

Presenting to Elementary School Students

These sample presentations, tips, and exercises that can be adapted for your needs. If you do use any of these materials, please be sure to acknowledge the author's contribution appropriately.

Sample Script #1

Please acknowledge: Lillian Clementi

Please note that this presentation incorporates a number of ideas contributed by other people. Special thanks to Barbara Bell and Amanda Ennis.

Length. The typical elementary school presentation is about 20 minutes, though you may have less for Career Day or more if you're doing a special presentation for a language class. There are several interactive exercises to choose from at the end: adapt the script to your needs by adding or eliminating material.

Level. This is pitched largely to third or fourth grade. I usually start with the more basic exercises and then go on to the next if I have time and the group seems to be following me. For younger children, simply make them aware of other languages and focus on getting the first two or three points across. For fifth graders, you may want to make the presentation a little more sophisticated by incorporating some of the material from the middle school page.

Logistics. It's helpful to transfer the script to index cards (numbered so they're easy to put back in order if they're dropped!). Because they're easier to hold than sheets of paper, they allow you to move around the room more freely, and you can simply reshuffle them or eliminate cards if you need to change your material at the last minute.

Hello, my name is _____ and I'm delighted to be here with you today. I'd like to talk to you about two jobs that you can do with foreign languages: translation and interpreting. I speak [your languages], and I am a [translator/interpreter]. Can anyone tell me what that means?

Key point to make

1. Translators and interpreters are people who help other people understand each other even though they don't know the same language.

[Write *translator* and *interpreter* on the board]

I want to tell you more about my job, but first I'd like to find out whether you speak any languages other than English and what they are.

- Who speaks another language?
- What language?
- Who has learned another language in school?
- What languages?
- Does anyone know the word we use to describe someone who speaks two languages (*bilingual*)? [Write the word on the board or have a volunteer do it]
- Where have you used another language (e.g., travel, fun, talking to grandparents)?
- Has anyone ever seen a translator/interpreter? Where?

- Has anyone ever helped a parent or family member who couldn't speak English?

[Optional: Would some of you like to come up to the map and point out the countries where my/your languages are spoken?]

Good. Now let's talk some more about *translation* and *interpreting*.

Key point to make

2. Translation and interpreting are two different jobs. The difference is that *translation* is *written* and *interpreting* is *spoken*.

Let's do a translation together now.

- Option 1 (monolingual class): I'm going to write the word for this *[hold up a hand or point to a common object]* on the board in *[foreign language]*. Who can write the word for this in English?
- Option 2 (multilingual class): I'm going to write a word on the board *[use a common word that heritage and beginning speakers will know, like hand or some other common object]* on the board in English. Who can write the word for this in another language?

Good. You just did a *translation*, because you used *writing* to take an idea in one language and put it into a different one.

Now let's do some interpreting. I'm going to say something *[e.g. "I love soccer."]* and then one of you can say it in another language.

Who can say that in another language?

Good. What you just did was *interpreting* because you used *speaking* to take an idea in one language and put it into a different one.

So here's how it looks *[write on board]*:

Translation is written	Interpreting is spoken
----------------------------------	----------------------------------

Now I'm going to give you some examples of real jobs that involve translators and interpreters and ask you to tell me whether translation or interpreting is involved:

- Person who produces Spanish version of a Harry Potter book
- Person who helps 911 operator speak to someone who doesn't speak English
- Person who helps President Bush talk to the president of Russia

[Display and/or pass around visual aids—translated videos, books, etc. You can also point out that they've read translated material (The Little Mermaid, other fairy tales, etc.).]

Now you have some idea what translators and interpreters do. Where do you think they would work? *[Solicit or give some examples: hospital, courts, UN, publishing, US companies abroad.]*

Key point to make

3. You will find translators and interpreters working anywhere that people need to communicate across the language barrier – and that means anywhere that people who know different languages need to understand each other.

What's it like to work as a translator or interpreter?

[Discuss daily routine, tools you use, etc.]

Now let's talk about what you have to know to be a translator or interpreter.

Key point to make

4. Being bilingual isn't enough.

Who remembers the word for a person who knows two languages? *[Bilingual]*

Being *bilingual* is a good start in becoming a translator or interpreter, but it's not enough. You need to know your foreign language very well, but you also need other training and experience in addition to your languages.

It takes special skills to take ideas in one language and put them into another, so you need to take special classes to study translation and interpreting and develop those skills.

And if you want to translate into English, you also need to know English very well and be very good at grammar and writing. You also need to know a lot about your *subject area*: that means that if you work in a bank you need to know about banking; and if you work in a court, you need to know about the law.

[Briefly describe your about training/background, subject area.]

Key point to make

5. Why being bilingual isn't enough.

We said that being bilingual isn't enough to make you a translator or an interpreter. Why? *Because* it's not always as easy as the examples we just did.

Translation and interpreting are not just replacing one word with another one. You need special skills. Let's take a look at some of the problems that translators and interpreters have to solve in their work.

[Use interactive exercises to demonstrate this. A few examples follow.]

- Translation problem: One good example to use in the fall is the word *Thanksgiving*. Ask for associations with this word (turkey, Indians, Pilgrims in funny hats, pumpkin pie, Macy's parade, football, eating too much, etc.). Challenge the students to come up with a way to translate "Thanksgiving" (e.g., French Canadians call their Thanksgiving *le Jour d'Action de grâce*). Point out that the word has a special meaning in the US: it tells a whole story about American history and identity. Stress that every language has culturally specific words that tell a whole story about its history and its speakers. Other examples include: "I struck out," "I hit a home run," "I knocked it out of the ballpark." How would we translate these in a country that had no baseball?

Now let's play Word Detective.

I'm going to give you some translations of sayings in other languages, but they aren't very good translations. We say some of the same things in English, but we say them a little differently.

I know that you can come up with better translations than these. I have a prize for the first person to get each right answer in English. [Some examples]:

- I have other cats to beat (I have other fish to fry)
- You can't have the butter and the money from the butter (You can't have your cake and eat it too)
- You've been caught with your hand in the bag (You've been caught red-handed)
- Health! (Bless you!) [You may need to give some hints on this one. This is based on German; one of your languages may have something even more interesting. As you discuss this, the word *Gesundheit* may come up; it may be worth pointing out that *Gesundheit* actually *means* "health" in German, but in English we use it as the *equivalent* of "God bless you." The important thing is not what the word *is*, but what it *means*.]

Key point to make

6. Review the important points.

Excellent. Let's review what we've talked about today.

[If you like, you can hand out an easy, fun pop quiz with multiple choice answers to review these points. See the last page of this document for a sample.]

- **Who can tell me what translators and interpreters do?** *[They help other people understand each other even though they don't speak the same language.]*
- **Translation and interpreting are two different jobs. Who can tell me what the difference is?** *[Translation is written and interpreting is spoken.]*
- **To be a good translator you need to be bilingual, but that isn't enough. What are some of the other things you need to have?** *[Training, translation and interpreting skills, subject area expertise, experience.]*
- **Why isn't it enough to be bilingual?** *[Because translation and interpreting are not just replacing one word with another.]*

Who has questions?

POP QUIZ

1. Translators and interpreters are people who:

- a) Work in banks.
- b) Help other people understand each other even though they don't know the same language.
- c) Make funny hats for dogs and cats to wear.
- d) Drive buses.

2. Translation and interpreting are two different jobs. The difference is that:

- a) Translation is written and interpreting is spoken.
- b) Translation is done in courts and interpreting is done in offices.
- c) Translation is done by girls and interpreting is done by boys.
- d) Translation is easy and interpreting is hard.

3. To be a good translator or interpreter you need to be bilingual, but that isn't enough. What is one of the other things you need to have?

- a) Blue eyes.
- b) Special training.
- c) A fat dog and a skinny cat.
- d) A large chocolate cake.

4. Why isn't it enough to be bilingual if you want to be a translator or an interpreter?

- a) Because you need a skateboard too.
- b) Because you need a computer too.
- c) Because you need a magic wand too.
- d) Because you need to do more than replace one word with another.

Sample Script #2

Please acknowledge: Rika Mitrik

(This detailed script has a focus on Japanese but it can be easily modified for other languages.)

Hi everyone. Thank you for having me in your class today. My name is (translator's name). Do you know where I am from? Who can tell me where (country name) is on the globe?

Today, I am going to talk about what I do every day while (child's name) is at school. Here are my business cards. What does it say on the card? Can you tell what I do?

I am a (language name) translator and interpreter. Do you know what translators and interpreters do? Instead of explaining, I will show you an example.

Here is (child's name)'s favorite book from when she was little. I'm going to read a page to you, so let me know if you like it.

You don't understand? Should we ask (teacher's name) to explain? Do you think she understood what I just read? Maybe not, because this book is not in English. What should we do? Do you think we need a translator? That's just what I do. Let me translate this book into English so that you can understand and enjoy it.

Now, that was translation. Did you see how I wrote it down what the (language name) book says on the paper?

Next, I'll ask (child's name) to be my interpreter. Let's say I only speak (language name), because I just came from (country name) last week, and my daughter (classmate's name) seems to be having a problem with her homework. I asked to meet with (classmate's name)'s teacher, (teacher's name) to talk about this homework problem. Now, (teacher's name) speaks only English, and I only speak (language name). How should we communicate? We need an interpreter for this case.

「先生、うちの(classmate's name)は算数がよくわかっていません。この宿題は難しすぎます。日本では掛算しか習っていないくて、割算はやったことがないのです。」
“(teacher's name), (classmate's name) is not following the math class. This homework is too difficult for her. She only learned multiplication in (country name) and has not worked on division yet.”

“OK, if (classmate's name) doesn't know division, I can give her easier homework until she catches up.”

「ありがとうございます。(classmate's name)には英語を読むのも大変なので、掛算から始めた方がいいと思います。」

“Thank you. It is hard for (classmate's name) to read English, so it would be better if she can start with multiplication.”

Did you see how (child's name) was “speaking” Japanese for me and English for (teacher's name)? That's interpreting.

As you just saw, translators and interpreters are people who help other people understand each other even though they don't know the same language.

(Optional) [Let's do some exercises to make sure you know the difference between translation and interpreting. What is this picture? Can anyone write it on the board? Does anyone know what it is in another language? Can you write it on the board? You just did the translation.

Now let's do some interpreting. I am going to say something in English. Raise your hand if you can say that in another language.

"Thank you."

Good. What you just did was interpreting.]

So, Translation is "written" and Interpreting is "spoken."

[Write on board]:

Translation is written	Interpreting is spoken
----------------------------------	----------------------------------

If you want to be a translator or interpreter, what do you think you need to know? Do you know the word for a person who knows two languages? Bilingual. Who in this class is bilingual? What other languages do you know?

Being bilingual is a good start to becoming a translator or interpreter. The younger you are, the easier it is to learn another language. So, if your family speaks another language at home, try speaking back to them in the same language. (Child's name)'s little sister, (sibling's name) is learning Japanese, too. When she wants milk, she has to say 「ミルクちょうだい。」, "milk, please." in (language name). When she messes up (child's name)'s homework, she has to say 「ごめんなさい」, "I'm sorry" to (child's name). That's how (child's name) started to learn (language name) when she was little too. Now she goes to Saturday (language name) school and is learning how to read and write (language name) as well.

If you don't have anyone who knows another language at home, you can learn one at school. This year, Strawberry Knoll is offering afterschool foreign language classes. (child's name) is taking the Spanish class and now she knows how to say "Hi, how are you", "I'm fine, thank you" in Spanish. "Hola, ¿Cómo está?" "Muy bien, gracias."

I started to learn English when I was 12 because you need to take English class starting at middle school in (country name). I loved learning English, because it was more fun than math, and got quite good at it, but it was little too late to get all the pronunciation correct. I have an accent when I speak English. If you start learning another language now, you are still young enough that you will be able to speak like a native speaker.

But being able to speak two languages is not enough. When you are speaking, reading or writing in one language, you usually don't think in another language. Translators and interpreters need to be able to think in two languages (almost) at the same time and take ideas in one language and put them into another. You need special training to get used to doing that. If you want to translate into English, you need to know English grammar and writing rules very well. What you are learning now with (teacher's name)– like capitalization, punctuation and spelling – comes in handy.

You also need to know what you are translating or interpreting; for example, if you work at a hospital helping a doctor to explain what a patient needs to do before surgery, you need to know about medicine; and if you work in a court, you need to know about the law.

(Optional)

Now I'm going to give you some examples of real jobs that translators and interpreters do and ask you to tell me whether it is translation or interpreting:

- Person who produces a Spanish version of a *Harry Potter* book
- Person who helps a 911 operator speak to someone who doesn't speak English
- Person who helps President Obama talk to the president of China, 胡錦濤

1. Who can tell me what translators and interpreters do?
[They help other people understand each other even though they don't speak the same language.]
2. Translation and interpreting are two different jobs. Who can tell me what the difference is?
[*Translation is written and interpreting is spoken.*]
3. To be a good translator you need to be bilingual, but that isn't enough. What are some of the other things you need to have?
[Training, translation and interpreting skills, subject matter knowledge, experience.]
4. *Why* isn't it enough to be bilingual?
[Because translation and interpreting are not just replacing one word with another.]

Who has questions?

Tips for Students

Please acknowledge: Dana Scruggs

Ways students can prepare for learning a foreign language.

Read, read, read! Read everything. Read all the time. Practice your reading. Read your cereal boxes, even the “boring” information on the sides of the box. Read the packages that your toys come in. Read signs everywhere you go. If you don’t understand something you are reading, ask an adult to explain it to you.

When you read, you are programming your brain like it is a computer. You will be training your brain to store a lot of information and process it and even remember it later. This is “exercising” your brain, just like an athlete does physical exercises to get stronger.

The most important skill you need in order to be a translator or an interpreter is the ability to take in a lot of information and process it and even remember it later. So, start practicing right now! Be a “Curious George” and program your brain with information all the time!

Also, practice your spelling! Does your school have a spelling bee? If so, sign up and participate! Start learning how to be a good speller and meet other kids who are good spellers and learn from them.

Tips for middle school students:

If you are able to start learning a foreign language in your school, then do it! Even if the language is not exactly your favorite one. That’s okay. Just get started learning what a foreign language is all about.

At the same time, pay very close attention in your grammar and writing classes. You must become very skilled in your own language. You must understand the rules of grammar like an expert. You also must become comfortable expressing yourself with language, by writing or speaking or both.

Tips for high school students:

If your school offers a class in Latin and Greek derivatives, I would strongly urge you to take it. You will gain an awareness of how common words have formed and of how to deduce the meaning of new words you have never seen before. This is excellent “brain training” for linguists. You will also gain an appreciation for the power of language. This will help you understand how valuable your work as a translator or interpreter will be.

Take classes outside of your “comfort zone” and apply your best effort. Do you hate math? Then take a math class and work hard at it. As a translator or interpreter, you will find yourself in situations in which you have to deal with information with which you are unfamiliar or with which you feel uncomfortable. Make certain that you already know how to handle yourself in situations like these! As a translator or interpreter, the work you do could be called “bilingual, multi-thematic, information processing”. Start practicing working with all types of information and learn how to “process” it.

By the way, you will be surprised to discover that you really will learn a lot in classes you thought you would “hate” or would not be good at. Have an open mind and become pleasantly surprised!

Pay attention to the detail in all your work. You must have a very good eye for detail when you work as a translator or interpreter. You must be able to notice small mistakes. This is one of the skills that makes a great translator or interpreter.

Tips for college/graduate students:

Learn like a polymath. That is, become “very good” at a lot of subjects. For translators and interpreters, it is usually more important that they be very good at a lot of subjects, rather than an expert in a single subject.

Start learning what it means to act like a professional. Attend academic gatherings at your university and interact with other professionals. When you eventually begin working as a translator or interpreter, simply being a polished professional will open a lot of doors for you that would not be opened otherwise.

Definitely study abroad. You must have a grasp of the culture associated with the foreign language(s) you are learning. This will enhance your credibility once you start working and it will deepen your understanding of the language and material you eventually work with. If at all possible, get a job in a foreign country. This will expose you to “regular people” in the foreign country, from whom you will learn some of the most valuable lessons you will ever learn about the foreign culture and the language. Hopefully you will also meet people on the job who will open business doors for you in the future. Also, having worked in a foreign country will give you great credibility and respect once you enter your professional field.



ATA School Outreach Tips

A fun attitude is contagious!

In a school setting, from Pre-K to 12th grade, students are easily captivated by speakers who are fun and friendly. A fun attitude is contagious and will ease the atmosphere and engage the students with the message you want to convey. Smile BIG and have FUN presenting because you are speaking about your passion and the career you absolutely love.

Don't limit yourself to a school.

If you don't have any connections to a local school or if approaching a school or school district is too intimidating, try these:

- After-school programs held at recreation centers
- Library summer programs
- Boy Scout and Girl Scout clubs
- Community centers with career sessions

You can also target a specific program in your school district. For example, look for career and technical (vocational) course programs. There are students everywhere, so think outside the box.

Leverage the diversity of your audience.

If your audience includes students who speak different languages, consider including an ad-lib segment (*come prepared with a few lines for them to read*). Set up conversational role play where two students do not understand each other's language. This can turn into a first-hand demonstration of communication breakdown and the importance of translators and interpreters.

It's the digital age.

Students are attached to their smart phones and tablets. Make this work for you. Prepare a collaboration with a colleague in another part of the world to show how translators use technology to reach across borders, researching terminology and corroborating meaning and nuance in another culture.

More technology.

Depending of your age group and with prior approval of the school, consider showing an age-appropriate song, movie clip, or commercial that has both an English version and a non-English version. Ask the students for their thoughts—how do they think the translation or subtitling was done and whether it was successful. Using their answers, explain the translation process and even how the words themselves do not translate to another culture. This can make your presentation more dynamic and interactive.

Capture the moment.

It is, after all, a contest! If you have a friend who is a good photographer or videographer, see if you can bring them along. Someone with a little experience behind the camera has a good chance of capturing the moments when your presentation comes to life.

Be sure to clear this with the school, especially whether there are any children whose parents do not want them to be photographed.

ATA School Outreach

Presenting Translation & Interpreting Careers to Elementary School Students *(by Alexandra Russell-Bitting)*

Whether or not you have children of your own, giving a presentation about translation and interpreting careers to a school is an **important outreach activity**. Schools welcome participation by the adults in the community.

Such presentations **help raise the industry's profile**, because both the students and their teachers will talk about the presentation to those around them, and older children might start to consider a career as a translator or interpreter.

And the best thing about this community service you provide is that it will be a lot of fun.

Two Guidelines to Follow:

To make sure your presentation goes as smoothly as possible, simply follow these two guidelines:

1. come prepared
2. use age-appropriate materials.

Being prepared means having a written list of talking points and all the materials you need to illustrate them. "Age-appropriate" means that both your points and the props you use are things the students can grasp, remember, and use.

A good way to do both is to coordinate your talk with the classroom teacher. First of all, you'll need to know how much time you have with the class, usually roughly an hour, and what time to arrive. Second, you can find out what materials might already be available, such as maps. And third, you may be able to tie in your presentation to the curriculum. You can also check with the teacher about any questions as to age-appropriateness.

Following these two simple guidelines will help make sure that you don't lose your audience.

Here are a few pointers about what to do.

Take Charge

- When you come into the classroom, remember that you are providing an important community service
- Better yet, you are giving the students a break from their routine and they are likely to be excited about it.
- You should have their full attention, so when you walk in the door, remember: you're in charge. The classroom teacher will usually give you free rein and only step in if you need help.

Getting Started

- Have a clear idea of what you're going to talk about and how you're going to talk about it.
- Decide in advance on a few key points you want to make and jot them down on a sheet of paper or note cards.
- Remember that the younger the audience, the shorter and simpler you want to keep your message.
- Start by briefly introducing yourself, mentioning how you happen to be visiting the school ("I'm Rachel's mom" or "I live in the neighborhood").
- Explain what language or languages you work with and where those languages are spoken. As you speak, you may want to write key words on the blackboard.

<p>Keep the Pace Moving</p>	<ul style="list-style-type: none"> ● For younger children, you may want to just focus on awareness of a particular foreign language. ● In the case of Spanish, for instance, you should provide some background on history and linguistics to explain where the language is spoken. ● If the children come away with an understanding of the difference between “Spanish” and “Latin American,” you will have made a valuable contribution. ● Be flexible enough to allow time for spontaneous questions and answers, but firm enough to move on if you think the conversation is veering dangerously off-topic. ● Be polite but decisive, for example, by saying “Okay, let’s save the rest of the questions for later, because right now I’m going to talk to you about....” ● While you don’t want the discussion to get too sidetracked, if the students seem to be responding well to a particular topic, don’t feel compelled to rush through it. However, if a point is only getting blank stares, do move on.
<p>Involve the Students</p>	<ul style="list-style-type: none"> ● Plan to let them ask questions, but feel free to question them as well throughout your talk. ● Make sure to call on as many different students as possible, not just the talkative ones. ● Sample openers could include: “How many of you speak another language at home?” “Have any of you ever traveled to a country where they speak another language?” ● When discussing your foreign language, ask the students to list the countries where it is spoken. ● For younger students, have small jobs for them to help you with, like passing out materials, holding up maps, even just pressing “Play” on a CD player to play some music, for example.
<p>Show and Tell</p>	<ul style="list-style-type: none"> ● Bring lots of materials to share with the students, and try to include some they can keep. The more of their senses you can engage, the better. For example: <ul style="list-style-type: none"> ○ <u>Maps</u>: It’s hard to talk about language without mentioning geography. Check with the classroom teacher to see if he or she has any maps you could use (most classrooms have a world map, for instance). If you’re focusing on a particular country, you may want to bring your own map. Better yet, bring Xerox copies of the maps for students to keep. ○ <u>Currency</u>: Younger children especially may never have seen foreign money. You may want to put some sample bills in a clear folder and pass it around the class (or assign a student to walk it around). If you have enough small change, you could even let the children keep a coin. ○ <u>Flyers, photographs, postcards, crafts, memorabilia</u>: A flyer about your job or your employer for the students to keep will help them remember you and your talk. Photographs and other memorabilia, such as postcards and admission tickets, in an album or inside a protective cover can be passed around the classroom. Crafts the children can touch are an excellent idea: for instance, the sixth-graders in my son’s class enjoyed seeing and touching a hand-woven poncho from Peru. ○ <u>Sample translations</u>: Bring some very simple sample translations if possible of things the children may be familiar with. For instance, tell them their names in a foreign language; show them bilingual labels on Goya foods packaging; display children’s books that have been published in translation, like <i>The Cat in the Hat</i> (some might be available from your local library); or show them photographs of signs in foreign countries. My daughter got a kick out of a Mexican stop sign that read “ALTO.”

<p>Reinforce Your Message</p>	<ul style="list-style-type: none"> ● At the end of my presentation, I like to do a short, multiple-choice “pop-quiz” designed to be easy and fun while reinforcing the key points of the talk. ● A sample question might be “Which of the following countries is not Spanish-speaking? a) Mexico; b) Venezuela; c) Uruguay; or d) Mesopotamia.” ● After having the students trade papers to grade them (so the teacher doesn’t have to do it), I go over the questions out loud. ● Then I get to enjoy the gratifying sight of students shooting their hands up and waving eagerly.
<p>Sample Outline :</p>	<ol style="list-style-type: none"> 1. Introduction <ul style="list-style-type: none"> ● Introduce self, indicating connection to school ● Explain job as translator (languages, office, brief background) 2. Presentation on language and translation (example: Spanish) <ul style="list-style-type: none"> ● Where is it spoken? Show on map(s) ● What is life like for people who live in that country/those countries? Show photos and discuss the geography, climate, ethnic makeup, etc.; show currency; pass around crafts; sample food/drink. ● What does the language look like? Show samples of foreign books, goods, photos of signs, etc. 3. Questions and answers <ul style="list-style-type: none"> ● You will probably get lots of questions during your presentation. Make sure to call on the students who raise their hands first, in the order in which they raised them. ● Allow a separate Q&A time anyway. The class teacher may want to ask you or the students some questions at this point. If there are no questions, go right to next activity. 4. “Pop-quiz” <ul style="list-style-type: none"> ● Pass out and allow 5 minutes to do ● Have children trade quizzes with their neighbors and correct out loud, calling on different students

Contact Information

American Translators Association
 225 Reinekers Lane, Suite 590
 Alexandria, VA 22314

www.atanet.org



Short Exercise Using 911 Call

Contributed by John Shaklee

How to make a 911 call offers an excellent opportunity to talk about language and interpreters. Emphasis can be placed on the importance an interpreter makes in saving lives.

Break Out Groups

Have the students break out into groups of three. One person takes the role of interpreter. The second is the person calling for help, and the third is the 911 operator.

This scenario is familiar to most people through TV and movies—at least the victim and the 911 operator are. What's different here, and what students will remember, is the need for an interpreter.

EN CASO DE EMERGENCIA

Cuando llama a la ambulancia/911, prepárese a proporcionar los siguientes datos:

- Su nombre
- Tipo de emergencia (incendio, robo, alguien se enfermó)
- Lugar de la emergencia
- Dirección de la calle
- Número de apartamento
- Puntos de referencia cercanos
- Cruces principales
- Número de telefono del cual está llamando
- ¿Cuántos están lesionados/heridos/lastimados?

NO CUELQUE HASTA QUE LA OPERADORA SE LO INDIQUE

IN CASE OF EMERGENCY

When you call the ambulance/911, be prepared to provide the following information:

- Your name
- Type of emergency (fire, robbery, someone fell ill)
- Location of the emergency
- Street address
- Apartment number
- Landmarks, nearby reference points
- Main cross streets
- The telephone number from which you are calling
- How many are injured?

DON'T HANG UP UNTIL THE OPERATOR TELLS YOU TO DO SO.

Hi, Sowndwhich Man!

Alisa Newman,
ATA-Certified Translator

**Bad translations can be funny or
confusing, but sometimes they are
no laughing matter**

Bad for Business

- Pepsi's "Come Alive with the Pepsi Generation" slogan was translated into Chinese as "Pepsi Brings Your Ancestors Back From the Grave."
- The name Coca-Cola written out in Chinese can sound like the words for "bite the wax tadpole" or "female horse stuffed with wax."

- Kentucky Fried Chicken ads in China tried to translate the slogan *Finger lickin' good!* into Chinese, but ended up saying *Eat your fingers off* instead.
- In Italy, an ad campaign for Schweppes Tonic Water failed when the product name was translated as 'Schweppes Toilet Water.'

- The car company name Mercedes-Benz was first translated into Chinese as *Bensi*, which means “rush to die.” The company changed it to *Benchi*, or “run quickly as if flying.”

Brand Names that Don't Travel

- Poland's popular candy, the Fart Bar, translates into "Lucky" Bar.



- The most common brand of laundry detergent in Iran is “Barf,” which means “snow” in Farsi.



- In Ghana, Africa, the best-selling brand of soda is Pee Cola. Do you think it would be popular here?



猪肉类炒菜 || The pork covers the rice

尖椒火腿肠 Jianjiao sausage	6元
鱼香肉丝 Fragrant shredded meat of fish	6元
麻辣肉片 MaLa Hot fillet	6元
滑溜肉片 Very smooth and slippery fillet	6元
酱爆肉丁 Jiangbao meat Piece	7元
回锅肉 Return a meat	7元
生爆盐煎肉 Living to explode the salt to frying the meat	7元
肉丝尖椒 Shredded meat Jianjiao	7元
宫保肉丁 GongBao meat Piece	7元
火腿鸡蛋 Ham egg	7元
老干妈肉片 Old adopted mother fillet	8元
溜肥肠 Liu fatty intestine	8元
香菜爆里肌 The parsley explodes muscle	8元
红烧肉 Braise in soy sauce the meat	8元
木须肉 Wood beard meat	8元
京酱肉丝 JingJiang shredded meat	8元
香菇肉片 Black mushrooms fillet	8元
冬笋里肌丝 Winter bamboo shoot muscle silk	8元
焦溜肉片 JiaoLiu fillet	9元

Machine Translation (Google Translate, etc.)

- The owners of a restaurant in China tried to translate their restaurant name from Chinese to English, but the online translation server they used was not working. Not realizing this, they printed up a bright new sign with this name:



T-Shirt

AND

Sweat-Shirt

True Color

**PROCESS
DYEING**



"Hi! SOWNWHICH MAN,
Well Get Called Very Delicious Design, Please"
"Sorry To Keep You Waiting"

PRINTING WORK STUDIO

POOR TASTE

Call me please

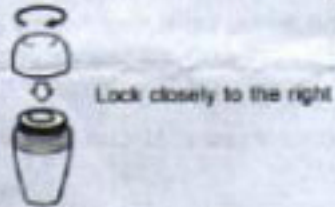
0864-22-4073

Impossible to understand directions or instruction manuals make for frustrated customers, who may not buy a company's products again.

Height-adjusting after Fixing

After fixing, if needs to make Height-adjusting pls follow the following indicated drawing, only needs to remove the top, and changes lower for the Bottom position. Pls choosing the suitable position at random, to match with the ear-part of Adapter. But if that Axles are too thick (over-fired) and can't lower down, that way pls remove the axles with the Bodies together, then can proceed further.

- ⑤ While for removing top-cover, should lock closely to the right. ⑥ Make Bodies direct to (aim to) screw part, to turn it right-ward (5-6 times) then can finish for Fixing.



www.english.com

Note

- ▲ The screw-parts of the said products all apply those most suitable ones to match with any speed of vehicles, so that all of them can available applied with not any problems.
- ▲ While starting to lock Bolts, pls abide by the following drawing, circled & pressed to the down-ward, that'll be do.



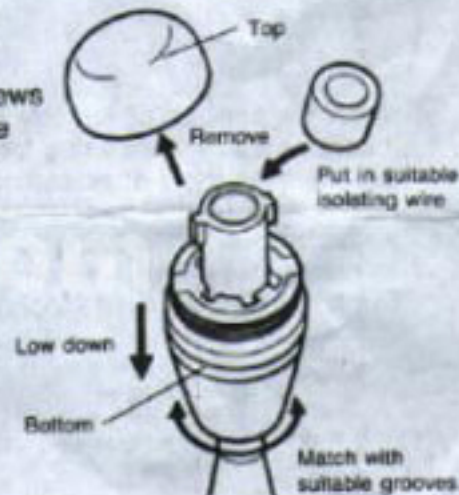
Pressed and turned
5-6 times to the
right, that'll be lock on.

Don't lock too tight

While gears matches on
and snap closely, that
can easily be locked.

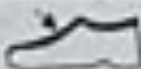
Note

Again while locking on screws
needs taking more care. Be
sure those threads already
snap on closely.



MAITENANCE

- Please often use shoe pushish keep them soft and bright.
- Don't wear them in rainy day in order to prevent water and detormation
- Don't expose in the sunance fire of it is wer prerent degum And deformation
- Don't touch oil and che onical etc.in order to prevent degum and deformtol



PU



WOOL



But poorly translated warning labels can be dangerous or even deadly



警告

电弧闪光和电击危害 需要合适的电气个人防护设备

设备级别	600伏 开关设备
接地类型	已接地
三相短路电流	10千安
工作距离	20 英寸
工作距离的入射能量	152.7 J/cm ²
电弧闪光边界	201 英寸
电弧闪光边界的入射能量	5.0 J/cm ²
危害危险类别	4
有限接近的边界	42 英寸
限制接近的边界	12 英寸
禁止接近的边界	1 英寸

设备名称	My equipment
创建日期	1/15/2013

Translating/Interpreting Can Be Serious Business

- Interpreters in hospitals help patients who don't speak English well communicate with doctors.
- In the courtroom, interpreters help people who don't speak English understand the charges against them and explain their side of the story. If they don't understand what's going on, they could go to jail or be deported!

How to Become a Translator

- Study another language
- Spend time in another country to become fluent and understand the local culture and society
- Have excellent writing skills
- If you can, have a specialty (legal, financial, medical, etc.)
- Take an exam to become certified (American Translators Association)

What I Love about Being a Translator

- I work from home
- I can take on only the projects I want
- The work is always different and interesting
- I can use my skills to help people (foreign students, foreigners who want to become US citizens, Translators Without Borders, etc.)
- People pay me to do what I love!

Common Translation Pitfalls

- Literal translations: Languages can use very different sentence structures and conventions (i.e., long sentences, passive voice). It is your job to make the information clear and sound good in the target language, not to copy things exactly the way they are presented in the source language.

False Cognates

pan



sopa



pie



red



groserías

