL stories night and day.
5. By the end of the semester, she got **better**. [compared to the fall]
6. She and I became good friends in our freshman year, and we started to practice together.
7. I decided to do the same as Barb, and joined her halfway through the term in her study sessions.
8. By December I noticed I was **more** comfortable with voicing! [compared to October or November]
9. One thing I also learned was to try and just get the English translation out.
10. Instead I usually struggled to find the **most** complicated and sophisticated words I could. [instead of using regular, simple, common words]
11. So, while I was searching my brain for the right word, the Deaf person continued to sign and I usually ended up missing half of what he or she said.
12. But Barb told me that **simpler** was the way to go. [not to use jargon, large words with multiple syllables]
13. She was right!

Exercise 8.10—Stress and Movie Night

Jack: What are you doing **tonight**? [right now, not later]

Linda: My homework. I have a paper due tomorrow.

Jack: Come on. Let's go to a movie. **My** treat. [you don't have to pay]

Linda: What about **tomorrow** night? [not tonight, not now]

Jack: Don't you want to do something **fun**? [paper is not fun, boring]

Linda: Of course I do. But I have 25 pages of history to read and a two-page summary to write. **It's** not going to write itself! [I must write it]

Jack: How about we go to a **late** show? [not an early one]

Linda: Okay. I should be done by then. But only if **you** pay. [meaning I don't]

Jack: Yeah, yeah. No problem. But **you** drive. [I don't want to drive, or take my car]

Linda: Your car is **always** out of gas! **Okay**, okay. [never full] [I will drive]

Exercise 8.11—Paraphrase Counterfactual Conditionals and Subjunctives

1. I should have gotten a bus pass! [but I didn't]
2. I recommended that you charge your phone, so it wouldn't be dead now. [your phone is dead now because you didn't follow my advice to charge it]
3. If you could have chipped in on the rent this month, I would have been willing to loan you \$20 now. [you didn't give me money for rent so I am not loaning you \$20]
4. If you had bought groceries, we wouldn't be ordering pizza every day this week. [you didn't buy groceries, so we ordered pizza every day this week]
5. I would have called a cab to avoid being late for school! [I suggest you call a cab if this happens again. You didn't call one. You were late.]

NINE | IMPLICATURE

This chapter looks at interpreting at a different level of dynamic equivalence (Nida, 1964) or, as defined by Grice (1975), at what could be called particularized conversational implicature, hereafter referred to just as implicature. At this level, a speaker implies something, an implicature, and an interpreter must work out the implicature by guessing or inference.

Chapters Two – Literal Interpretation and Three – Sentence Restructuring looked at maintaining most of the words that were stated in the English source text when translating it into an ASL target text. Chapters Four through Eight looked at enrichment of the source text before interpreting it from English into ASL. Basically, the speaker’s words were maintained, but information was added to clarify one or more aspects. This chapter focuses on what is referred to in the interpreting process as “breaking from form,” or not following what the speaker said or signed but instead what the speaker potentially meant. The following example is taken from Griffiths (2006); the potential meanings and possible translations illustrate what “breaking from form” and getting to an implied meaning might look like.

Example 9.1—Potential Implicature

- Context:** Two friends are standing beside a bus. One turns to the other and says,
- Source:** “Hurry, the bus is leaving!” (Griffiths, 2006, p. 103)
- Target:** Get on the bus now before it leaves.
Stop hugging me.

Grab your suitcase.
Buy the ticket!
Etc.

In this example, the command (imperative), “Hurry” can be translated by several different imperatives, like, “Get on the bus now,” perhaps conveying the speaker’s intent. The command, “Hurry” could also have been interpreted as, “Give me a hug now” or, “Take our picture now, so I can get on the bus” based on more information about the context. In these cases, the interpretation of the potential meaning “breaks away from” the source form, which were the words “Hurry, the bus is leaving!”

A linguist named Austin (1975) described the concept of illocutionary force, the intended meaning of a speaker or his or her function that was not overtly expressed by what was said. As a simple definition, such a function arises when a speaker says one thing but potentially means something else. Let’s look at the next example to see what that looks like.

Example 9.2—Car and Gas

Source: Bob: My car is out of gas. Is yours in the driveway?
Mary: Yes!

Target: Bob: My car does not have gas. I didn’t put gas in my car.
Can I borrow your car?
Can you give me a ride?
Mary: Yes, my car is in the driveway. What do you want?
Don’t even bother to ask for a ride.

The source text for Bob reads “Is yours in the driveway?” and the two target texts could also be questions like, “Can I borrow your car?” and “Can you give me a ride?” So, the grammatical function is the same (yes/no questions) but the meanings are different. Either could be perfectly acceptable translations for the source utterance.

If the sentence, “Is your car in the driveway?” was translated as, “Is your car parked on the driveway?” that would be a literal translation. The func-

tion of this text would be to ascertain the whereabouts of the vehicle, which perhaps is not the speaker's intent given the above limited context. Searle (1979) referred to this as the secondary illocutionary force, or what could be thought of as a literal paraphrase of the stated function. On the other hand, the paraphrases, "Can I borrow your car?" or, "Can you give me a ride?" might be the primary illocutionary force (the primary goal) of the speaker, as both are potential but unstated or implied functions according to Searle's description. This primary illocutionary force will be referred to as an implicature for the remainder of this chapter.

Here are further examples to show the difference between translating at the word or sentence level or going beyond to a potential function and implicature. Austin (1975) talked about the phrase, "You are out," (p. 58), announced by an umpire. The primary illocutionary force of the umpire (the potential implicature) may have been to say, "Get off the plate and go sit down," while the secondary illocutionary force (literal meaning) may have been "For your information, you are not in the game."

Searle (1979) gave another example of an implicature in the sentence, "Can you reach the salt?" (p. 30). He suggested it conveyed both a question and a request. The primary illocutionary act, an implicature, was the request for salt (Searle, 1979), so it could be paraphrased as, "Pass the salt," or "Please pass the salt to me." The secondary illocutionary act or a literal meaning might be, "Can you reach over with your hand and grasp the vessel with the salt in it?"

Here is a more complicated situation with some context. Try translating this into ASL. Pay close attention to the employer's last statement.

Example 9.3—You are Fired

- Source: Boss: You haven't finished the report like I asked you to.
 Employee: Yes, I am sorry. I just got busy.
 Boss: We lost the contract for \$25,000.00 because I didn't submit that report.
 Employee: What can I say? There were just too many things on my plate.
 Boss: **Clean out your desk!**

Is the employer really telling the employee to tidy up his work area, or is there something else being said? The sentence, “Clean out your desk!” could easily be translated as “You are fired,” which would take only one sign in ASL and so would be considered a compression. It could also be translated as, “Collect your personal items from your desk... and leave. You are fired.” Some would balk at signing just FIRED as going too far and as “breaking from form” by too wide a margin but the intent is surely not to just have the employee tidy up his work space.

Here are some other ways of translating the text based on what was implied but not said.

Boss: You haven’t finished the report like I asked you to.

I am upset. What is going on? Explain yourself.

Employee: Yes, I am sorry. I just got busy.

Boss: We lost the contract for \$25,000.00 because I didn’t submit that report.

It is your fault.

Employee: What can I say? There were just too many things on my plate.

It is not my fault. Don’t blame me. It is your fault.

Boss: Clean out your desk!

You are fired! Please leave. Turn in your keys.

Exercise 9.1—Warm Up

Let’s look at a more complex example. Translate the following discussion and keep in mind how the text could be enriched, or how potentially implied meanings – implicatures – could be included.

Source: Owen: I need to do well on the final exam in geography!

Sue: You are not the only one!

Owen: Yeah, but it comes so easy to you! Do you even study?

Sue: Are you kidding, my social life is zilch!

Owen: If that is so, how come I see you at the mall with a friend every day?

In the above example, some of the translated utterances were probably more literal and so were not too different from the source. Some may have broken from the form of the original to provide a potential meaning, an implicature.

When an interpreter translates at the level of implicatures, he or she is really making a “good guess” about what the speaker meant. Of course, the interpreter is making these guesses based on things like context, the shared history of the speakers, societal expectations, systems of politeness, and a myriad of other things. In the literature, these “best guesses” are called inferences (Mey, 2001; Peccei, 1999). They are not seen as part of what was said or signed, so are not an overt part of the original utterance (Grice, 1975), thus they break from the form of the source text.

Bach (1994) believes that an implicature or an inference is “completely separate from what is said [by a speaker] and is inferred from it (more precisely, from the saying of it)” (p. 140). Patrons at a bar where the bartender announces, “Five minutes, people,” might guess any number of reasonably implied meanings based on things like context, the role of the bartender (who has the right to close the bar), and who they are as patrons. If the bartender said it in a gruff voice, the customers might infer that he was not happy and wanted everyone to leave soon. If the bartender went around patting people on the back or chatting them up, a customer might assume he or she was announcing that patrons could buy another drink (their final one) and stay for a while. However, if the same phrase was uttered in a different context, such as at a department store, a potential implicature of “Five minutes,” might be “Please head to the cashier to pay for the items you want to buy.”

Not surprisingly, implicatures, as guesses, can be false (Ariel, 2008; Grice, 1975). So, when an interpreter works at this level, he or she is

taking a chance and might be wrong. As a “best guess,” the potential meaning is not static or determined, and there usually is an open list of possibly implied meanings (Ariel, 2008; Grice, 1975; Griffiths, 2006). In the above example, “Five minutes, people,” the patrons are never sure if that means to drink up and leave or order a last round and stay for a while. People who are considered good communicators and polite are usually people who make good guesses (inferences) about what others are implying. So, to become fluent in ASL and become a good communicator, an interpreter really must become good at inferring meaning in English and ASL, and know when and how to imply certain things and when to make them explicit.

Including an implicature in a target text may be an uncomfortable decision for an interpreter, as it could be challenged as something not “said” or present in the source text. It also may lead to the compression of information, which is useful when working with a fast speaker, or when creating a target text that is very direct. It should be recognized that languages have developed to become efficient and the human brain can think many ideas much more quickly than the hands or mouth can produce words or signs to convey those thoughts. So, something gets left out when a person speaks or signs a language and the audience must fill in this information by guessing.

Look at the following example of an English utterance and all the implied meanings that are possible and so left out of the source text.

Example 9.4—Implied Meanings

Source: Dad: Why did you leave my car on empty?
 Daughter: “I” didn’t do that!

Implied: Dad: I went out to my car, got in, turned on the keys, and saw that the gas gauge was on “E” which makes me worried that I cannot drive my car or not very far and someone must have driven it, who has a set of keys or access to the keys, after I parked it, and they drove it until the gas was almost

gone and then drove it home and parked it without getting more gas, and I think it was you, my daughter, and I am blaming you and I am upset with you, and you should know better. Don't do it again.

Daughter: Yes, I know it is your car and now I know it is on empty, but I didn't drive it until it ran out of gas or almost ran out of gas, but someone did, so I am not at fault and don't blame me, and I know better than that.

Evidence of Implicatures in Signed Target Texts

Research shows that sign language interpreters do break from form and include potentially implied meanings in their target texts. This means that students of ASL and those wishing to go on to become interpreters should know how to identify implied meanings in English and ASL, and how to translate texts by conveying those meanings when necessary.

Wilcox and Shaffer (2005), for example, wrote that sign language interpreters continued to act as machines and literally translate between ASL and English, perhaps in a similar manner as described in Chapters Two – Literal Interpretation and Three – Sentence Restructuring. Instead, the authors suggested using a process of inferencing where the interpreter constructed the target text based on the speaker's or signer's implied meaning (Wilcox & Shaffer, 2005).

In one study, Siple (1995) looked at transliterators, interpreters who tend to produce more literal or word-for-sign translations of English texts into sign language. She found that nine of them included an implicature in their signed target text. The speaker in the study talked about how individuals had to deal with "inside noise" and the interpreters included the sign BOTHER, thus indicating that the "inside noise" would disrupt the person's concentration (Siple, 1995, p. 61).

Russell (2002) looked at a small group of courtroom interpreters, and noted how one translated the yes/no question, "And is your teacher in court today?" as the command, "Point to her." She believed the interpretation into ASL was successful as it "made explicit in the interpretation

... the teacher's name and the need for the witness to point to the accused, which was the expected response in the original message" (Russell, 2002, p. 100).

Example 9.5—Russell's Study

Lawyer: And is your teacher in court today?

Interpreter: MS. HOWARD, TEACHER SHOP – YOU SEE HER IN COURTROOM – HERE TODAY? SEE – **POINT WHERE?**
(Russell, 2002, p. 100, *emphasis mine*)

In these cases, the interpreters included a potential meaning, an implicature, in their target texts, even though it wasn't overtly stated.

In 2012, in a study of 12 sign language interpreters who were assessed by three Deaf native signers, the Deaf raters noted that the interpreters included inferences or implicatures in their target texts and agreed they were appropriate (McDermid, 2012). Following is an example of the text the interpreters had to translate into ASL.

Example 9.6—English Script

Source: 1. She then asked me where I was at the Deaf rally for ASL rights at the government building, the past weekend!
2. I agreed – that what I really needed was to spend more time with Deaf people outside of class. (McDermid, 2012, p. 280)

While simultaneously interpreting the above English monologue, some interpreters translated the first English sentence, "She then asked me where I was at the Deaf rally for ASL rights..." as WHY-NOT SHOW-UP and the second sentence, "I agreed," as ADMIT SKIPPED (McDermid, 2012, p. 186). On average, the interpreters broke completely from the form of the spoken English text about ten percent of the time to produce an implicature. So it is not something they did often, rather occasionally when they thought it was necessary.

Breaking from form (BFF) is not only done when working between ASL and English. In a discussion of Skopos theory, Vermeer (2000) asserted that translators working with any spoken language had to create target texts that were oriented toward the target audience, whereupon a translation might break away from the form of the source message. Blum-Kulka (2000) came up with the Explicitation Hypothesis—the need to clarify things in a target text—because she found that interpreters added to their texts to make implied meanings more explicit.

Given that interpreters do break from form, and knowing that there are various theories about it, one must ask, is this a dangerous practice? As mentioned earlier, in one study, it only happened about ten percent of the time (McDermid, 2012). Vermeer (2000) wrote that while translators may produce a culturally appropriate and comprehensible target text in the target language, it is still bound to the source text. This means they still follow the topic of the speaker and their style of speaking and conversational rules. Robinson (1997) also said that interpreters do not break away from form or add to a target text whimsically, but instead take into consideration the “sociological forces” (p. 311) of the context, perhaps meaning the audience’s expectations, roles, shared history, and so on. As an example, if an interpreter was working in a classroom and a student said, “I left my homework,” it is doubtful the interpreter would translate that as, “I didn’t do it because I am a lazy student! The homework is stupid,” but rather might translate it as, “Sorry, excuse me, I didn’t mean to but I forgot to bring my homework or I left it at home.” They hopefully would do that by considering the student’s goal of saving face or of trying to get along with the teacher.

Definition of Implicature

To help the reader better understand implicatures, what follows is a list of the characteristics from the literature on what constitutes a “best guess” or unstated meaning as compared to something that was “said” or stated. One of the most important things to keep in mind is that an

implicature (inference) must be worked out or figured out (Ariel, 2008; Bach, 1999; Grice, 1975; Saddock, 1998), and it is not just what the person said (or signed) (Ariel, 2008).

Example 9.7—Characteristics of Implicatures

1. An implicature is based on what the people said, how they said it, their roles, and their shared history; and the meaning is inferred from the context (Grice, 1975).
2. It does not resemble the form of the source text (grammar or vocabulary) (Bach, 1994; Grice, 1975).
3. There can be many potential implicatures associated with an utterance and these change in context or with different speakers or even with how something is said (Ariel, 2008; Grice, 1975; Griffiths, 2006; Saddock, 1998).
4. An implicature can convey a potential function but not the stated function.
5. An implicature (as a guess) can be false (Ariel, 2008; Grice, 1975; Saddock, 1998).
6. It can be cancelled, for example, through denial, without sounding unnatural (Bach, 1999; Griffiths, 2006; Mey, 2001; Peccei, 1999; Saddock, 1998).
7. It can be restated or reinforced, again without sounding unnatural (Saddock, 1998).
8. It must be figured out from the entire utterance and context, not just by looking at some of the words or clauses in an utterance (Recanati, 1989).
9. For interpreters, creating a target text that is an implicature may lead to a compression of the source text.

Triggers for Implicatures

If implicatures are an audience's "best guess" or inference about what a speaker may imply, how are they identified? The literature identified several triggers for implicatures, which we will address now.

Paul Grice (1975) wrote that when people talked, it was a cooperative activity in which they tried to make meaningful and comprehensible contributions. To do this, they followed four “rules” that Grice (1975) referred to as Maxims. As a summary, the Quantity Maxim states that speakers provide enough information to convey their meaning without saying more than what is necessary (Grice, 1975; Peccei, 1999). The Quality Maxim holds that we expect people to talk honestly based on what they know to be factual (Peccei, 1999), and so it is believed most individuals do not intentionally create “spurious” utterances or lies (Grice, 1975, p. 47). The Maxim of Relation (Grice, 1975) or Relevance (Peccei, 1999) means that we expect a speaker’s words to be related to the topic of discussion (Grice, 1975; Peccei, 1999) while the Maxim of Manner (Grice, 1975) or Clarity (Peccei, 1999) holds that a speaker usually avoids being “obscure, ambiguous or difficult to understand” (Peccei, 1999, p. 27).

Grice (1975) suggested implicatures were triggered when someone seemed to break one or more of the four Maxims (also referred to as “flouting” if done purposefully). For example, if a friend who normally didn’t ramble on began to do so, he or she may be implying something. Or if a person’s comments suddenly stopped being relevant, this might indicate a hidden message.

Example 9.8—Irrelevant Comment

A: What do you think of the color of my hair?

B: **Wow, I am late for class!**

The following are examples where a speaker seems to break one of Grice’s Maxims. Go over the following examples, come up with some possible implicatures, and practice translating the original sentences. Then determine which Maxim seems to be flouted or broken; examples are when someone says too much or too little (Quantity), seems to be lying (Quality), makes a comment that comes out of the blue or doesn’t seem to relate to the topic (Relation), or seems completely disorganized for some reason (Manner). Be sure to pay attention to the words in bold.

Exercise 9.2—Flouting Maxims

Think about some of the implied meanings in these sentences. Which Maxim seems to be flouted or broken? Then translate the sentences and pay attention to the words in bold.

Quantity

1A: How was the party?

1B: **There was little to eat and many different types of loud music and so many people you couldn't walk and no place to sit.**

2A: I need a ride to the party. (staring at B's car or car keys)

2B: **So?**

Quality

3A: You told me you would take out the trash.

3B: **Yes, I guess I did say that.**

4A: Did you break my laptop?

4B: **No... not really. (holding parts of the laptop)**

Relation

5A: What do you think of my painting?

5B: **I think you won't make a living as an artist!**

Manner

6A: Did you pass the test?

6B: **I studied but then I got a call. My boyfriend wanted to know what I was doing. So, I went to the party and woke up late.**

Context and Implicature

Look at the following example and brainstorm (infer) some implied meanings. Then practice doing a translation. Look at the potential implicatures at the end of the chapter.

Exercise 9.3—Lunch Date

Context: Two clerks who do data entry in an insurance office

Adam: What are you doing for lunch?

Mary: My sandwich.

Adam: Come on. Let's go to Olympia. My treat.

Mary: I have a stack of forms to input.

Adam: I'll be bored on my own.

Mary: Okay. But only if you help.

Adam: Okay.... Then I think lunch should be on you!

Triggers for Implicatures

Grice (1975) and other authors identified several specific potential triggers for implicatures. These include the use of tautology, deliberate ambiguity, irony, metaphor, meiosis (understatement), hyperbole (exaggeration), politeness, or the poetic use of language (Grice, 1975). These will be outlined next.

Hyperbole

Hyperbole is the use of figurative or non-literal language to exaggerate about something to the point that the audience knows that what the speaker is saying is not true. Speaking in such a manner (and where it is not typical for that person) may be implying several meanings or functions.

Exercise 9.4—Hyperbole

Think about some of the implied meanings in the sentences in bold. Perform a translation and then look at the suggested implicatures at the end of the chapter.

1A: What did you think of the science test?

1B: **It was the easiest test in the world!**

2A: I want to keep watching this soap opera.

2B: **You have seen it a million times!** Get over here.

3A: How is Sue doing at college?

3B: **She is used to her mother doing everything for her.**

4A: Bob, are you sorry you hit and damaged my car with yours?

4B: **For the hundredth time, I am sorry!**

5A: Did you see that new movie? Everyone is talking about it.

5B: **If I don't see it soon, I will die!**

6A: You must pay for the song and download it before you hear the whole thing.

6B: **Everybody knows that!**

Sarcasm/Irony

Perhaps needing no introduction, the next category identified in the literature as a trigger for implicatures is sarcasm or irony. Here the speaker says one thing but means something else, typically the opposite. The person speaking may have used sarcasm for comic effect and may have assumed the audience would be able to figure out what they meant (or else the irony is lost).

Exercise 9.5—Sarcasm/Irony

Think about some of the ironic and implied meanings in these sentences. Then translate them and pay attention to the words in bold.

1A: How did you do on that crummy final exam?

1B: Oh **I did really well**, look! (pointing to an F minus)

2A: Did I fix your computer?

2B: **It is much better. It only crashes once an hour now.**

3A: Do you want to hear my side about how your cell phone got lost?
 3B: **Oh sure.** I have been **waiting all day for a good science fiction story.**

4A: Martha said she signs much better than I do and told me to learn more ASL vocabulary.
 4B: **Really!** She just asked me for the sign for “house.”

5A: It’s raining buckets.
 5B: **Great. That was the best \$20 I spent getting my car washed!**

As additional practice, come up with some examples of irony or sarcasm in English or check the Web for examples and then translate them.

Meiosis (Understatement)

Meiosis is the act of saying much by saying little. It is often used in a dismissive tone to show disinterest in what is being said and includes the use of derogatory nicknames or phrases (Nordquist, 2014). The following examples demonstrate this phenomenon.

Exercise 9.6—Meiosis

Think about some of the implied meanings in these sentences. Then translate them and pay attention to the words in bold.

1A: My car won’t start and I am late for work.
 1B: **So...**?

2A: I am starving and your salad is huge.
 2B: **Okay Oliver Twist.**

3A: Why didn’t you drive over today?
 3B: My car **wasn’t cooperating.**

4A: Your room is a mess and filthy!
 4B: **It’s just disorganized!**

5A: **Well...**

5B: Well, what? I am not going to decide which movie we see. You always hate my choices.

6A: Did Robert see his counselor today?

6B: **He cancelled.**

7A: Did you get a settlement from the insurance company?

7B: My lawyer **is working on it.**

Metaphor (and Simile)

The use of metaphorical language or metaphors is also thought to be a trigger for implicatures (Grice, 1975). When speakers use metaphors, they talk about an object and compare it to another object. The literature on spoken language interpreters supported the need to include or replace metaphors when working between two languages. For example, in a study of native Canadian interpreters, Kaufert and Koolage (1984) noted how an interpreter who worked with a diabetic patient between English and Cree added the analogy of maintaining a “gas and oil balance for outboard motors” (p. 284) to explain blood sugar levels.

ASL makes use of metaphor in several ways. In ASL, for example, signs like NOT and DENY and BLAME are made with the “A” handshape with an extended thumb and are considered negative (Wilbur, 1990), while in English and ASL, a “thumbs up” would be considered positive. The ONE handshape with a straight finger can represent clear ideas or information, as in UNDERSTAND, ESP, THOUGHT while with a bent finger means confusing or unsure information as in SUSPICION or DREAM (Wilcox, 2004, p. 215). Poems or stories can be created in ASL using handshapes to represent letters of the alphabet or numbers, referred to as ABC stories or ASL number stories. These are difficult to translate into spoken English without adding an explanation of these handshapes.

Exercise 9.7—Metaphor

Think about some of the implied meanings in these sentences. Then translate them and pay attention to the words in bold.

1A: I know she didn't study for the test, but how did she do?

1B: She came off **smelling like a rose**.

2A: I heard you got a new car.

2B: It rides **like butter sliding off a hot plate**.

3A: Where is your laptop?

3B: That **ton of bricks?** I bought a new tablet.

4A: Did you enjoy your holidays?

4B: It **rained cats and dogs**.

5A: He's **like a bull in a china shop**.

5B: Do you mean when you took him home to meet your parents and they got into a discussion of politics?

6A: How did the party go?

6B: **The punch was a hit!**

Lakoff and Johnson (1980) believed that much of English is metaphorical and that how English speakers think is also “fundamentally metaphorical in nature” (p. 3). They described several ubiquitous metaphors in North American English, some of which may not be shared in ASL. These included “time is money” (p. 7), “ideas or meanings are objects” (p. 10), “the mind is a machine” (p. 27), the “personification” of abstract concepts (p. 33), “time is a moving object” (p. 42), and “love is a journey” (p. 44). The following story has examples of these adapted from Lakoff and Johnson (1980) embedded in it. Look at the list of metaphor types and see if you can identify them in the sentence. Do a translation

and consider if a literal interpretation of these metaphors successfully conveys the speaker's meaning.

Look for the following metaphors:

- time is a moving object
- time is money
- abstract concept as a container
- the mind is a machine
- personification
- activity as a container
- idea as an object
- relationship as a journey

Exercise 9.8—Common English Metaphors

1. When I was 25, I thought the time had come to buy a home.
2. I invested days on the Internet looking at condos.
3. I also found a realtor to work with.
4. We entered into a contract for six months.
5. The first thing I told him was that I wanted a condo.
6. At the same time, I was living with my parents.
7. They wanted me out and I explained I was living there on borrowed time.
8. Which meant I needed to get out soon and the fewer showings the better.
9. Three days later, the realtor called me up.
10. He had found a bargain and said I only had to put down 5% on the \$135,000 mortgage.
11. I told him I was a little rusty on math and asked him what that meant.
12. He said that was \$6,750, which was less than what I had saved up.
13. So, I said sure but I told him I really wanted a condo.
14. This first house, sadly, was really crying out for help.
15. I quickly realized that while I got a lot of pleasure out of renovating, this one was too far gone.

16. The roof had several holes, there was water in the basement, and many of the floors were uneven. Besides, I wanted a condo!
17. The next place we saw was again a bargain and a house, not a condo.
18. It looked like life had not been kind to it either.
19. I realized I hadn't gotten the idea of a condo across to the agent.
20. So, I took him aside and told him we were at a crossroads.
21. I said either we looked at condos or I would find a new agent.
22. He replied that we couldn't turn back now and to give him time.
23. He promised the next one would be a condo in my price range.
24. Well, after a few heated discussions and a long, bumpy road, he finally found me a place I liked.
25. I bought it and have lived here now for two years.

Politeness

Another trigger for implied meanings is expectations around politeness. When people interact, they often make demands of each other politely (“If it isn’t a problem, can I borrow your laptop?” “Can you pass the salt?” “If you have time, can you help me study?” etc.). To do this, they allow the other person to agree or to disagree without embarrassing them.

Evidence in the literature suggests that Deaf and hearing people share similar politeness strategies, but that they use them at different times or to different extents. In 2007, Hoza reported on the results of a study of politeness strategies used by hearing and Deaf people. In general, Hoza found that hearing individuals made less use of the strategies used by Deaf speakers, such as “common ground” (to highlight shared values or gains) and “offer, promise” (p. 59). Therefore, differences in politeness, even if subtle, may cause confusion between speakers, and so are occasional triggers for implicatures.

Example 9.9—Levels of Politeness

There are various ways to make requests politer; these examples give some ideas about how to do that.

Loan me your car.	Direct command
Please loan me your car.	Addition of “please”
Can you loan me your car?	Yes/no question
If it is not a problem/ imposition, can you loan me your car?	Recognize their needs
If you loan me your car, I will do your homework.	Reciprocity/offer/promise
I need to get to work and your car is free.	Statement of the facts
How am I going to get to work today?	Indirect Request

Exercise 9.9—Politeness

Using the following examples of impolite interaction, translate the samples using some of the previously mentioned strategies and think about how to make each as polite as possible.

1. Take the garbage out now!
2. Wash the dishes!
3. Your haircut is horrible.
4. You flunked the test again, really!
5. We should go to an action movie.

Tautology and Truisms

One trigger for implicatures as described by Grice (1975) is the use of a tautology or truism. Tautologies are phrases that repeat some element of the utterance and may state the obvious when doing so. Two examples of tautologies are a “free gift” (where gifts are usually free) or “put your bicycle downstairs in the basement” (where basements are usually downstairs).

Like tautologies is the concept of truisms, which are expressions in which the speaker states the obvious. They often have a hidden, implied meaning that changes in different contexts.

Exercise 9.10—Truisms

Think about some of the implied meanings in these sentences. Then translate them and pay attention to the words in bold.

1A: Did they like the book cover that Sally drew?

1B: **A rose is a rose.**

2A: Did our son finish his homework before he went to football practice like I told him?

2B: **Boys will be boys.**

3A: Please pull him away from his laptop or we will be late for the movie.

3B: **Once a computer geek, always a computer geek.**

4A: How did Jack do on that hard math test?

4B: **A good student is a good student.**

5A: When will dad arrive?

5B: **He will get here when he gets here.**

6A: Do you think Owen will drive us to the party after I teased him about his ugly hat?

6B: You know what they say, "**What goes around, comes around.**"

Exercise 9.11—Truisms and Tautologies

Think about some of the implied meanings in these sentences. Then translate them and pay attention to the words in bold. Note how in some cases, the original source text can be compressed into fewer words, and fewer signs are needed to translate it into ASL.

1A: Can you drive a car?

1B: **Well, I have two hands!**

2A: Why didn't you wait for me to help you move the furniture?

2B: **Well, I have two hands!**

3A: I am not sure if I can afford that cruise you want to do around the Caribbean.

3B: **Either you come or you don't.**

4A: Do we have to leave at 5:30 a.m.? That is so early!

4B: **Either you come or you don't.**

5A: Who is going to help me find a matching paint color for my kitchen walls?

5B: **Well, I have two eyes.**

6A: Did you pass the math test?

6B: **I have a brain.**

7A: Do you know where my car keys are?

7B: **Maybe I do, and maybe I don't.**

8A: Okay, she let us borrow the car, but I wish I had convinced mom to let us stay out past 10!

8B: **You can't win them all!**

9A: Did you get a speeding ticket?

9B: **Do bananas grow on trees?**

10A: Why does Malcolm always argue with people?

10B: **The apple doesn't fall far from the tree.**

Implicature Additional Summative Practice

Go over the following stories. Identify any triggers for implicatures or hidden functions/goals and include those in a translated target text.

Exercise 9.12—Work World

Context: Tom works in the library and is putting books away on a shelf. It is February. Jack, his supervisor, has come by to see how Tom is doing.

1. Jack: How long have you been working at the library?
2. Tom: Since September, why?
3. Jack: You know the Psych Journals don't go on that shelf.
4. Tom: Oh yeah. Thanks!
5. Jack: No problem. Heh, what time do you think you will be done here?
6. Tom: In about half an hour.
7. Jack: Great. Come see me.
8. Tom: Okay. Oh, before I forget, break week is coming up in two weeks.
9. Jack: Yes.
10. Tom: Well, my friends have offered me a ride with them to Florida. They have a place down there, an apartment, for free. It is probably the only time I can afford it.
11. Jack: Yes, I can see you are starting to look a bit like a mushroom. I will check the schedule and let you know.
12. Tom: If it works, that would be great. Thanks. Do you know when?
13. Jack: Tomorrow for sure. First let's go over what needs to be done and make sure it will be covered. Martha told me she had no plans and was available.
14. Tom: Great. Thanks.

Exercise 9.13—TA in a Computer Class

Jackie and Barb are both senior students in Biology. They are talking in class during the break. They have known each other for awhile and are friends.

1. Jackie: I heard you got a job as a TA.
2. Barb: Yes, I am working in the Introduction to Computer course.
3. Jackie: How is it?

4. Barb: A piece of cake! Wow, I am so lucky.
5. Jackie: Why?
6. Barb: You know how some TAs get stuck grading a million papers? Well, not in this course. All the tests are online and multiple choice. The computer grades everything.
7. Jackie: How is the pay?
8. Barb: The pay is the pay. But I really like the course. The prof is funny and I am learning about basic program as we go.
9. Jackie: That's great. I wish my job was like that!
10. Barb: What's wrong?
11. Jackie: I am working like a pack mule. I run the lab for my prof and there are 100 undergrads. Each must turn in a lab report biweekly. And of course, many of them want full credit so they turn in a short novel. Then others give me a napkin with scribbles on it.
12. Barb: It sounds like grading them is a lot of fun! What happens if you give them a bad grade?
13. Jackie: We meet.
14. Barb: And...
15. Jackie: We discuss. I try to explain there is a rubric and they got what they deserved.
16. Barb: I am sure that goes over like a ton of bricks.

Exercise 9.14—Finding an Apartment

Don and Alice are friends. They have known each other since high school. Both moved to the big city for jobs and stayed in touch. They arranged to meet at a local coffee shop to catch up.

1. Don: How is work?
2. Alice: Good. I am still in that graphic design position. I can't see myself anywhere else.
3. Don: And how is your new place?
4. Alice: Good, too. I have everything unpacked. My Internet went down but I got that fixed. The super is great about fixing things.

- My fridge took its last breath a month ago, but the super replaced it the next day. What about you?
5. Don: My job is okay. My apartment is a different story.
 6. Alice: What happened?
 7. Don: Well, the people below me moved in a few weeks ago. We have become close friends! When they watch TV, I watch it with them. I have come to learn all about their music tastes. They don't seem to understand the concept of paper-thin walls.
 8. Alice: Wow. Did you tell them?
 9. Don: Yes, a million times. No change. Then this week I found new friends living in my apartment. They don't eat much and only come out when it is dark.
 10. Alice: Oh no... not...
 11. Don: Yes, these ones are small and brown and have a lot of legs. I think they came in with my downstairs neighbors. I told my super and he sprayed my place. But I want to leave.
 12. Alice: I don't blame you.
 13. Don: I actually rented a storage locker and started putting my things in boxes. Do you still have your car?
 14. Alice: Yes, and I am happy to help.
 15. Don: Thanks. I don't have a new place yet, and I might have to couch surf for a few days or a week.
 16. Alice: No problem. You are welcome. Just don't bring any of your nocturnal buds with you.

Cultural Center

As a final note on implicatures, think about concepts that occur in ASL but not in English, or that have different meanings. Deaf people have “sign names” that are bestowed on them perhaps by Deaf teachers or Deaf friends but rarely by their hearing parents. How could that be explained to an English-speaking, hearing audience? How is it possible to explain to “hearing” people that they now belong to a group of people called “hearing?” Deaf people create ASL poems, which focus on

handshapes or the use of space or specific patterns of movement. How can such a poem be made enjoyable to a hearing, English-speaking audience? This again supports the asymmetry or anisomorphism between English and ASL as noted throughout this book.

The same holds true when translating texts from English to ASL. How does an interpreter convey the meaning of an English poem or song? What does he or she do with jokes and humor, where several things may be implied, and where the comedian assumes a lot of shared knowledge? These are some of the things that are cultural differences due to different cultural centers, where interpreters need to break from form to convey potential meanings across cultures.

Padden and Humphries (1988) provided an example of how cultural centers impact potential meanings. If an individual had a friend who was a little hard of hearing, that person may think he or she can hear fairly well, speak English, and can use a phone. He or she probably follows the norms and values of the larger, hearing culture. But according to Padden and Humphries and a Deaf center, when they say a friend is a little hard of hearing, it means that friend signs ASL well and was in fact closer to being culturally Deaf. So, the same phrase, translated dynamically into both languages, ends up having very different meanings.

Exercise 9.15—Summative Practice “Studying for an Exam”

Go over the following text. Identify tautologies, truisms, examples of hyperbole or meiosis, metaphors or similes, idiomatic language, poetic language, etc. that would have to be changed to translate the text clearly into ASL. Consider how to translate each. Create an audio recording of the script and do a sight translation.

1. A few years ago, I was a freshman in college and I was trying to figure out which courses to take.
2. My major was sign language interpreting.
3. I knew I had to take ASL, Deaf studies, and linguistics.
4. But what if I decided to change my major? I thought.
5. I don't want to just take classes related to ASL.

6. But I wasn't sure what else was required.
7. I talked to a friend, and she suggested I take a few electives and get them off my plate.
8. I asked her what she recommended.
9. She recommended a Wellness class on nutrition and smoking, because she knew I hated cigarettes.
10. I said the teacher would be preaching to the choir, so why even go to class?
11. She said, "Heh, something is better than nothing."
12. Which was no help to me whatsoever.
13. At that point, it was a week before school started.
14. I felt stuck between a rock and a hard place!
15. I called my brother and asked him what I should do.
16. He said, "Heh, you are a grown woman! Right?"
17. To which I replied, "Yes... I know."
18. He said, "Time to fish or cut bait."
19. I hung up and thought I should call my mom.
20. But I knew what she would say.
21. She'd tell me I had a good head on my shoulders.
22. She was always supportive of me that way.
23. I finally said enough was enough.
24. I also decided to not put all my eggs in one basket, so I ended up taking a course called "Introduction to Sociology."
25. The first few weeks, the course was a piece of cake.
26. I did the readings and attended the lectures.
27. But then in week four, we had a group assignment due.
28. I was put with three other students – Adam, Barb, and Charlie.
29. Oh my gawd, it was like pulling teeth to work with them.
30. We had to turn in a five-page report on stereotypes and gender by week seven.
31. Adam made it sound like we had to write a doctoral dissertation on the meaning of life.
32. Barb brought in a few pictures and announced that a picture was worth a thousand words!
33. At one point, Charlie said, "How hard could it be?"

34. He said, "Write down that women are women and men are men."
35. Anyway, I pulled him aside and Charlie and I became the work horses and got something turned in.
36. Later, I vowed I would work with Adam and Barb again the day I took up smoking.
37. Anyway, the class went along and we had a few quizzes.
38. I didn't sweat them.
39. Then the day came for the final exam.
40. It was my first final exam – remember, I was a freshman and I felt like a deer in headlights!
41. The week before, I decided to crack open every book and read every webpage on sociology that I could find.
42. No way was I going to be voted off the island!
43. So, the day came and I wrote the exam, and after I finished it, I figured I got an A+.
44. The studying had paid off!
45. Now the exam was at 9, and I got done by 11, so off I went to the cafeteria to grab some lunch.
46. I was walking on cloud nine!
47. I met Sarah, a friend of mine, and told her I had breezed through the exam.
48. I said she should take the course next semester.
49. Unfortunately, she decided to rain on my parade!
50. She had borrowed my laptop to finish her paper and was drinking a Pepsi while she was typing.
51. The football team had come into the cafeteria, and one guy was like a bull in a china shop.
52. He hit her drink and it went all over the keyboard!
53. My laptop was now a brick!
54. Of course, I was upset, but it turned out a friend of mine knew how to dry it out.
55. I had helped him write a term paper so he fixed it for free.
56. What goes around, comes around.

Summary Chapter Nine

Chapter Nine looked at creating target texts that break from the form of the original source message. This could be done to let the audience know the speaker had a potentially different function or implied meaning in mind. As a general rule, when speakers break one of the four conversational Maxims or expectations, those being relevance, quality, quantity and manner, they may be implying something that they do not want to say directly. Embedded in English are also different structures that may signal when a speaker has chosen to break one of the four Maxims, and these may be considered triggers for implicatures. At times when interpreters work at this level, they can compress their target text, and save themselves some time while interpreting, by delivering a more direct or less ambiguous meaning. These meanings are only implied and can be negated or denied, however. Research has shown that interpreters rarely work at this level (McDermid, 2012).

Answers Chapter Nine

Exercise 9.1—Warm Up

- Source: Owen: I need to do well on the final exam in geography!
 Sue: You are not the only one! [truism]
 Owen: Yeah, but it comes so easy to you! Do you even study?
 [polite]
 Sue: Are you kidding, my social life is zilch! [hyperbole]
 Owen: If that is so, how come I see you at the mall with a friend every day? [politeness]
- Target: Owen: I hope I pass the final exam in geography.
 I need a high grade to pass the course. I am failing.
 Sue: You are not alone – or – Me too!
 Owen: You know geography. I doubt you study.
 You have a high grade – or – You are passing.

Sue: You are teasing me. I stopped socializing with friends. You are wrong. I study all the time. I never socialize with friends.

Owen: If you are speaking the truth, why have I seen you daily at the mall with a friend? That is not true. You are fibbing/lying. Every day you are at the mall with a friend. You don't study at the mall.

Exercise 9.2—Flouting Maxims

Quantity

1A: How was the party?

1B: There was little to eat and many different types of loud music and so many people you couldn't walk and no place to sit. [I didn't like it]

2A: I need a ride to the party. (staring at B's car or car keys)

2B: So? [Do you want me to take you?]

Quality

3A: You told me you would take out the trash.

3B: Yes, I guess I did say that. [I promised but I didn't do it.]

4A: Did you break my laptop?

4B: No... not really. (holding parts of the laptop) [It is broken, but I am not at fault.]

Relation

5A: What do you think of my painting?

5B: I think you won't make a living as an artist! [It is not good.]

Manner

6A: Did you pass the test?

6B: I studied but then got a call. My boyfriend wanted to know what I was doing. So, I went to the party and woke up late. [No, I didn't do well.]

Exercise 9.3—Lunch Date

Adam: What are you doing for lunch?

[Join me? Can I join you?]

Mary: My sandwich.

[I am staying here. I am eating alone.]

Adam: Come on. Let's go to Olympia. My treat.

[Join me.]

Mary: I have a stack of forms to input.

[I am busy. I am behind. No thanks.]

Adam: I'll be bored on my own.

[Please come, join me.]

Mary: Okay. But only if you help.

Adam: Okay.... Then I think lunch should be on you!

Exercise 9.4—Hyperbole

1A: What did you think of the science test?

1B: **It was the easiest test in the world!** [I passed]

2A: I want to keep watching this soap opera.

2B: **You have seen it a million times!** Get over here.

[stop watching it and help]

3A: How is Sue doing at college?

3B: **She is used to her mother doing everything for her.**

[she doesn't know how to do anything – laundry, cooking, keeping a schedule, etc.]

4A: Bob, are you sorry you hit and damaged my car with yours?

4B: **For the hundredth time, I am sorry!**

[I am not going to apologize again, I am tired of apologizing, I am honestly sorry, stop asking me]

5A: Did you see that new movie? Everyone is talking about it.

5B: **If I don't see it soon, I will die!**

[I haven't seen it. People will look down on me. I will be left behind.
I have to see it. I want to see it]

6A: You must pay for the song and download it before you hear the whole thing.

6B: **Everybody knows that!**

[You don't have to explain the process]

Exercise 9.5—Sarcasm/Irony

1A: How did you do on that crummy final exam?

1B: Oh **I did really well**, look! (pointing to an F minus)
[poorly, failed, I am upset]

2A: Did I fix your computer?

2B: **It is much better**. It only crashes once an hour now.
[worse, no improvement, awful, not fixed]

3A: Do you want to hear my side about how your cell phone got lost?

3B: **Oh sure**. I have been **waiting all day for a good science fiction story**.

[You can tell me, but I might not believe it.]

4A: Martha said she signs much better than I do and told me to learn more ASL vocabulary.

4B: **Really!** She just asked me for the sign for "house."
[I am surprised, she doesn't know basic signs]

5A: It's raining buckets.

5B: **Great. That was the best \$20 I spent getting my car washed!**

[What a waste! I paid \$20 for a car wash and my car will have water spots all over it.]

Exercise 9.6—Meiosis

1A: My car won't start and I am late for work.

1B: **So...**? [What do you want, why are telling me this, do you want a ride, etc.]

2A: I am starving and your salad is huge.

2B: **Okay Oliver Twist.** [Do you want some? You already had some. I am not sharing, are you asking for some, etc.]

3A: Why didn't you drive over today?

3B: My car **wasn't cooperating.** [My car won't start, it starts but quits, I don't trust it, etc.]

4A: Your room is a mess.

4B: **It's just disorganized!** [I am not cleaning it, do you want me to clean it, I will clean it, leave me alone, etc.]

5A: **Well...** [What do you want to see, which do you prefer, etc.]

5B: Well, what? I am not going to decide which movie we see. You always hate my choices.

6A: Did Robert see his counselor today?

6B: **He cancelled.** [No, I am concerned, he won't go, he changed his mind, etc.]

7A: Did you get a settlement from the insurance company?

7B: My lawyer **is working on it.** [no, she/he is arguing with them, filling out paperwork, making calls, etc.]

Exercise 9.7—Metaphor

1A: I know she didn't study for the test, but how did she do?

1B: She came off **smelling like a rose.** [She passed]

2A: I heard you got a new car.

2B: It rides **like butter sliding off a hot plate**. [The ride is smooth, feel no bumps]

3A: Where is your laptop?

3B: That **ton of bricks?** I bought a new tablet. [was very heavy, tablet is lighter]

4A: Did you enjoy your holidays?

4B: It **rained cats and dogs**. [rained frequently and heavily]

5A: He's **like a bull in a china shop**. [bad social skills, said the wrong things]

5B: Do you mean when you took him home to meet your parents and they got into a discussion of politics?

6A: How did the party go?

6B: **The punch was a hit!** [many or most people drank it, many liked it, it ran out fast, etc.]

Exercise 9.8—Common English Metaphors

1. When I was 25, I thought **the time had come** to buy a home. [time is a moving object]
2. I **invested days** on the Internet looking at condos. [time is money]
3. I also found a realtor to work with.
4. We **entered into** a contract for six months. [abstract concept as a container]
5. The first thing I told him was that I wanted a condo.
6. At the same time, I was living with my parents.
7. They wanted me out and I explained I was living there **on borrowed time**. [time is money]
8. Which meant I needed to get out soon and the fewer showings the better.

9. Three days later, the realtor called me up.
10. He had found a bargain and said I only had to put down 5% on the \$135,000 mortgage.
11. I told him I was **a little rusty** on math and asked him what that meant. [the mind is a machine]
12. He said that was \$6,750, which was less than what I had saved up.
13. So, I said sure but I told him I really wanted a condo.
14. This first house, sadly, was **really crying out for help**. [personification]
15. I quickly realized that while I got a lot of pleasure **out of renovating** [activity as a container], **this one** was too far gone. [personification]
16. The roof had several holes, there was water in the basement, and many of the floors were uneven. Besides, I wanted a condo!
17. The next place we saw was again a bargain and a house, not a condo.
18. It looked like **life had not been kind** to it either. [personification]
19. I realized I hadn't **gotten the idea** of a condo **across** to the agent. [idea as object]
20. So, I took him aside and told him we were **at a crossroads**. [relationship as a journey]
21. I said either we looked at condos or I would find a new agent.
22. He replied that **we couldn't turn back now** and to give him time. [relationship as a journey]
23. He promised the next one would be a condo in my price range.
24. Well, after a few heated discussions and **a long, bumpy road**, he finally found me a place I liked. [relationship as a journey]
25. I bought it and have lived here now for two years.

Exercise 9.9—Politeness

1. Take the garbage out now!
 - If you don't mind, if you are not busy, please, can you help me, the garbage smells, there is garbage here, whose turn is it to take it out, why is this garbage still here, etc.

2. Wash the dishes!

- If you wash the dishes, I will make dessert, these dishes are still dirty, why are these dishes still in the sink, please take care of the dishes, who will wash these dishes, there are dirty dishes in the sink, etc.

3. Your haircut is horrible.

- That haircut is different, I hate to say it, but it is not the best cut, I liked your old style, why are you asking me how it looks, you got a haircut, do you like it, I have some reservations about that cut, etc.

4. You flunked the test again, really!

- I am surprised you didn't pass the test, I can't believe you didn't pass the test, you must be surprised/shocked to have failed the test again, there was a test? etc.

5. We should go to an action movie.

- Do you want to see an action movie? If you don't mind, let's see an action movie. If we go to an action movie, I will let you see whatever you want the next time, I haven't seen a good action movie in a long time, there is an action movie playing, etc.

Exercise 9.10—Tuisms

1A: Did they like the book cover that Sally drew?

1B: **A rose is a rose.** [yes, it looked great, she is a talented artist, did you doubt it would, etc.]

2A: Did our son finish his homework before he went to football practice like I told him?

2B: **Boys will be boys.** [no he didn't]

3A: Please pull him away from his laptop or we will be late for the movie.

3B: **Once a computer geek, always a computer geek.** [he won't leave it alone, you know him, he is addicted to computers, we will probably be late]

4A: How did Jack do on that hard math test?

4B: **A good student is a good student.** [he has always done well, he passed, you know he always passes, etc.]

5A: When will dad arrive?

5B: **He will get here when he gets here.** [I don't know, stop asking me, why are you asking me, your guess is as good as mine, etc.]

6A: Do you think Owen will drive us to the party after I teased him about his ugly hat?

6B: You know what they say, "**What goes around, comes around.**" [you were mean, so he will be mean, he probably won't drive us, etc.]

Exercise 9.11—Tuisms and Tautologies

1A: Can you drive a car?

1B: **Well I have two hands!**

[Yes, I can drive – why ask me that – do you think I am incompetent? etc.]

2A: Why didn't you wait for me to help you move the furniture?

2B: **Well, I have two hands!** [I didn't need your help, I am independent.

I don't have to depend on you. I moved the furniture myself, etc.]

3A: I am not sure if I can afford that cruise you want to do around the Caribbean.

3B: **Either you come or you don't.** [I don't care, you decide, etc.]

4A: Do we have to leave at 5:30 am? That is so early!

4B: **Either you come or you don't.** [I am leaving if you join or not.]

5A: Who is going to help me find a matching paint color for my kitchen walls?

5B: **Well I have two eyes.** [I can help you pick out colors, why don't you ask me, I can match colors, etc.]

6A: Did you pass the math test?

6B: **I have a brain.** [Yes, why did you doubt me, I am smart, etc.]

7A: Do you know where my car keys are?

7B: **Maybe I do, and maybe I don't.** [I won't tell you, I know where they are, etc.]

8A: Okay, she let us borrow the car, but I wish I had convinced mom to let us stay out past 10!

8B: **You can't win them all!** [You got the car, but we have to come home early]

9A: Did you get a speeding ticket?

9B: **Do bananas grow on trees?** [Yes, of course, you know I did, etc.]

10A: Why does Malcolm always argue with people?

10B: **The apple doesn't fall far from the tree.** [His parents, family taught him, he learned it from them]

Exercise 9.12—Work World

1. Jack: How long have you been working at the library?
2. Tom: Since September, why?
3. Jack: You know the Psych Journals don't go on that shelf.
 - Please put them on the right shelf
4. Tom: Oh, yeah. Thanks!
 - I will put them on the right shelf, sorry. Thanks for telling me.
5. Jack: No problem. Heh, what time do you think you will be done here?
6. Tom: In about half an hour.
7. Jack: Great. Come see me.
 - I have other things for you to do.
8. Tom: Okay. Oh, before I forget, break week is coming up in two weeks.
 - And I have a favor to ask.

9. Jack: Yes.
 - Yes, why did you mention that?
10. Tom: Well, my friends have offered me a ride with them to Florida. They have a place down there, an apartment, for free. It is probably the only time I can afford it.
 - I'd like to go with my friends. I need a vacation. I don't have a lot of money. Can I have time off?
11. Jack: Yes, I can see you are starting to look a bit like a mushroom. I will check the schedule and let you know.
 - You are looking white and need sun. I need to see who is working. Maybe you can go.
12. Tom: If it works, that would be great. Thanks. Do you know when?
 - If someone can replace me or take over, great. When can you tell me yes or no?
13. Jack: Tomorrow for sure. First let's go over what needs to be done and make sure it will be covered. Martha told me she had no plans and was available.
 - I might ask Martha to stay during the break and replace you.
14. Tom: Great. Thanks.

Exercise 9.13—TA in a Computer Class

1. Jackie: I heard you got a job as a TA.
2. Barb: Yes, I am working in the Introduction to Computer course.
3. Jackie: How is it?
4. Barb: A piece of cake! Wow, I am so lucky.
 - Easy.
5. Jackie: Why?
6. Barb: You know how some TAs get stuck grading a million papers? Well, not in this course. All the tests are online and multiple choice. The computer grades everything.
 - Most get a huge stack of papers. I don't do any grading.
7. Jackie: How is the pay?

8. Barb: The pay is the pay. But I really like the course. The prof is funny and I am learning about basic program as we go.
 - I don't care about the salary so much. I am not paid well.
9. Jackie: That's great. I wish my job was like that!
 - I don't like my job much. It is not fun.
10. Barb: What's wrong?
11. Jackie: I am working like a pack mule. I run the lab for my prof and there are 100 undergrads. Each has to turn in a lab report biweekly. And of course, many of them want full credit so they turn in a short novel. Then others give me a napkin with scribbles on it.
 - I have huge stacks of reports to grade every two weeks. Some students give me a page with nothing or little information on it.
12. Barb: It sounds like grading them is a lot of fun! What happens if you give them a bad grade?
 - It doesn't sound like a good experience. Do they argue over a bad grade?
13. Jackie: We meet.
14. Barb: And...
 - There must be more to it.
15. Jackie: We discuss. I try to explain there is a rubric and they got what they deserved.
 - They should have followed the rubric but didn't. If they worked hard, they got a high grade.
16. Barb: I am sure that goes over like a ton of bricks.
 - They don't like that advice.

Exercise 9.14—Finding an Apartment

Don and Alice are friends. They have known each other since high school. Both moved to the big city for jobs and stayed in touch. They arranged to meet at a local coffee shop to catch up.

1. Don: How is work?

2. Alice: Good. I am still in that graphic design position. I can't see myself anywhere else.
 - I will probably stay for a while. I am not looking at other jobs.
3. Don: And how is your new place?
4. Alice: Good too. I have everything unpacked. My Internet went down but I got that fixed. The super is great about fixing things. My fridge took its last breath a month ago, but the super replaced it the next day. What about you?
 - I feel settled. I have called the super in a few times to fix things. He always comes quickly. The fridge broke, was not cold. Food spoiled.
5. Don: My job is okay. My apartment is a different story.
 - I am not happy with my apartment.
6. Alice: What happened?
7. Don: Well, the people below me moved in a few weeks ago. We have become close friends! When they watch TV, I watch it with them. I have come to learn all about their music tastes. They don't seem to understand the concept of paper-thin walls.
 - Their TV is loud. Their music is loud. I can hear it. I can't sleep. The walls do not block the sound.
8. Alice: Wow. Did you tell them?
 - Did you tell them to turn down the music?
9. Don: Yes, a million times. No change. Then this week I found new friends living in my apartment. They don't eat much and only come out when it is dark.
 - Yes, a few times. Then I found bugs in my apartment.
10. Alice: Oh no... not...
11. Don: Yes, these ones are small and brown and have a lot of legs. I think they came in with my downstairs neighbors. I told my super and he sprayed my place. But I want to leave.
 - Yes, roaches. I hate them.
12. Alice: I don't blame you.
 - You are right. I would feel the same.
13. Don: I actually rented a storage locker and started putting my things in boxes. Do you still have your car?

- Can you help me move?
14. Alice: Yes, and I am happy to help.
 15. Don: Thanks. I don't have a new place yet, and I might have to couch surf for a few days or a week.
 - Can I sleep at your place if I don't have an apartment?
 16. Alice: No problem. You are welcome. Just don't bring any of your nocturnal buds with you.

Exercise 9.15—Summative Practice “Studying for an Exam”

1. A few years ago, I was a freshman in college and I was trying to figure out which courses to take.
2. My major was sign language interpreting.
3. I knew I had to take ASL, Deaf studies, and linguistics.
4. But what if I decided to change my major? I thought.
5. I don't want to just take classes related to ASL.
6. But I wasn't sure what else was required.
7. I talked to a friend, and she suggested I take a few electives and **get them off my plate.**
8. I asked her what she recommended.
9. She recommended a Wellness class on nutrition and smoking, because she knew I hated cigarettes.
10. I said the teacher would be **preaching to the choir**, so why even go to class?
11. She said “**Heh, something is better than nothing.**”
12. Which was **no help to me whatsoever.**
13. At that point, it was a week before school started.
14. I felt stuck **between a rock and a hard place!**
15. I called my brother and asked him what I should do.
16. He said, “Heh, **you are a grown woman! Right?**”
17. To which I replied, “Yes... I know.”
18. He said, “**Time to fish or cut bait.**”
19. I hung up and thought I should call my mom.
20. But I knew what she would say.
21. She'd tell me I had a **good head on my shoulders.**

22. She was always supportive of me that way.
23. I finally said **enough was enough**.
24. I also decided to **not put all my eggs in one basket**, so I ended up taking a course called “Introduction to Sociology.”
25. The first few weeks, the course was **a piece of cake**.
26. I did the readings and attended the lectures.
27. But then in week four, we had a group assignment due.
28. I was put with three other students – Adam, Barb, and Charlie.
29. Oh my gawd, it was **like pulling teeth to work with them**.
30. We had to turn in a five-page report on stereotypes and gender by week seven.
31. Adam made it sound **like we had to write a doctoral dissertation on the meaning of life**.
32. Barb brought in a few pictures and announced that **a picture was worth a thousand words!**
33. At one point, Charlie said, “How hard could it be?”
34. **He said, “Write down that women are women and men are men.”**
35. Anyway, I pulled him aside and Charlie and I **became the work horses** and got something turned in.
36. Later, I vowed I would work with Adam and Barb again **the day I took up smoking**.
37. Anyway, the class went along and we had a few quizzes.
38. **I didn’t sweat them**.
39. Then the day came for the final exam.
40. It was my first final exam – remember, I was a freshman - **and I felt like a deer in headlights!**
41. The week before, I decided to **crack open every book and read every webpage** on sociology that I could find.
42. **No way was I going to be voted off the island!**
43. So, the day came and I wrote the exam, and after I finished it, I figured I got an A+.
44. **The studying had paid off!**
45. Now the exam was at 9, and I got done by 11, so off I went to the cafeteria to grab some lunch.

46. I was **walking on cloud nine!**
47. I met Sarah, a friend of mine, and told her **I had breezed through the exam.**
48. I said she should take the course next semester.
49. Unfortunately, she decided to **rain on my parade!**
50. She had borrowed my laptop to finish her paper and was drinking a Pepsi while she was typing.
51. The football team had come into the cafeteria, and one guy was **like a bull in a china shop.**
52. He hit her drink and it went all over the keyboard!
53. My laptop was **now a brick!**
54. Of course, I was upset, but it turned out a friend of mine knew how to dry it out.
55. I had helped him write a term paper, so he fixed it for free.
56. **What goes around, comes around.**

TEN | CONCLUSION

The process of interpreting is complicated, and requires a thorough understanding of how language works and how speakers create both stated and implied meanings. It's also important to understand when implied meanings may or may not carry across into a second language in the translation process. An interpreter, working between languages, is always working at either a literal or dynamically equivalent level of meaning, and dynamically equivalent can be further broken down into enriched and implicature. As a review, these can be described as:

Literal

At this level, the interpreter follows the grammar of ASL when interpreting from English or follows the grammar of English when interpreting from ASL, creating a target text that does not diverge from the original source text in any way. Sometimes, however, a literal level does not convey the speaker's intent. Some of this is due to asymmetrical or dissimilar meanings (anisomorphism) between words in English and signs in ASL but also to differences in cultural knowledge and expectations.

Enriched

To work at a dynamically equivalent level, an interpreter produces a literal interpretation but clarifies or adds to the text where needed. This is done because the interpreter believes enrichment would enhance the ability of the audience to understand the speaker's intent and because

some words or sentences in English and some signs or sentences in ASL lack a perfect symmetry in meaning.

Implicature

Again, to work at a dynamically equivalent level of meaning, an interpreter may break from form and choose to interpret a speaker's potentially implied meaning or function. The speaker's literal meaning also may be included if time permits. Working at this level, an interpreter may be able to compress longer utterances in the source language into a more concise sentence in the target text.

Exercise 10.1—Art Class

As a review of the model described in this book, where an interpreter can translate a text literally or by enriching it or by including an implicature, go over the story, “Art Class” from Chapter One – What is Interpreting? and consider how to translate it. Make an audio recording and add in a three- or four-second pause at the end of each sentence. Using the recording, do a sight translation into ASL. Next, go over the three examples of possible translations in the answer section of this chapter to see how it could be done at the literal, enriched, and/or implicature levels. Compare these to your target text in ASL.

1. I took an art class years ago.
2. My goal was to become a painter.
3. But before I did, I checked into the requirements.
4. I found out that I would have to pay \$500 for the course.
5. I also got a list of supplies I would need.
6. Now you have to understand that painting was a new skill for me.
7. So, I was a bit concerned about how well I would do.
8. In fact, I wasn't sure I would go when the time came.
9. When I got there, I thought I was going to be judged!

10. But thankfully, it wasn't so.
11. Thankfully, the instructor was very supportive
12. I ended up realizing I was a lousy painter, but enjoyed the class!

Exercise 10.2—Trouble in the Club

Following is a larger text for translation that can also be used as a summative review. Create an audio recording and a cold, unrehearsed translation into ASL. Then do a text analysis and re-record a translation. Compare the two target texts for similarities and differences.

1. I was an ASL Club member until the day that I got into a fight with the president, Mary.
2. It was Mary, don't get me wrong, who started all of this.
3. Up until that point, I had been friends with her and the entire Board.
4. If only Mary hadn't criticized my signing, I would have been happy to continue being her friend.
5. You see, this is what happened.
6. Mary was constantly telling me how to sign things.
7. She would say, "I would have signed NOTICE not SEE" and things like that.
8. It really took a toll on my ego.
9. So, my regular attendance at the events changed, as I wanted to avoid her.
10. I ended up one of the unhappy members of the ASL Club.
11. Mary liked to "correct" other members' signs, too.
12. If only I had called her out, I might have continued going – especially to the monthly bowling night, which was fun.
13. I talked to my friend Bill.
14. He agreed that the two of us alone should approach Mary and ask her to change her ways.
15. Bill and I also came up with a plan.

16. When we met Mary, I would be the one to do all the questioning.
17. That way, she wouldn't feel threatened.
18. Bill would be there to give me moral support.
19. If she became a bully, he would step in.
20. Then we approached Mary.
21. She was not completely happy to see us.
22. I had been missing meetings.
23. And I had stopped voting in support of all her motions and plans for the Club...
24. ...so she had begun to suspect something was up.
25. I looked her straight in the eye and asked her to stop her attacks.
26. She denied they had happened.
27. Then I asked how she would have felt.
28. She said she didn't care.
29. It was only my problem, as I was too sensitive.
30. Also, she said she was just fooling around.
31. As she wasn't going to change, I decided that was it.
32. But something great happened at the meeting on the next Friday.
33. Bill told me they took a vote and Mary is no longer president.
34. The vice president and secretary found out that there was money missing from the savings account!
35. The club had done five fundraising bowling nights in the last five months...
36. ...and so there should have been \$500 in the bank.
37. \$100 was raised each time.
38. But currently there was only \$200.
39. Mary and her best friend Tracy were the only two who had access to the bankcard.
40. So, the vice president and secretary called the bank.
41. Only \$200 had been deposited.
42. So, Mary and Tracy were ousted!
43. Guess what? I got asked to come back and be the treasurer!
44. Nice guys do finish first sometimes.

Suggested Activities

There are several activities students of interpretation can do to continue to hone their translation and interpretation work. The following is a list of self-directed activities that can be utilized as a means of assessment and feedback.

1. Video record a formal presentation by a speaker. Type out a transcript of what was said. Go over the transcript and translate various aspects of it (one aspect such as meronyms, then two or three other aspects, then the entire thing). Then practice an interpretation.
2. Video record a dialogue between two speakers. Type out a transcript of what was said and then do a translation of their dialogue. Then practice an interpretation.
3. Select speakers who have presented on different topics, and who have different speaking styles. Again, get a recording of their presentation, create a transcript, and review it. Then perform a translation.
4. Find a presentation on the Internet and/or in the public domain.
5. If you are a student, bring in a sample of a presentation from another class.
6. Ask a speaker to present. Record the presentation and assign different sections to different interpreters to translate. Record the translations and meet to discuss them.
7. Take sections of a textbook and do a translation of the text.
8. If you are a student, get copies of study materials for a course. This could include handouts or PowerPoint slides related to Deaf culture, ASL linguistics, the field of interpreting, etc. Do a translation of the text and share it with your instructor or the class.
9. Do any of the above activities, but take the written text and rewrite it to focus on a specific feature. Add things like triggers for implicatures or examples of meronyms/hypernyms. Create an audio recording of the new text and try translating it.
10. As a final note, always try to get feedback on your target texts from four or five different perspectives, including:

Yourself
Peer
Deaf expert
Deaf audience member
Interpreter educator

The chapters in this manuscript were designed to help students of interpretation understand the difference between a literal or verbatim translation and a translation that produces a dynamically equivalent target text. The literal level of meaning was looked at first under the assumption that it would be the easiest to understand and master. When working between English and ASL, however, this level of interpretation is problematic due to the many asymmetries or anisomorphism noted between the two languages. At the level of grammar, for example, English favors the more frequent use of pronouns such as “I” or “he” and “she” while ASL tends to omit them more often (Kegl, 1987). At the level of pragmatics, researchers noticed the use of translations beyond the literal level to include implicatures, demonstrating the belief of interpreters that hearing and Deaf people do not share some implied meanings or metaphors (McDermid, 2012; Russell, 2002; Siple, 1995).

Next, various ways of enriching an English text before translating it into ASL were explored. Enrichments included the addition of examples or hyponyms for words in English that represent a broad class of objects (also referred to as superordinate words) and which do not have a direct equivalent in ASL. When referents, such as adjuncts indicating the location of the action in the sentence, are left out, the reader was encouraged to add them back to the target text. The goal was to produce a target text as clear and comprehensible as possible to native speakers of ASL, while not diverging too much from the literal interpretation.

The reader was then asked to consider implied speaker meanings, or implicatures, which is the third level of meaning. The process of identifying triggers for implicatures was also reviewed. Such triggers included the use of exaggeration, thus breaking the Maxim of Quantity (Grice, 1975),

or the production of irrelevant comments, which led to breaking the Maxim of Relation (Grice, 1975). The goal was to interpret these implied meanings from English into ASL where necessary to ensure both the hearing and Deaf parties understood each other's purpose. This was referred to as "breaking from form," and it was noted that it is not required frequently in the interpretation process (McDermid, 2012).

Finally, the exercises in this book emphasized the need to focus on individual facets of a text or to break down specific skills. This was done to work on those skills in isolation until they had been mastered. One facet that was repeatedly emphasized was context. This process, referred to as scaffolding, can leave an interpreter with more cognitive capacity to look at additional aspects of a text once the various skills are mastered. The end goal could then be a better informed and more confident sign language interpreter.

Answers Chapter Ten

Exercise 10.1—Art Class Literal Level

Following is a literal interpretation with minor changes to the text. Consider whether the speaker's meaning was conveyed or clear to a Deaf audience based on just this level of meaning.

1. I took an art class years ago.
LONG TIME AGO, I GO-TO/JOIN/TAKE-UP ART CLASS
2. My goal was to become a painter.
MY GOAL LEARN PAINT
3. But before I did, I checked into the requirements.
UNDERSTAND, FIRST I CHECK, WHAT REQUIRE WHAT?
4. I found out that I would have to pay \$500 for the course.
I SAW/FOUND MUST PAY \$500 FOR CLASS/COURSE
5. I also got a list of supplies I would need.
ALSO/ADD, GOT LIST THINGS I NEED
6. Now you have to understand that painting was a new skill for me.
KNOW-THAT / UNDERSTAND PAINT NEW SKILL FOR ME

7. So, I was a bit concerned about how well I would do.
SO / MEAN I WORRY, I DO/PAINT WELL?
8. In fact, I wasn't sure I would go when the time came.
TRUE, TIME GO FIRST, I DOUBT GO
9. When I got there, I thought I was going to be judged!
I ARRIVE, I SUSPECT JUDGE-ME
10. But thankfully it wasn't so.
BUT, THANKS / LUCKY NOT HAPPEN
11. The instructor, much to my happiness, was very supportive.
TEACHER, SUPPORT-ME, HAPPY
12. I ended up realizing I was a lousy painter, but enjoyed the class!
FINISH, OH-I-SEE, I LOUSY PAINT BUT CLASS ENJOY

Exercise 10.1—Art Class Enriched

Following are some examples of how the text “Art Class” could be enriched. While many of these are not grammatically mandated, they do present a more visual translation of the text. Again, consider if the speaker’s meaning is conveyed and comprehensible to a Deaf audience.

1. I took an art class years ago.
Addition of adjunct, that the art class was taken in a school or college or community center.
2. My goal was to become a painter.
Addition of adjunct, that the painting occurred on a canvas.
3. But before I did, I checked into the requirements.
Clarification of verb “did,” meaning before I went and took the course, I checked.
Addition of an adjunct, I checked into the requirements on a computer and through the Internet or by phone.
Addition of verb entailments to show how I checked into the computer by typing and scrolling through web pages or if I got a letter, I opened it and read through it. If I called, I asked what was required and was told.

- Clarification of the reference, the college required certain things.
 Clarification of the superordinate, requirements, with a list of possible skills or past course work, degrees, clothing, or supplies.
4. I found out that I would have to pay \$500 for the course.
 Addition of verb entailments to show how the information was found out by looking at a computer screen or reading a letter from the institution or by being told over the phone.
 Addition of adjunct, such as letter or computer screen, on which to place the information.
 Addition of indirect object, college/school as the \$500 had to be paid to that institution.
 Addition of converse relationship, I paid because the institute charged \$500.
5. I also got a list of supplies I would need.
 Clarification of superordinate, supplies, with examples of art supplies.
 Addition of verb entailments and adjunct, I would need, to bring, to school.
6. Now you have to understand that painting was a new skill for me.
 Addition of antonym, that I was not skilled and needed to learn.
 Addition of verb entailments, “was a new skill” by saying I knew little or nothing about it.
7. So I was a bit concerned about how well I would do.
 Addition of adjunct, how well I would paint on a canvas.
 Addition of verb entailments, that I would paint and then look at a canvas and judge it to be good.
 Addition of antonym, I would find my painting good or bad.
8. In fact, I wasn’t sure I would go when the time came.
 Addition of the object, I might not go to the first class.
 Addition of adjunct, when the course started.
 Verb entailment, I was unsure and nervous.
9. When I got there, I thought I was going to be judged!
 Addition of a reference, judged by the teacher or fellow students.
 Addition of an adjunct, where I painted on a canvas.

- Addition of verb entailments that the students or teacher approached and looked at and judged the canvas or me.
10. But thankfully, it wasn't so.
 Replacement of "so" with "not judged."
 Addition of a reference, and who was not doing the judgment, the teacher or students.
 Inclusion of an antonym, by showing the opposite behavior and they were positive or friendly or neutral.
 Addition of an adjunct for painting on a canvas and the canvas was not then judged.
 Addition of verb entailment, thankfully and I was relieved.
11. Thankfully, the instructor was very supportive.
 Addition of verb entailments in ASL for support, such as encouraging, praising.
 Addition of object, where the instructor looks at a canvas.
 Addition of verb entailments, where the instructor approaches, looks at a canvas and then makes positive comments.
 Addition of an antonym, the instructor did not criticize my painting, he praised it.
12. I ended up realizing I was a lousy painter, but enjoyed the class!
 Addition of verb entailments, showing how I realized I was a lousy painter, by looking at various paintings/canvases and saying they were not good.
 Addition of adjunct and various canvases.
 Addition of verb entailment of having painted several canvases.
 Addition of verb entailments for enjoying the class because it was fun and I learned from it.

Exercise 10.1—Art Class Potential Implicatures

Following are some potentially implied speaker meanings. There may be others that could be included in an ASL target text. Note that these are not grammatically mandated, but may make the text more interesting or comprehensible in ASL.

1. I took an art class years ago.
I want to tell you a story about it.
2. My goal was to become a painter.
I wanted to paint as a new career.
3. But before I did, I checked into the requirements.
4. I found out that I would have to pay \$500 for the course.
That was expensive!
5. I also got a list of supplies I would need.
I had to go buy them.
6. Now you have to understand that painting was a new skill for me.
7. So I was a bit concerned about how well I would do.
8. In fact, I wasn't sure I would go when the time came.
I almost called to cancel or ask for a refund.
9. When I got there, I thought I was going to be judged!
I would end up leaving or being embarrassed.
10. But thankfully, it wasn't so.
So I kept going. I didn't withdraw.
11. Thankfully, the instructor was very supportive.
12. I ended up realizing I was a lousy painter, but enjoyed the class!
Everyone was supportive. I learned a lot.

Exercise 10.2—Trouble in the Club

1. I was an ASL Club member until the day that I got into a fight with the president, Mary. [verb entailments: joined the club and went. After the fight, I left, not a member]
2. It was Mary, don't get me wrong, who started all of this. [implicature: not me, my fault]
3. Up until that point, I had been friends with her and the entire Board. [verb entailment: but not afterwards]
4. If only Mary hadn't criticized my signing, I would have been happy to continue being her friend. [subjunctive mood: but she didn't and we stopped being friends]

5. You see, this is what happened. [implicature: I will explain the fight]
6. Mary was constantly telling me how to sign things. [verb entailment: not just once in a while; implicature: this happened in public and it was embarrassing when she criticized me]
7. She would say, “I would have signed NOTICE not SEE” and things like that. [subjunctive: but I didn’t]
8. It really took a toll on my ego. [verb entailment: felt content, happy, confident, then not]
9. So, my regular attendance at the events changed as I wanted to avoid her. [verb entailment: went from regular to skipping; implicature: I didn’t go]
10. I ended up as one of the unhappy members of the ASL Club. [focus particle: there were others]
11. Mary liked to “correct” other members’ signs, too. [focus particle: mine and theirs; implicature: they were unhappy or embarrassed]
12. If only I had called her out, I might have continued going – especially to the monthly bowling night – which was fun. [subjunctive mood: but I didn’t; verb entailment: went then stopped; implicature: I miss the bowling]
13. I talked to my friend Bill. [implicature: I asked his advice]
14. He agreed that the two of us alone should approach Mary and ask her to change her ways. [focus particle: no one else; implicature: stop criticizing and be polite, etc.]
15. Bill and I also came up with a plan. [verb entailment: discussed and came up with]
16. When we met Mary, I would be the one to do all of the questioning. [focus particle: he wouldn’t]
17. That way, she wouldn’t feel threatened. [antonym: and would feel calm]
18. Bill would be there to give me moral support. [implicature: I needed the support]
19. If she became a bully, he would step in. [verb entailment or antonym: polite to rude; direct object: she started bullying me, criticizing me]
20. Then we approached Mary.
21. She was not completely happy to see us. [antonym: unhappy, unsure]

22. I had been missing meetings. [verb entailment: I had gone regularly then skipped; implicature: she noticed and wondered why]
23. And I had stopped voting in support of all her motions and plans for the Club... [verb entailment: I had voted with her/supported her then stopped or voted against]
24. ...so she had begun to suspect something was up. [implicature: I was planning something bad]
25. I looked her straight in the eye and asked her to stop her attacks. [antonym or verb entailment: did not look away; verb entailment: she had attacked/criticized me, asked to stop]
26. She denied they had happened. [implicature: she said she was innocent, didn't know what I was talking about]
27. Then I asked how she would have felt. [subjunctive mood: she was not criticized, but if so...]
28. She said she didn't care.
29. It was only my problem as I was too sensitive. [focus particle: no one else; focus particle: I need to be less sensitive, more tough]
30. Also she said she was just fooling around. [implicature: she didn't mean to criticize me]
31. As she wasn't going to change, I decided that was it. [verb entailment: continue, not stop; truism: that was it, I quit]
32. But something great happened at the meeting on the next Friday. [verb entailment: I was happy about it]
33. Bill told me they took a vote and Mary is no longer President. [verb entailment: was president, but from then on out, not; implicature: most people didn't like her]
34. The vice president and secretary found out that there was money missing from the savings account! [adjunct: found out, on the computer or from the bank; verb entailment: pulled up the account online or went to the bank or called the bank; implicature: they assumed accounts were fine all along]
35. The club had done five fundraising bowling nights in the last five months...[verb entailment: people came and gave money, it was collected, deposited]

36. ...and so there should have been \$500 in the bank. [subjunctive mood: but not, less]
37. \$100 was raised each time. [converse antonym: people gave \$100; focus particle: there were five times]
38. But currently there was only \$200. [focus particle: \$300 was missing; adjunct: in account; verb entailment: looked online and saw]
39. Mary and her best friend Tracy were the only two who had access to the bankcard. [focus particle: no other board members; implicature: they took the money]
40. So the vice president and secretary called the bank. [implicature: to check about the deposits]
41. Only \$200 had been deposited. [focus particle: not more, \$300, \$400]
42. So Mary and Tracy were ousted! [verb entailment: people voted against them, asked to leave by the Board]
43. Guess what? I got asked to come back and be the treasurer! [reference: by the Board or members; verb entailment: I was happy; implicature: I accepted]
44. Nice guys do finish first sometimes. [metaphor: I was honest, Mary lied and stole and was removed from the Board]

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COLOPHON

EDITOR Molly Q. Cort

DESIGNER INTERIOR Allshouse Graphic Design
COVER Eric Wilder

TYPEFACES Alternate Gothic
Minion Pro

PAPER Blazer Silk

PRINTING Global Printing, Alexandria, VA

This book was made possible, in part, through the generosity of Global Printing.