

## **Certification Resources - 20**

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## **NM Administrative Office of the Courts Introduction to the Modes of Interpreting**

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## **Court Interpreter Certification**

### **Section I**

## **Simultaneous Interpreting**

## **What is Cloze Procedure?**

Cloze procedure is a technique in which words are deleted from a passage according to a word-count formula or various other criteria. The passage (cloze exercise) is presented to students, who insert words as they read to complete and construct meaning from the text.

## **What is its purpose for interpreters learning simultaneous interpreting?**

It is used to encourage interpreter candidates to monitor for meaning while reading, a skill which can benefit the interpreter as they learn to monitor for meaning while listening and to encourage candidate to think critically and analytically about text and content.



The Visit  
Joan Esley

"You're a big girl now," Mother \_\_\_\_\_ as she kissed Abigail good-bye, but \_\_\_\_\_ didn't feel big at all. She \_\_\_\_\_ small and strange at Great-Aunt Lavinia's \_\_\_\_\_. The house loomed up so very \_\_\_\_\_, and the trees that grew around \_\_\_\_\_ were so big and old they \_\_\_\_\_ the sun. Abigail wondered if children \_\_\_\_\_ ever allowed to play on the \_\_\_\_\_ lawn behind the black iron fence. \_\_\_\_\_ Great-Aunt Lavinia's house the ceilings were \_\_\_\_\_ high, the windows and doors were \_\_\_\_\_ and narrow, and a dark staircase \_\_\_\_\_ up and out of sight in \_\_\_\_\_ gloom of the hallway.

The sofa \_\_\_\_\_ the parlor was hard and shiny. \_\_\_\_\_ was slippery, too. When Abigail tried \_\_\_\_\_ on it, she slid right off.

"\_\_\_\_\_ not very comfortable for you," said \_\_\_\_\_ Lavinia. "Come sit on this stool \_\_\_\_\_ me."

Great-Uncle Merritt's dog lay in \_\_\_\_\_ brown heap on the rug. He \_\_\_\_\_ a worried-looking dog. His long \_\_\_\_\_ hung like curtains on either side \_\_\_\_\_ his wrinkled face, and he gazed \_\_\_\_\_ Abigail with sad red-rimmed eyes.

"\_\_\_\_\_ he ever run and play or \_\_\_\_\_ balls?" Abigail asked.

"I don't think \_\_\_\_\_, dear," Great-Aunt Lavinia said, "Sherlock is \_\_\_\_\_ very dignified dog."

Great-Aunt Lavinia's cat \_\_\_\_\_ dozing in the window, her shining \_\_\_\_\_ eyes half-closed. But when Abigail \_\_\_\_\_ out to pet her, she jumped \_\_\_\_\_ the floor and walked away, her \_\_\_\_\_ thin tail waving in the air.

"\_\_\_\_\_ is a Siamese cat and very \_\_\_\_\_," Great-Aunt Lavinia said. "She doesn't make \_\_\_\_\_ easily."

Abigail looked out across the \_\_\_\_\_ lawn.

"Aunt Lavinia," she said, "someone \_\_\_\_\_ watching me. There's a boy outside \_\_\_\_\_ he's staring in the window."

"That \_\_\_\_\_ be the child next door," Great-Aunt \_\_\_\_\_ said. "He's just your age and \_\_\_\_\_ thought you might like to play \_\_\_\_\_. If you smile at him and \_\_\_\_\_, perhaps he will come in."

But \_\_\_\_\_ Abigail turned to look again, the \_\_\_\_\_ next door had slipped away behind \_\_\_\_\_ trees.

After supper Abigail peeped into \_\_\_\_\_ library where Great-Uncle Merritt sat at \_\_\_\_\_ desk. She drew in her breath \_\_\_\_\_ stood very still. Over the fireplace \_\_\_\_\_ the head of a large animal. \_\_\_\_\_ on the walls around the room \_\_\_\_\_ others, but none so fearsome as \_\_\_\_\_ beast with the ragged ears and \_\_\_\_\_ curving horns. The light from the \_\_\_\_\_ sun shone on its orange eyes \_\_\_\_\_ it seemed almost alive.

"Uncle Merritt," \_\_\_\_\_ said in a small voice.

The \_\_\_\_\_ moved on. The papers rustled. The \_\_\_\_\_ eyes looked down at her. But \_\_\_\_\_ Merritt said nothing at all. Abigail \_\_\_\_\_ and ran back into the parlor.

"\_\_\_\_\_ Uncle Merritt doesn't hear too well," \_\_\_\_\_ Lavinia said. "If you walk closer \_\_\_\_\_ him and speak clearly, I'm sure \_\_\_\_\_ will answer you."

She put down \_\_\_\_\_ knitting. "All the children's books have \_\_\_\_\_ put into the attic," she said, "\_\_\_\_\_ the toys, too. Tomorrow we will \_\_\_\_\_ for them. But now it's time \_\_\_\_\_ go to bed."

## **EXERCISES TO DEVELOP AND IMPROVE SIMULTANEOUS INTERPRETING SKILLS**

The suggested exercises listed here are based on experiences gained in the training of both conference and court interpreters. Since the various modes of interpretation involve many of the same mental tasks, the exercises recommended in the sight translation and consecutive interpreting sections will contribute to the development of simultaneous interpreting (SI) skills as well. The exercises in the sight translation section that are designed to develop analytical techniques are particularly applicable to SI, as are the memory-building exercises outlined in the consecutive interpreting section.

The following exercises, designed specifically to build the skills involved in SI, are divided into those that emphasize dual-tasking and those that emphasize input analysis. These exercises should be done in all of the interpreter's working languages, beginning with the native or more dominant language. They should be practiced daily for about a half hour at a time, as SI skills must be acquired over time to allow for maximum routinization.

### **Dual-Tasking Exercises**

1. Have someone record passages from magazines or newspapers on tape, or record radio or television talk shows or interview programs (news broadcasts are not suitable for these exercises because the pace is too fast and the content is too dense). The subject matter of these passages is irrelevant, but it should not be too technical or contain too many statistics and proper names. Essays and opinion columns are good sources of texts for recording. As you play back the tape, "shadow" the speaker: repeat everything the speaker says verbatim. Try to stay further and further behind the speaker, until you are lagging at least one unit of meaning behind.
2. Once you feel comfortable talking and listening at the same time and are not leaving out too much, begin performing other tasks while shadowing. First, write the numerals 1 to 100 on a piece of paper as you repeat what the speaker says (make sure you are writing and speaking at the same time, not just writing during pauses). When you are able to do that, write the numerals in reverse order, from 100 to 1. Then write them counting by 5s, by 3s, and so on. Note what happens whenever numbers are mentioned in the text you are shadowing.
3. When you are able to do exercise 2 with minimal errors, begin writing out words while shadowing. Begin with your name and address, written repeatedly. Then move on to a favorite poem or a passage such as the preamble to the U.S. Constitution (always choose a passage in the same language as that which you are shadowing). When writing this text, you should copy from a piece of paper placed in front of you. Do not try to write the passage from memory while shadowing the tape.
4. While shadowing the tape as in the previous exercises, write down all the numbers and proper names you hear. Then play the tape back and check to see if you wrote them correctly.

The purpose of the above exercises is to accustom your mind to working on two "channels" at once, and to force you to lag behind the speaker. If you find yourself breezing through the exercise with no problem, move on to the next one. You should be taxing your mental capacities to the fullest at all times. On the other hand, if you are having difficulty keeping up with the speaker and are barely able to mumble a few words at a time, move back to the previous exercise until you are comfortable doing it. These exercises should be repeated as many times as necessary over a long period of time.

### **Analysis Exercises**

1. Using the same tapes you prepared for the above exercises (or new ones, if you have grown tired of those), rephrase what the speaker says rather than simply repeating it (see the paraphrasing exercise in the sight translation section). Stating a message in different words forces you to lag behind the speaker, waiting until he or she has said something meaningful for you to work with. To change the wording of the message without altering the meaning, you must thoroughly

analyze and understand the original message. This exercise also develops your vocabulary because you are constantly searching for synonyms and alternative phrasing. It is perfectly acceptable, and even advisable, to look up words and phrases in a dictionary or thesaurus before attempting to rephrase a passage. It does not matter how many times you go over the tape. Even if you have memorized the passages, you are still deriving benefit from the exercise. Rephrasing simulates mental processes required in SI in that you must abandon the original wording and put the message into a different external form while retaining all of its meaning.

2. To develop your ability to predict the outcome of a message based on your knowledge of the source language syntax and style and on your common sense and experience, do the following exercises with written passages from a magazine or newspaper:
  - a. Cover up the latter half of a sentence and try to predict what it says. Do certain key words in the first half provide important clues?
  - b. Read the title of an entire article or essay and try to predict the content. Confirm or reject your conclusion as you read the article.
  - c. Read the article, paragraph by paragraph, predicting what will come next. Again, pick out key words that contain hints about the direction in which the author is heading.
  - d. Repeat exercises a and b with oral input, having someone read the passages to you.
  - e. As you increase your awareness of key words, learn to look for pitfalls that can lead you astray, such as embedded clauses and dangling participles. Develop your ability to skip over those distractions and get to the heart of a sentence or passage.
3. Using all the techniques you have developed in the preceding exercises, begin interpreting from the source language to the target language. At first, use the tapes you have already recorded and worked on in the other exercises, then make new tapes specifically for interpreting practice. You may want to choose texts related to law and the courts for this purpose, but do not make them too technical at first. When you feel you are ready, record some actual court proceedings for practice. Court reporting schools are a good source of professionally recorded tapes of law-related texts.

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Adapted from: Fundamentals of Court Interpretation: Theory, Policy & Practice, University of Arizona, Agnese Haury Institute

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## **SIMULTANEOUS INTERPRETING PRACTICE**

1. You have the right to be represented by an attorney of your choice at all stages of the proceedings, or you may give up that right and represent yourself without an attorney. However you are advised that self-representation is unwise, and you will be at a disadvantage, as you will have to follow the same technical rules as to the District Attorney, who is trained in the law. You will not receive any special consideration or assistance because you are not an attorney. Also, you will receive no leniency from the Court because you choose to represent yourself.
2. If you cannot afford to hire an attorney, the Court may appoint one to represent you, without present costs. However, at the conclusion of your case, after a hearing, you may be ordered to pay all or part of the cost of your appointed attorney.
3. You have the right to be allowed more time to seek the advice of an attorney.
4. You have a right to a jury trial, or you may give up that right and be tried by a judge without a jury.
5. At either trial, you have the right to remain silent and require the prosecution to prove its case without you testifying. If you testify, anything you say may be used against you.
6. You have the right to see, hear, and question all witnesses who testify against you. On your request, the Court will issue subpoenas for witnesses to testify for you without cost to you.
7. You have the right to be tried within 45 days from today. If you are in custody, you must be tried within 30 days. You may give up that right and be tried later.
8. If you plead not guilty today, the Court will set your case for trial on a later date.
9. If you plead guilty or no contest today, you give up all these rights. You could receive a maximum sentence of 1 year in the county jail, a \$10,000.00 fine or both. If you plead guilty, you cannot be sentenced in less than six hours or more than five days unless you give up the statutory time for passing sentence.
10. If you are not a citizen of the United States, you are hereby advised that conviction of the offense for which you have been charged may have the consequences of deportation, exclusion from admission to the United States, or denial of naturalization pursuant to the laws of the United States.



## **Court Interpreter Certification**

### **Section 2**

## **Consecutive Interpreting**

## **SUGGESTED SKILLS-ENHANCING EXERCISES FOR INTERPRETERS OF ALL LANGUAGES**

With so few interpreter training classes available it is often difficult to obtain feedback on interpreting performance. The exercises described below will provide both the novice and the experienced interpreter with methods to improve skills in consecutive and simultaneous interpreting and in sight translation.

### **Effective Listening**

1. Observe conversations conducted outside of earshot (e.g., across a room, with the volume turned down on the television, or in a crowded area, such as a shopping center or an airport). Note how facial expressions, gestures, body movements, posture, and eye contact (or lack of it) reveal what the speakers may be saying. What are they talking about? Which nonverbal cues suggest the nature of a conversation? What language are the participants speaking? How do you know? Do this exercise in all your working languages. How do the cues differ in each language?
2. Listen closely to someone you cannot see, such as a telephone caller or radio broadcaster, and analyze the person's manner of speaking: voice pitch, tone, and volume as well as other sounds, such as sighs, hesitations, stutters, and tongue clicking. Do this exercise in all your working languages and compare the differences among them.
4. Analyze words and their meanings by asking others what they mean when they use a particular word or phrase. How does their word usage differ from yours?
5. Ask someone for directions to a place you know how to get to, and then ask for directions to an unfamiliar place. What happens in your mind in each situation? Do you lose your train of thought or do you jump ahead?
6. The next time you have a conversation with someone and miss part of what was said, analyze what went wrong. How did you lose your concentration? Were you daydreaming? Were you distracted by an unfamiliar word or a physical interference? Did a previous, unresolved conversation or thought intervene?
7. While listening to a speaker, try to determine the speaker's point early in the presentation. At the conclusion of the speech make another evaluation. Were your evaluations the same? Why or why not?
8. How and why are "linkage" words ("however," "but," "unless," "therefore" etc.) used? How do they establish the relationships of ideas? Make a list of these words and analyze their usage. Do this in all your working languages.

## **Memorization Techniques for Consecutive Interpreting**

1. How do you remember? Are you a visual or a verbal learner, neither, or both? If you forget something you have heard, try to understand what prevented you from storing or retrieving the information.
2. Your short-term memory capacity is normally limited to between five and nine bits of information (units of memory), and your ability to recall depends on how well you can organize what you have heard by finding patterns. Have someone read a series of seven unrelated numbers to you. As soon as you are able to repeat the series accurately, try to repeat it backwards. To do this, you must be able to retain the series in your short-term memory.
3. Increase your analytical skills by reading a newspaper or magazine. After finishing each story, try to summarize what you read in a single sentence. Do this in all your working languages.
4. Try exercise #3 after listening to a news report, radio or television talk show. Summarize the main idea in a single sentence.
5. For the exercises below, have someone read a newspaper or magazine article into a recorder, or record talk or interview programs from the radio or television. Limit yourself to non-technical material. Do not record the news, because the newscaster reads from a prepared script. Record increasingly longer texts as your skills improve. You will only repeat the information you hear in the same language and will not interpret it.
  - a. Listen to the passage without taking notes and try to repeat as much as possible.
  - b. Listen to the passage and write down key words to help you remember the content. Then repeat as much information as possible. Compare the results you achieved with and without notes. Which worked best for you?
  - c. As you listen to the passage, try to condense it into a few meaningful units. Organize the information into groups. For example, if a person were to list the schools she had attended and the subjects she studied, you could group the schools by location and the subjects studied by topic. Numbers can be grouped the way people recite phone or social security numbers, in groups of two, three, or four numbers, rather than as a string of unrelated numbers. Please note that when interpreting testimony you should maintain the speaker's word sequence as spoken, except to accommodate the syntax of the target language.
  - d. Do not allow your opinions to color your rendition of a speaker's words, even if you have strong opinions about the subject matter. Pay close attention to your reaction to the text while listening, and maintain the same level of language (register) as the speaker.

Note that improving your listening and memory skills is an ongoing and lifelong endeavor. As you gain experience and confidence your skills will improve.

1. When I got there, my sister-in-law told me that she had talked to the foreman and there would be work the next day, and I said when had she talked to him, and she said it was about two or three o'clock, something like that.
2. I'm sorry, sir, but you know, but I don't really remember the exact dates, but if I remember correctly they released me about a month after the exercises, when I was still using crutches.
3. I, well,... I think, honestly, that she was messing with me because she told me she'd give me the money for the car the following Friday when she got paid, but then she never came back.
4. At my job I have to lift heavy things, like 20-pound boxes of nails, and bags of cement, which are about 50 pounds. And I am also in charge of the sand, I have to fill the bags of sand with a shovel.
5. The first time I came to this country I was 18, I crossed the border with no papers in June of 1965. But then later, when I got together enough money, I went back to my country to apply for a visa. I finally came to this country as a legal permanent resident on October 14, 1972, and now I'm in the process of getting my citizenship.
6. Whenever I bend down the pain hits me here, in my lower back, and then it runs up to my head and down to my feet.
7. Well, I've never gotten into those things, and I've never had problems with the law since I came here from El Salvador in 1967, when I was only 17.
8. When I first started working I used to get three-fifty an hour, but then the union came in and they gave us a raise to three-sixty-five, I guess that was in late summer 1979.
9. After I came to this country, I worked with peach, celery, tomato, and strawberry crops, before I found work doing construction.
10. I have three sons: Jacob, Michael, and Ethan, and they are 9, 7, and 11 months.
11. My client's name is Juan de la Cruz Moreno, De la Cruz is his father's last name and Moreno is his mother's. In Mexico he would go by De la Cruz but it is very common for Mexicans to be called by their mother's surname instead, so I ask that the alias of Juan Moreno be stricken as a law enforcement error.



A faint, stylized image of a balance scale is visible in the background, centered behind the text. The scale has a vertical pillar and two pans hanging from a horizontal beam.

# Note Taking for Consecutive Interpreting

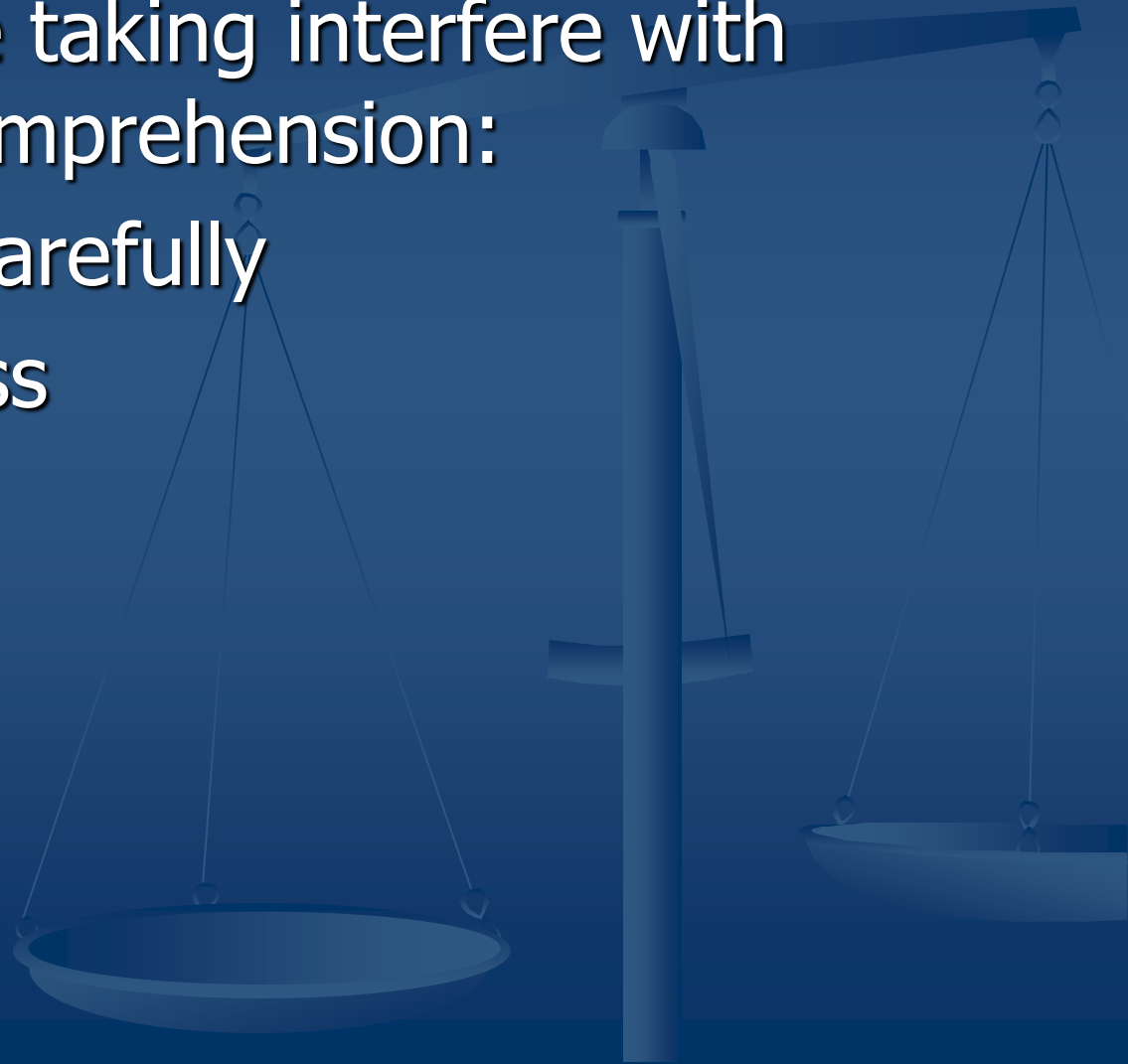
**Introduction to the Modes of Interpreting  
Supreme Court of New Mexico  
Administrative Office of the Courts  
Court Interpreter Certification Program**

# General Principles

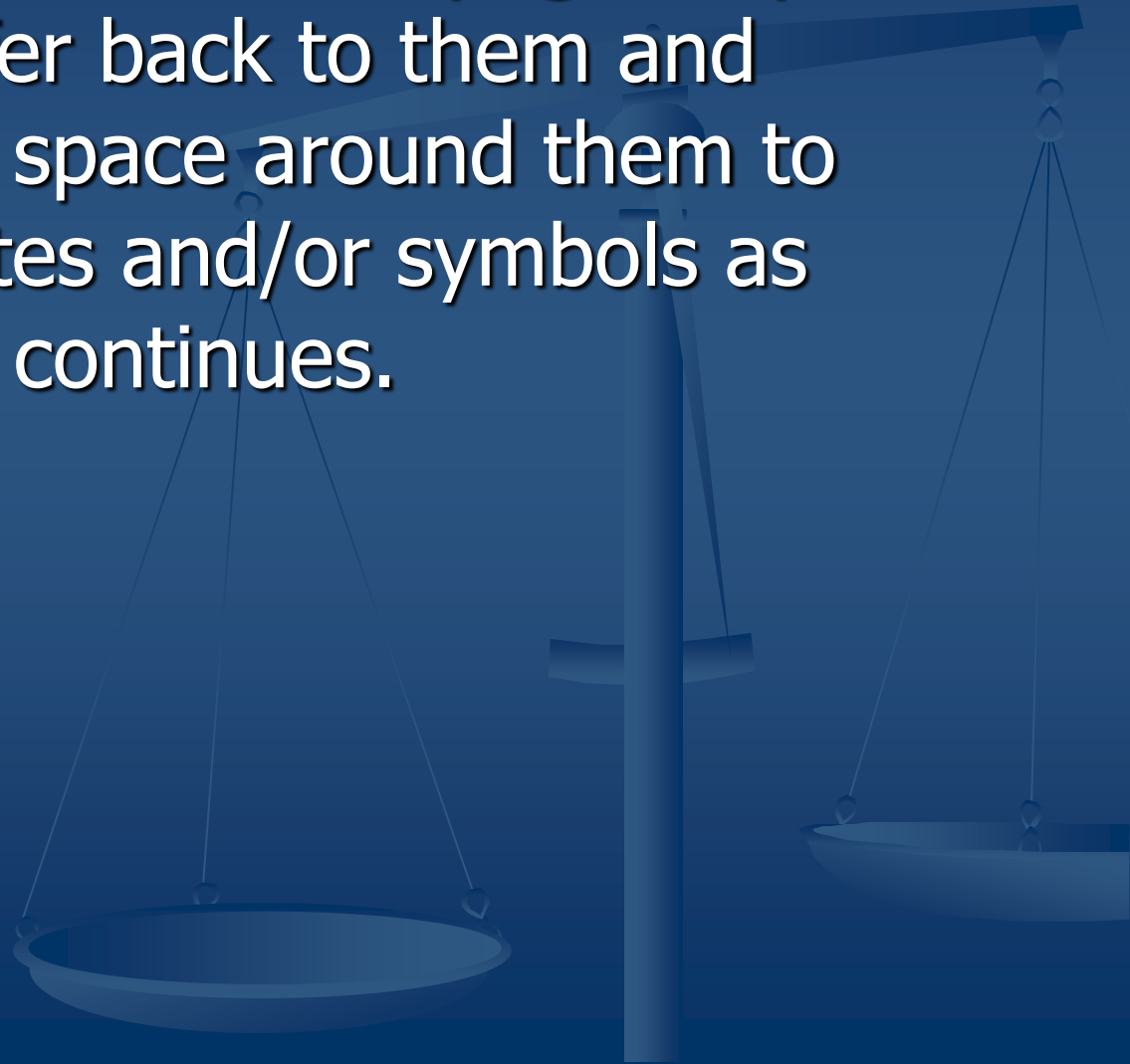
Don't let note taking interfere with  
listening comprehension:

Listen carefully

Note less



Arrange your notes on the page so you can easily refer back to them and have enough space around them to add other notes and/or symbols as the narration continues.

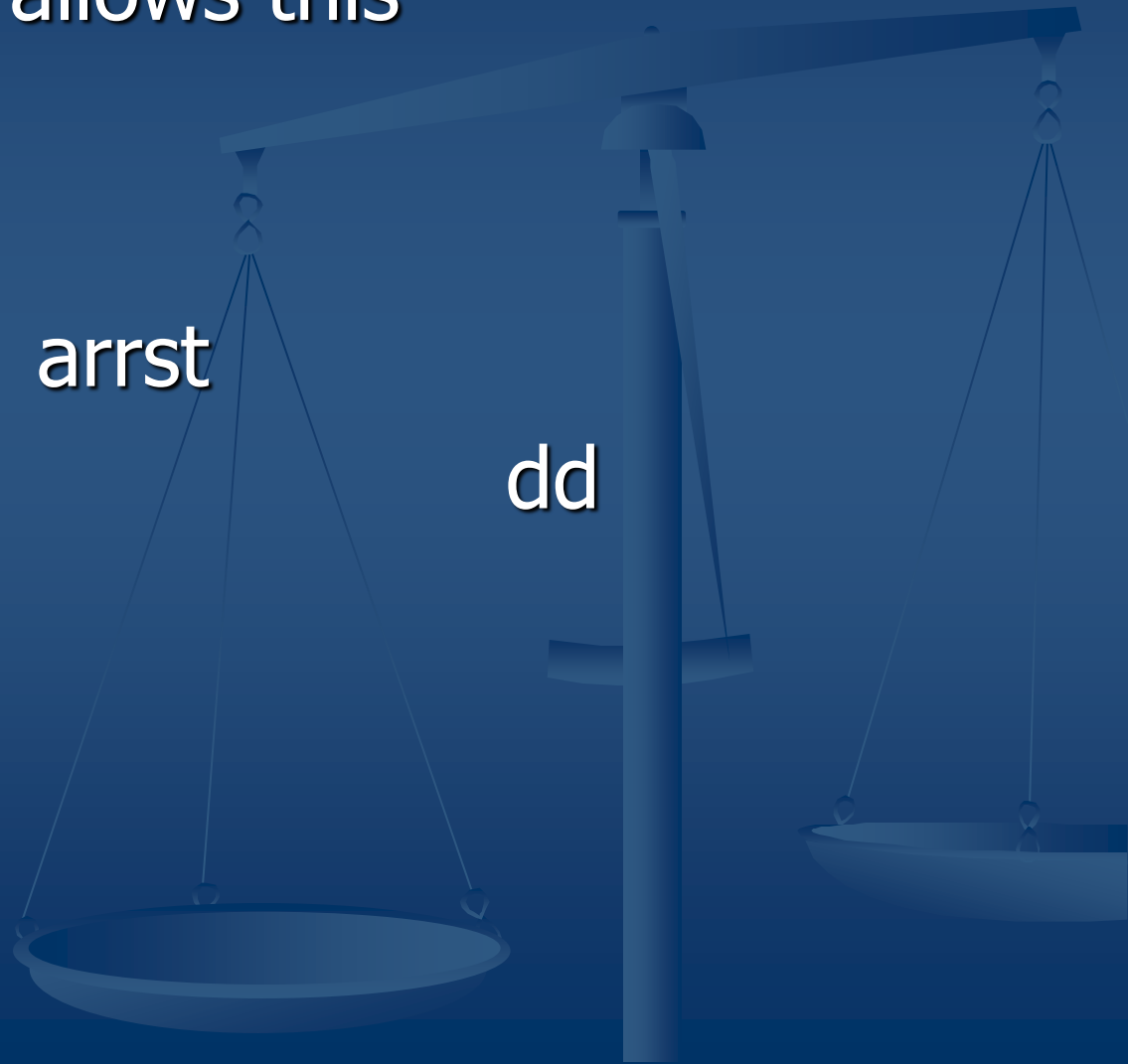


Taking notes diagonally or vertically  
on the page allows this

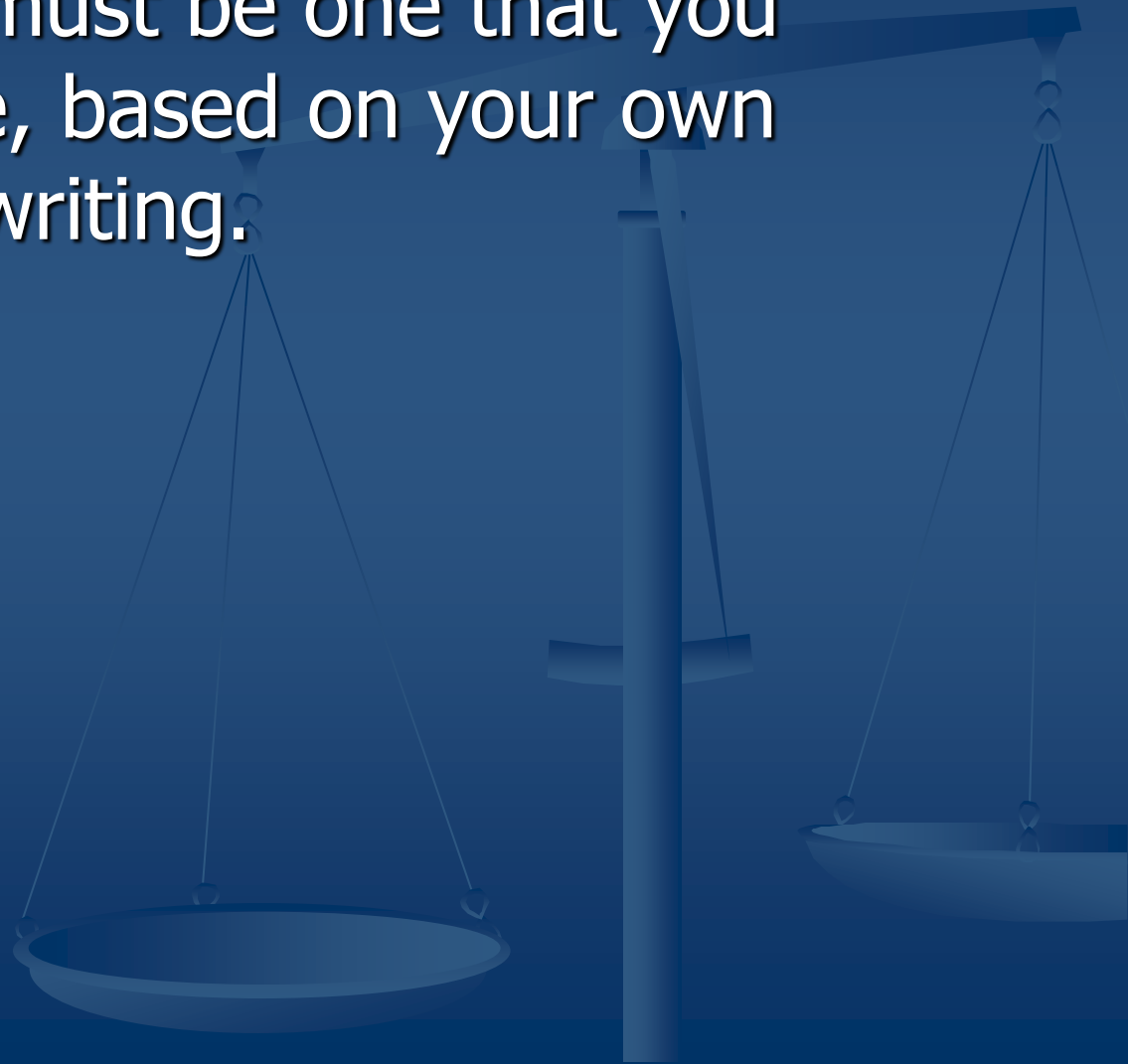
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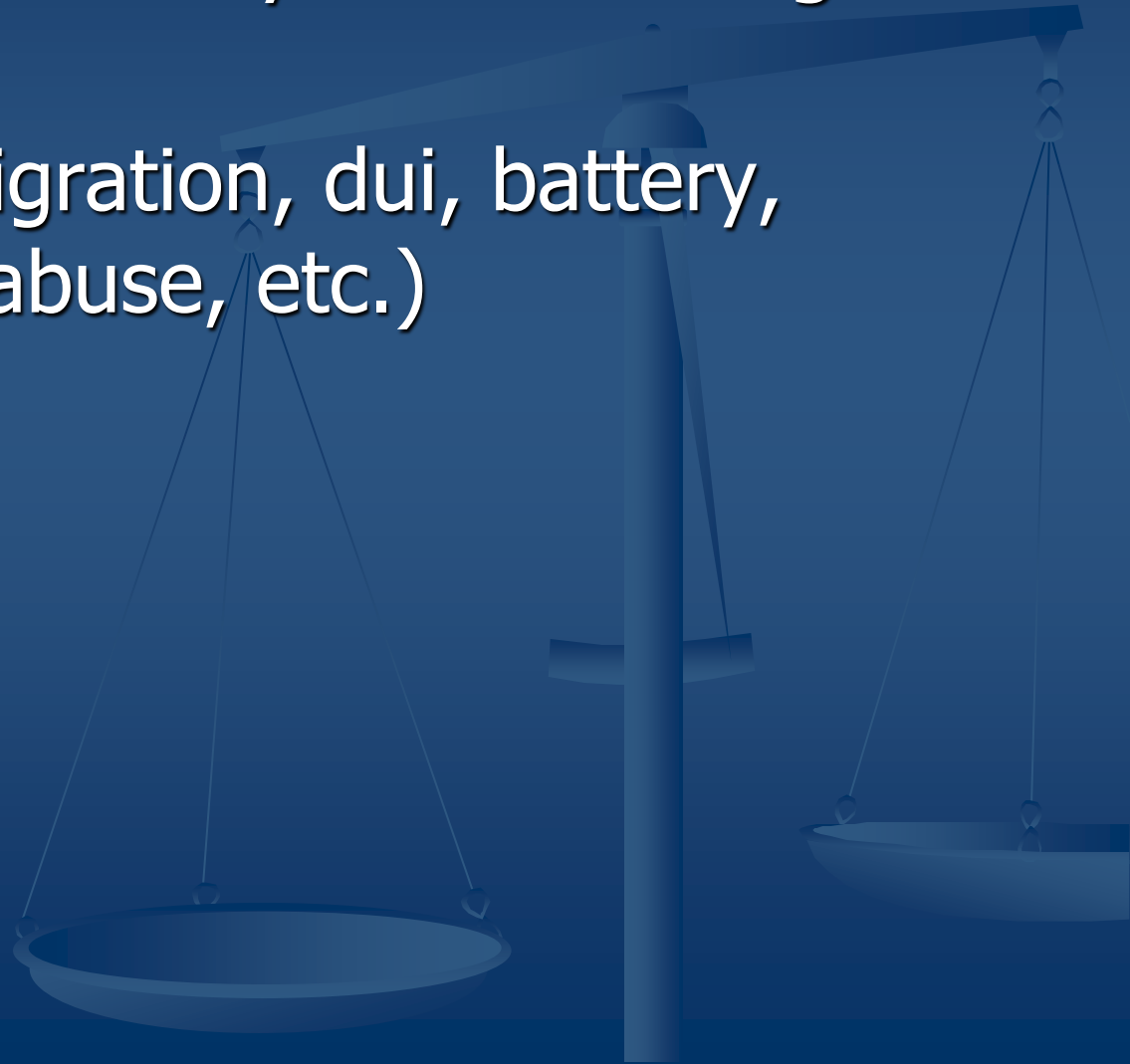


- Your note taking system must be your own. It must be one that you can easily use, based on your own style of handwriting.

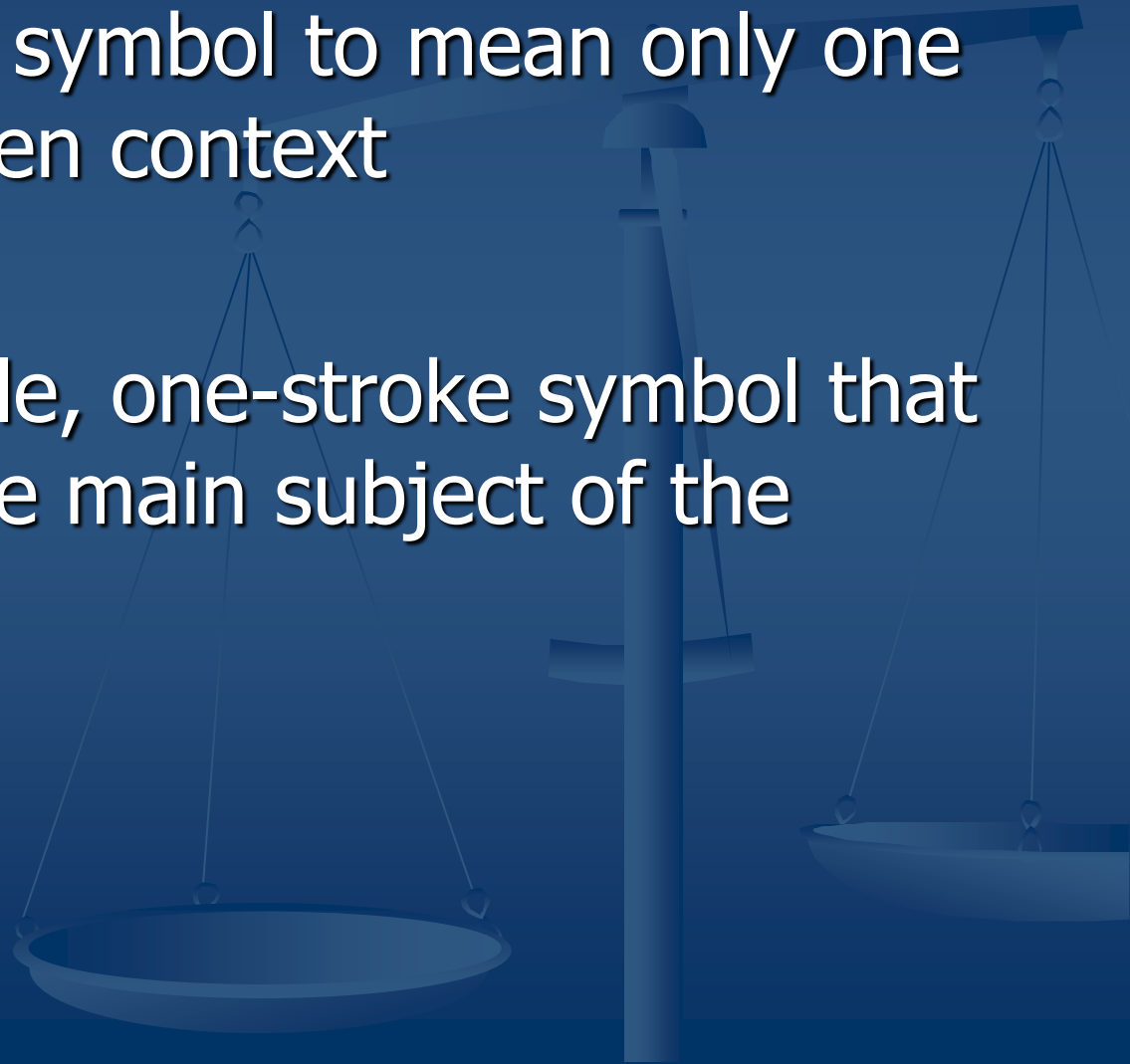


- Adopt and use symbols that are useful for the subjects that you are dealing with

(drugs, immigration, dui, battery, assault, child abuse, etc.)



- Always use a symbol to mean only one thing in a given context
- Adopt a simple, one-stroke symbol that will mean “the main subject of the speech”

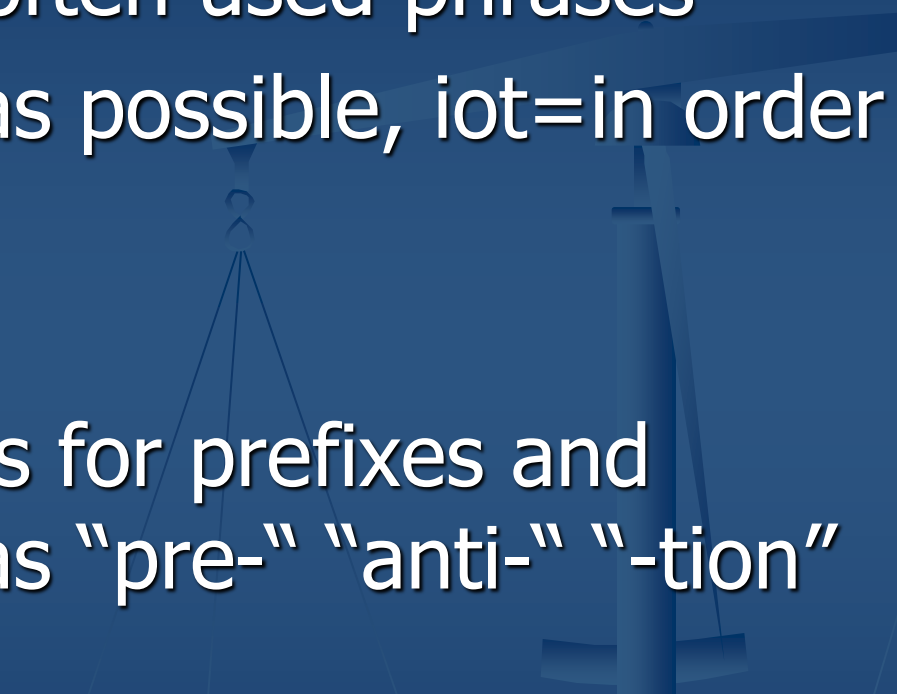


- Use pictorial or graphic devices like arrows, circles, squares...

You are not writing a speech, but drawing a picture of the idea

- Adopt a symbol to mean “000”, so when you hear 3,000 you can write  $3^*$ , 3,000,000 you write  $3^{**}$ , etc.



- 
- A faint, stylized image of a balance scale is visible in the background, centered behind the text. The scale has two pans hanging from a horizontal beam, which is supported by a vertical pillar. The pans are empty and the scale is in a balanced position.
- Adopt or invent abbreviations or acronyms for often used phrases (asap=as soon as possible, iot=in order to, etc.)
  - Invent symbols for prefixes and suffixes such as "pre-" "anti-" "-tion" "-ment"

# Where to find symbols:

- Math  $= + > < \% / \geq \leq \pi$
- Science E  $\mu$  t
- Music
- Text messages L8R R U OK? 2 etc.
- Keyboard  $\%$  & @ ¶ <sup>TM</sup>
- Punctuation marks ? ! ( ) " :
- Vehicle registrations D DA UK CH F

- Short words in other languages:

so hi ta - ok - pero - deja - ergo -  
etc bo ale - juz

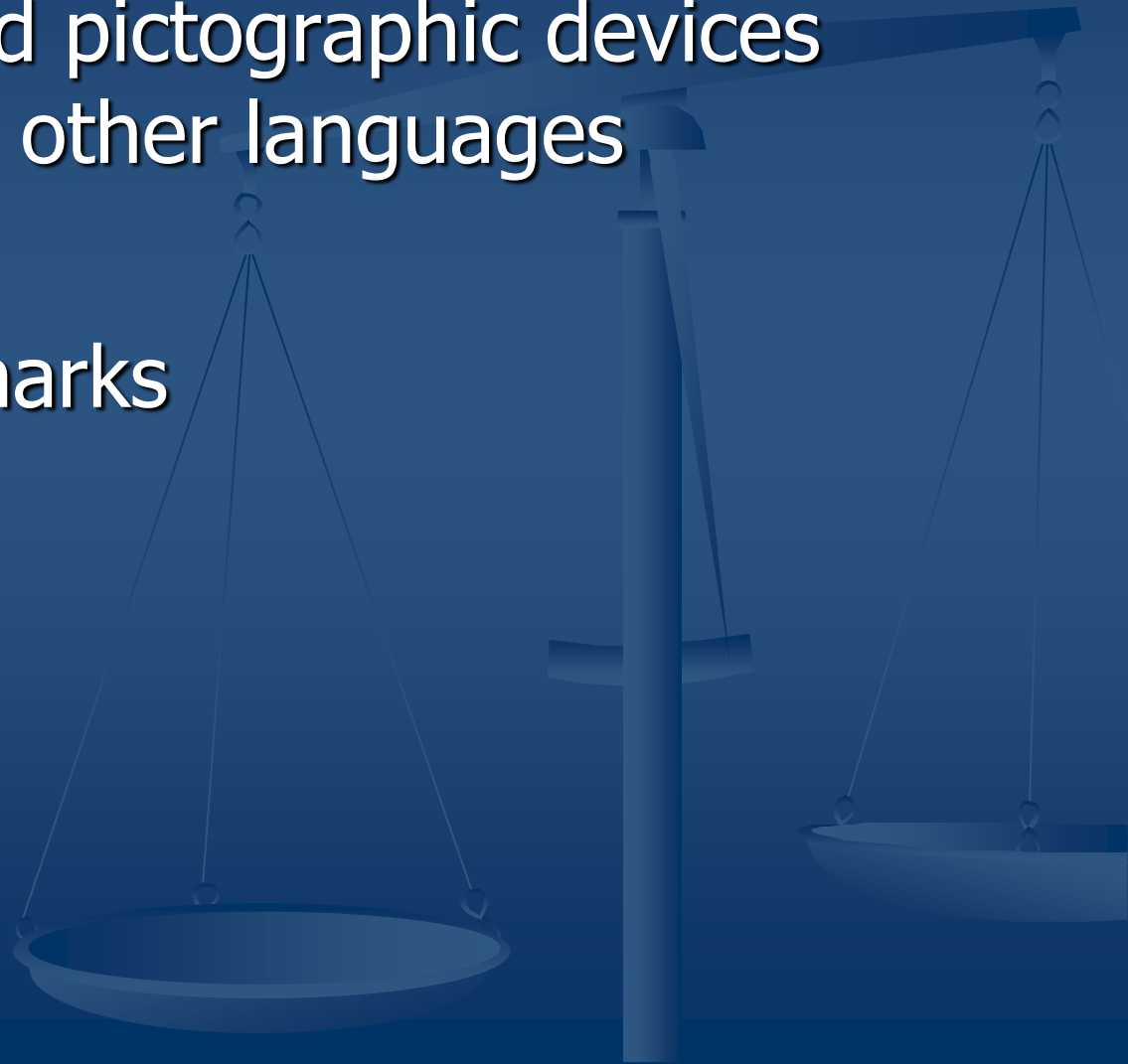
- Currencies \$ ¥ £ €

- Periodic table Fe Na Po Ag

- Foreign alphabets Ω β ψ Π

- Signs of the Zodiac γ ☿ ♎

- Pictographs and pictographic devices borrowed from other languages
- Proofreading marks



# Organic Symbols

ORGANIC SYMBOLS are the basis for several related symbols

The most obvious example is the underlining...

You can underline any symbol to add emphasis

**big .....** **Big**

There is a system for noting verbs that ties in with this idea....

Verb tenses:

Work    working - work<sup>g</sup>

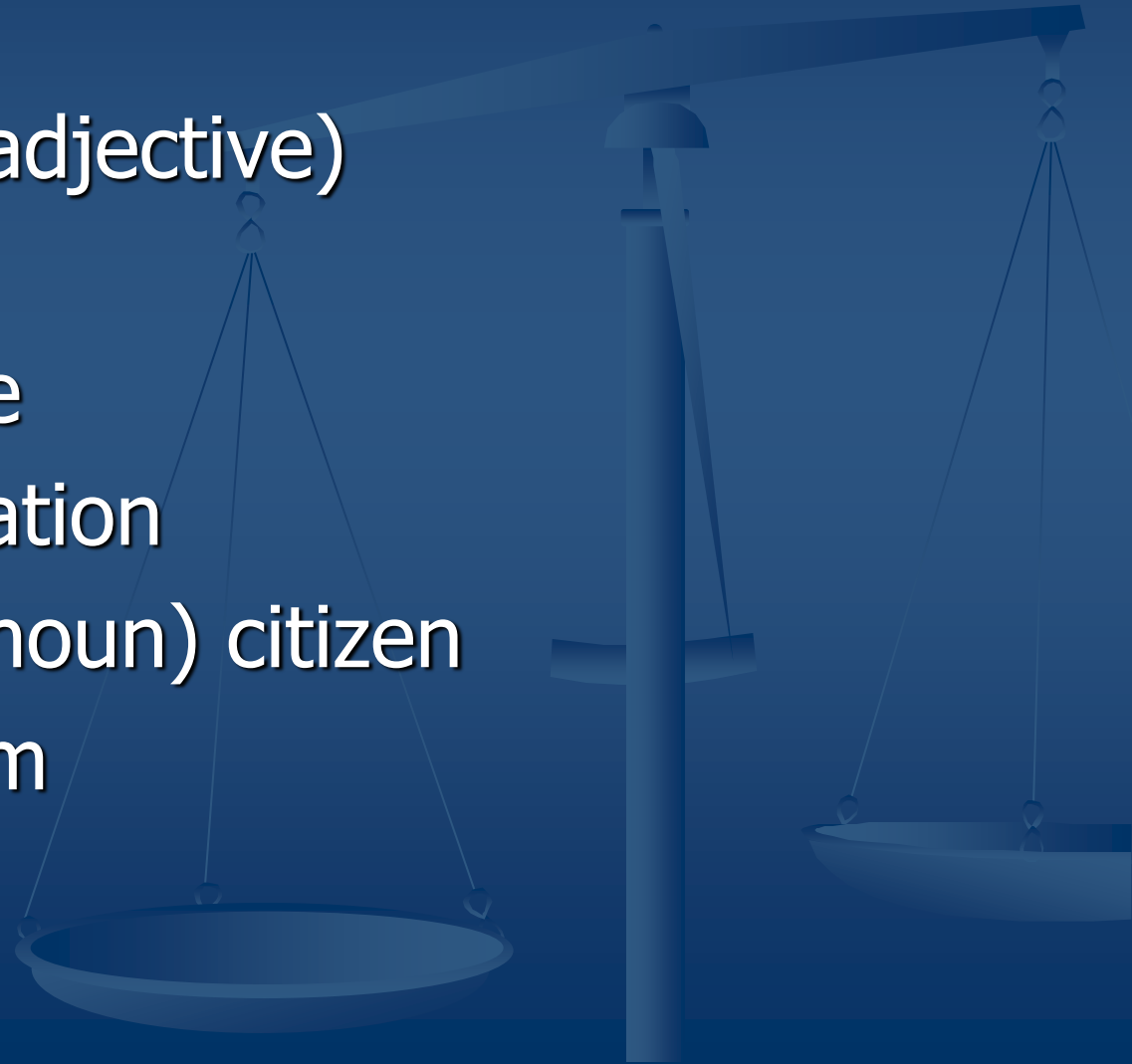
Worked - work |

Will work - | work

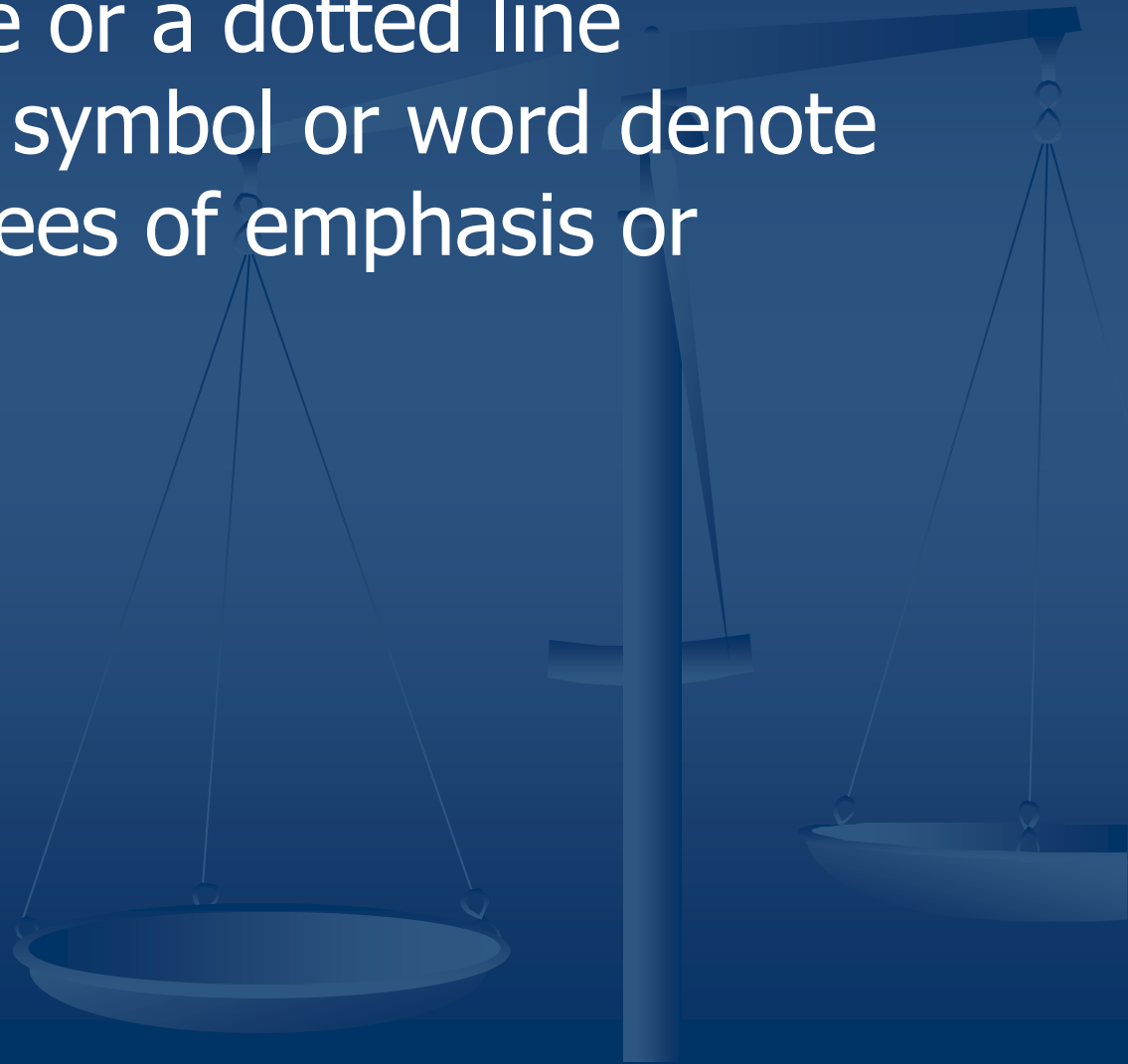
Would work - | wôrk

Here are some more examples of one symbol giving rise to several more...

- nation
- <sup>al</sup> national (adjective)
- <sup>ally</sup> nationally
- <sup>ze</sup> nationalize
- <sup>tn</sup> nationalization
- <sup>o</sup> national (noun) citizen
- <sup>sm</sup> nationalism



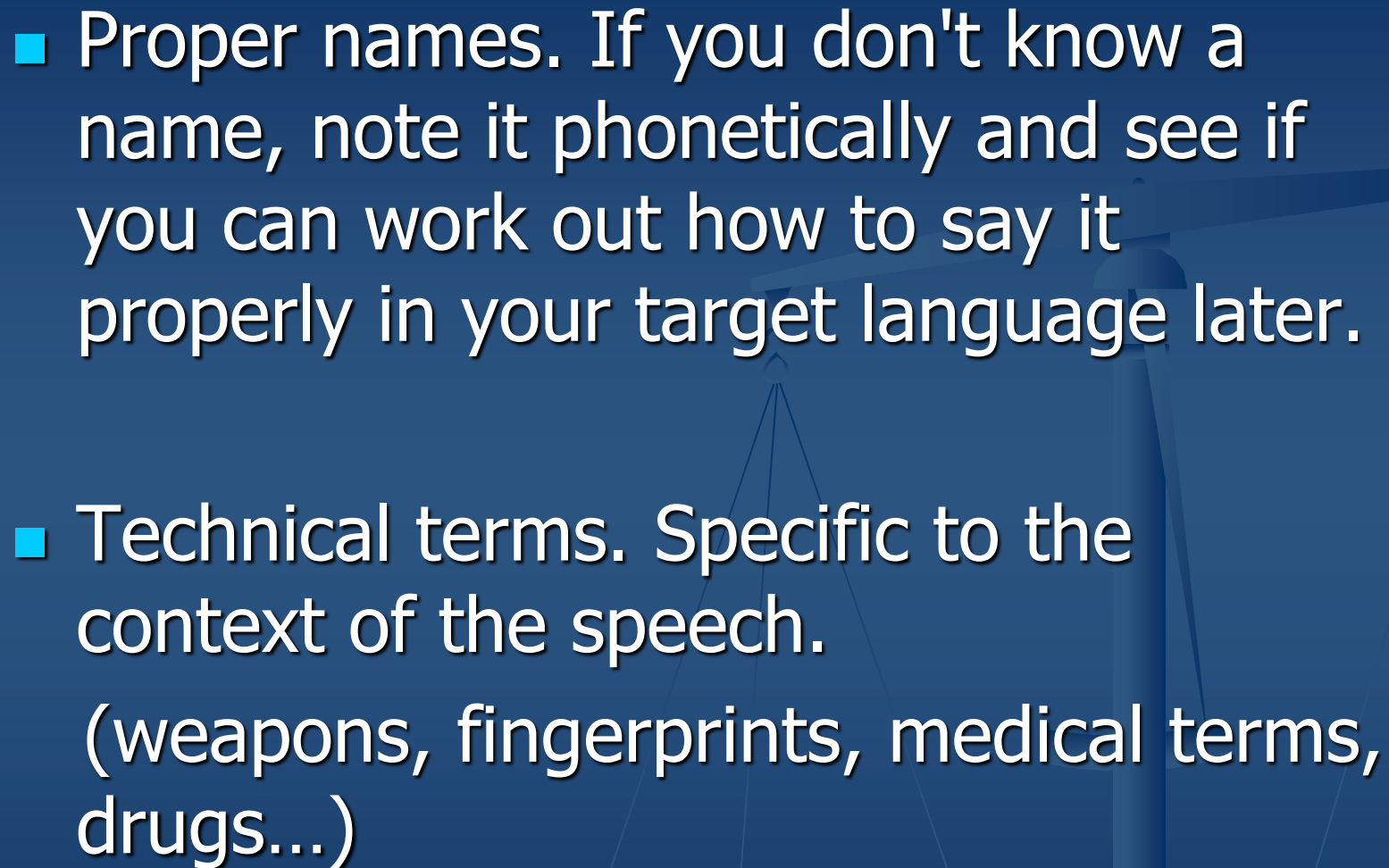
- You can also double underline, draw a squiggly line or a dotted line underneath a symbol or word denote differing degrees of emphasis or certainty....

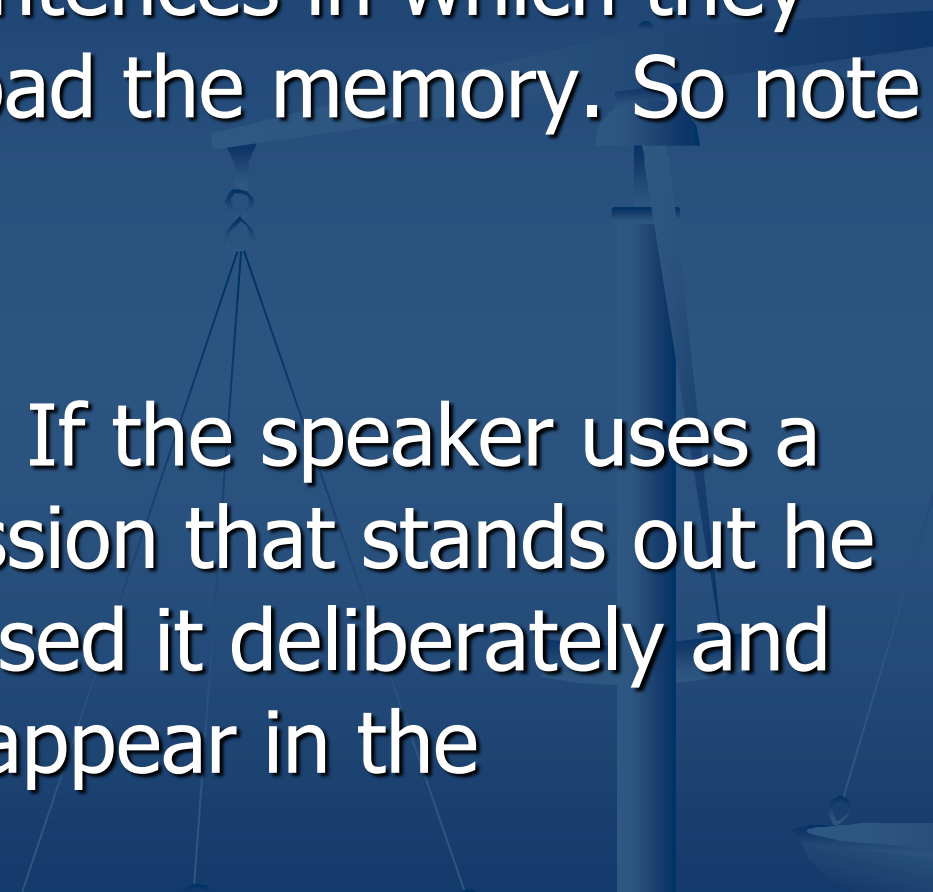




# What to note

- The ideas. The essence. A single symbol or word can represent an entire idea.
- Causality, consequence, links etc. and the relation of the ideas to one another in time.
- Numbers. Note the numbers immediately, interrupting whatever you are noting to note the number as they cannot be remembered from context and noted later as ideas can.

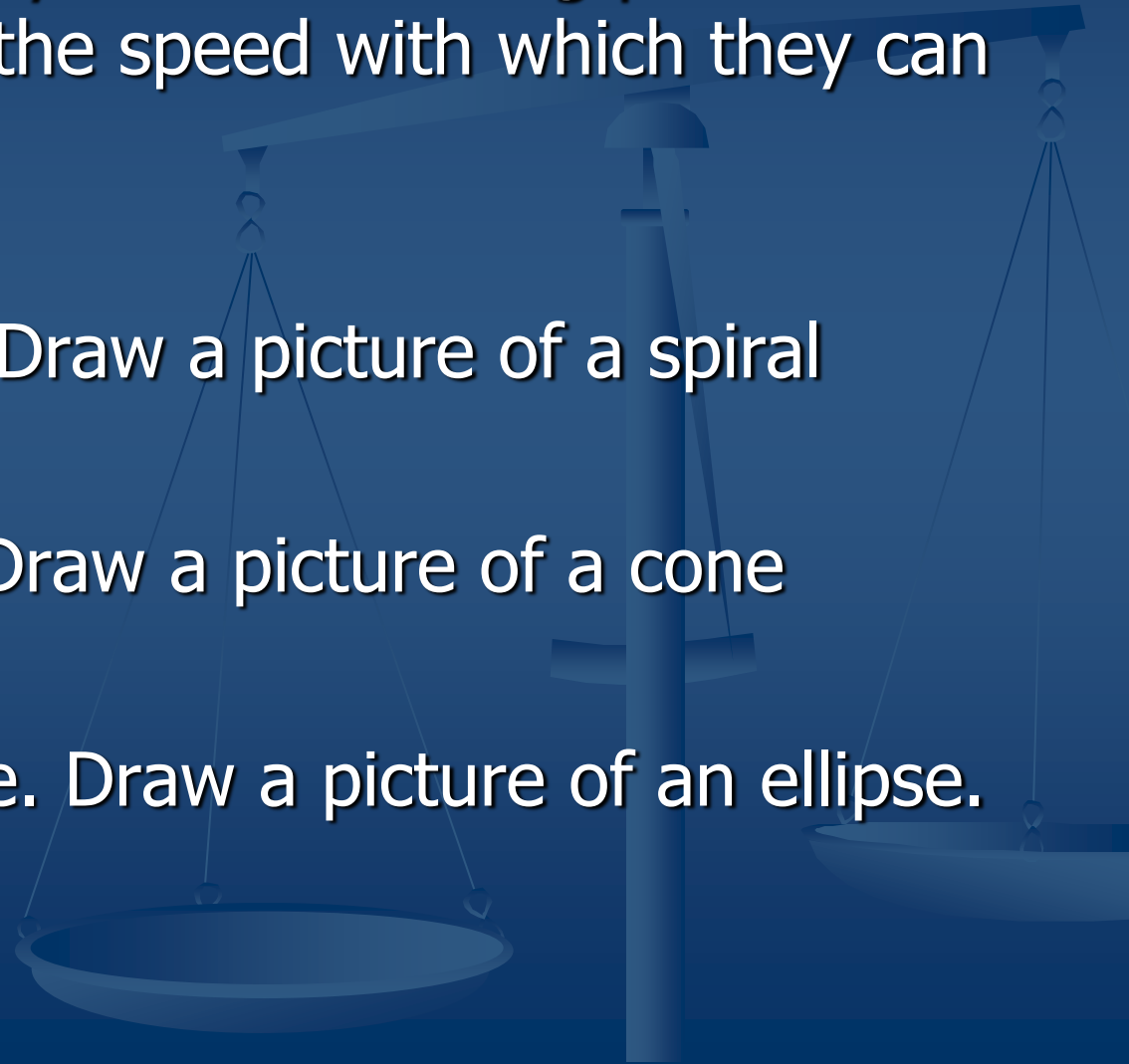
- 
- A faint, stylized image of a balance scale is visible in the background, centered behind the text. The scale has two pans hanging from a horizontal beam, which is supported by a central vertical pillar. The pans are slightly tilted, and the entire image is rendered in a light blue color against the dark blue background.
- Proper names. If you don't know a name, note it phonetically and see if you can work out how to say it properly in your target language later.
  - Technical terms. Specific to the context of the speech.  
(weapons, fingerprints, medical terms, drugs...)

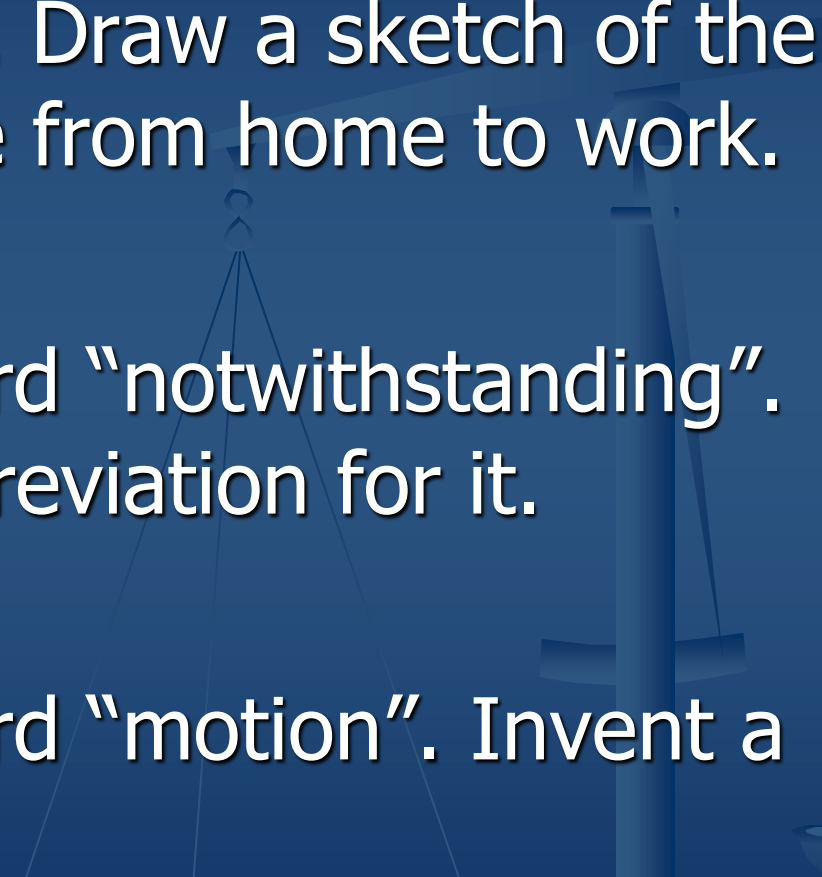
- 
- A faint, stylized image of a balance scale is visible in the background, centered behind the text. The scale has two pans hanging from a horizontal beam, which is supported by a vertical pillar. The pans are empty and the scale appears to be in a state of equilibrium.
- Lists of words which are not integral parts of the sentences in which they are held overload the memory. So note them.
  - Striking usage. If the speaker uses a word or expression that stands out he has probably used it deliberately and will want it to appear in the interpretation.

# Exercises:

Compare the difficulty of the following pairs of mental tasks and the speed with which they can be performed:

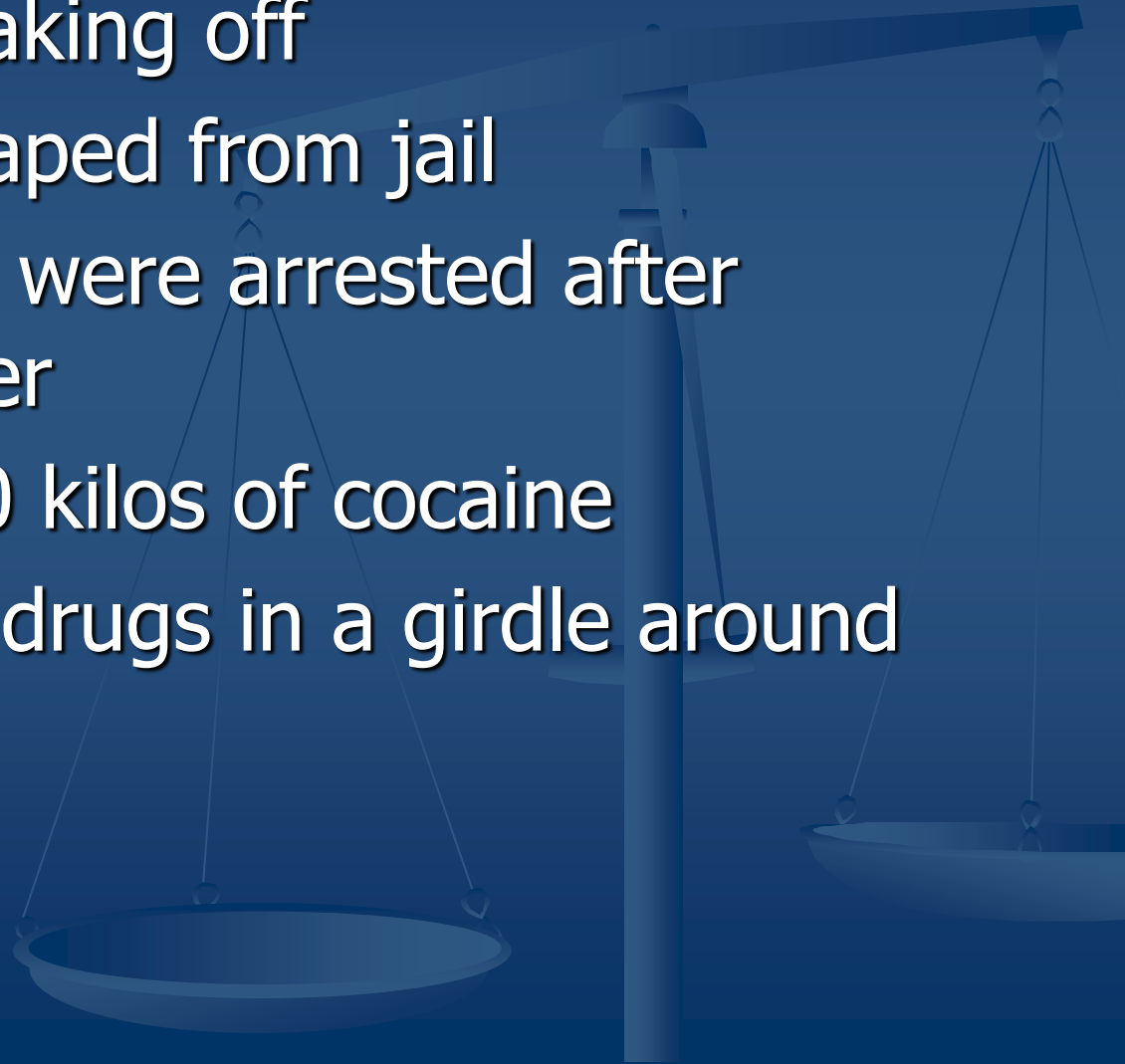
- Describe a spiral. Draw a picture of a spiral
- Describe a cone. Draw a picture of a cone
- Describe an ellipse. Draw a picture of an ellipse.

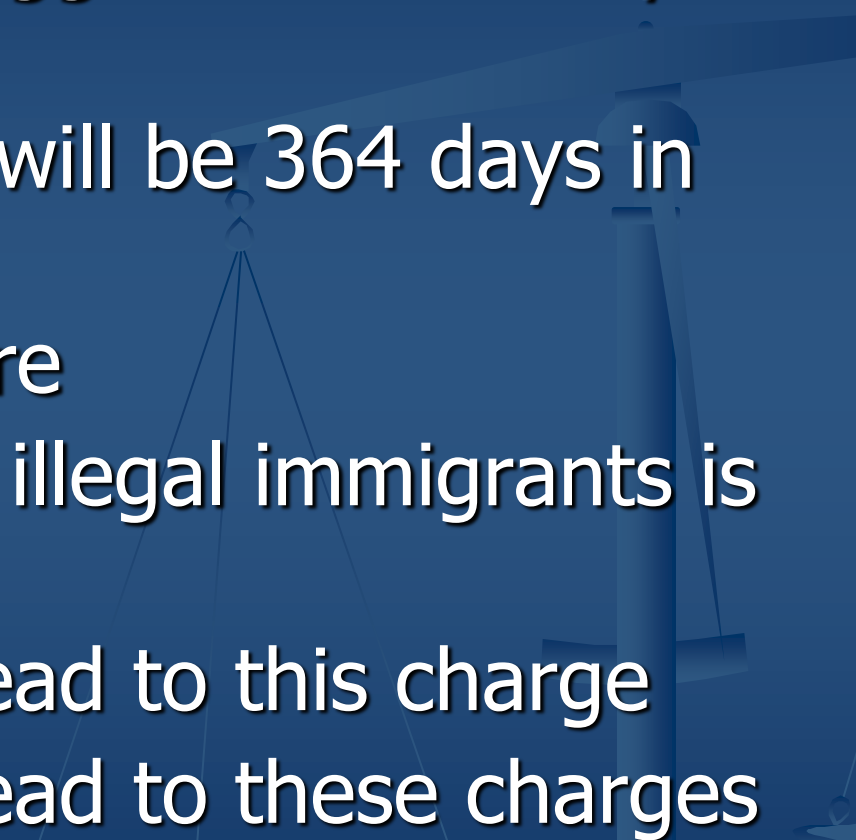


- Describe the route you take from home to work. Draw a sketch of the route you take from home to work.
  - Define the word “notwithstanding”. Invent an abbreviation for it.
  - Define the word “motion”. Invent a symbol for it.
- 

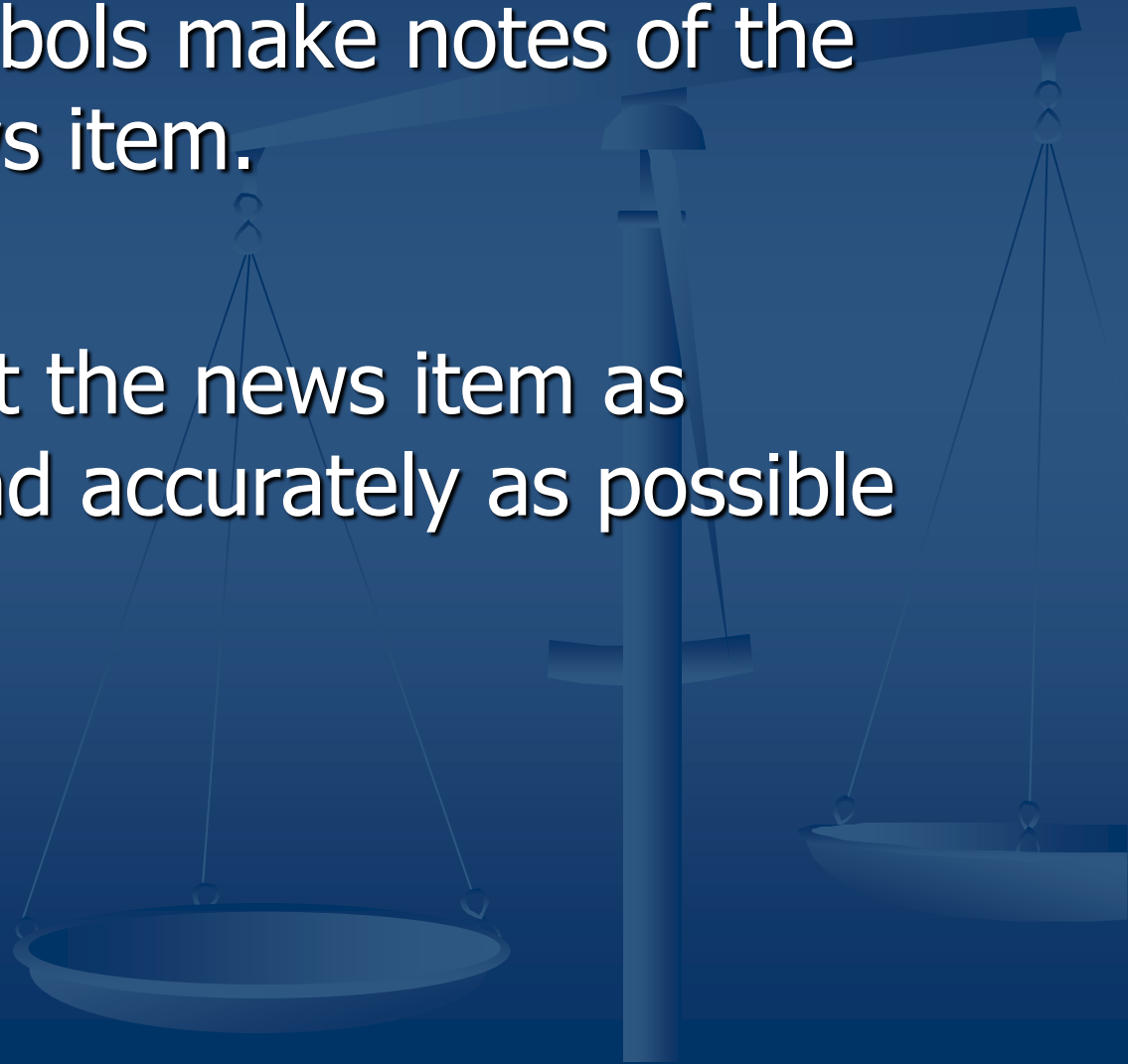
# Draw pictures of the following ideas:

- The aircraft is taking off
- The inmate escaped from jail
- The immigrants were arrested after crossing the river
- They seized 100 kilos of cocaine
- She carried the drugs in a girdle around her waist



- 
- The victim was beaten black and blue
  - The charge is aggravated battery of a peace officer
  - Your exposure will be 364 days in county jail
  - I said this before
  - The number of illegal immigrants is increasing
  - How do you plead to this charge
  - How do you plead to these charges

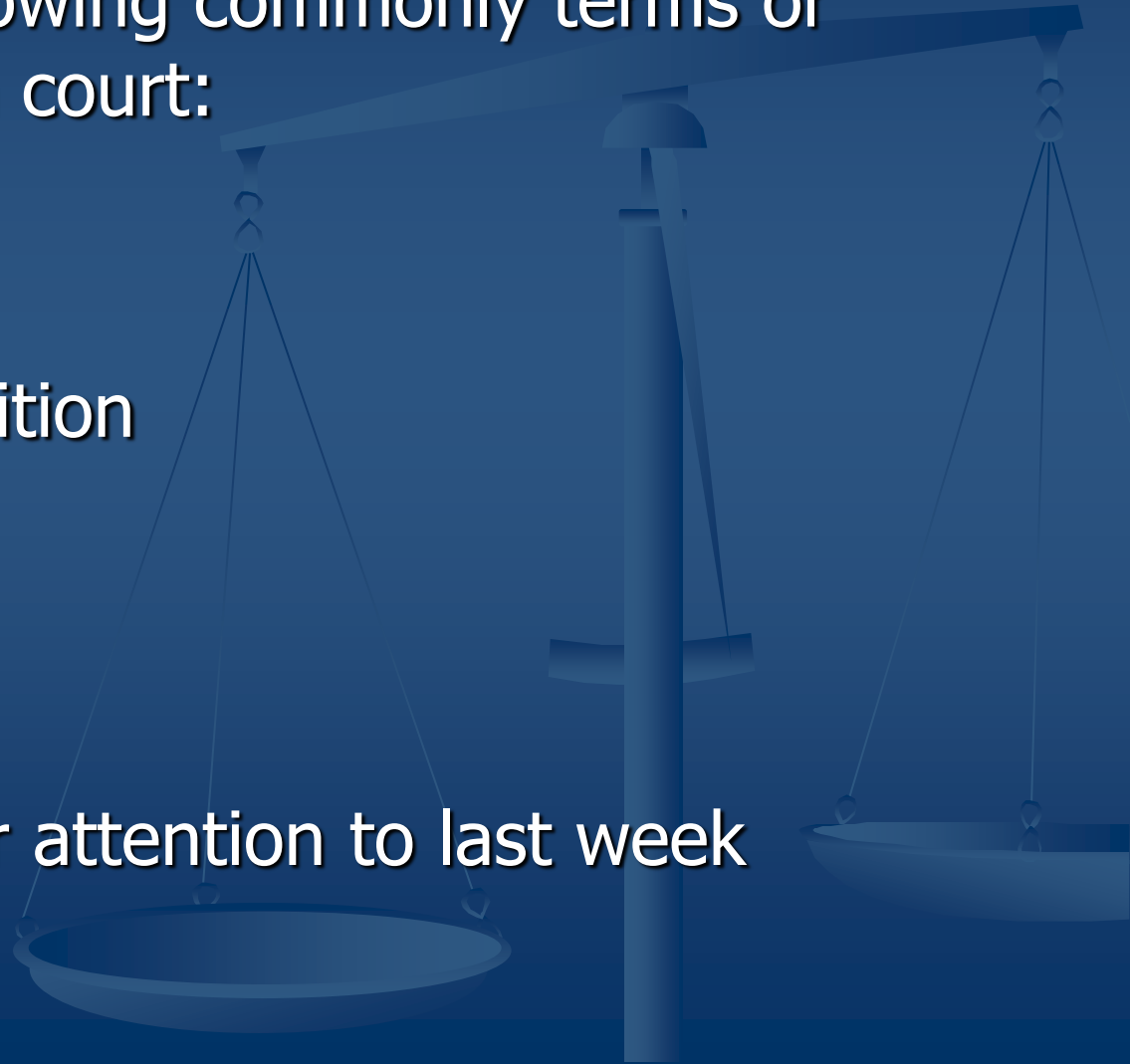
- Using mainly abbreviations, pictures, lines and symbols make notes of the following news item.
- Try to recount the news item as completely and accurately as possible

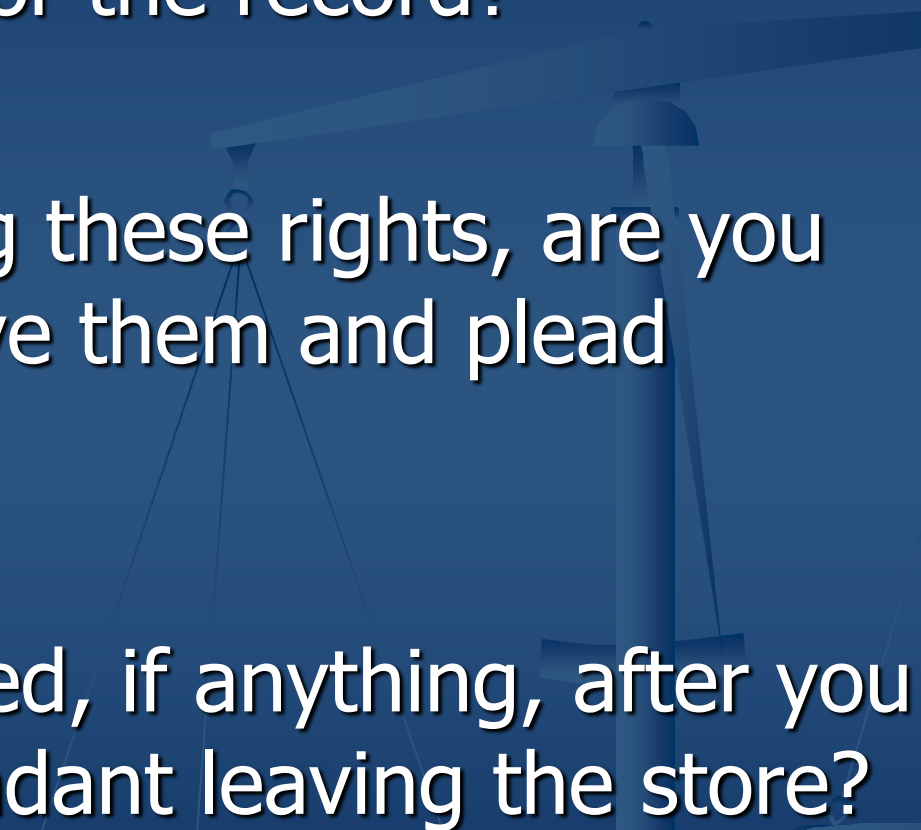




Create a symbol, sign or abbreviation for each of the following commonly terms or phrases used in court:

- Defendant
- Plea and disposition
- Arraignment
- Guilty
- Not guilty
- Let me call your attention to last week



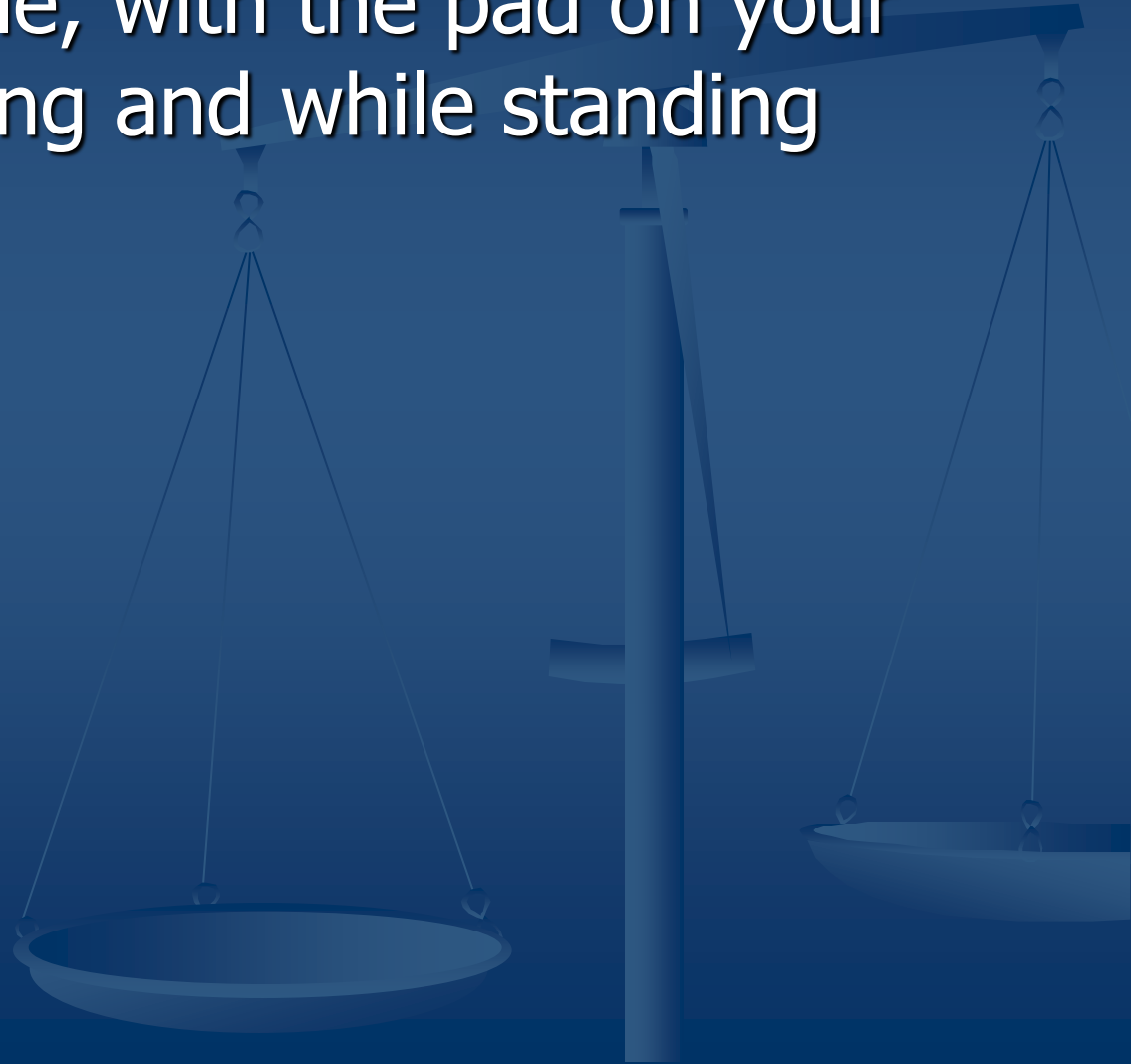
- 
- Could you please state your full name and address for the record?
  - Understanding these rights, are you willing to waive them and plead guilty?
  - What happened, if anything, after you saw the defendant leaving the store?

# To practice at home

Listening to the news:

- Note one word per news item and then try to reproduce each item afterwards.
- Take notes diagonal or vertical note-taking techniques - read article back from notes

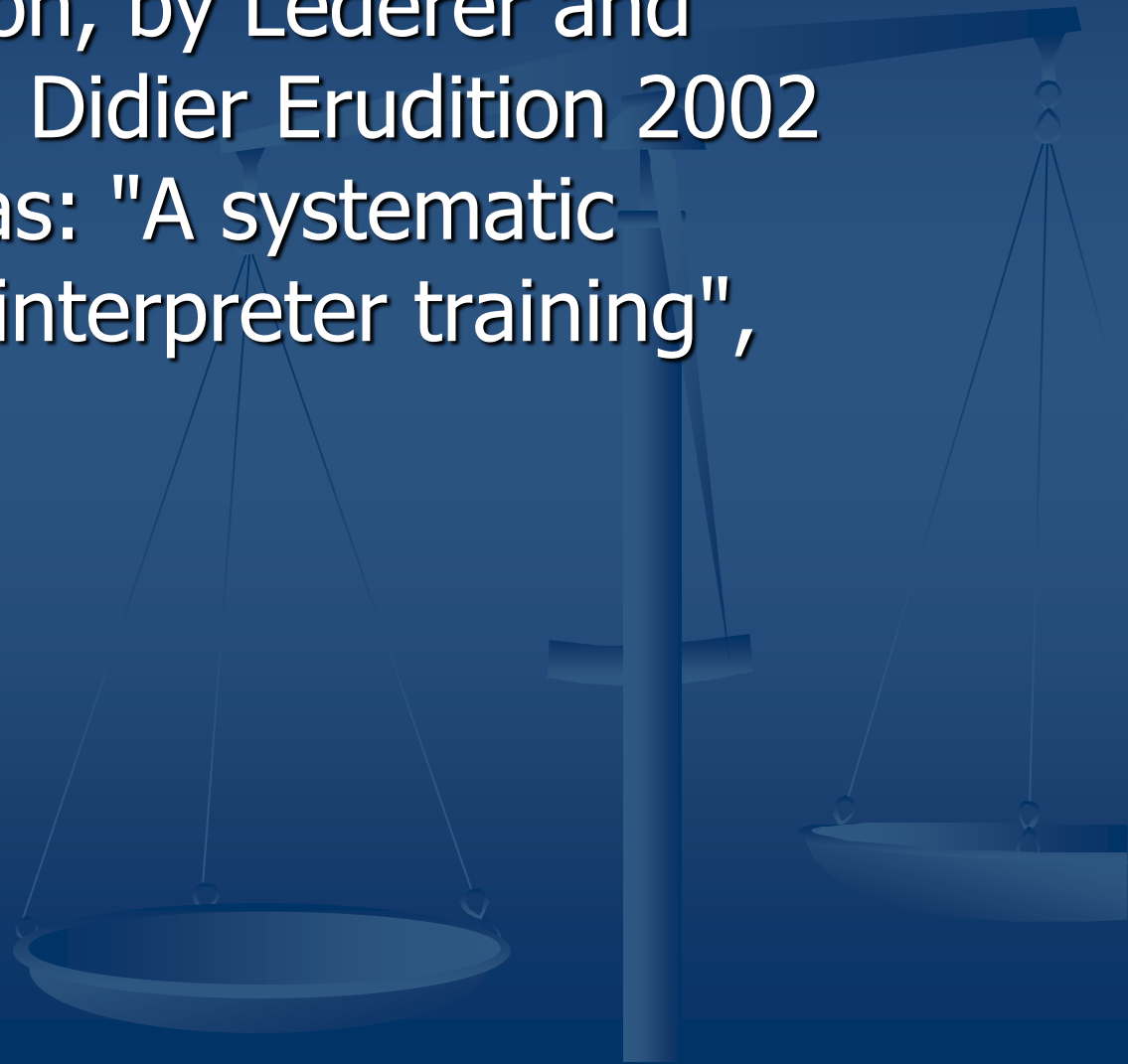
- Practice taking notes while sitting at a desk or table, with the pad on your lap while sitting and while standing



Adapted from:

- “Interpretation – Techniques and Exercises” by James Nolan, Multilingual Matters, Reprinted 2008
- Note-taking in Consecutive Interpreting, Rozan, Jean Francois, (1956 Geneve, Georg), 2005 Tertium, Cracow

- Pedagogie Raisonnee de l'Interpretation, by Lederer and Seleskovitch. Didier Erudition 2002 (Translated as: "A systematic approach to interpreter training", Harmer, J.)



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I - serve me/her

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ministry?

parenting coaching meetings



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### Symbols - examples

[Back to menu](#)  
[Consec](#)

You can get your symbols from anywhere that suits you...as long as you stick to some basic RULES.. Here are a few ideas.

Remember that the symbols here represent not only the word written alongside them but rather all synonymous ideas, the exact version of which will be clear to you in the context of the speech you are interpreting. So "change" might be "reform" or "alter" depending on the context - you will remember. You don't need a symbol for each word.

For more examples click here... [Symbols 2](#) [Symbols 3](#)

consequences		development	
relations		agriculture	
agreement		environment	
role		energy	
success		trade	
problem		politics	
repression		democracy	
impact		work	
country		money	
meeting		inflation	
industry		surplus	
deficit			

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For more examples click here... Symbols 1 Symbols 3

look forward to	Loo →
want to	W
know	Ø
decide	φ
propose	»
lead to, cause	→
promise	P
agree	OK

change	Δ
need	nd
continue	→
join	X
listen/hear	9
say	
attack	✂
thanks	ta

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For more examples click here... [Symbols 1](#) [Symbols 2](#)

on the one hand	/	always	tj
...on the other hand	/.	(toujours in French)	
on behalf of	b/2	until	→
as opposed to	vs.	from that time on	→b4
recently	↓	before	b4
all	4	more than/less than	<
now	+	any	Δ
similar	=	end	—
start	α		


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# PROOFREADERS' MARKS

Symbol	Meaning	Example
<del>or</del> or <del>or</del> or <del>or</del>	delete	take <del>it</del> out
<u> </u>	close up	print as <u>one</u> word
<del> </del> <u> </u>	delete and close up	<del>close</del> <u> </u> up
^ or > or <del> </del>	caret	insert here <del> </del> (something)
#	insert a space	put on <del> </del> here
eg#	space evenly	space evenly <del> </del> where indicated <del> </del>
stet	let stand	let marked <del>text</del> stand as set
tr	transpose	change <u>order</u> the
/	used to separate two or more marks and often as a concluding stroke at the end of an insertion	
[	set farther to the left	<u> </u> too far to the right
]	set farther to the right	too <u> </u> far to the left
~	set as ligature (such as æ)	encyclo <u>pæ</u> dia
=	align horizontally	<u>align</u> ment
	align vertically	<u> </u> align with surrounding text
x	broken character	imperf <u>u</u> ct
□	indent or insert em quad space	
¶	begin a new paragraph	
Ⓢ	spell out	set <u>5 lbs.</u> as five pounds
cap	set in CAPITALS	set <u>nato</u> as NATO
sm cap or s.c.	set in SMALL CAPITALS	set <u>signal</u> as SIGNAL
lc	set in lowercase	set <u>South</u> as south
ital	set in <i>italic</i>	set <u>oeuvre</u> as <i>oeuvre</i>
rom	set in roman	set <u>mensch</u> as mensch

<b>bf</b>	set in <b>boldface</b>	set <del>important</del> as <b>important</b>
= or -/ or  or /H/	hyphen	multi-colored
<sup>1</sup> / <sub>N</sub> or <u>en</u> or /N/	en dash	1965-72
<sup>1</sup> / <sub>M</sub> or <u>em</u> or /M/	em (or long) dash	Now—at last!—we know.
∨	superscript or superior	<sup>2</sup> as in $\pi r^2$
∧	subscript or inferior	<sub>2</sub> as in H <sub>2</sub> O
◊ or X	centered	◊ for a centered dot in $p \cdot q$
↵	comma	
↱	apostrophe	
⊙	period	
⋮ or ;/	semicolon	
⋮ or ⊙	colon'	
«» or «»	quotation marks	
(/)	parentheses	
[/]	brackets	
OK/?	query to author: has this been set as intended?	
↓ or <u>1</u> <sup>1</sup>	push down a work-up	an unintended <del>mark</del>
⊖ <sup>1</sup>	turn over an inverted letter	inve <del>tt</del> ed
wf <sup>1</sup>	wrong font	wrong siZe or styl <del>e</del>

<sup>1</sup>The last three symbols are unlikely to be needed in marking proofs of photocomposed matter.

## Abbreviations

arr <sup>gn</sup>	arraign	att <sup>s</sup>	attorneys
arr <sup>t</sup>	arrest	wk <sup>r</sup>	worker
arr <sup>v</sup>	arrive	qk <sup>y</sup>	quickly
arr <sup>l</sup>	arrival		
arr <sup>ge</sup>	arrange	w'd	would
		s'd	should
wk	work		
tv1	travel	n---	name
		d---	date
wk <sup>g</sup>	working		
wk <sup>d</sup>	worked	nite	night
wk <sup>ll</sup>	will work		
		DA	
att <sup>a</sup>	female	DSS	
	attorney	abdw	
att <sup>o</sup>	male	mdma	
	attorney	asap	
		amap	
		TAR	

<b>Descriptive and Action Sentences</b>		
<b>(1)</b>	<b>He</b> = <b>nervous</b>	<b>He's nervous.</b> <b>He seems nervous.</b> <b>He feels nervous.</b>
<b>(2)</b>	<b>Jason</b> <b>student</b>	<b>Jason is a student.</b>
<b>(3)</b>	<b>Apartment</b> <b>Chelsea</b> <b>Shurtleft St</b> <b>1 floor</b> <b>2 bedrooms</b>	<b>The apartment was in</b> <b>Chelsea---on Shurtleft</b> <b>Street---on the first</b> <b>floor and it had two</b> <b>bedrooms.</b>
<b>(4)</b>	<b>assailant</b> <b>took</b> <b>purse</b> <b>lady</b>	<b>The assailant took the purse from the lady.</b>

Descriptive and Action Sentences		
(1)	S V O	
(2)	S V O	
(3)	S V O	
(4)	S V O	

## Descriptive Sentence

He

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Ch---

Shurt---

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2 b/r

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## Action Sentence

ass<sup>t</sup>

tk

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♀



## **Court Interpreter Certification**

### **Section 3**

## **How to Research a Word**



## *How to Research a Word*

### 1. How to learn new words:

- a. Read, watch television, listen to talk radio or music, and have conversations in all your working languages as often as possible, about as many subjects as possible.
- b. Search out videos, television shows, books, articles, etc. that deal specifically with the legal system and legal matters.
- c. Attend and observe court proceedings.
- d. Write down new words you hear, words you do not know the meaning of, and words you think you know but do not know how to say in the target language.
- e. Be sure you heard the word correctly.
- f. If you don't know already, use a monolingual dictionary (general or subject-specific) to find the meaning of the word in the source language.

### 2. How to find a translation to the target language:

- a. When working from specific training materials, check the glossary.
- b. Use a bilingual dictionary (general or subject specific)
  - Always work with an unabridged bilingual dictionary
- c. Ask your colleagues
- d. Look for parallel texts on the Internet, in the newspaper, etc.
- e. Listen to the way native speakers of the target language discuss the same topic

### 3. How to check your translation:

- a. Does it “feel right”? Would you understand it if you heard it used in that context?
- b. Is it an Anglicism (or an interference from the source-language)? Use the Internet—if you can tell that all the uses in that context are translations from the source language or generated by non-native speakers, the translation may not be correct.
- c. Does it get Google hits? Input each of your possible options into Google or another search engine to see how popular each of them are. If faced with two similar options, try [www.googlefight.com](http://www.googlefight.com); in most cases, one option will have many, many more hits and is more likely to be correct.
- d. Ask native speakers of the target language, especially those who do not speak the source language, what they understand the translation to mean.

## HOW TO RESEARCH A WORD

When confronted with a new word or phrase, the first impulse of most interpreters is to run to a colleague and ask, "How do you say it?" This is fine for a "quick fix" in an emergency, or as the first step in researching a word, but to truly understand and integrate a word into one's vocabulary extra research is called for.

It is imperative that a good interpreter gather together a good research library, or have ready access to a Public Library. You must have at your disposal:

- ▶ Several same-language dictionaries, i.e. English/English, French/French, etc.
- ▶ Cross-language dictionaries, i.e. English/Spanish, Japanese/English, etc.
- ▶ Special use dictionaries, such as medical, legal and engineering in all your working languages.
- ▶ Dictionaries of slang, sayings, idiomatic expressions.
- ▶ Dictionaries of word origins.
- ▶ Newspapers and magazines in your working languages.

Now that you have all these wonderful books at your beck and call, what do you do? First you must determine the function of the word within its context. Is it used as a verb, a noun, an adjective or an adverb? Also, try to determine in which sense the word is used; is it a sports term or legalese or something else altogether?

Let's take a word and play with it. For example: BENCH

- ▶ She sat alone on a bench in the park. (Plain old noun)
- ▶ The judge took the bench at 8:30 a.m. (Legalese noun)
- ▶ The coach had to bench Johnny for the rest of the season. (Sports term and verb)

See how tricky just a simple word can be? Now you are ready to start researching the word.

- I. Look up the word in a same-language dictionary in the Source language.
  - A. Check the uses and select the one you deem appropriate.
  - B. While you're there, review word origins and appropriate pronunciation(s). You will find country or origin codes and international phonetic symbols towards the front of most dictionaries.
- II. Check cross-language dictionary.
  - A. Make sure you find the proper contextual usage.
  - B. Check to see if there are regional differences in use and make a note of it.
- III. Check a same-language dictionary in the Target language.
  - A. Determine the contextual uses of your chosen translation.
  - B. Check word origins and acceptable pronunciation(s).
- IV. Do a back-check.
  - A. Trace new target word back to source.
  - B. Verify that it retains linguistic integrity. Some words or phrases have a nasty habit of losing their original meaning, a great example is one faulty translation machine's rendition of the phrase "Out of sight, out of mind" as "Invisible, insane"!

When you encounter a new word or phrase, or a use with which you weren't acquainted, it is also helpful to:

- Endeavor to question the speaker as to his/her use of the word. (This is particularly beneficial at the interview stage, it helps everyone "define their terms" to aid communication)
- Attempt to determine the original country of origin of the speaker and/or the word.
- Question several colleagues about their experiences with the uses of the word and the interpretations they may choose, and why. (This is especially helpful when trying to determine the nuances of a slang term.)
- Question experts in the field of the word's usage, i.e. attorneys about a legal term, doctors about a word used in a medical context, etc.
- Find a word in a word-origins (etymological) dictionary. This can be a fascinating meander down the path of the development of the present use

of a term.

- It is also fun and often very informative to check the word out in a crossword puzzle dictionary.

Although it may seem like an awful lot to go through for one dinky little word at first, the research is not only necessary for an interpreter worth his or her salt, it can also become a wonderfully addictive pastime and something to do instead of counting gum wrappers on the floor of the hallway to the courtroom. It is also a great antidote for those annoying "Know-it-all" who insist that their way is the only way to say something.

---

*All languages are in a state of continuous growth and redefining. One of the pleasant challenges with which an interpreter is faced is to stay at the dynamic forefront of linguistic changes, and constant research is the only way to do it.*

---

*Sharon Spence, 1992*

## Minimum Court Interpreter's Glossary

Definitions adapted from the Law.com Dictionary, Black's Law Dictionary, the American Heritage Dictionary, NJSA 2C, and the website of Legal Services of New Jersey (<http://www.lsnj.org>).

### General Terminology

English	
Appeal	Noun: a. The transfer of a case from a lower to a higher court for a new hearing. b. A case so transferred. c. A request for a new hearing. Intr. verb: To make or apply for an appeal. Tr. verb: To transfer or apply to transfer (a case) to a higher court for rehearing
Appearance	The act of a party or an attorney showing up in court.
Bench Trial	A trial with a judge but no jury (also called a "court trial" or "non-jury trial")
Beyond a Reasonable Doubt	adj. part of jury instructions in all criminal trials, in which the jurors are told that they can only find the defendant guilty if they are convinced "beyond a reasonable doubt" of his or her guilt. Sometimes referred to as "to a moral certainty," the phrase is fraught with uncertainty as to meaning, but try: "you better be damned sure." By comparison it is meant to be a tougher standard than "preponderance of the evidence," used as a test to give judgment to a plaintiff in a civil (non-criminal) case.
Charge	Instruction given by a judge to a jury about the law, its application, and the weighing of evidence.
Closing statement Closing Closing argument	The final argument by an attorney on behalf of his/her client after all evidence has been produced for both sides ... the "closing argument" may include opinions on the law, comment on the opposing party's evidence, and usually requests a judgment or verdict favorable to the client.
Complaint	(Civil/Family) The first document filed with the court by a person or entity claiming legal rights against another.
Complaint	(Criminal/Domestic Violence)
Complaint	(General)
Court	The building, hall, or room in which such cases are heard and determined.
Court	A person or body of persons whose task is to hear and submit a decision on cases at law.
Court of Appeals	<b>Ten judges preside, sitting in panels of three. The court has offices in Santa Fe and Albuquerque.</b> <i>This court has mandatory jurisdiction in: civil, non-capital criminal, juvenile cases; discretionary jurisdiction in interlocutory decision cases and administrative agency appeals.</i>
Cross-Examination	The opportunity for the attorney (or an unrepresented party) to ask questions in court of a witness who has testified in a trial on behalf of the opposing party.
Deny	To decline to grant or allow; refuse.
Deny	To declare untrue; contradict.
Direct Examination	The first questioning of a witness during a trial or deposition.
Disposition	The Court's final determination of a lawsuit or criminal charge.
District Court	<b>Eighty-four judges preside. There are thirteen different districts. These are courts of general jurisdiction, which hold jury trials.</b> <i>This court will hear these types of cases: Tort, contract, real property rights, estate. Exclusive domestic relations, mental health, appeals for administrative agencies and lower courts, miscellaneous civil jurisdiction; Misdemeanor. Exclusive criminal appeals jurisdiction; Exclusive juvenile jurisdiction.</i>

English	
Evidence	Every type of proof legally presented at trial (allowed by the judge) which is intended to convince the judge and/or jury of alleged facts material to the case.
Give A Statement (To ~)	
Make A Statement (To~)	
Grant	To consent to the fulfillment of.
Jurisdiction	The right and power to interpret and apply the law.
Law enforcement	
Leading Question	A question asked of a witness by an attorney ... suggesting an answer or putting words in the mouth of the witness.
Magistrate Court	<b>Sixty-five judges preside. There are 54 magistrate courts. These are courts of limited jurisdiction. Jury trials.</b> <i>This court will hear these types of cases: Tort, contract, landlord/tenant rights (\$0-10,000); Felony preliminary hearings; Misdemeanor, DWI/DUI and other traffic violations</i>
May it please the Court	
Metropolitan Court (Bernalillo County)	<b>Nineteen judges preside. This is a court of limited jurisdiction. Jury trials.</b> <i>This court will hear these types of cases: Tort, contract, landlord/tenant rights (\$0-10,000); Felony first appearances; Misdemeanor, DWI/DUI, Domestic Violence and other traffic violations.</i>
Municipal Court	<b>Eighty-five judges preside. There are eighty municipal courts. These are courts of limited jurisdiction. No jury trials.</b> <i>This court will hear these types of cases: Petty misdemeanors, DWI/DUI, traffic violations and other municipal ordinance violations.</i>
Notice	Information, usually in writing in all legal proceedings, of all documents filed, decisions, requests, motions, petitions, and upcoming dates. Notice is a vital principle of fairness and due process in legal procedure and must be given to both parties, to all those affected by a lawsuit or legal proceeding, to the opposing attorney and to the court.
Objection!	A lawyer's protest about the legal propriety of a question which has been asked of a witness by the opposing attorney, with the purpose of making the trial judge decide if the question can be asked.
Opening statement	The explanation by the attorneys for both sides at the beginning of the trial of what will be proved during the trial.
Opening	
Order To Show Cause	Usually the person filing for the OSC wants to force the opposing party to do something or stop him/her from doing something, and the OSC is the judge's ruling that the party must do so unless he/she can "show cause" that he/she should not have to obey the ruling. For example, an OSC can prevent someone from taking a child out of the state, force a landlord to allow an evicted tenant back into the premises, etc.
Overruled.	To reject an attorney's objection to a question to a witness or admission of evidence.
Presentments	a. The act of submitting or presenting a formal statement on a legal matter to a court or an authorized person. b. The report written by a Grand Jury concerning an offense and based on the Jury's own knowledge and observation.
Probate Court	<b>Thirty-three judges. There are thirty-three counties. These are courts of limited jurisdiction. No jury trials.</b> <i>This court will hear these types of cases: Informal probate; Estate (Hears uncontested cases. Contested cases go to district court).</i>
Probation Officer	
Cross	
Direct	When the witness is again questioned by the original attorney.
Scene	The place where an action or event occurs.

English	
Sidebar	n. 1) physically, an area in front of or next to the judge's bench (the raised desk in front of the judge) away from the witness stand and the jury box, where lawyers are called to speak confidentially with the judge out of earshot of the jury. 2) a discussion between the judge and attorneys at the bench off the record and outside the hearing of the jurors or spectators.
Statement	
Supreme Court	<b>The Supreme Court consists of five Justices and is located in Santa Fe. This is the court of last resort and has superintending control over all inferior courts and attorneys licensed in the state. This court has mandatory appellate jurisdiction over:</b> criminal matters in which the sentence imposed is life in prison or the death penalty, appeals from the Public Regulation Commission, appeals from the granting of writs of habeas corpus, appeals in actions challenging nominations, and removal of public officials.  <i>Discretionary jurisdiction:</i> denials of petitions for writ of habeas corpus, petitions for writ of certiorari to the Court of Appeals, other extraordinary writ matters, and certified questions either from the Court of Appeals or federal courts.
Sustained	For a judge to agree that an attorney's objection, such as to a question, is valid.
Take A Statement (From ~)	
Testify	To give oral evidence under oath in answer to questions posed by attorneys either at trial or at a deposition (testimony under oath outside of court), with the opportunity for opposing attorneys to cross-examine the witness in regard to answers given.
Venue	a. The locality where a crime is committed or a cause of action occurs. b. The locality or political division from which a jury is called and in which a trial is held. c. The clause within a declaration naming the locality in which a trial will be held. d. The clause in an affidavit naming the place where it was sworn to.
Witness	a. To be present at or have personal knowledge of. b. To take note of; observe.

#### In the Courtroom

English	Definition
Bailiff	A court attendant entrusted with duties such as the maintenance of order in a courtroom during a trial.
Bench	The large, usually long and wide desk raised above the level of the rest of the courtroom, at which the judge or panel of judges sit.
Caseworker	Social work(er) devoted to the needs of individual clients or cases.
Court Clerk	A person who keeps the records and performs the regular business of a court, legislative body, or municipal district.
Court clinician	Psychologists, Social Workers, and Family Therapists who have an expertise in mediation, evaluation, and child development. They work under court order in cases involving custody or time-sharing disputes of minor children. The clinicians also conduct Competency to Stand Trial Evaluations for both District and Metropolitan Court. All clients are seen by Court Order only. The primary function of the Clinic is to help reduce the level of conflict between the parties in order to meet the best interest of the children
Court Reporter	A stenographer who makes a verbatim record and transcription of proceedings, as in a court.
Defendant	The party charged with a crime in a criminal prosecution. Also, the person accused of having committed an act of Domestic Violence in restraining order cases.

English	Definition
Defendant	The party sued in a civil lawsuit or family case. In some types of cases (such as divorce) a defendant may also be called a respondent.
Defense Attorney	The attorney representing the defendant in a lawsuit or criminal prosecution.
Defense Counsel	
Defense Witness	
District Attorney	The chief law officer and legal counsel of the government of a state or nation.
Expert Witness	A person who is a specialist in a subject, often technical, who may present his/her expert opinion without having been a witness to any occurrence relating to the lawsuit or criminal case. It is an exception to the rule against giving an opinion in trial, provided that the expert is qualified by evidence of his/her expertise, training and special knowledge.
Eyewitness	A person who has actually seen an event and can so testify in court.
Guardian Ad Litem	Lawyer appointed to represent the child or children in a CYFD case.
Holding Cell	
Interpreter	One who translates orally from one language into another.
Judge	An official with the authority and responsibility to preside in a court, try lawsuits and make legal rulings. In New Mexico, judges on the Supreme Court are called "justices."
Juror	Any person who actually serves on a jury. A member of a Grand Jury is called a grand juror.
Jury	A group of citizens called to hear a trial of a criminal prosecution or a lawsuit, decide the factual questions of guilt or innocence or determine the prevailing party (winner) in a lawsuit and the amount to be paid, if any, by the loser. Criminal juries normally have 12 members and 2 alternates; Magistrate and civil juries normally have 6 members and 2 alternates.
Jury Box	The enclosed area in which the jury sits in assigned seats during a jury trial.
Law Clerk	A person, typically an attorney, employed as an assistant to a judge or another attorney, especially in order to gain legal experience.
Plaintiff	The party who initiates a lawsuit by filing a complaint with the clerk of the court against the defendant(s) demanding damages, performance and/or court determination of rights.
Prosecution Witness	
Prosecutor Assistant	Generic term for the government's attorney in a criminal case.
Prosecutor	
Public Defender Assigned Counsel	An attorney regularly assigned by the courts to defend people accused of crimes who cannot afford a private attorney.
Victim	One who is harmed or killed by another.
Witness	1) n. a person who testifies under oath in a trial (or a deposition which may be used in a trial if the witness is not available) with first-hand or expert evidence useful in a lawsuit. 2) n. a person who sees an event.
Witness Stand	A stand or enclosed area in a courtroom from which a witness presents testimony.

#### Criminal Terminology: Common Crimes

English	Definition
Aggravated [Crime]	
Arson	n. the felony crime of intentionally burning a house or other building. The perpetrators range from mentally ill pyromaniacs to store owners hoping to get insurance proceeds. Historically, arson meant just the burning of a house, but now covers any structure. A death resulting from arson is murder.



English	Definition
Assault	1. A violent physical or verbal attack ... 3. Law a. An unlawful threat or attempt to do bodily injury to another. b. The act or an instance of unlawfully threatening or attempting to injure another.
Battery	n. the actual intentional striking of someone, with intent to harm, or in a "rude and insolent manner" even if the injury is slight. Negligent or careless unintentional contact is not battery no matter how great the harm. Battery is a crime and also the basis for a lawsuit as a civil wrong if there is damage. It is often coupled with "assault" (which does not require actual touching) in "assault and battery."
Burglary	The crime of breaking and entering into a structure for the purpose of committing a crime ... Contrary to common belief, a burglary is not necessarily for theft. It can apply to any crime, such as assault or sexual harassment, whether the intended criminal act is committed or not.
Conspiracy (to ~)	When people work together by agreement to commit an illegal act.
contempt	There are essentially two types of contempt: a) being rude, disrespectful to the judge or other attorneys or causing a disturbance in the courtroom, particularly after being warned by the judge; b) willful failure to obey an order of the court. This latter can include failure to pay child support or alimony, or violating a domestic violence restraining order. "Criminal contempt" involves contempt with the aim of obstruction of justice, such as threatening a judge or witness or disobeying an order to produce evidence.
Controlled Substances	n. a drug which has been declared by federal or state law to be illegal for sale or use, but may be dispensed under a physician's prescription. The basis for control and regulation is the danger of addiction, abuse, physical and mental harm (including death), the trafficking by illegal means, and the dangers from actions of those who have used the substances.
Criminal Damage To Property	
Criminal Sexual Contact	
Criminal Sexual Penetration	
Criminal Trespass	Conduct of a sexual or indecent nature toward another person that is accompanied by actual or threatened physical force or that induces fear, shame, or mental suffering.
Disturbing The Peace	Entering another person's property without permission of the owner or his/her agent and without lawful authority ... Trespass for an illegal purpose is a crime.
DUI Driving Under the Influence DWI Driving While Impaired	n. commonly called "drunk driving," it refers to operating a motor vehicle while one's blood alcohol content is above the legal limit set by statute, which supposedly is the level at which a person cannot drive safely. <i>In New Mexico, this statute can also be applied to one who drives under the influence of prescription or illegal drugs, or while overly tired or affected by a medical condition that impairs their ability to drive safely.</i>
Endangering The Welfare Of A Child	
Endangering	
False Imprisonment	n. depriving someone of freedom of movement by holding a person in a confined space or by physical restraint...

English	Definition
Harassment	A continuing course of conduct meant to alarm or seriously annoy another. (Harassment generally refers to a. communication that is too frequent; b. communication at inappropriate times or places; or c. the use of foul or coarse language with the intent to seriously annoy.)
Homicide	A person is guilty of criminal homicide if he purposely, knowingly, recklessly causes the death of another human being. Criminal homicide is murder, manslaughter or death by auto.
Kidnaping	n. the taking of a person against his/her will (or from the control of a parent or guardian) from one place to another under circumstances in which the person so taken does not have freedom of movement, will, or decision through violence, force, threat or intimidation.
Larceny	n. The crime of taking the goods of another person without permission (usually secretly), with the intent of keeping them.
Manslaughter	Criminal homicide constitutes aggravated manslaughter when: (1) The actor recklessly causes death under circumstances manifesting extreme indifference to human life; or (2) The actor causes the death of another person while fleeing or attempting to elude a law enforcement officer
Murder	... Criminal homicide constitutes murder when: (1) The actor purposely causes death or serious bodily injury resulting in death; or (2) The actor knowingly causes death or serious bodily injury resulting in death; or (3) It is committed when the actor, acting either alone or with one or more other persons, is engaged in the commission of, or an attempt to commit, or flight after committing or attempting to commit robbery, sexual assault, arson, burglary, kidnapping, carjacking, criminal escape or terrorism
Robbery	The direct taking of property (including money) from a person (victim) through force, threat or intimidation.
Stalking	A person is guilty of stalking ... if he purposefully or knowingly engages in a course of conduct directed at a specific person that would cause a reasonable person to fear bodily injury to himself or a member of his immediate family or to fear the death of himself or a member of his immediate family.
Strong-Arm Robbery Armed Robbery	Robbery that involves the use of a gun or other weapon, which can do bodily harm, such as a knife or club, and under most state laws carries a stiffer penalty (longer possible term) than robbery by merely taking.
Terroristic Threats	A person is guilty of a crime of the third degree if he threatens to kill another with the purpose to put him in imminent fear of death under circumstances reasonably causing the victim to believe the immediacy of the threat and the likelihood that it will be carried out.
Theft	The generic term for all crimes in which a person intentionally and fraudulently takes personal property of another without permission or consent and with the intent to convert it to the taker's use (including potential sale)

#### Criminal Terminology: Miscellaneous

English	Definition
Acquit	What a jury or judge sitting without a jury does at the end of a criminal trial if the jury or judge finds the accused defendant not guilty.
Acquittal	What an accused criminal defendant receives if he/she is found not guilty.

English	Definition
Arraignment	Procedure whereby the accused is brought before the court to plead to the criminal charge against him.
Arraignment On The Indictment	
Bail	The money or bond put up to secure the release of a person who has been charged with a crime ... The theory is that bail guarantees the appearance of the defendant in court when required. While the Constitution guarantees the right to reasonable bail, a court may deny bail in cases charging murder or treason, or when there is a danger that the defendant will flee or commit mayhem.
Bail Bondsman	A professional agent for an insurance company who specializes in providing bail bonds for people charged with crimes and awaiting trial in order to have them released.
Bench Warrant	A warrant issued by a judge or court ordering the apprehension of an offender.
Bond	A bond provided by an insurance company through a bail bondsman acting as agent for the company, to secure the release from jail of an accused defendant pending trial. Usually there is a charge of 10 percent of the amount of the bond (e.g. \$100 for a \$1,000 bond) and often the defendant must put up some collateral like a second deed of trust or mortgage on one's house. Upon acquittal, conviction, or other conclusion of the case, the bail bond is "exonerated" and returned to the insurance company. If the person who has been bailed out disappears and does not appear in court, the bond funds will be forfeited unless the defendant is found and returned.
Charge	A claim of wrongdoing; an accusation.
Convict	To find guilty of a crime after a trial.
Conviction	The result of a criminal trial in which the defendant has been found guilty of a crime.
Crime	A violation of a law in which there is injury to the public or a member of the public and a term in jail or prison, and/or a fine as possible penalties.
Criminal	A popular term for anyone who has committed a crime, whether convicted of the offense or not. More properly it should apply only to those actually convicted of a crime.
Exposure	The combined imprisonment, restitution, fines, etc., a defendant faces upon conviction.
Extradition	Legal surrender of a fugitive to the jurisdiction of another state, country or government for trial.
Factual Basis	The facts that establish that something is true under the law. Defendants who plead guilty must "provide a truthful factually basis"—that is, tell what they did that constitutes a crime.
Felony	n. A crime (offense) for which a Grand Jury rules that there is enough evidence to charge a defendant with ... a crime punishable by death or a term in the state penitentiary. These crimes include murder, manslaughter, rape, kidnapping, grand theft, robbery, burglary, arson, conspiracy, fraud and other major crimes, as well as attempts to commit them.
First Appearance	
Arraignment On The Complaint	
Grand Jury	A jury of 12 to 23 persons convened in private session to evaluate accusations against persons charged with a crime and to determine whether the evidence warrants a bill of indictment
Indict	To make a formal accusation or indictment against (a party) by the findings of a jury, especially a grand jury.

English	Definition
Indictment	A charge of a ... serious crime ... voted by a Grand Jury based upon a proposed charge, witnesses' testimony and other evidence presented by the public prosecutor.
Misdemeanor	A lesser crime punishable by a fine and/or county jail time for up to one year. Misdemeanors are distinguished from felonies, which can be punished by a state prison term. They are tried in the lowest local court such as municipal, police or justice courts. Typical [disorderly persons offenses] include: petty theft, disturbing the peace, simple assault and battery, drunk driving without injury to others, drunkenness in public, various traffic violations, public nuisances and some crimes which can be charged either as an indictable offense or disorderly persons offense depending on the circumstances and the discretion of the District Attorney.
Parole	The release of a convicted criminal defendant after he/she has completed part of his/her prison sentence, based on the concept that during the period of parole, the released criminal can prove he/she is rehabilitated and can "make good" in society. A parole generally has a specific period and terms such as reporting to a parole officer, not associating with other ex-convicts, and staying out of trouble. Violation of the terms may result in revocation of parole and a return to prison to complete his/her sentence.
Petit Jury	A jury that sits at criminal and civil trials.
Plea	The answer of the accused to a criminal charge or indictment.
Pre-Prosecution Diversion	In criminal procedure, a system for giving a chance for a first-time criminal defendant in lesser crimes to perform community service, make restitution for damage due to the crime, obtain treatment for alcohol or drug problems and/or counseling for anti-social or mentally unstable conduct. If the defendant cooperates and the Diversion results in progress, the charges may eventually be dismissed. Diversion may not be granted for a second offense.
Pre-Sentence Interview	Interview between probation officer and defendant to prepare a report that will aid the Judge in determining sentence.
PSI	
Probation	A chance to remain free (or serve only a short time) given by a judge to a person convicted of a crime instead of being sent to jail or prison, provided the person can be good. Probation is only given under specific court-ordered terms, such as performing public service work, staying away from liquor, paying a fine, maintaining good behavior, getting mental therapy and reporting regularly to a probation officer. Violation of probation terms will usually result in the person being sent to jail for the normal term ... Probation is not the same as "parole," which is freedom under certain restrictions given to convicts at the end of their imprisonment.
ROR Release On Recognizance	For a judge to allow a criminal defendant pre-trial freedom without posting bail, based on the past history of the defendant, roots in the community, regular employment, the recommendation of the prosecutor, the type of crime, and in total the likelihood of making all appearances in court and the improbability that the defendant will commit another crime while awaiting trial. Often called "O.R." or "R.O.R," it is granted routinely in traffic matters, minor and technical crimes, and to people with no criminal record who display stability.
Sentence	1) n. the punishment given to a person convicted of a crime. A sentence is ordered by the judge, based on the verdict of the jury (or the judge's decision if there is no jury) within the possible punishments set by state law (or federal law in convictions for a federal crime). A sentence includes all fines, community service, restitution or other punishment, or terms of probation.

English	Definition
Sobriety Breathalyzer Intoxilyzer Status Conference	A device for estimating blood alcohol content (BAC) from a breath sample.
Trial	A hearing to determine the status of a case, after the arraignment but before a plea or trial.
Verdict	Examination of evidence and applicable law by a competent tribunal to determine the issue of specified charges or claims.
Waiver Of Extradition	n. The decision of a jury after a trial, which must be accepted by the trial judge to be final. A judgment by a judge sitting without a jury is not a verdict. Often shortened to "extradition," which means that "extradition" often means the exact opposite of itself.

#### Civil/Special Civil/Equity Terminology

English	Definition
Arbitration	The process by which the parties to a dispute submit their differences to the judgment of an impartial person or group appointed by mutual consent or statutory provisions.
Arbitrator	A person chosen to settle the issue between parties engaged in a dispute.
Bus Minibus Van Suv Station Wagon Minivan	
Contract	(Type of civil case.)
Crash	
Foreclose	To deprive (a mortgagor) of the right to redeem mortgaged property, as when payments have not been made.
Impact	
Intersection	A place where ... two or more roads cross.
Landlord	A person who owns and rents land, buildings or dwelling units.
Lease	A contract granting use or occupation of property during a specified period in exchange for a specified rent.
Mediation	An attempt to bring about a peaceful settlement or compromise between disputants through the objective intervention of a neutral party. Mediation is used for special civil and small claims lawsuits, and for family cases such as CYFD, divorce and visitation mediations.
Mediator	One that mediates, especially one that reconciles differences between disputants.
Mortgage	
Notice To Cease	A notice to cease is a notice or letter telling you to stop certain conduct that is not allowed under your lease or under the Anti-Eviction Act. The notice must tell you exactly what conduct the landlord is complaining about. ... The notice must also tell you that if you stop the wrong conduct, you won't be evicted. If you stop the conduct that is described in the notice, the landlord cannot evict you ... A notice to cease is necessary only if you are charged with being disorderly, breaking rules and regulations, breaking an agreement in the lease, or paying rent late.
Notice To Quit	A notice to quit is a notice or letter from the landlord that terminates your tenancy and tells you to move out by a certain date because you have engaged in certain conduct that is not allowed under your lease or under the Anti-Eviction Act. For those eviction causes that also require a notice to cease, the notice to quit also will tell you that since you have ignored the notice to cease, you must move out by a certain date. The notice must tell you specifically what it is that you have done wrong. For causes that do not require the landlord to give you a notice to cease, this is the first and only notice you will get before the landlord can file an eviction suit.

English	Definition
Premises	a. Land and the buildings on it. b. A building or part of a building.
Tenancy	
Tenant	One that pays rent to use or occupy land, a building, or other property owned by another.
Tort	Damage, injury, or a wrongful act done willfully, negligently, or in circumstances involving strict liability, but not involving breach of contract, for which a civil suit can be brought.

#### Family Terminology

English	Definition
Admit	In juvenile cases, the equivalent of pleading guilty
Alimony	An allowance for support made under court order to a divorced person by the former spouse, usually the chief provider during the marriage. Alimony may also be granted without a divorce, as between legally separated persons
Arrears	An unpaid, overdue debt or an unfulfilled obligation.
Babysitter	A person engaged to care for one or more children in the temporary absence of parents or guardians.
Child Support	n. Court-ordered funds to be paid by one parent to the custodial parent of a minor child after divorce (dissolution) or separation. Usually the dollar amounts are based on the income of both parents, the number of children, the expenses of the custodial parent, and any special needs of the child.
CYFD	Children, Youth, and Families Department, this state department protects abused and neglected children, rehabilitates delinquent and incarcerated youth and provides child care subsidies, promotes and supports quality child care and administers statewide domestic violence programs.
Custody	The act or right of guarding, especially such a right granted by a court: an adult who was given custody of the child.
Day Care	Provision of daytime training, supervision, recreation, and often medical services for children of preschool age ...
Default Divorce	A divorce in which the plaintiff has been unable to serve the defendant or the defendant has not responded to the complaint.
Deny	In juvenile cases, the equivalent of pleading not guilty.
Divorce	The legal dissolution of a marriage.
Domestic Violence	Violence toward or physical abuse of one's spouse or domestic partner
Final Restraining Order	
Foster Home Foster Parents	n. [A place where] a child without parental support and protection, [is] placed with a person or family to be cared for, usually by local welfare services or by court order. The foster parent(s) do not have custody, nor is there an adoption, but they are expected to treat the foster child as they would their own in regard to food, housing, clothing and education. Most foster parents are paid by the local government or a state agency.
Gross Income	Income before any deductions (e.g., federal withholding)
Guardian	One who is legally responsible for the care and management of the person or property of an incompetent or a minor.
Guardian Ad Litem	n. a person appointed by the court only to take legal action on behalf of a minor or an adult not able to handle his/her own affairs.
Guardianship	See guardian.
Hearing Officer	
In The Interests Of	To the advantage of; for the sake of.
Juvenile	A young person; a child.
Juvenile Delinquent	A juvenile guilty of antisocial or criminal behavior.

English	Definition
Net Income	
Place	To find accommodation ... for. Used in CYFD cases: "Where is the child placed?"
Placement	
Spousal Support	See "alimony."
Temporary Restraining Order TRO	n. A temporary order of a court to keep conditions as they are (like not taking a child out of the county or not selling marital property) until there can be a hearing in which both parties are present. More properly it is called a temporary restraining order (shortened to TRO).
Uncontested Divorce	A divorce in which the defendant has waived the right to file an answer and consents to the relief sought by the plaintiff.

## PARALLEL TEXTS

A **parallel text** is a text placed alongside its translation or translations. **Parallel text alignment** is the identification of the corresponding words and sentences in both halves of the parallel text. Interpreter candidates can use this technique to build vocabulary and your own personal lexicon and which experienced interpreters use to expand their vocabulary.

The following are links to websites with parallel texts:

[http://web.ticino.com/multilingual/Multilingual\\_websites.htm#Literature](http://web.ticino.com/multilingual/Multilingual_websites.htm#Literature)

<http://www.lonweb.org/>

<http://langrid.org/playground/parallel-text.html>

The following are links to newspapers in languages other than English:

<http://newspaper-world.com/language/index.htm>

<http://www.languagequest.com/utilities/foreign-newspapers.php>

<http://www.abyznewslinks.com/bangl.htm>

<http://www.ipl.org/div/news/>

<http://www.omniglot.com/links/news.htm>

The following pages provide are examples of parallel texts, i.e., the same newspaper story found in a variety of newspapers in various languages.



**New York Times**

April 27, 2009

**U.S. Declares Public Health Emergency Over Swine Flu**

By DONALD G. McNEIL Jr.

Responding to what some health officials feared could be the leading edge of a global pandemic emerging from Mexico, American health officials declared a public health emergency on Sunday as 20 cases of swine flu were confirmed in this country, including eight in New York City.

Other nations imposed travel bans or made plans to quarantine air travelers as confirmed cases also appeared in Mexico and Canada and suspect cases emerged elsewhere.

Top global flu experts struggled to predict how dangerous the new A (H1N1) swine flu strain would be as it became clear that they had too little information about Mexico's outbreak — in particular how many cases had occurred in what is thought to be a month before the outbreak was detected, and whether the virus was mutating to be more lethal, or less.

"We're in a period in which the picture is evolving," said Dr. Keiji Fukuda, deputy director general of the World Health Organization. "We need to know the extent to which it causes mild and serious infections."

Without that knowledge — which is unlikely to emerge soon because only two laboratories, in Atlanta and Winnipeg, Canada, can confirm a case — his agency's panel of experts was unwilling to raise the global pandemic alert level, even though it officially saw the outbreak as a public health emergency and opened its emergency response center.

As a news conference in Washington, Homeland Security Secretary Janet Napolitano called the emergency declaration "standard operating procedure," and said she would rather call it a "declaration of emergency preparedness."

"It's like declaring one for a hurricane," she said. "It means we can release funds and take other measures. The hurricane may not actually hit."

American investigators said they expected more cases here, but noted that virtually all so far had been mild and urged Americans not to panic.

The speed and the scope of the world's response showed the value of preparations made because of the avian flu and SARS scares, public health experts said.

The emergency declaration in the United States lets the government free more money for antiviral drugs and give some previously unapproved tests and drugs to children. One-quarter of the national stockpile of 50 million courses of antinfluenza drugs will be released.

Border patrols and airport security officers are to begin asking travelers if they have had the flu or a fever; those who appear ill will be stopped, taken aside and given masks while they arrange for medical care.

"This is moving fast and we expect to see more cases," Dr. Richard Besser, acting director of the Centers for Disease Control and Prevention, said at the news conference with Ms. Napolitano. "But we view this as a marathon."

He advised Americans to wash their hands frequently, to cover coughs and sneezes and to stay home if they felt ill; but he stopped short of advice now given in Mexico to wear masks and not kiss or touch anyone. He praised decisions to close individual schools in New York and Texas but did not call for more widespread closings.

Besides the eight New York cases, officials said they had confirmed seven in California, two in Kansas, two in Texas and one in Ohio. The virus looked identical to the one in Mexico believed to have killed 103 people — including 22 people whose deaths were confirmed to be from swine flu — and sickened about 1,600. As of Sunday night, there were no swine flu deaths in the United States, and one hospitalization.

Other governments tried to contain the infection amid reports of potential new cases including in New Zealand and Spain.

Dr. Fukuda of the W.H.O. said his agency would decide Tuesday whether to raise the pandemic alert level to 4. Such a move would prompt more travel bans, and the agency has been reluctant historically to take actions that hurt member nations.

Canada confirmed six cases, at opposite ends of the country: four in Nova Scotia and two in British Columbia. Canadian health officials said the victims had only mild symptoms and had either recently traveled to Mexico or been in contact with someone who had.

Other governments issued advisories urging citizens not to visit Mexico. China, Japan, Hong Kong and others set up quarantines for anyone possibly infected. Russia and other countries banned pork imports from Mexico, though people cannot get the flu from eating pork.

In the United States, the C.D.C. confirmed that eight students at St. Francis Preparatory School in Fresh Meadows, Queens, had been infected with the new swine flu. At a news conference on Sunday, Mayor Michael R. Bloomberg said that all those cases had been mild and that city hospitals had not seen a surge in severe lung infections.

On the streets of New York, people seemed relatively unconcerned, in sharp contrast to Mexico City, where soldiers handed out masks.

Hong Kong, shaped by lasting scars as an epicenter of the SARS outbreak, announced very tough measures. Officials there urged travelers to avoid Mexico and ordered the immediate detention of anyone arriving with a fever higher than 100.4 degrees Fahrenheit after traveling through any city with a confirmed case, which would include New York.

Everyone stopped will be sent to a hospital for a flu test and held until it is negative. Since Hong Kong has Asia's busiest airport hub, the policy could severely disrupt international travel.

The central question is how many mild cases Mexico has had, Dr. Martin S. Cetron, director of global migration and quarantine for the Centers for Disease Control, said in an interview.

"We may just be looking at the tip of the iceberg, which would give you a skewed initial estimate of the case fatality rate," he said, meaning that there might have been tens of thousands of mild infections around the 1,300 cases of serious disease and 80 or more deaths. If that is true, as the flu spreads, it would not be surprising if most cases were mild.

Even in 1918, according to the C.D.C., the virus infected at least 500 million of the world's 1.5 billion people to kill 50 million. Many would have been saved if antifu drugs, antibiotics and mechanical ventilators had existed.

Another hypothesis, Dr. Cetron said, is that some other factor in Mexico increased lethality, like co-infection with another microbe or an unwittingly dangerous treatment.

Flu experts would also like to know whether current flu shots give any protection because it will be months before a new vaccine can be made.

There is an H1N1 human strain in this year's shot, and all H1N1 flus are descendants of the 1918 pandemic strain. But flus pick up many mutations, and there will be no proof of protection until the C.D.C. can test stored blood serum containing flu shot antibodies against the new virus. Those tests are under way, said an expert who sent the C.D.C. his blood samples.

Reporting was contributed by Sheryl Gay Stolberg from Washington, Jack Healy from New York, Keith Bradsher from Hong Kong and Ian Austen from Ottawa.

## Le Monde

Quatre nouveaux cas suspects en France

LEMONDE.FR avec AFP | 27.04.09 | 11h22 • Mis à jour le 27.04.09 | 16h37

Quatre nouveaux cas sont *"en cours d'investigation"* en France dans le cadre de la vigilance sur la grippe porcine, a annoncé, lundi 27 avril, Françoise Weber, directrice de l'institut de veille sanitaire. Il s'agit de personnes ayant voyagé au Mexique ou dans le sud des Etats-Unis, et qui habitent les villes de Nantes, Pau, Lyon et Poitiers, a-t-elle précisé.

Plus tôt dans la journée, la ministre de la santé espagnole, Trinidad Jimenez, a déclaré qu'un cas humain de grippe porcine avait été détecté en Espagne chez un homme qui avait séjourné au Mexique. *"Il a été confirmé que les tests du patient d'Almense [sud-est de l'Espagne] pour la grippe porcine ont été positifs"*, a déclaré la ministre lors d'une conférence de presse à Madrid. Il s'agit du premier cas confirmé de grippe porcine en Europe, alors que le nombre de cas suspects en Espagne a augmenté lundi dans la matinée pour s'établir à près d'une vingtaine.

*"Il n'y avait aucun cas en Europe [jusqu'à présent], l'unique cas c'est celui enregistré en Espagne"*, a déclaré la ministre espagnole. La victime de la grippe est un jeune homme de 23 ans de retour d'un voyage au Mexique le 22 avril, qui a été hospitalisé samedi soir, avait déclaré auparavant une porte-parole des services de santé de la région de Castille-la-Manche.

### DES CAS SUSPECTS AILLEURS EN EUROPE

Une dizaine de personnes, susceptibles d'être atteintes de la grippe porcine, ont été placées en observation au Danemark et en Suède, selon des sources sanitaires et hospitalières. Ces personnes sont toutes revenues récemment d'un voyage au Mexique ou au Etats-Unis. Par ailleurs, cinq Suisses de retour du Mexique, qui manifestent tous des symptômes grippaux, pourraient également avoir été contaminés et font l'objet d'examens, a annoncé le porte-parole de l'Office fédéral de la santé publique.

En Grande-Bretagne, deux personnes, rentrées mardi du Mexique, ont été hospitalisées dimanche en Ecosse par mesure de précaution après avoir présenté de légers symptômes rappelant ceux de la grippe. Un cas de grippe porcine avait aussi été suspecté en Italie, à Venise. Mais un premier test s'est révélé négatif et il ne semble pas qu'il s'agisse du virus H<sub>1</sub>N<sub>1</sub>. La femme, âgée de 31 ans, venait de rentrer d'un séjour à San Diego, en Californie, où sept personnes sont atteintes de la maladie.

La commissaire européenne à la santé, Androulla Vassiliou, a appelé les Européens à éviter les déplacements non indispensables dans les zones affectées par l'irruption de la grippe porcine, à savoir pour l'essentiel le Mexique et certains Etats américains.

### RÉUNION EXTRAORDINAIRE DES MINISTRES DE LA SANTÉ DE L'UE

En France, le ministère de la santé avait confirmé, plus tôt dans la journée, qu'il n'y avait plus de cas suspect de grippe porcine à ce jour sur le territoire, le dernier cas incertain, à Montigny-le-Bretonneux, dans les Yvelines, s'étant révélé négatif.

Une réunion extraordinaire des ministres de la santé de l'UE *"va être convoquée dès que possible"* pour évaluer la menace présentée par la grippe porcine, a annoncé lundi le président de la Commission européenne, José Manuel Barroso. Mais il a rappelé que *"la situation d'urgence en matière de santé publique est jusqu'à présent limitée au continent américain"*.

La commissaire européenne à la santé, Androulla Vassiliou, doit faire le point de la situation, lundi, à Luxembourg avec les ministres des affaires étrangères européens. Carl Bildt, ministre des affaires étrangères suédois, dont le pays prendra la présidence de l'UE fin juin, a appelé à ne pas céder à la panique face à l'épidémie, en attendant une évaluation précise des autorités sanitaires.

## El Mundo

*Olga R. Sanmartín* | Madrid

Actualizado lunes 27/04/2009 18:25 horas

La ministra de Sanidad y Política Social, Trinidad Jiménez, ha informado del primer caso positivo de gripe porcina en España. Se trata del joven de 23 años que permanece aislado en el Hospital General de Almansa (Albacete) y que regresó de un viaje de estudios por México el pasado 22 de abril. Se trata, además, del primer caso confirmado en Europa desde que se desatara el brote de esta enfermedad en México.

Otras 19 personas están siendo sometidas a pruebas en distintos puntos de España para determinar si contrajeron el virus de la gripe porcina. Un caso sospechoso que había en Algeciras (Cádiz) ha sido descartado, según ha informado Jiménez en rueda de prensa.

Jiménez ha presidido la primera reunión del Comité Ejecutivo Nacional para la Prevención, el Control y el Seguimiento de la Evolución Epidemiológica del Virus de la Gripe, en la que han estado presentes representantes de nueve ministerios y de tres comunidades autónomas.

La ministra ha destacado que ningún caso de los investigados "reviste gravedad", ni tan siquiera el que ha dado positivo en Almansa. Según el listado que maneja el Ministerio, los casos sospechosos que están pendientes de confirmación se encuentran en: Cataluña (10), Andalucía (3), Castilla-La Mancha (1), Navarra (1), Comunidad Valenciana (1), Aragón (1), País Vasco (1), Comunidad de Madrid (1).

Aunque estas son las últimas cifras oficiales hechas públicas por el Ministerio, el número de posibles afectados podría ser mayor. La Consejería de Salud de Murcia está estudiando los casos de tres personas con síntomas sospechosos, que no estaban recogidos en el balance comunicado por el Ministerio a mediodía. De igual modo, la Consejería de Baleares estudia los casos de otras dos personas, así como las de La Rioja y Castilla y León, uno cada una.

A primera hora de la tarde, la Consellería de Sanidade de Galicia estudiaba un posible caso de gripe porcina en un varón de mediana edad residente en la provincia de Pontevedra que regresó de México tras un viaje de varios días.

Fuentes del Hospital Clínic de Barcelona citadas por Europa Press, elevan a 23 las sospechas de casos de gripe porcina en Cataluña.

Mientras, fuentes del Ministerio han comunicado que no volverán a facilitar una nueva recopilación de datos oficial hasta la tarde, después de que termine la reunión del Consejo Interterritorial, la cual, aunque estaba prevista inicialmente para el miércoles, ha sido adelantada a hoy tras la confirmación del primer caso positivo en Almansa.

Personal sanitario del hospital de Almansa con mascarilla. | AFP

"Es urgente y prioritario" compartir con todas las Comunidades Autónomas "la información para acordar las medidas necesarias en este momento", ha indicado Jiménez en su comparecencia ante los medios.

De momento, Jiménez considera la situación de "epidemia", ya que aún se desconoce la virulencia de este virus y su velocidad de propagación. Según destacó la ministra, el Gobierno cuenta con 10 millones de dosis de 'Tamiflu', que se preveía usar contra la gripe aviar, para hacer frente a una posible pandemia.

Asimismo, la ministra aseguró que ninguna explotación agraria, ni en España ni en México, está afectada por la fiebre porcina, por lo que "no hay ningún problema" con el consumo de carne de este animal. También está estudiándose por qué afecta más a personas jóvenes y aparentemente sanas, un comportamiento anómalo en un virus de la gripe.

El secretario general de Sanidad, José Martínez Olmos, ha recordado que la "situación es nueva", pero, como se está aplicando el plan de prevención que la Organización Mundial de la Salud (OMS) diseñó para la gripe aviar, se está trabajando "de forma coordinada" entre todos los países.

Jiménez insistió en que España es un país "completamente seguro" y que "no existe riesgo", pero no ocultó que "la situación preocupa a las autoridades sanitarias y nos hace estar especialmente vigilantes y alerta".

'Noticia importante' para la UE

La Comisión Europea considera que la confirmación de un caso de gripe porcina en España, el primero en la UE, es una "noticia importante" que influirá en la elevación de la alerta global por parte de la OMS mañana, informa María Ramírez.

Los expertos de Sanidad europeos, informados del caso de Almansa, explicaron que la "difusión geográfica" es el elemento esencial en la declaración de pandemia. Una portavoz aseguró que la Comisión no desaconseja los viajes a España, entre otras cosas porque se trata de enfermos sólo provenientes de México y no hay indicios de que el virus se haya transmitido más allá.

El consejero de Salud y Bienestar Social de Castilla La Mancha, Fernando Lamata, ha confirmado en Ciudad Real que los dos casos relacionados con gripe porcina de Castilla-La Mancha, una joven ingresada en Hellín (Albacete), todavía sin confirmar, y el joven en Almansa (Albacete), del cual se ha confirmado ya su contagio.

Se trata del joven de 23 años de Almansa y de una chica de 21 años de Hellín que, según reiteró Lamata, "evolucionan favorablemente y presentan una leve febrícula sin sintomatología respiratoria con un buen estado general".

Lamata confirmó, asimismo, que ambos jóvenes, junto con otro afectado de Valencia, realizaron el mismo viaje a México, por lo que están siendo tratados con antivirales, así como sus familiares más cercanos están recibiendo tratamiento profiláctico.

## **Corriere della sera**

La febbre suina è in Europa  
Oms: «Verso massima allerta»

Confermato un caso in Spagna. Allerta Ue: convocata riunione. Sale ancora il numero delle vittime

MADRID (SPAGNA) - L'influenza suina che si è diffusa in Messico, dove si contano 149 vittime, è arrivata in Europa: un caso accertato è stato riscontrato in Spagna, mentre si contano diversi casi sospetti nel Vecchio Continente. Nel frattempo l'Organizzazione mondiale della sanità (Oms), pur non raccomandando restrizioni di spostamenti, non esclude la possibilità di alzare il livello di allerta direttamente dalla fase tre alla fase cinque su un totale di sei fasi.

UN CASO IN SPAGNA - Intanto, la paura del contagio si diffonde in tutta Europa. E se in Italia i controlli su una 31enne, in isolamento nel reparto di malattie infettive a Venezia, hanno scongiurato che la paziente fosse affetta dall'influenza suina, in Spagna, il ministro della Sanità Trinidad Jimenez ha fatto sapere invece che sono risultati positivi i test effettuati su un 23enne di Almensa (sud-est della Spagna) rientrato dal Messico il 22 aprile.

SI MUOVE L'UE - La preoccupazione per la diffusione del contagio in Europa ha spinto la commissaria europea alla Sanità Androulla Vassiliou a chiedere «una riunione straordinaria dei ministri della Sanità dell'Ue», che forse si terrà giovedì, per rispondere con misure concrete all'allarme internazionale sull'influenza da suini. Allarme che ha portato gli Stati Uniti a proclamare lo stato di emergenza nazionale. La Vassiliou successivamente ha anche raccomandato ai cittadini europei di evitare i viaggi in Messico e negli Stati Uniti se non è indispensabile. La commissaria Ue ha precisato che si tratta di consigli, non di disposizioni vincolanti che spettano solo a ciascun Stato membro. In un secondo momento però il ministro degli affari europei Alexander Vondra, al termine del consiglio esteri della Ue a Lussemburgo, ha precisato che l'Unione europea non ha preso disposizioni comuni che limitano i viaggi dei cittadini europei. Vondra ha anche precisato che la commissaria Ue alla salute Androulla Vassiliou «ha parlato a titolo personale».

OBAMA - L'influenza da suini è «causa di preoccupazione» per gli Stati Uniti ha detto il presidente americano Barack Obama in un discorso all'Accademia Nazionale delle Scienze. L'amministrazione americana, ha aggiunto il presidente, «sta seguendo con attenzione» gli sviluppi dell'influenza da suini, ma «non c'è ragione di allarme». Il dipartimento di Stato Usa è pronto a lanciare un avvertimento consigliando ai cittadini americani di astenersi dal fare viaggi in Messico. È quanto riporta il canale televisivo Fox News.

LE MISURE DA PRENDERE - Tornando in Europa, sono almeno tre le misure di prevenzione per far fronte ai potenziali rischi di epidemia di influenza da suini di cui i ministri della Ue discuteranno. La prima misura possibile - riferiscono fonti europee - riguarda il rafforzamento delle azioni di prevenzione negli aeroporti, in particolare nei confronti dei passeggeri che provengono dalle aree considerate a rischio. La seconda misura, riguarda una campagna di informazione rivolta ai passeggeri europei. La terza prevede uno stretto coordinamento tra gli Stati membri per l'eventuale trasferimento di vaccini e medicinali ai partner che ne dovessero avere bisogno, secondo il principio della solidarietà normalmente seguito in caso di emergenza sanitaria. In vista della riunione straordinaria dell'Ue, la presidenza ha chiesto alla Commissione



Ue di preparare proposte specifiche sulle azioni da prendere in modo coordinato tra i 27. Dal canto suo il ministro degli Esteri Frattini ha dichiarato che l'Italia «si attiverà come presidenza del G8» contro l'emergenza da febbre suina.

Analizan paro total de actividades para el DF Mónica Archundia

Lunes 27 de abril de 2009

Ebrard: se aplicará si no bajan los contagios; los comercios reducirán su actividad

Las actividades de la ciudad de México podrían ser suspendidas en su totalidad en los siguientes días, a causa de la influenza porcina, que ha acumulado 45 muertes (cinco en las últimas 24 horas), aseguró el jefe de Gobierno capitalino, Marcelo Ebrard.

Dijo que de no disminuir el número de decesos y contagios, en el transcurso de este lunes o martes se tomará esta decisión, que incluirá suspender el servicio del Metro, como parte de la alerta máxima decretada en el Distrito Federal. El Metro transporta cada día a casi 5 millones de usuarios.

Explicó que, en una escala de 1 a 10, la ciudad se halla en el nivel 8. Llegar al máximo nivel significaría cerrar el aeropuerto y las terminales de autobuses, entre otras.

Señaló que este lunes se reducirá al máximo la actividad económica en la ciudad de México, en acuerdo con distintas cámaras empresariales, pese al daño económico. "Lo primero que debe preocuparnos son las vidas", dijo, y de haber buenos resultados se restablecería la actividad muy pronto.

El Tribunal Superior de Justicia del Distrito Federal anunció la suspensión de todas sus actividades en materia familiar, civil y mercantil, a las que acuden diariamente unas 30 mil personas, igual que la Junta Local de Conciliación y Arbitraje.

Esta semana es considerada por Ebrard como crítica para frenar la propagación del virus, pues epidemiológicamente se requieren 10 días para cortar la cadena de transmisión.

Ayer en la mañana dio detalles de las acciones para contener la propagación del virus y dijo que de los servicios de salud locales egresaron 59 personas que tenían influenza y respondieron favorablemente al tratamiento, pero 73 siguen internadas.

Además, se reportaron cinco muertes de personas que llegaron en su mayoría con un cuadro de neumonía complicado, con lo cual se acumulan 15 decesos en hospitales locales.

A éstos se suman los 30 casos que se registraron en otras instituciones de salud. La población más afectada es la que tiene entre 25 y 37 años de edad.

Luego de una reunión con miembros de su gabinete para determinar las medidas a tomar en el transporte público, el titular de la administración capitalina dijo en entrevista radiofónica que con la suspensión de actividades masivas, educativas y culturales se ha reducido en 38% el número de contactos entre capitalinos.

El reto para hoy es el Sistema de Transporte Colectivo (STC) Metro, donde esta semana 3 mil 800 personas distribuirán tapabocas y se revisará la ventilación.

Según el mandatario, con estas acciones se pretende reducir la velocidad de contagio por influenza en la ciudad, pero de mantenerse o empeorar la situación hacia el 6 de mayo, se pondrá en marcha el plan estructurado por investigadores de distintas instituciones académicas, entre ellas la UNAM, a petición del gobierno local.

## **Jornal de Notícias**

Dois casos de gripe suína confirmados no Reino Unido

19h07m

Duas pessoas que visitaram o México estão isoladas num hospital escocês.

As autoridades sanitárias do Reino Unido confirmaram hoje dois casos de gripe suína, duas pessoas que visitaram o México e se encontram isoladas num hospital de Airdrie, na Escócia, anunciou a ministra da Saúde do governo escocês, Nicola Sturgeon.

Entretanto, o ministro da Saúde do Reino Unido, Alan Johnson, disse que as autoridades britânicas identificaram até agora 25 casos suspeitos de gripe suína, dos quais apenas três pessoas estão hospitalizadas, disse hoje o ministro da Saúde, Alan Johnson.

Oito deram negativo nos testes ao vírus de gripe suína mas 17 continuam sob vigilância médica, disse o ministro, durante uma declaração aos deputados britânicos, na Câmara dos Comuns.

O nível de alerta não aumentou mas o ministro confirmou terem aumentado os meios de controlo nos aeroportos e postos marítimos para identificar pessoas com sintomas suspeitos.

Passageiros provenientes da Cidade do México estão a ser questionadas dentro dos aviões nos aeroportos de Heathrow e Gatwick sobre eventuais sintomas e locais que visitaram no México.

Mas existem notícias de voos em que não foi feito qualquer controlo a passageiros vindos de férias, nomeadamente de Cancun.

O ministro da Saúde reiterou que as autoridades britânicas têm à disposição antivíricos suficientes para tratar 33 milhões de pessoas, ou seja, metade da população.

"O Reino Unido está a preparar-se para uma pandemia de gripe há cinco anos", justificou.

O director-geral da Saúde, Liam Donaldson, considerou hoje "inevitável a certa altura" que o país registe casos de gripe suína.

"Se conseguirmos identificar cedo e tratar as pessoas e aquelas à sua volta, talvez consigamos reduzir o contágio", acrescentou, em declarações à BBC Radio 4.

عاشال شلا 1430 هـ لوالا ى دامج نم 3 28 لى ريبا 2009 ددعلا- 133 ةن سلا 44703

استنفار عالمي لمواجهة تفشي إنفلونزا الخنازير  
149 قتلى في المكسيك حتي الآن..  
وظهور أول إصابة في إسبانيا.. وفرنسا تنشيء خلية أزمات  
منظمة الصحة: لامؤشرات علي تراجع المرض..  
وكي مون يحذر من وباء عالمي

عواصم عالمية - وكالات الأنباء:  
في سياق مع الزمن لاحتواء مخاطر تفشي مرض إنفلونزا الخنازير, كثفت دول  
العالم استعداداتها لمنع انتقال المرض إلي أراضيها, في الوقت الذي أصدرت فيه  
تحذيرات إلي مواطنيها بعدم السفر إلي المناطق الموبوءة في الولايات المتحدة  
والمكسيك, وسط حالة من الاستنفار العالمي لمواجهة تفشي إنفلونزا الخنازير.  
وقد تم التأكد من وجود 40 إصابة في أمريكا, و26 في المكسيك, و6 حالات في  
كندا, وحالة واحدة في إسبانيا.

اي زيل امب روبم لال او ك راطم ى ف عابطاً  
نم ني مد اقل ان يرفاس ملان وص حفي  
ة يك يرم ال سول جن سول ةن يدم

ففي الولايات المتحدة, وزعت السلطات 12 مليون جرعة من عقار تاميفلو من  
مخزونها القدير الي علي الولايات, في حين أغلقت عشرات المدارس في نيويورك,  
وتكساس, وكاليفورنيا لاحتواء انتشار المرض. ودعت السلطات في بعض الولايات إلي تعليق أنشطة الكنائس كإقامة  
الصلوات, وتجنب الوجود في التجمعات العامة للحد من فرص انتشار المرض. وفي المكسيك, واصلت قوات الأمن توزيع  
الأقنعة الواقية علي المواطنين في العاصمة مكسيكو سيتي, وذلك مع ارتفاع حصيلة قتلى فيروس إتش1 إن1 المسبب  
للمرض إلي 149 أشخاص.



## **Court Interpreter Certification**

### **Section 4**

### **Sight Translation**

## The Princess and the Pea

Once upon a time there was \_\_\_\_\_ prince who wanted to marry a \_\_\_\_\_; but she would have to be \_\_\_\_\_ real princess. He traveled all over \_\_\_\_\_ world to find one, but nowhere \_\_\_\_\_ he get what he wanted. There \_\_\_\_\_ princesses enough, but it was difficult \_\_\_\_\_ find out whether they were real \_\_\_\_\_. There was always something about them \_\_\_\_\_ was not as it should be. \_\_\_\_\_ he came home again and was \_\_\_\_\_, for he would have liked very \_\_\_\_\_ to have a real princess.

One \_\_\_\_\_ a terrible storm came on; there \_\_\_\_\_ thunder and lightning, and the rain \_\_\_\_\_ down in torrents. Suddenly a knocking \_\_\_\_\_ heard at the city gate, and \_\_\_\_\_ old king went to open it.

\_\_\_\_\_ was a princess standing out there \_\_\_\_\_ front of the gate. But, good \_\_\_\_\_! what a sight the rain and \_\_\_\_\_ wind had made her look. The \_\_\_\_\_ ran down from her hair and \_\_\_\_\_; it ran down into the toes \_\_\_\_\_ her shoes and out again at \_\_\_\_\_ heels. And yet she said that \_\_\_\_\_ was a real princess.

"Well, we'll \_\_\_\_\_ find that out," thought the old \_\_\_\_\_. But she said nothing, went into \_\_\_\_\_ bedroom, took all the bedding off \_\_\_\_\_ bed, and laid a pea on \_\_\_\_\_ bottom; then she took twenty mattresses \_\_\_\_\_ laid them on the pea, and \_\_\_\_\_ twenty eiderdown beds on top of \_\_\_\_\_ mattresses.

On this the princess had \_\_\_\_\_ lie all night. In the morning \_\_\_\_\_ was asked how she had slept.

"\_\_\_\_\_, very badly!" said she. "I have \_\_\_\_\_ closed my eyes all night. Heaven \_\_\_\_\_ knows what was in the bed, \_\_\_\_\_ I was lying on something hard, \_\_\_\_\_ that I am black and blue \_\_\_\_\_ over my body. It's horrible!"

Now they \_\_\_\_\_ that she was a real princess \_\_\_\_\_ she had felt the pea right \_\_\_\_\_ the twenty mattresses and the twenty \_\_\_\_\_ beds.

Nobody but a real princess \_\_\_\_\_ be as sensitive as that.

So \_\_\_\_\_ prince took her for his wife, \_\_\_\_\_ now he knew that he had \_\_\_\_\_ real princess; and the pea was \_\_\_\_\_ in the museum, where it may \_\_\_\_\_ be seen, if no one has \_\_\_\_\_ it.

There, that is a true \_\_\_\_\_.

## Exercises for Sight Translation

The exercises outlined below will help you develop skills in sight translation. Practice them in all your working languages.

### Exercises in Public Speaking

1. **Reading Aloud:** Stand in front of a mirror and read passages aloud from any book, newspaper, or magazine. A legal textbook, code book, or other legal text is useful for familiarizing yourself with legal language. Record or videotape yourself and analyze the outcome critically. Pay attention to your voice, pitch, tone, hesitations, signs, projection, enunciation, and posture.
2. **Controlling Emotions:** Practice controlling your emotions while reading aloud texts with high emotional content, such as fear, anger, humor, etc. Make sure you convey the author's intended emotions and not your personal reaction to the subject matter.
3. **Public Speaking:** Practice speaking before a group of people at every opportunity. People you know will constitute a less threatening audience and will allow you to ease your way into public speaking and build your confidence. Court interpreting is an ongoing exercise in public speaking.

### Reading Ahead in Text

1. **Extensive Reading:** Build up your reading speed and your vocabulary by reading as much as possible in many different fields.
2. **Analyzing:** Analyze the content of each text and practice picking out the subject and verb to determine the core meaning.  
*Example:* Although less influential than in Argentina, migration from Europe in the late nineteenth and early twentieth centuries affected the development of Chilean political culture. Subject: migration; Verb: affected.
3. **Identifying Sentences and Embedded Sentences:** While reading a text aloud, break up long sentences into smaller, more manageable units.  
*Example:* Juvenile delinquency, which is seen most often among minority youths in urban ghettos, cannot be attributed to the urban environment alone, as it plagues the suburbs as well.

Three separate sentences are embedded in this complex sentence

- a. Juvenile delinquency is seen most often among minority youths in urban ghettos.
  - b. It cannot be attributed to the urban environment alone.
  - c. It plagues the suburbs as well.
4. **Deciphering Handwriting:** Obtain texts written by hand (e.g., letters) and practice deciphering the handwriting on the first oral reading.

### Analytical Skills

1. **Reading for Content:** Read a text aloud to a friend and then have the person ask you questions about its content.
2. **Chunking:** Choose a text and mark off the units of meaning in it.  
*Example:* I was getting ready/ to go out to lunch with/ my mother-in-law/ when/ all of a sudden/ I felt sick to my stomach./ It occurred to me that/ it might be/ something psychosomatic,/ but I later found out that/ I was simply allergic to/ the perfume she always wore.
3. **Using Transcripts:** Perform chunking with transcripts of court proceedings (or any document with a question-and-answer format). Try to establish a hierarchy of importance of the units of meaning.  
*Example:* Now, Mr. Jones, in your earlier testimony you mentioned that you had seen the defendant in that bar prior to the date of the incident. Can you tell us or give us an approximation of how long before the incident it was that you first saw the defendant in the El Camino bar?



Hierarchy of importance:

- a. How long before the incident
- b. You first saw the defendant
- c. In the El Camino bar
- d. Tell us, or give approximation
- e. Had seen defendant prior to date of incident
- f. Mentioned in earlier testimony
- g. Mr. Jones
- h. Now

4. **Completing Phrases:** Have a friend write a series of incomplete phrases. Complete the phrases and determine whether the resulting sentences convey the same idea the friend originally had in mind.

*Examples:*

- a. After being reprimanded unfairly by her boss in front of her coworker, the secretary tendered....
- b. The judge determined that the defendant had strong ties to the community and therefore released him ....

As you do this exercise, note the errors you make and be aware of how susceptible we are to reaching false conclusions based on partial information.

5. **Paraphrasing:** Read a text aloud and rephrase it as you go along, taking care not to change the meaning.

*Example:* Since political parties are found almost everywhere in Latin America, they would seem to be a common denominator in the region's political life. Yet this is not the case. Cultural, environmental, and historical influences on party development are so varied, they challenge conventional notions. Most nations hold periodic elections, but, like parties, the implications of elections may differ profoundly from those of our own culture.

Rephrased: Because political parties can be found in just about every Latin American country, one might conclude that they are a common thread in the political life of this region. This is not so, however. There is such a great variety of cultural, environmental, and historical influences on the development of parties that commonly held ideas are contradicted. Elections are held periodically in the majority of countries, but the implications of these proceedings, like those of parties, are very different from the assumptions we can make in our own culture.

6. **Expanding:** Read a text aloud and expand it (i.e., say the same thing in more words) as you are going along, again taking care not to change the meaning.

*Example:* In spite of what you may have heard, scientists are just like other people. A scientist walking down the street may look just like an insurance agent or a car salesman: no wild mane of hair, no white lab coat.

Expanded: Although you may have heard assertions to the contrary, there are no differences between scientists and people who are not in that profession. As a matter of fact, if you saw a scientist out for a stroll on the sidewalk, you might mistake him for a person who sells insurance, or an automobile dealer. Scientists don't all have wild manes of hair and they don't always wear white laboratory coats.

7. **Condensing:** Read a text aloud and condense it (i.e., say the same thing in fewer words) as you go along, retaining the same meaning.

*Example:* The multiplicity of cues which are utilized in the categorizing and sorting of the environment into significant classes are reconstructed from the strategies and modes of coping with the problems presented to the subjects. In many situations, no certainty can be achieved; the varying trustworthiness and merely statistical validity of the cues frequently make inferences only probable.

Condensed: Many cues are used to classify the environment. They are reconstructed from the subject's problem-solving strategies. Often, because the cues are not uniformly reliable and are valid only statistically, the results are not certain.

8. **Manipulating the Register:** Read a text aloud and alter the register or language level as you go along, being careful not to stray from the original meaning.

*Example:* As I was driving to work in the morning, I noticed that the stop sign, which used to be on the corner of Main and 1st had been removed.

Higher level: Upon transporting myself to my place of employment in a motor vehicle at some point in time prior to noon, I observed that the insignia to cause motorists to bring their vehicles to a stationary position, which had formerly been stationed at the intersection of the thoroughfares known as Main and 1st, had been displaced.

Lower level: On my way to work in the morning, I saw that they took out the stop sign that used to be at Main and 1st.

*Note: These are learning exercises designed to build mental agility, linguistic flexibility, and analytical skills and to heighten awareness of language usage. In actual sight translation, the interpreter does not paraphrase, summarize, or change the register of the original text.*

Adapted from Fundamentals of Court Interpretation: Theory, Policy & Practice, University of Arizona, Agnese Haury Institute



## **Court Interpreter Certification**

### **Section 5**

## **Interpreter Self-Evaluation**

## Interpreter Self-Evaluation Exercises

1. Record or acquire a recording of a speech, legal testimony, etc. (You Tube is a great resource). You may also find a text written in one of your working languages. You can use prepared interpreter practice materials, such as ACEBO, or record off the radio or television or ask a friend or family member to speak or read a prepared text for you to record.
2. Shadow or simultaneously or consecutively interpret the recording (or sight translate the text) while using your recording device to record yourself.
3. Listen to your recording and take notes about your diction, voice modulation, pacing, hedges and crutches, etc.
4. Transcribe your performance. Make sure to double-space your transcription so that you have space to make notes.
5. If you don't already have a transcript of the source audio recording, transcribe the source.
6. Divide both the transcription of your source and the one of your own recording into "chunks" of meaning such as noun phrases, prepositional phrases, hedges, etc.
7. Compare the source to your own recording chunk by chunk. Make notes both of any errors and the types of errors:
  - a) Meaning errors – the phrase or word in the target recording means something different than the word or phrase in the source. Why did you make these errors? Did you mishear, misunderstand, not know the correct translation?
  - b) Non-translation errors – leaving the word in the source language. Do you commonly use the source-language word when speaking the target language?
  - c) Omissions – including omitting any "errors" in the source. Why did you omit these things? Did you not hear, have trouble keeping up, or "edit" the source to make it sound better?
  - d) Additions. Why did you add them? Were any of them things that you felt were implied in the source (remember, you will rarely have a 1:1 correspondence)? Did you clarify anything you should not have clarified?

- e) Raising or lowering the register. Why did you do so? Did you misunderstand the register being used, not know a word with the appropriate register in the target language, etc?
  - f) Grammar. Did you use the wrong verb tense, gender, conjugation, declination, etc?
  - g) Pronunciation errors. What sounds are difficult for you in the target language? Was speed a factor? Did the pronunciation errors make you difficult to understand?
  - h) Hesitation, hedges, and crutches. Did you omit any that were in the source? Did you use any of your own?
8. Look back at your notes. What types of source words and phrases caused you the most trouble? What areas do you need to focus on: Grammar; pronunciation and diction; vocabulary; listening comprehension; speed?
9. Incorporate these areas into your personal learning plan.

**Chunking** refers to the process of dividing a sentence into smaller phrases where pauses might occur naturally (e.g., When the sun appeared after the storm, / the newly fallen snow /shimmered like diamonds).

A **Hedge** is a mitigating device used to lessen the impact of an utterance. Typically, they are [adjectives](#) or [adverbs](#), but can also consist of [clauses](#). It could be regarded as a form of [euphemism](#).

Examples:

1. *There might just be a few **insignificant** problems we need to address.* (adjective)
2. *The party was **somewhat** spoiled by the return of the parents.* (adverb)
3. ***I'm not an expert** but you might want to try restarting your computer.* (clause)

Hedges may intentionally or unintentionally be employed in both spoken and written language since they are crucially important in [communication](#). Hedges help speakers and writers communicate more precisely the degree of accuracy and [truth](#) in assessments. For instance, in "All I know is smoking is harmful to your health", *all I know* is a hedge that indicates the degree of the speaker's knowledge instead of only making a statement, "Smoking is harmful to your health".

**Crutches** or crutch words in communication are, for example, "...um..." "...you know..." "...like..." "...ah..."



# Interpreter Self-Evaluation

New Mexico Administrative Office of the Courts  
Introduction to Modes of Interpreting



# Consecutive Lesson 12: Murder Witness

Raise your right hand, please.

You do solemnly swear that the testimony you may give in the cause now pending before this Court shall be the truth, the whole truth, and nothing but the truth, so help you God?



# Consecutive Lesson 12: Murder Witness

Raise your right hand, please.  
You do solemnly swear that the  
testimony you may give in the  
cause now pending before this  
Court shall be the truth, the  
whole truth, and nothing but the  
truth, so help you God?

Levante la mano derecha, por  
favor. ¿Jura usted solemnemente  
que el testimonio que va a  
prestar en la causa pendiente  
ante el Tribunal será la verdad,  
toda la verdad y nada más que la  
verdad? ¿Lo jura ante Dios?



# Consecutive Lesson 12: Murder Witness

Raise | your right hand | please |  
You do solemnly swear | that the  
testimony you may give | in the  
cause now pending | before this  
Court | shall be the truth | the  
whole truth | and nothing but the  
truth | so help you God?

Levante la mano derecha, por  
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prestar en la causa pendiente  
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Levante | la mano derecha | por  
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| que el testimonio que va a  
prestar | en la causa pendiente |  
ante el Tribunal | será la verdad |  
toda la verdad | y nada más que  
la verdad? | ¿Lo jura ante Dios?



# Consecutive Lesson 12: Murder Witness

Raise | your right hand | please |  
You do solemnly swear | that the  
testimony you **may** give | in the  
cause **now** pending | before **this**  
Court | shall be the truth | the  
whole truth | and nothing but the  
truth | so help you God?

Levante | la mano derecha | por  
favor | ¿Jura usted solemnemente  
| que el testimonio que **va** a  
prestar | en la causa \_\_\_\_\_  
pendiente | ante **el** Tribunal | será  
la verdad | toda la verdad | y  
nada más que la verdad? | ¿Lo  
jura ante Dios?



# Consecutive Lesson 12: Murder Witness

Raise | your right hand | please |  
You do solemnly swear | that the  
testimony you **may** give | in the  
cause **now** pending | before **this**  
Court | shall be the truth | the  
whole truth | and nothing but the  
truth | so help you God?

Levante | la mano derecha | por  
favor | ¿Jura usted solemnemente |  
que el testimonio que **va** a prestar |  
en la causa \_\_\_\_\_ pendiente | ante  
**el** Tribunal | será la verdad | toda la  
verdad | y nada más que la verdad?  
| ¿Lo jura ante Dios?

1. *may/va*: verb tense
2. *now*: omitted
3. *this/el*: demonstrative pronoun



# Consecutive Lesson 12: Murder Witness

Sí.

Yes.



# Consecutive Lesson 12: Murder Witness

Please take the witness stand.  
State your full name and spell  
your last name for the record.



# Consecutive Lesson 12: Murder Witness

Please take the witness stand.  
State your full name and spell  
your last name for the record.

Por favor, suba al banquillo de  
los testigos. Diga sus nombres y  
apellidos y deletree el apellido  
para que conste en actas.



# Consecutive Lesson 12: Murder Witness

Please | take | the witness stand |  
State | your full name | and spell |  
your last name |for the record.

Por favor, suba al banquillo de  
los testigos. Diga sus nombres y  
apellidos y deletree el apellido  
para que conste en actas.



# Consecutive Lesson 12: Murder Witness

Please | take | the witness stand |  
State | your full name | and spell |  
your last name | for the record.

Por favor | suba | al banquillo de  
los testigos | Diga sus nombres y  
apellidos | y deletree | el apellido  
| para que conste en actas.



# Consecutive Lesson 12: Murder Witness

Please | take | the **witness stand** |  
State | your full name | and spell |  
your last name | for the record.

Por favor | suba | al **banquillo de  
los testigos** | Diga sus nombres y  
apellidos | y deletree | el apellido  
| para que conste en actas.



# Consecutive Lesson 12: Murder Witness

Please | take | the **witness stand** |  
State | your full name | and spell |  
your last name | for the record.

Por favor | suba | al **banquillo de los testigos** | Diga sus nombres y apellidos | y deletree | el apellido | para que conste en actas.

*Witness stand/banquillo de los testigos: vocabulary (should be estrado)*



# Consecutive Lesson 12: Murder Witness

Me llamo Guadalupe Sotero de  
Echeverría.



# Consecutive Lesson 12: Murder Witness

Me llamo Guadalupe Sotero de  
Echeverría

My name is Guadalupe Sotero  
Echevarría.



# Consecutive Lesson 12: Murder Witness

Me llamo | Guadalupe Sotero de  
Echeverría

My name is Guadalupe Sotero  
Echevarría.



# Consecutive Lesson 12: Murder Witness

Me llamo | Guadalupe Sotero de  
Echeverría

My name is | Guadalupe Sotero  
Echevarría.



# Consecutive Lesson 12: Murder Witness

Me llamo | Guadalupe Sotero **de**  
**Echeverría**

My name is | Guadalupe Sotero  
\_\_\_\_\_ **Echevarría**



# Consecutive Lesson 12: Murder Witness

Me llamo | Guadalupe Sotero **de**  
**Echeverría**

My name is | Guadalupe Sotero  
\_\_\_\_\_ **Echevarría**

1. *de*: omitted
2. *Echeverría*: mis-pronunciation



# Consecutive Lesson 12: Murder Witness

The People may examine the witness.



# Consecutive Lesson 12: Murder Witness

The People may examine the witness.

La fiscalía puede hacer las preguntas a la testigo.



# Consecutive Lesson 12: Murder Witness

The People | may examine | the  
witness.

La fiscalía puede hacer las  
preguntas a la testigo.



# Consecutive Lesson 12: Murder Witness

The People | may examine | the  
witness.

La fiscalía | puede hacer las  
preguntas | a la testigo.



# Consecutive Lesson 12: Murder Witness

The People | may **examine** | the  
witness.

La fiscalía | puede **hacer las**  
**preguntas** | a la testigo.



# Consecutive Lesson 12: Murder Witness

The People | may **examine** | the  
witness.

La fiscalía | puede **hacer las**  
**preguntas** | a la testigo.

*Examine/hacer las preguntas:*  
register lowered



# Consecutive Lesson 12: Murder Witness

Directing your attention to the early morning hours of July 10 of this year, do you remember where you were residing when the incident between Magdalena Sotero and Jesús María Avellaneda took place?



# Consecutive Lesson 12: Murder Witness

Directing your attention to the early morning hours of July 10 of this year, do you remember where you were residing when the incident between Magdalena Sotero and Jesús María Avellaneda took place?

Le pido pensar en la madrugada del diez de julio del presente. ¿Recuerda usted dónde vivía cuando ocurrió el incidente entre Magdalena Sotero y Jesús María Avellenada?



# Consecutive Lesson 12: Murder Witness

Directing your attention | to the  
early morning hours | of July 10  
of this year | do you remember |  
where you were residing | when  
the incident | between  
Magdalena Sotero | and Jesús  
María Avellaneda | took place?

Le pido pensar en la madrugada  
del diez de julio del presente.  
¿Recuerda usted dónde vivía  
cuando ocurrió el incidente entre  
Magdalena Sotero y Jesús María  
Avellenada?



# Consecutive Lesson 12: Murder Witness

Directing your attention | to the  
early morning hours | of July 10  
of this year | do you remember |  
where you were residing | when  
the incident | between  
Magdalena Sotero | and Jesús  
María Avellaneda | **took place?**

Le pido pensar | en la madrugada  
| del diez de julio del presente. |  
¿Recuerda usted | dónde vivía |  
cuando **ocurrió** el incidente |  
entre Magdalena Sotero | y Jesús  
María Avellaneda | **ocurrió?**



# Consecutive Lesson 12: Murder Witness

Directing your attention | to the  
early morning hours | of July 10  
of this year | do you remember |  
where you were residing | when  
the incident | between  
Magdalena Sotero | and Jesús  
María **Avellaneda** | **took place**?

Le pido pensar | en la madrugada  
| del diez de julio del presente. |  
¿Recuerda usted | dónde vivía |  
cuando **ocurrió** el incidente |  
entre Magdalena Sotero | y Jesús  
María **Avellaneda** | **ocurrió**?



# Consecutive Lesson 12: Murder Witness

Directing your attention | to the  
early morning hours | of July 10  
of this year | do you remember |  
where you were residing | when  
the incident | between  
Magdalena Sotero | and Jesús  
María **Avellaneda** | **took place**?

Le pido pensar | en la madrugada  
| del diez de julio del presente. |  
¿Recuerda usted | dónde vivía |  
cuando **ocurrió** el incidente |  
entre Magdalena Sotero | y Jesús  
María **Avellaneda** | **ocurrió**?

*Avellaneda*: mis-pronunciation



# Consecutive Lesson 12: Murder Witness

Me parece si no recuerdo mal  
que en ese entonces yo estaba  
viviendo con mi prima Asunción  
Pérez y su hijo Óscar al este de  
Los Ángeles.



# Consecutive Lesson 12: Murder Witness

Me parece si no recuerdo mal que en ese entonces yo estaba viviendo con mi prima Asunción Pérez y su hijo Óscar al este de Los Ángeles.

I think, if I'm not mis-remembering, that at that time I was living with my cousin, Asunción Pérez, and her son, Óscar, in east Los Angeles.



# Consecutive Lesson 12: Murder Witness

Me parece | si no recuerdo mal |  
que en ese entonces | yo estaba  
viviendo | con mi prima |  
Asunción Pérez | y su hijo Óscar  
| al este de Los Ángeles.

I think, if I'm not mis-  
remembering, that at that time I  
was living with my cousin,  
Asunción Pérez, and her son,  
Óscar, in east Los Angeles.



# Consecutive Lesson 12: Murder Witness

Me parece | si no recuerdo mal |  
que en ese entonces | yo estaba  
viviendo | con mi prima |  
Asunción Pérez | y su hijo Óscar  
| al este de Los Ángeles.

I think | if I'm not mis-  
remembering | that at that time | I  
was living | with my cousin |  
Asunción Pérez | and her son  
Óscar | in east Los Angeles.



# Consecutive Lesson 12: Murder Witness

Do you recall if the address was  
2427 Valley View Blvd. in the  
city of Los Angeles?



# Consecutive Lesson 12: Murder Witness

Do you recall if the address was  
2427 Valley View Blvd. in the  
city of Los Angeles?

¿Recuerda usted si la dirección  
era de veinticuatro veintisiete  
*Valley View Boulevard* en la  
ciudad de Los Ángeles?



# Consecutive Lesson 12: Murder Witness

Do you recall if | the address was  
| 2427 Valley View Blvd. | in the  
city of Los Angeles?

¿Recuerda usted si la dirección  
era de veinticuatro veintisiete  
*Valley View Boulevard* en la  
ciudad de Los Ángeles?



# Consecutive Lesson 12: Murder Witness

Do you recall if | the address was  
| 2427 Valley View Blvd. | in the  
city of Los Angeles?

¿Recuerda usted si | la dirección  
era de | veinticuatro veintisiete  
*Valley View Boulevard* | en la  
ciudad de Los Ángeles?



# Consecutive Lesson 12: Murder Witness

Bueno, no me recuerdo muy bien, pues, no quedé allí mucho tiempo.



# Consecutive Lesson 12: Murder Witness

Bueno, no me recuerdo muy bien, pues, no quedé allí mucho tiempo.

Well, I don't really remember ...  
I didn't stay there for very long.



# Consecutive Lesson 12: Murder Witness

Bueno | no me recuerdo | muy  
bien | pues | no quedé allí |  
mucho tiempo.

Well, I don't really remember ...  
I didn't stay there for very long.



# Consecutive Lesson 12: Murder Witness

Bueno | no me recuerdo | **muy**  
**bien** | pues | no quedé allí |  
mucho tiempo.

Well | I don't **really** remember |  
**really** | ... | I didn't stay there | for  
very long.



# Consecutive Lesson 12: Murder Witness

Bueno | no me recuerdo | **muy**  
**bien** | **pues** | no quedé allí |  
mucho tiempo.

Well | I don't **really** remember |  
**really** | \_\_\_\_\_ | I didn't stay there  
| for very long.



# Consecutive Lesson 12: Murder Witness

Bueno | no me recuerdo | **muy**  
**bien** | **pues** | no quedé allí |  
mucho tiempo.

Well | I don't **really** remember |  
**really** | \_\_\_\_\_ | I didn't stay there  
| for very long.

*Pues* omitted—or was it? Is it  
implied in the pause?



# Consecutive Lesson 12: Murder Witness

Your Honor, may I approach the witness?



# Consecutive Lesson 12: Murder Witness

Your Honor, may I approach the witness?

Su Señoría, ¿puedo acercarme a la testigo?



# Consecutive Lesson 12: Murder Witness

Your Honor | may I approach |  
the witness?

Su Señoría, ¿puedo acercarme a  
la testigo?



# Consecutive Lesson 12: Murder Witness

Your Honor | may I approach |  
the witness?

Su Señoría | ¿puedo acercarme |  
a la testigo?



# Consecutive Lesson 12: Murder Witness

Yes, you may.



# Consecutive Lesson 12: Murder Witness

Yes, you may.

Sí puede.



# Consecutive Lesson 12: Murder Witness

Yes | you may.

Sí puede.



# Consecutive Lesson 12: Murder Witness

Yes | you may.

Sí | puede.



# Consecutive Lesson 12: Murder Witness

Mrs. Echeverría, I am showing you what has been marked People's Exhibit 2 for identification. This is a police report. Will you please read page 2, line 17, to see if it will refresh your memory?



# Consecutive Lesson 12: Murder Witness

Mrs. Echeverría, I am showing you what has been marked People's Exhibit 2 for identification. This is a police report. Will you please read page 2, line 17, to see if it will refresh your memory?

Señora Echevarría, le muestro lo que se ha marcado como la prueba número dos de la fiscalía para identificarla ... Es un informe policíaco. ¿Podría usted leer la página dos, renglón diecisiete, para ver si le refresca la memoria?



# Consecutive Lesson 12: Murder Witness

Mrs. Echeverría | I am showing  
you | what has been marked |  
People's Exhibit 2 | for  
identification. | This is | a police  
report. | Will you | please | read |  
page 2 | line 17 | to see if | it will  
refresh your memory?

Señora Echevarría, le muestro lo que  
se ha marcado como la prueba  
número dos de la fiscalía para  
identificarla ... Es un informe  
policíaco. ¿Podría usted leer la  
página dos, renglón diecisiete, para  
ver si le refresca la memoria?



# Consecutive Lesson 12: Murder Witness

Mrs. Echeverría | I am showing  
you | what has been marked |  
People's Exhibit 2 | for  
identification. | This is | a police  
report. | Will you | please | read |  
page 2 | line 17 | to see if | it will  
refresh your memory?

Señora Echevarría | le muestro | lo  
que se ha marcado como | la prueba  
número dos de la fiscalía | para  
identificarla ... | Es | un informe  
policíaco | ¿Podría usted | leer | la  
página dos, renglón diecisiete | para  
ver si | le refresca la memoria?



# Consecutive Lesson 12: Murder Witness

Mrs. **Echeverría** | I am showing  
you | what has been marked |  
People's Exhibit 2 | for  
identification **[...]**. | This is | a  
police report. | Will you | **please** |  
read | page 2 | line 17 | to see if |  
**it will refresh your memory?**

Señora **Echevarría** | le muestro | lo  
que se ha marcado como | la prueba  
número dos de la fiscalía | para  
identificar**la** ... | Es | un informe  
policíaco | ¿Podría usted | leer |  
           | la página dos, renglón  
diecisiete | para ver si | **le refresca la**  
**memoria?**



# Consecutive Lesson 12: Murder Witness

Mrs. **Echeverría** | I am showing  
you | what has been marked |  
People's Exhibit 2 | for  
identification [...] | This is | a  
police report. | Will you | **please** |  
read | page 2 | line 17 | to see if |  
**it will refresh your memory?**

Señora **Echevarría** | le muestro | lo  
que se ha marcado como | la prueba  
número dos de la fiscalía | para  
identificar**la** ... | Es | un informe  
policiaco | ¿Podría usted | leer |  
\_\_\_\_\_ | la página dos, renglón  
diecisiete | para ver si | **le refresca la  
memoria?**

1. *Echeverría*: mis-pronunciation
2. Gender: should be *lo*
3. *Please* omitted
4. *Refresh your  
memory*: Anglicism?



# Consecutive Lesson 12: Murder Witness

Sí, como no.

Ahora recuerdo que ese era el domicilio correcto de Asunción.

No sé muy bien si es Los Ángeles o Montebello.



# Consecutive Lesson 12: Murder Witness

Sí, como no.

Yes, of course.

Ahora recuerdo que ese era el domicilio correcto de Asunción.

I remember now that that \*was\* Asunción's correct address.

No sé muy bien si es Los Ángeles o Montebello.

I don't really know if it's in Los Angeles or Montebello.



# Consecutive Lesson 12: Murder Witness

Sí | como no.

Yes, of course.

Ahora | recuerdo | que ese era | el  
domicilio correcto | de Asunción.

I remember now that that \*was\*  
Asunción's correct address.

No sé | muy bien | si es | Los  
Ángeles | o Montebello.

I don't really know if it's in Los  
Angeles or Montebello.



# Consecutive Lesson 12: Murder Witness

Sí | como no.

Yes | of course.

Ahora | recuerdo | que ese era | el  
domicilio correcto | de Asunción.

now I remember now | that that  
\*was\* | Asunción's correct  
address | Asunción's.

No sé | muy bien | si es | Los  
Ángeles | o Montebello.

I don't really know | really | if it's  
| in Los Angeles | or Montebello.



# Consecutive Lesson 12: Murder Witness

Thank you, Mrs. Echeverría.

Now, going back to the early morning hours of July 10, can you describe in your own words what happened between Magdalena and Jesús María which led to the fight which ultimately resulted in Magdalena's death?



# Consecutive Lesson 12: Murder Witness

Thank you, Mrs. Echeverría. Now, going back to the early morning hours of July 10, can you describe in your own words what happened between Magdalena and Jesús María which led to the fight which ultimately resulted in Magdalena's death?

Gracias, Señora Echeverría. Y ahora, pensando de nuevo en la madrugada del día diez de julio, ¿podría usted describir en sus propias palabras qué causó... qué ocurrió entre Magdalena y Jesús María que causó la pelea que..., del cual finalmente la, el resultado era la muerte de Magdalena?



# Consecutive Lesson 12: Murder Witness

Thank you | Mrs. Echeverría |  
Now | going back to | the early  
morning hours | of July 10 | can  
you describe | in your own words  
| what happened | between  
Magdalena | and Jesús María |  
which led to the fight | which  
ultimately resulted | in  
Magdalena's death?

Gracias, Señora Echeverría. Y ahora,  
pensando de nuevo en la madrugada del  
día diez de julio, ¿podría usted describir  
en sus propias palabras qué causó... qué  
ocurrió entre Magdalena y Jesús María  
que causó la pelea que..., del cual  
finalmente la, el resultado era la muerte de  
Magdalena?



# Consecutive Lesson 12: Murder Witness

Thank you | Mrs. Echeverría |  
Now | going back to | the early  
morning hours | of July 10 | can  
you describe | in your own words  
| what happened | between  
Magdalena | and Jesús María |  
which led to the fight | which  
ultimately resulted | in  
Magdalena's death?

Gracias | Señora Echeverría | Y ahora |  
pensando de nuevo en | la madrugada | del  
día diez de julio | ¿podría usted describir |  
en sus propias palabras | qué causó... qué  
ocurrió | entre Magdalena | y Jesús María |  
que causó la pelea | que..., del cual  
finalmente la, el resultado era | la muerte  
de Magdalena?



# Consecutive Lesson 12: Murder Witness

Thank you | Mrs. Echeverría |  
Now | going back to | the early  
morning hours | of July 10 | can  
you describe | in your own words  
| what happened | between  
Magdalena | and Jesús María |  
which led to the fight | which  
ultimately resulted | in  
Magdalena's death?

Gracias | Señora Echeverría | Y ahora |  
pensando de nuevo en | la madrugada | del  
día diez de julio | ¿podría usted describir |  
en sus propias palabras | qué causó... qué  
ocurrió | entre Magdalena | y Jesús María |  
que causó la pelea | que..., del cual  
finalmente la, el resultado era | la muerte  
de Magdalena?



# Consecutive Lesson 12: Murder Witness

Thank you | Mrs. Echeverría |  
Now | going back to | the early  
morning hours | of July 10 | can  
you describe | in your own words  
| [...] what happened | between  
Magdalena | and Jesús María |  
which led to the fight | [...] which  
ultimately resulted [...] | in  
Magdalena's death?

Gracias | Señora Echeverría | Y ahora |  
pensando de nuevo en | la madrugada | del  
día diez de julio | ¿podría usted describir |  
en sus propias palabras | **qué causó...** qué  
ocurrió | entre Magdalena | y Jesús María |  
que causó la pelea | **que...**, **del** cual  
finalmente **la**, el resultado **era** | la muerte  
de Magdalena?



# Consecutive Lesson 12: Murder Witness

Thank you | Mrs. Echeverría |  
Now | going back to | the early  
morning hours | of July 10 | can  
you describe | in your own words  
| [...] what happened | between  
Magdalena | and Jesús María |  
which led to the fight | [...] which  
ultimately resulted [...] | in  
Magdalena's death?

Gracias | Señora Echeverría | Y ahora |  
pensando de nuevo en | la madrugada | del  
día diez de julio | ¿podría usted describir |  
en sus propias palabras | **qué causó...** qué  
ocurrió | entre Magdalena | y Jesús María |  
que causó la pelea | **que...**, **del** cual  
finalmente **la**, el resultado **era** | la muerte  
de Magdalena?

1. *qué causó*: addition/hedge
2. *que...*: addition/hedge
3. *el cual*: gender
4. *la*: gender/hedge
- 5.: *era*: verb tense



# Consecutive Lesson 12: Murder Witness

Bueno, yo estaba durmiendo en la recámara con mi niño que tiene 6 años. Nos habíamos acostado a eso de las 11 luego de tomarnos unas cervecitas con los vecinos,...

Pues hacía mucho calor esa noche.



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Pues hacía mucho calor esa noche.

Well, I was sleeping in the bedroom with my son who is six years old. We had gone to bed at about eleven p.m., after having some beers with the neighbors.

Because it was very hot that night.



# Consecutive Lesson 12: Murder Witness

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bedroom | with my son | who is  
six years old. We had gone to  
bed | at about | eleven **p.m.** | after  
having some **beers** | with the  
neighbors.

Because | it was very hot | that  
night.

1. *p.m.*: Addition
2. *beers*: Diminutive lost?



# Consecutive Lesson 12: Murder Witness

Now tell us, Mrs. Echeverría,  
what, if any, unusual occurrence  
transpired that night after you  
had retired?



# Consecutive Lesson 12: Murder Witness

Now tell us, Mrs. Echeverría, what, if any, unusual occurrence transpired that night after you had retired?

Y díganos, señora Echeverría, ¿qué ocurrió que fue... fuera de lo normal después de que ustedes se acostaron, en caso que haya ocurrido algo?



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¿qué ocurrió | **en caso que haya  
ocurrido algo** | que fue... fuera de  
lo normal | después de que |  
ustedes se acostaron, **en caso que  
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**fue...** fuera de lo normal |  
después de que | ustedes se  
acostaron, **en caso que haya**  
**ocurrido algo?**

1. *That night*: omitted
2. *fue...* hesitation



# Analysis of errors

- Most errors were English > Spanish



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- Most errors were English > Spanish
- Most errors in both languages were hesitations and hedges



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- One meaning error ... *although that is debatable!*

## PRACTICAL GUIDELINES FOR COURT INTERPRETERS: WHAT SHOULD I DO IF...?

***Court Interpreters are often faced with problem-solving situations. Below is a list of the most common questions asked by court interpreters to help you resolve some of these difficult issues.***

**Q.** If the defendant is asked to spell his name and he spells it wrong, what should I do?

Spell it exactly the way the witness spelled it. It is not your function to correct his spelling. If he is completely unable to give a spelling, the court may ask you how the name is spelled. Sometimes people can write their names but cannot say the letter out loud. You might suggest that the witness be given a piece of paper to write on, or you may write the name yourself and ask him if it is correct, provided that you have obtained the court's permission first.

**Q.** What if the witness makes a slip of the tongue and says something he clearly doesn't mean. Like "I was born in 1853" instead of "1953"?

Interpret exactly what the witness said. It is up to the attorney to clarify misstatements or to ask follow-up questions if something doesn't make sense.

**Q.** What if the witness keeps saying, "tell him that..." instead of addressing the attorney directly?

Interpret exactly what the witness says. Witnesses and attorneys who are not used to working with interpreters may forget that they are supposed to address each other directly. If this becomes a problem, you may ask the judge to instruct them on the proper procedure.

**Q.** What do I do if a witness goes on and on and doesn't give me a chance to interpret?

First of all, you should develop your memory capacity to such an extent that you are able to retain and interpret two or three sentences of normal testimony. In most cases, the attorney will not allow a witness to go into a long narrative, anyway. In the pre-testimony interview with the witness, you should instruct the witness to pause periodically for you to interpret if she needs to give a long answer. If the witness fails to do so, or if you have not had an opportunity to talk to her ahead of time, ask the judge to instruct the witness accordingly. If the witness continues to ignore such instructions, simply interrupt her when you need to, making sure that you wait until she has completed a thought so that she doesn't forget what she was saying. If a witness speaks in fragments or hedges a lot ("I, uh, was going uh, you know, uh, well I mean, it was sort of, uh...") you will have to interrupt her more often than if she gives a clear, coherent answer. If the witness does



not stop talking when you intervene to give your interpretation, you may have to interpret her testimony simultaneously.

**Q. What if a witness uses a hand gesture as part of his answer? For example, a man for whom I was interpreting said, "Well, I was kind of, you know..." and then he made a motion with his hand which is usually associated with drinking alcohol or being drunk.**

Simply interpret his words. If a witness does not complete his thought verbally, it is up to the attorney to ask a follow-up question to clarify what he means. If the gesture is not one that is meaningful to English speakers, the attorney should ask the witness what it means. Do not volunteer to explain cultural matters on your own.

**Q. What if I don't understand the attorney's question?**

Ask for a clarification. You can't interpret something you don't understand. Do not hesitate to ask for clarifications or repetitions, but remember to address the judge (e.g., "Your honor, could counsel please explain what she means by 'hot sheet?'").

**Q. What if the defendant keeps talking to me while I am trying to interpret the proceedings for him?**

Inform the court of the problem and ask that the defendant be instructed not to address the interpreter. If he needs to consult with his attorney, he should tell the attorney, through you, and the attorney will ask for a recess for that purpose.

**Q. What if someone says, "Don't translate this," and then proceeds to tell a joke or discuss something they don't want the defendant to understand?**

Tell them that it is against your professional ethics to omit anything that is said in the defendant's presence, and that if they wish to discuss something without his knowledge they should do so outside the courtroom. Users of interpreting services may be unaware of the ethical standards that court interpreters are bound to follow, and it may be necessary to show them the interpreter's code of ethics if an issue like this arises.

**Q. During the arraignment calendar, defendants often come up to me and say, "What should I do? Should I plead guilty?" Sometimes they even say it when I am interpreting for them before the judge. How should I handle this situation?**

If the defendant asks questions while you are interpreting on the record, simply interpret the question and let the judge answer it. If she asks you outside the courtroom or during a break in the proceedings, tell her that you are an interpreter, not a lawyer, and you are prohibited from giving legal advice.

**Q.** One time I was interpreting in an attorney-client interview and the attorney was telling the client how to testify ("When I ask you what you were wearing, say you had a black jacket on"). I felt very uncomfortable interpreting in a situation that I knew was unethical. What should I have done?

If an attorney is clearly doing something that violates the Bar Association's Canons of Ethics, you should ask to speak to the judge in chambers and inform her of the incident.

**Q.** What if I know a witness is lying because I have interpreted for him on a prior occasion?

Your duty is to interpret exactly what the witness says, ignoring your personal feelings or beliefs. Your opinion of the witness' credibility is irrelevant. Any prior knowledge you have about a person or a case should be kept confidential.

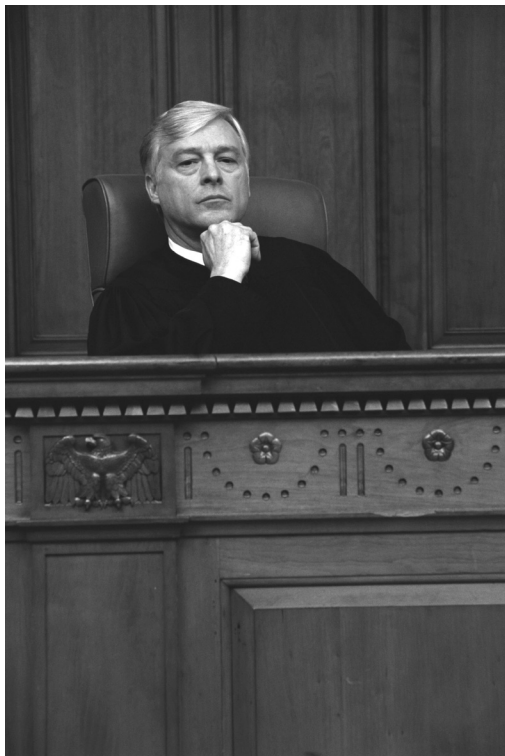
**Q.** What if I know information the attorney is seeking, and the witness does not know it? For example, in one case they want to know the exact address of a business in town, and I happened to know it. Should I volunteer that information?

Never volunteer information on your own record. The attorney want to know what the witness knows, not what the interpreter knows.

**Q.** Sometimes I am interpreting for the defendant while another interpreter is up on the witness stand. I sometimes hear mistakes made by other interpreters. How should I handle that situation?

If the error is trivial, such as a grammatical mistake, don't do anything. If it is an error of substance, something that alters the meaning of the witness' testimony, you may bring it to the attention of the court immediately or you may wait until the next break and inform the interpreter of the error. The interpreter should correct the record as soon as the court resumes. If the interpreter disagrees with you or refuses to correct the error, ask the judge to discuss the matter in chambers.

**T**he Judicial Council of California, Administrative Office of the Courts (AOC) contracted ALTA Language Services, Inc. (ALTA) to analyze the examination process and testing instruments for the certification and registration of California state court interpreters. Research conducted throughout the study assisted ALTA in developing recommendations for future test design and administration, as well as future recruitment and training efforts.



Through the analysis of data obtained from qualitative interviews and quantitative surveys, as well as examination of current testing and rating processes, ALTA identified the knowledge, skills, and abilities (KSAs) needed for the function of court interpretation, and assessed how well the current instruments align with defined KSAs. Additionally, ALTA reviewed current test structure and administration practices, as well as interpreter training and recruitment efforts of peer models that certify or qualify court interpreters, through analysis of data and reviews. Included in this report are the findings, analyses, and recommendations in regard to future test instruments, administration practices, and training and recruitment efforts.

## Analysis of Work Qualifications

In the first stage of this study, an analysis of work requirements was conducted to define the key functions of a state court interpreter and to create a profile of the requisite knowledge, skills, and abilities (KSAs) needed for the function of court interpretation. Findings from the research conducted in this stage indicate that the job of the court interpreter requires highly developed knowledge, skills, and abilities in a number of different areas. To interpret for all oral messages and utterances, as well as to orally translate written documents,

court interpreters must have a broad range of knowledge and highly competent abilities in the following skill areas:

- Linguistic Skills
- Speaking Skills
- Listening Comprehension Skills
- Reading Comprehension Skills
- Interpreting Skills
- Behavioral Skills

Based on the findings, the following knowledge, skills, and abilities were determined as essential for the performance of court interpretation:

### Linguistic Skills

- Native-like proficiency in all working languages;
- Ability to think and react communicatively in all working languages;
- Knowledge and use of a broad range of vocabulary, including legal terminology, subject-specific terminology, and slang; and
- Knowledge and use of cultural nuances, regional variations, idiomatic expressions, and colloquialisms in all working languages.



## Speaking Skills

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- Ability to speak with proper pronunciation, diction,<sup>1</sup> and intonation in all working languages;
- Ability to speak with a neutralized accent in all working languages; and
- Ability to project and/or speak softly.

## Listening Comprehension Skills

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- Ability to listen to and comprehend different rates of speech in all working languages;
- Ability to listen to and comprehend various regional accents and/or dialectical differences in all working languages; and
- Ability to ignore auditory distractions and focus on source speaker.

## Reading Comprehension Skills

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- Ability to read and comprehend overall meaning and specific details of written text in all working languages;
- Ability to read and recognize various written contexts, including formal and informal text, subject-specific vocabulary, idiomatic expressions, and colloquialisms; and
- Ability to read quickly and with little preparation.

## Interpreting Skills

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- Ability to concentrate and focus;
- Ability to process linguistic information quickly;
- Ability to make quick linguistic decisions regarding word choice or terminology selection;
- Ability to apply short-term memory skills in retaining small units of information;
- Ability to think analytically;
- Ability to utilize predictive thinking skills to anticipate incoming messages;
- Ability to convey meaning;
- Ability to provide transference from one language to another;
- Ability to preserve accuracy;
- Ability to select appropriate equivalents for vocabulary or phrases;
- Ability to accommodate for lack of equivalents in vocabulary or phrases;
- Ability to conserve intent, tone, style, and utterances of all messages;
- Ability to reflect register;<sup>2</sup> and
- Ability to self-monitor and self-correct.

## Behavioral Skills

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- Ability to practice and follow ethical standards;
- Ability to conduct business in a professional manner;
- Knowledge and awareness of cultural aspects that affect language;
- Ability to work in various settings, situations, or conditions;
- Ability to project self-confidence and self-awareness when interpreting; and
- Knowledge and continued learning of social, technological, and legal changes that affect language.

<sup>1</sup> Diction refers to the ability to speak with clarity.

<sup>2</sup> Register refers to the ability to reflect the tone of the language being used, whether formal or informal.

## ASSESSING YOUR KNOWLEDGE, SKILLS AND ABILITIES AND DEVELOPING YOUR LEARNING PLAN

**Based on the information you've just read about the skills required to become a professional interpreter. Use the worksheet below to assess your skills in each area. This assessment, for your eyes only, will be helpful as you design your strategies for self-study.**

Skill Area	My Strengths	Areas to Work On – My Learning Plan
Linguistic Skills		
Speaking Skills		
Listening Comprehension Skills		
Reading Comprehension Skills		
Interpreting Skills/Experience		
Behavioral Skills		

# Learning Style Survey

This survey is designed to help you gain an understanding of learning styles so that you can incorporate the various learning styles in your daily learning activities. It is NOT meant to show you your best way of learning as the [research](#) does not promote that. Rather, it is a tool for *learning-to-learn* ([metalearning](#)) in order to increase self-awareness about your strengths and weaknesses as a learner so that you will try to use the correct method for learning a task or subject, rather than sticking with a preferred method.

Note that like any survey of this nature, it is not 100 percent accurate, but it should help you gain some understanding of your preferred learning styles based on two continuums:

- Processing Continuum: Our approach to a task — learn by doing or watching.
- Perception Continuum: Our emotional response — learn by thinking or feeling.

For a learning style survey based on modalities (Visual, Auditory, and Kinesthetic), see [VAK](#).

## Instructions

Read each statement carefully. Answer honestly as there are no correct or incorrect answers. It is best if you do not think about each question too long, as this could lead you to the wrong conclusion.

### SECTION 1 (Doing & Watching)

Circle either "**Doing**" or "**Watching**" next to the statements below, depending upon the part of the statement you most closely relate to.

1. **Doing** - I often produce off-the-cuff ideas that at first might seem silly or half-baked. **Watching** - I am thorough and methodical.
2. **Doing** - I am normally the one who initiates conversations. **Watching** - I enjoy watching people.
3. **Doing** - I am flexible and open minded. **Watching** - I am careful and cautious.
4. **Doing** - I like to try new and different things without too much preparation. **Watching** - I investigate a new topic or process in depth before trying it.
5. **Doing** - I am happy to have a go at new things. **Watching** - I draw up lists up possible courses of actions when starting a new project.
6. **Doing** - I like to get involved and to participate. **Watching** - I like to read and observe.
7. **Doing** - I am loud and outgoing. **Watching** - I am quiet and somewhat shy.
8. **Doing** - I make quick and bold decisions. **Watching** - I make cautious and logical decisions.
9. **Doing** - I speak fast, while thinking. **Watching** - I speak slowly, after thinking.

### SECTION 2 (Thinking & Feeling)



Circle either "**Thinking**" or "**Feeling**" next to the statement below, depending upon the part of the statement you most closely relate to.

1. **Thinking** - I ask probing questions when learning a new subject. **Feeling** - I am good at picking up hints and techniques from other people.
2. **Thinking** - I am rational and logical. **Feeling** - I am practical and down to earth.
3. **Thinking** - I plan events down to the last detail. **Feeling** - I like realistic, but flexible plans.
4. **Thinking** - I like to know the right answers before trying something new. **Feeling** - I try things out by practicing to see if they work.
5. **Thinking** - I analyze reports to find the basic assumptions and inconsistencies. **Feeling** - I rely upon others to give me the basic gist of reports.
6. **Thinking** - I prefer working alone. **Feeling** - I enjoy working with others.
7. **Thinking** - Others would describe me as serious, reserved, and formal. **Feeling** - Others would describe me as verbal, expressive, and informal.
8. **Thinking** - I use facts to make decisions. **Feeling** - I use feelings to make decisions.
9. **Thinking** - I am difficult to get to know. **Feeling** - I am easy to get to know.

## SCORING PROCEDURES

Total up the two choices from Section One (Doing & Watching). The one that has the larger number is your task preference:

Total number of **Doing** \_\_\_\_\_

Total number of **Watching** \_\_\_\_\_

Total up the two choices from Section two (Thinking & Feeling). The one that has the larger number is your thought or emotional preference:

Total number of **Thinking** \_\_\_\_\_

Total number of **Feeling** \_\_\_\_\_

Each preference (high score) from the two above sections are used to determine your preferred learning style:

If you prefer Watching and Feeling then this puts you in the **reflecting** category:

- Prefers to learn from activities that allows watching, thinking, and to review what has happened, such as brainstorming and cooperative groups.
- Lectures may be helpful but only if they provide expert explanations and analysis.
- Likes innovative and imaginative approaches to doing things.
- Prefers to view situations from many perspectives.
- Interested in people and tends to be feeling-oriented.

If you prefer Watching and Thinking then you are in the **philosophy** category:

- Prefers to pull a number of different observations and thoughts into an integrated whole in a step-by-step manner (go from details to big-picture).
- Prefers to reason logically and design models, theories, and projects.
- Likes lectures, analogies, systems, and case studies.
- Talking with experts is normally not helpful.

If you prefer Doing and Thinking then you are in the **analyzing** category:

- Prefers the practical application of ideas, solving problems, feedback, and decision-making (obvious links between the task-on-hand and a problem).
- Prefers technical problems over interpersonal issues.
- Prefers to apply new learnings to actual practice to see if they work.
- Likes laboratories, field work, observations, and coaching.

If you prefer Doing and Feeling then you are in the **organizing** category:

- Good at adapting to changing circumstances and solves problems in an intuitive, trial-and-error manner, such as discovery learning.
- Tends to be at ease with people.
- Prefers the challenges of new experiences, involvement with others, assimilation, and role-playing.
- Likes anything new, problem solving, and small group discussions.

You will learn best by using **ALL** four styles, rather than your preferred learning style. That is, you should incorporate the styles so that you use the [Learning Cycle](#).

# ONLINE LEARNING RESOURCES FOR COURT INTERPRETER CANDIDATES

(for additional resources refer to the 2012 Orientation Notebook CD)

## **Websites:**

### **General Legal Terminology**

*State Bar of New Mexico* – Online glossary of legal terms

<http://www.nmbar.org/public/commonlegalterms.html>

*Law.com Dictionary* –Free online legal dictionary

<http://dictionary.law.com/Default.aspx?selected=2137>

### **Drug Terminology**

*Office of National Drug Control Policy* – The Street Terms database contains over 2,300 street terms that refer to specific drug types or drug activity. The database is used by police officers, parents, treatment providers and others who require a better understanding of drug culture.

<http://www.expomed.com/drugtest/files/drugterms.pdf>

### **Forensic Science Terminology**

*Forensic Science Glossary of Terms* – Terminology from the world of crime investigations including DNA, fingerprinting, autopsy techniques, etc.

[http://library.thinkquest.org/04oct/00206/text\\_glossary.htm](http://library.thinkquest.org/04oct/00206/text_glossary.htm)

### **Prison Slang**

*Inside Prison.com* –Website replete with information on prisons and life behind bars.

<http://www.insideprison.com/glossary.asp>

### **Domestic Violence**

*Domestic Violence Glossary*—A resource from Santa Clara County, California.

<http://www.sccgov.org/SCC/docs%2FWomen%27s%20Policy%2C%20Office%20of%20%28DEP%29%2Fattachments%2FGlossaryWebFinal.pdf>

### **Family Law**

*Alaska Court Sytem Self-Help Center* –Glossary of Family Law Terms

<http://www.courts.alaska.gov/glossary.htm>

## **Audio Podcasts**

*Legal Broadcast Network* – Topics cover items of interest to those interest in trial law practice, courts, cases in the news and the cause of civil justice.

[http://m.podfeed.net/category\\_list.asp?id=26](http://m.podfeed.net/category_list.asp?id=26)

*D.C. Public Safety* -- Audio programs for the public on crime, criminal offenders and the criminal justice system.

<http://media.csosa.gov/podcast/audio/>



## **CONTINUING ACTIVITIES FOR SMALL GROUPS**

The activities described below will allow you and your study partners to continue fine-tuning your language, reference and interpreting skills. The feedback you provide each other is the key to learning. An interpreter never stops learning. Words and expressions feed our intellect and enhance our worth.

We suggest that you meet once each month as a group and come prepared to engage in one of the activities listed below. As you get to know each other better, and as your skills improve, you will think of other activities or variations on those we have suggested. Please share with us any ideas you have, so that we may pass them on to others. Remember to utilize the handbook you received at the workshop. It is full of good advice and further ideas on enhancing your language and interpreting skills which you should incorporate into your study sessions.

Remember to bring your dictionaries to each meeting, both monolingual and bilingual. Select a group leader for each meeting. This lucky person will make sure you know what to do next time and will keep an eye on people who misbehave or have too much fun!

### **1. BOOK REPORT I**

Sounds like school, but is a lot more fun.

Each participant will read a book in the foreign language, preferably one you have not read before. Give the group a five-minute oral report on the book, (do not read a prepared, written report.) The group participants will critique the contents, your pronunciation, grammar, syntax, etc. Did you speak smoothly? Did you sound rushed and nervous? Did you make sense? Was there some confusion about what you said because of your accent? Did you complete your sentences? How was your posture? Did you distract the listeners with the use of your hands when you spoke? Did you have fun?

### **2. BOOK REPORT II**

Each group participant will read a book in English. You may all read the same book, if you wish. Discuss your understanding of the contents. Don't let any group member just sit there and listen. Ask your opinion and get them talking. Look for the same kinds of things as you did in the previous exercise.

### **3. WHAT'S NEW IN THE NEWSPAPER?**

Bring today's local newspaper and the most recent edition of your own language newspaper (you must agree which one to bring ahead of time.) Take turns sight translating paragraphs and follow along in your newspaper. Keep track of what is said and critique each other's efforts. Did they use the right word or expression? What would you have said? What is a particularly clever translation? Now put away your newspapers while one person translates an article or paragraph. Did it make sense? Did you have to ask them to repeat sections so that you could understand them better? Take turns summarizing what they said. Then check the newspaper article to see how well you understood the original speaker.

**4. WRITTEN TRANSLATION & BACK TRANSLATION**

Each group participant will select a short magazine article to translate. Bring your translation and the original article to your group meeting. Make enough copies of both your translation and the original article for everyone in the group. The group leader will distribute one of the translations to the whole group. Find a partner and the two of you translate the article back into the original language. When you are finished, compare your "back-translation" with the original text (which your group leader has kept cleverly hidden until this moment). What happened? Where did the texts deviate? Why? Do this over and over until everyone's translation has been scrutinized in this way.

**5. EXTEMPORANEOUS SPEECHES - LORDS, LADIES AND GENTLEMEN!**

In this exercise each of you will have selected two topics ahead of time and written each of them on a separate piece of paper. All the papers are folded and one person pulls a topic at random and stands up before the group and makes a two-minute, unprepared speech on that topic in English. (If you pick your own topic, put it back and try again!) The group then critiques the content, style of delivery, body language, coherence, level of language, etc. The second person then does the same thing. Some ideas for topics: "My Home Town," "Why I Became an Interpreter," "The View from My Window," "Why is Conservation of Resources Necessary?" "Interpreters Should Be Licensed," "Life Without Computers."

**6. INTERPRETING THE NEWS**

Practice interpreting the news every evening for 10 days. Keep in mind that each "newsbite" on the network news programs is only approximately 30-45 seconds long. This is good to start with, however, make sure that you select a station with longer reports for ongoing practice. Public radio and public television provide more substantial reports with greater variety of topics and higher level of language. After 10 days, start recording yourself as you interpret. Play it back. Does it make sense? Bring four of your recorded efforts to your group. Pick partners and allow them to listen to your tape while they attempt to interpret it back. What happened? Did they make sense? Why or why not?

**7. TAPES FOR SIMULTANEOUS PRACTICE**

Each group participant prepares two twenty-minute tapes to be used for simultaneous practice. The tapes should be recorded at speeds from 100 to 160 words per minute. Subject matter should include courtroom topics, such as motions, opening or closing arguments, testimony, conditions of probation, etc. All of which may be found in court transcripts. High level language articles from magazines or newspapers may also be recorded. Enlist friends and family in this project so that different voices are heard. Make enough copies of your tape so that each group participant receives a copy. During the group meeting, practice interpreting by pairing up and taking turns listening to the tape with headsets while your partner listens to you and critiques. Start with a two-minute segment and build up to interpreting the whole tape.

8. **SPEED PRACTICE, OR HOW LOOSE ARE YOUR LIPS?**

Prepare a ten-minute tape at home where you record yourself in English speaking fast, the faster and faster. Then prepare a similar tape in the foreign language. You may use any text you wish. Bring the tapes to your group meeting and take turns listening to them while you attempt to "shadow" the speaker by repeating exactly what is being said. This will help you prepare for those speed demons you have to interpret for in court by honing your listening skills and loosening your lips and tongue. Who is the group's speed champion? That person has the privilege of taking everyone else out for coffee!

9. **THE CLOZE EXERCISE**

At home do the following: Take any newspaper, copy five articles. Put the copies aside. Using a black marker, black out every 10<sup>th</sup> word in each article, regardless of the length or importance of the word. Now copy the articles where you have blacked out the words and bring them to your next group meeting. Take turns reading the articles and filling in the blanks with whatever words you feel are appropriate in the context. The group members will follow along on their copies of the blacked text while the group leader follows along using the original text. If the words selected distort the original meaning, bring this to the attention of the reader and the group. This exercise will help you hear and see language in context and meaning rather than as individual words. Remember, when you interpret, you often "lose" words, and you must be able to recover and keep interpreting without losing the original meaning.

10. **ROUND ROBIN FREE ASSOCIATION**

Each participant comes prepared with a list of five related words, such as "car, truck, motorcycle, ricksha, baby carriage." The group leader picks one person to recite his words. The next person then takes the last word and says five other words related to it, such as "infant, baby, pacifier, cuddly, blanket." The next person takes the last word, "blanket," and continues this free association with five words, such as "cover, sheet, paper, book, information." Do you see how "blanket" became information"? "Sheet" can mean many things, and gave rise to the word "paper." Continue in this fashion until the group runs out of words and steam! Then start with a new set of words. Help each other out when you are really stuck.

11. **CROSSWORD PUZZLES**

Two people are given the task of bringing copies of five crossword puzzles each to the group meeting. Each person will have used a different newspaper from which to copy the puzzles. (Use large daily newspapers, not the TV Guide.) Select a partner. Distribute one crossword puzzle to each pair and upon a given signal, start solving the puzzle. The pair that finishes first will answer questions from the group, and explain how they arrived at their solutions. This exercise helps expand your vocabulary and speeds up your reasoning ability. Continue in this fashion with the rest of the crossword puzzles. You will not be able to finish all of them in one evening. Take the unfinished ones home, and continue your work with your partner either by phone or in person. You should attempt to solve the crossword puzzle in your daily newspaper every day.

Remember: Dictionaries may be used at any time.