

**INTERPRETING METHODS**

**FOR**

**LEGAL INTERPRETER TRAINING**

**Legal Interpreting**

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## INTRODUCTION

This manual is a collection of activities for developing the various skills required of the legal interpreter. It is not meant to be followed from cover to cover in the order presented. Rather, the instructor must follow the Course Outlines for each module and use these activities to supplement the skills described for each. The categories of skills run throughout the four modules but the level of proficiency required and degree of complexity differ.

The instructional group for most Legal Interpreting courses is multi-level due to the fact that some students may have experience as legal interpreters while others may be new to the field of interpreting. The courses are designed with these variables in mind.

There is flexibility in the amount of time spent on the activities or exercises. They may be repeated until students feel the particular skill has been mastered or they may be omitted altogether if redundant for the group. Students may return to any of the skill areas along the way if reinforcement is necessary or requested. The course can be extended by adding more exercises in any or all of the skills areas and providing more simultaneous and consecutive interpreting practice.

“A knowledge of languages, however perfect, is not sufficient to make an interpreter. To personal qualities (nervous resistance, readiness of speech, etc.) must be added both intellectual gifts (power of concentration, quickness of mind, a good memory) and moral attributes (self-command, a sense of responsibility). Even these essential accomplishments could not produce an interpreter were they not supported by a sound knowledge of the subject.”

S. Stelling-Michaud (Professor at the University of Geneva, Principal of the School of Interpreters)

# **PREPARING FOR COURT - YOUR RESPONSIBILITY**

## **1. Talk to Legal Interpreting**

Ask Legal Interpreting for the docket (it lists charges, Criminal Code sections, procedure, gives names and court times)

Ask who you will be interpreting for - witness, accused, victim, unilingual juror (so that you know where to sit)

Ask for the lawyers' names.

Mention if you have a conflict of interest.

## **2. Talk to the Lawyers**

Ask if there will be any expert witnesses and what fields (medical, ballistics, etc.).

Ask for the facts of the case.

Become familiar with the speech patterns of the lawyers.

Ask the lawyers to speak slowly in court and to pause if you will be doing consecutive interpretation.

## **3. Do Research**

Look up the English meanings of legal terms before court in a dictionary. Check with elders for translations. Check with certified legal interpreters for translations. Review the Legal Terminology booklets published by Legal Interpreting.

## **4. Interaction with Witness/Accused/Victim**

Ask to speak with the person you are interpreting for, before court day if possible, if you think there may be a dialect difference.

Speak to the witness/accused/victim ONLY in the presence of a lawyer outside of court.

Explain to the lawyer why you need to talk to the witness and what you will be talking about (talk about the weather not about the court case).



## 5. Court Day Protocol

Ask questions through the Judge (you can ask lawyers to slow down, rephrase and clarify).

Correct yourself through the Judge.

Never get into a conversation with a witness, accused, juror or lawyers in the courtroom.

Don't be distracting or emotional in court (rustling papers, sighing, shaking head, etc.).

## COURT DAY CHECKLIST

### Did you:

- get a good night's sleep before court day?
- prepare to be at court from 9:00 - 5:00 (make all family arrangements beforehand, and don't make any appointments for court day)?
- bring steno pad and pens?
- bring your passbook, notes on terms, legal dictionary?
- bring your lunch?
- dress properly (wear dark clothes, no jeans or baseball hats, no gum)?
- ask the Court Clerk for a water jug and glass?
- ask the Court Clerk for your copy of the payment claim form when you are finished and make sure it has your current address and phone number on it?

## THE LEGAL INTERPRETER'S CODE OF ETHICS

As a Legal Interpreter, you are expected to comply with a code of ethics. It is a good idea to become familiar with this code:

- ① The legal interpreter shall always interpret faithfully and accurately only what is said, omitting nothing, adding nothing, changing nothing.
- ② The legal interpreter shall at no time offer legal advice to the client or anyone soliciting such.
- ③ The legal interpreter shall always act as a professional, maintain high standards of conduct and dress, and demonstrate integrity, honesty and a conscientious attitude toward the courts.
- ④ The legal interpreter shall remain impartial.
- ⑤ The legal interpreter shall maintain confidentiality.
- ⑥ The legal interpreter shall strive to improve language proficiency and interpreting skills, and to expand his or her knowledge of the law and the courts, and of legal terminology in all language(s) used by him or her for interpretation.

## SUGGESTIONS FOR CONSECUTIVE INTERPRETING

- \* Keep notes brief and watch the speaker's movements and body language.
- \* Practice your note taking skills until you are able to take concise and legible notes from which you can recreate the original passage.
- \* Use first person, "I ", rather than third person, "s/he".
- \* Bring dictionaries, word lists, and the translation of the *Witness's Oath and Affirmation*.
- \* Introduce yourself to the Court Clerk upon arrival.
- \* Introduce yourself to the lawyers and Judge.
- \* Stand throughout the assignment while in the courtroom.
- \* Look at the listener(s) when delivering the interpretation, glancing briefly at your notes as necessary.
- \* Never add or delete information. The sequence of events must remain the same as the original.
- \* Speak entirely in the target language, except where appropriate to use the original language.
- \* Do not backtrack or repeat yourself.
- \* Do not use "ah", "um" and other filler words or take long pauses. The listeners may think you have missed something, do not understand, or cannot interpret what has been said.
- \* If you wish to interrupt the speaker to slow down, raise your notepad to indicate there is a problem. Do not interrupt by speaking.

## SUGGESTIONS FOR SIMULTANEOUS INTERPRETING

- \* Do not let the speaker get too far ahead of you. Stay no more than a sentence behind. When (s)he lists a series of numbers, names, etc. stay only one number or name behind.
- \* There is little time for thought in simultaneous interpreting - the words must be readily available to the interpreter. An extensive knowledge of both languages will be necessary for a comprehensive and natural interpretation.
- \* Prepare for the assignment by reading and learning as much as you can about the subject. You will not have the time to research once you are in the courtroom.
- \* Do not interpret word-for-word as the interpretation will not make sense to the listeners. Without adjusting to the sentence structure of the target language you will merely be reciting a list of words which will be difficult to understand.
- \* Keep an even flow to your delivery. Do not use "ah", "um" and other filler words or take long pauses. The listeners may think you have missed something, do not understand, or cannot interpret what has been said.
- \* If you miss a sentence because the speaker is talking or reading too quickly, or it is a sentence you cannot interpret, keep going. Do not fall behind the speaker and do not lose the entire passage because of one sentence. If you miss a very important point, say so when there is a pause in the speech.

**LIST OF SKILLS TO BE MONITORED  
DURING INTERPRETING PRACTICE SESSIONS**

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**SIGHT TRANSLATION**

**the act of translating orally the contents of a written document**

- the interpreter sets his/her own pace, according to the applicable time restrictions
- examples: an indictment, a criminal record, a psychological report, a pre-sentence report, a financial statement, etc.

**For Sight Translation, the Interpreter should:**

- be aware of when sight translation is required
- take very minimal notes, if any, while document is being read
- listen very carefully to the speaker reading the document, in order to be aware of any changes or errors the speaker makes - have a copy of the document ahead of time to prepare if possible
- follow on own copy while the document is read in source language
- indicate by a hand signal if a copy of the document is needed (don't speak unless absolutely necessary)
- scan/read the document quickly to get an idea of it
- ask any questions about terminology, etc. before the interpretation; if Court is already in session, this should be done by asking the Judge to instruct Counsel to answer any questions the interpreter puts to the Judge
- ask for a recess if the document is very technical or very long in order to prepare an accurate translation
- hold up the document while interpreting in a position that will not interfere with voice projection
- speak clearly and loudly
- keep eye contact occasionally with the listeners
- the interpretation should sound as natural as possible in target language

- avoid repeating any part of the interpretation
- give an accurate interpretation of the document
- try to interpret as quickly as possible, keeping in mind the time restrictions of the court and the need for accuracy.

## **CONSECUTIVE INTERPRETATION**

**the act of interpreting short passages while the speaker waits silently for the interpretation**

**For Consecutive Interpretation the Interpreter should:**

- come prepared with pen(cil)s, hard-backed notebook, and water
- have a copy of the translated version of the Witness's Oath and Affirmation
- have dictionaries, wordlists, a small snack for energy handy in a nearby room
- get equipment ready if it will be used
- introduce him/herself to the Clerk upon arrival
- introduce him/herself to the two lawyers and the Judge
- tell the lawyers and Judge you will need breaks; if you interpret during everyone else's break, you will need your break too
- ask permission to speak to the accused, alleged victim, and witnesses before interpreting for them
- find out ahead of time who s/he will be interpreting for (to determine any dialect differences, conflict of interest, etc.)
- stand/sit in a position from which s/he can see and hear all parties and can be heard by all parties
- be sworn in
- if questioned about qualifications, indicate that s/he has taken Legal Interpreter Training Program
- indicate to the Court what hand signals s/he will use to indicate to speakers that they should stop for the interpretation (do not speak unless absolutely necessary)

- interpret everything that is said; do not summarize or explain anything on your own

- if speaker makes a mistake, don't correct - leave it to the lawyer or Judge
- don't change the way things are said - if someone says "I did this...", you must say "I ...", not "s/he said that s/he did this"
- take notes, write down the page, leave margins, abbreviate
- make eye contact, don't read notes
- keep your speech natural and idiomatic
- keep the meaning the same, don't add or lose information between the source and target language

## EVALUATION GUIDE

### For Consecutive Interpretation

Instruct the students to listen carefully to the interpretation and constructively criticize it by considering the following questions:

1. Was the interpretation logical?  
Did it have a clear structure or was it just a list of information?  
Were all necessary links included to ensure the speech could be clearly followed?
2. Was the interpretation accurate? (dates, names, figures, etc.)
3. Was the interpretation complete?  
Was information added?  
Was information omitted?
4. Was the sequence of arguments and events maintained?
5. Were the idioms and expressions translated literally or meaningfully?
6. Was the interpreter relaxed?  
Did (s)he read his/her notes or just refer to them occasionally?
7. Did the interpreter use correct terminology and grammar?
8. If there were examples of irony, humour, sarcasm, etc. in the original were they conveyed in the interpretation?
9. Was the interpretation delivered convincingly or was it faltering, hesitant, or delivered in a monotone?  
Did the speaker backtrack?
10. Did the interpreter communicate with the audience by establishing eye contact?
11. Was the level of language and terminology appropriate for the age and educational background of the audience?



# INSTRUCTOR GUIDELINES

## for Preparing Consecutive Interpretation Practice

1. The presentation should be 2-3 minutes long at first, working up to 15 minutes.
2. The presentation should be clearly structured and logical, not merely a list of information.
3. Give new information, not something too familiar.
4. Insert idioms, expressions, etc. that cannot be interpreted literally to give the interpreter practice with such items.  
(eg. *kicked the bucket* means "died")
5. Start with an anecdote or story to relax the interpreter.
6. End with a punch!
7. Have a few notes but don't read them. Use a natural speaking voice and rhythm.
8. Display a relaxed style. Use body language and speak in a conversational manner while looking at the audience.

## PATTERN FOR CONSECUTIVE INTERPRETING PRACTICE

### Overview of the Exercise:

One person speaks to the group with another person acting as an interpreter. The objective of the exercise is to create an accurate interpretation of the original message into another language. An evaluation component is built into this exercise as the interpretation is then given back in English.

### Role of the Instructor:

The instructor gives the first presentation (court transcript) to model for the students what is expected.

### Instructions to Presenters:

- choose a 2-3 minute portion of a court transcript
- don't use expert witness testimonies
- utilize body language
- look at the audience
- use a conversational tone

### Information for Interpreters:

- never add information - if missed, let it go
- necessary links such as **however, nevertheless**, are signposts
- terminology is important - if you have the translation of a term use it rather than the English term
- don't backtrack or correct yourself eg. "Mr. Jones said....Mr. Jones stated....Mr. Jones declared"

### The Procedure:

A presenter and two interpreters of the same language are chosen from the group. One of them leaves the room so as not to hear the original presentation which is made in English.

The instructor or one of the students delivers the transcript orally to the group following the guidelines as outlined above. The interpreter takes notes. At the end of the presentation the interpreter is allowed to question the speaker in order to clarify portions or to obtain missing information.

The interpreter who is out of the room is asked to return. The interpretation of the transcript is made in the aboriginal language. The listener is allowed to

take notes and question the interpreter at the end of the presentation. All questioning is done in the aboriginal language. The partner then interprets the message back into English.

Guidelines:

Up to this point the group remains silent. Now they are brought in for the evaluation. The instructor does not comment on what (s)he heard, but asks the students what they think of the interpretations. General questions are asked to lead the group:

Was the original message transmitted faithfully?

Was the sequence of events the same?

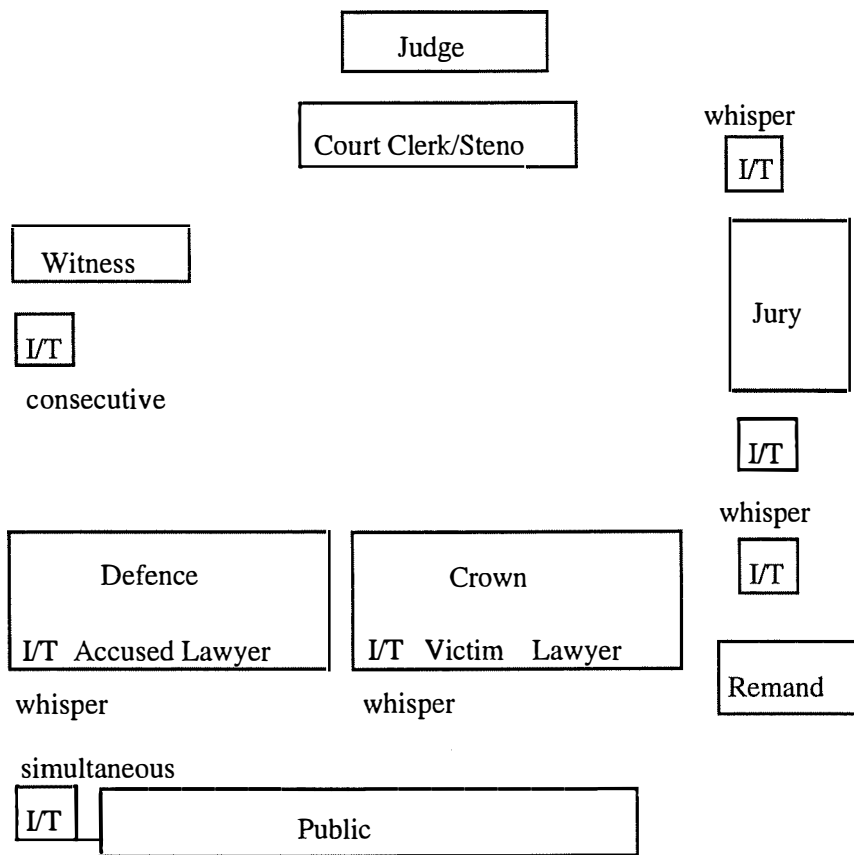
Was the presentation coherent or scattered?

Were there additions?

Were dates, figures, amounts, etc. correct?

Stage Two:

If students feel comfortable with the idea, the instructor may record the exercise for reference.



**Diagram of Interpreter Positions in Courtroom**

## **POSITIONS OF THE INTERPRETER IN THE COURTROOM**

### **Consecutive Interpretation**

The interpreter should stand near the witness, either in the box with the witness or beside the box, in such a way as to see everyone - the judge, jury, and the lawyers. Face the judge. The interpreter must be able to see and hear everyone as well as be heard by them. The interpreter should not block the judge's nor the jury's view of the witness.

### **Simultaneous Interpretation**

The interpreter should be sitting either near the accused at the table for whispered interpretation, or near the juror. If the interpreter is using equipment, s/he should sit away from the person but still be able to see and hear everything.

## **Rules for Court Interpreters**

1. Do not give legal advice.
2. Maintain confidentiality.
3. Arrive on time.
4. Come prepared.
5. Wear proper clothing.
6. Speak only to the judge.
7. Speak in the first person.
8. Be impartial.
9. Don't add or omit information.
10. Don't coach the witness.

## **HYPOTHETICAL PROBLEMS IN COURT INTERPRETING**

Past experience tells us that problems will arise while interpreting in a legal setting. As with all interpreting, the interpreter is conveying one person's message to a person of another language and cultural background. Some of the problems mentioned in this section are common to all interpreting situations while others are specific to the courtroom. The discussion of real and possible problems should be part of every legal interpreting module. The topic should be opened to the class and all solutions considered. There are not always hard and fast rules. Open discussions will assist interpreters in making informed decisions when situations arise.

### **Cultural Differences**

In the North there are a variety of cultures and languages. There may be concepts that are nonexistent in one of the languages. The interpreter must know both languages well so that the concept can be described in such a way that the conversation can continue. This may mean asking for the concept to be expressed in another way in the source language. Failing that, the interpreter will need to alert the source language speaker that the concept cannot be conveyed. The onus is on that speaker to make the necessary adjustments. On no account should the interpreter take responsibility for a lengthy explanation of the concept.

Some concepts may be more specific in one language than in another. In the Dene languages the word "brother" cannot be interpreted without knowing whether that brother is older or younger than the one being referred to. In this case the interpreter will need to ask the lawyer for more information.

Proverbs, jokes, idioms, and acronyms are all culture and language specific and should not be interpreted. Ask the speaker to express the main point in plain language before interpreting.

### **Dialect**

All languages have dialects within them. However, in some languages dialect is more problematic than in English. It is important for the interpreter to become familiar with the dialects within

his/her language to ensure accurate interpretation.

### **Voice**

The speech register contributes to the intended meaning of words so the interpreter must closely reflect the register of the speaker. Feeling and emotion, for instance, are conveyed in the register of the voice.

The rate of speech can create a problem for the interpreter. When someone speaks too fast, the interpreter will not be able to keep up with notetaking and remembering what was said. This will be all the more difficult for the simultaneous or whisper interpreter. The interpreter should indicate to the judge that the speaker needs to slow down. The judge will make the request through the interpreter.

The length of the segment to be interpreted may also be a problem. The interpreter must learn to interrupt the speaker at manageable intervals. This interval will vary depending on the skill and experience of the interpreter.

Volume is another factor. If the interpreter cannot hear the speaker, the speaker must be asked to talk louder. This request must be directed to the judge.

Other factors affecting speech are stuttering, slurring, accents, absence of teeth, etc. Meeting with the client before court can help to prepare the interpreter for such problems and some solutions may be worked out.

### **Bilingual Clients**

Sometimes clients are passively bilingual and may challenge the interpretation. The interpreter must not engage in a discussion of what was said. It is the responsibility of the judge to clarify the situation and determine whether the information is accurate. The interpreter need not feel threatened by such a remark. The interpreter's role is to try to understand what each person is saying so further discussion will only clarify the meaning intended for all.



It could also happen that a bilingual person may want to testify in English, but want an interpreter in case of difficulty with the language. In this situation the person might switch from one language to another without warning. The interpreter must be alert in order to switch accordingly.

If one of the lawyers or judge is bilingual, s/he may challenge the interpretation. The interpreter must be ready to explain his or her choice of terminology or rendition, but must also be able to accept constructive criticism. Do not argue.

### **Lack of Preparation**

The interpreter may be unprepared for a case, either through his/her own neglect or through no fault of his/her own. Obviously, the interpreter needs to collect as much information as s/he can prior to the assignment. If, however, the interpreter is hired during the trial or at the last minute then s/he may need to ask for a break when an expert testimony is presented or other new and technical information in order to become familiar with it.

When working with a partner, each one is expected to be fully prepared and willing to cooperate regarding the sharing of terminology and assisting the other person. Personal hygiene, having enough rest, being on time, and sharing the workload equitably will all help to prevent problems.

### **Miscellaneous**

Once the interpreter has had training, the next best way to prepare oneself for legal interpreting is to observe court in progress whenever possible. This knowledge will better prepare a person for dealing with problems when they arise.

Since the legal interpreter has somewhat of a legal background people sometimes ask the interpreter for legal advice. This is even more awkward when it occurs in the courtroom. The witness may ask the interpreter for help or clarification, either verbally or with gestures. The interpreter should just interpret whatever is said and leave the explanations to the lawyers and judge.

While whisper interpreting for the accused at the defense table the accused may be tempted to chat with you. If ignoring does not work, the lawyer must be told what is occurring so that it can be explained through the proper channels. Never jeopardize your role as interpreter by communicating in any way with the accused or witnesses.

## **INFOPORT INSTRUCTIONS**

### **For Equipment Monitors and Interpreters**

**ALWAYS TEST THE EQUIPMENT BEFORE IT'S TIME TO INTERPRET!!**

**ALWAYS COUNT ALL THE PIECES In The Infoport Case TO MAKE SURE THEY ARE THERE.**

THE CASE CONTAINS:

- 20 - HEADSETS
- 1 - CHARGING STRIP FOR HEADSET BATTERIES
- 20 - TWO-PRONGED BATTERIES FOR HEADSETS
- 1 - MICROPHONE/TRANSMITTER

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### **INFOPORT MICROPHONE/ TRANSMITTER INSTRUCTIONS:**

1. Make sure that you have at least two fully charged 9 volt batteries . The battery must be pre-charged if it is rechargeable. If no rechargeable battery is available, use a non-rechargeable one. NEVER try to re-charge a non-rechargeable battery - it could explode!
2. Make sure the battery is installed properly into the microphone/ transmitter. The battery has "+" and "-" terminals . Make sure these are matched up with the "+" and "-" inside the battery compartment of the microphone.
3. Turn the switch on the microphone to TEST. The TEST position is to show whether the battery is in good condition. If the RED light doesn't come on, try a new battery. If it still doesn't come on, try transmitting anyway, to see if the microphone works. A gentle tap in the palm of your hand sometimes works too. If you have to do this, be sure to report it to Legal Interpreting.
4. Put the microphone switch into the ON position. The GREEN light should come on to show that you are ready to transmit.
5. Try not to bump or scratch the microphone. This is hard on the listeners' ears. The wire that hangs down is the antenna. Let it hang freely so the microphone can transmit properly. Never wind the antenna around your fingers or pull on it. If the audience cannot hear you (the interpreter), you might have to change positions in the room or turn the microphone slightly.

Check the audience once in a while to make sure people are not having problems hearing the interpreter.

6. WHISPER into the microphone. You (the interpreter) will have to listen to the speakers while you are whispering, so keep your voice very low. People can hear you clearly in their headsets even when you whisper.

7. DO NOT turn the microphone/transmitter OFF until the end of the meeting or until a long break (for lunch or dinner.) When the microphone is turned off, the headsets amplify the loud static, and people might have their headset volume up high. The loud static could harm their ears. **If you are going to turn off the microphone, tell people to take their headsets off first.**

### **INFOPORT HEADSET OPERATION AND CHARGING:**

1. When someone wants to listen to the interpretation, take out a headset and one of the two-pronged batteries that are in the charging strip. TEST this battery by inserting it into the slot that is between the two red lines on the charging strip. If the GREEN light goes on, the battery is charged and can be used. If the GREEN light doesn't go on, try another battery. Place one charged two-pronged battery into the bottom of the headset.

2. Turn on the headset by turning the dial on the front of the headset. If it is working, there will be a heavy static sound on the headset until the microphone/transmitter is turned ON.

3. During the day, you can plug in the charging strip and leave the switch on TRICKLE CHARGE so that it keeps the batteries charged up. At the end of the day, make sure the charging strip is plugged in and place the switch into the CHARGE 14h position so that the RED light glows. The charger is now fully charging the headset batteries. Leave it on overnight so everything will be charged in the morning. It doesn't matter if it's on more than 14 hours.

4. Write down the name of the person who takes each headset; the headsets are numbered for this purpose. Collect the headsets whenever people leave the room, since they are very expensive. Some people might think that they are radios, but they can only pick up the transmissions from your microphone, so they are really of no use to anyone else.

5. If someone tells you that the headset is not working, check the battery, make sure the volume switch is turned up, suggest that they try sitting in a different place where the reception might be better, and check your microphone to be sure it's broadcasting properly.

## PACKING UP TO GO HOME.

1. Make sure that all of the headsets, batteries, the 9 volt battery charger, the charging bar and the microphone/transmitter are packed securely in the case, and the case is closed properly. **DO NOT PINCH THE WIRES WHEN YOU CLOSE THE CASE.** Make sure the case is returned as soon as possible to the owners so that it can be charged up for the next assignment. Report any problems to Legal Interpreting.

# OATHS

## SUPREME COURT

### The Interpreter's Oath

Clerk: Please state your full name.

Do you swear that you understand the\_\_\_\_\_ language and the English language, that you shall well and truly interpret the oaths to the witness and all the questions put to the witness and his (or their) answers thereto and all such matters and things as shall be required of you to the best of your skill and understanding, so help you God?

### The Witness's Oath

Clerk: What is your name?

Do you swear that the evidence to be given by you to the court (and the jury sworn) between our sovereign lady the Queen and the accused at the bar shall be the truth, the whole truth, and nothing but the truth, so help you God?

### In a civil case the form of oath to be used is as follows:

Clerk: What is your name?

Do you swear the the evidence to be given by you to the Court shall be the truth, the whole truth and nothing by the truth, so help you God?

### Affirmation

Clerk: What is your name?

Do you solemnly and sincerely promise and affirm and declare that the evidence you are to give to the Court (and jury sworn) between our sovereign lady the Queen and the accused at the bar shall be the truth, the whole truth and nothing but the truth?

## **TERRITORIAL COURT**

### **The Interpreter's Oath**

Clerk: Please state your full name.

Do you \_\_\_\_\_ swear that you will, to the best of your skill and ability, translate the English language into the \_\_\_\_\_ language and the \_\_\_\_\_ language into English, without fear, favour or prejudice to any person or persons, so help you God.

### **Witness's Oath**

Clerk: Please state your full name.

Do you \_\_\_\_\_ swear that the evidence you shall give touching upon the matter before this Court shall be the truth, the whole truth, and nothing but the truth, so help you God.

### **Affirmation**

Clerk: Please state your full name.

Do you \_\_\_\_\_ swear that the answers you shall give to the questions put to you in this examination shall be the truth, the whole truth and nothing but the truth, so help you God.

### **Civil Oath**

Clerk: Please state your full name.

Do you \_\_\_\_\_ (solemnly affirm that) swear that the evidence you shall give to the Court touching the matter in question, in this action, shall be the truth, the whole truth and nothing but the truth, so help you God.

## **Citizenship**

Clerk: Please state your full name.

Do you \_\_\_\_\_swear that the answers you shall give to the questions put to you in this examination shall be the truth, the whole truth and nothing but the truth, so help you God.

## **Charter of Rights**

I am arresting you for (state the offense)

It is my duty to inform you that you have the right to retain and instruct counsel without delay. Do you understand?

## **Police Warning**

You need not say anything. You have nothing to hope from any promise or favour and nothing to fear from any threat whether or not you say anything. Anything you do say may be used as evidence.

## **Secondary Caution**

Regardless of anything that anybody says to you or you have said to any other person in authority, you are not obliged to say anything unless you wish to do so, but whatever you say may be given in evidence.

*Note: Secondary Caution is to be used when other persons in authority have spoken to accused previously.*

"I have read the above statement and I have been told that I can correct, alter or add anything I wish. This statement is true. I have made it on my own free will."



## LISTENING SKILLS

The interpreter must be able to listen and concentrate. If the interpreter does not concentrate or is distracted, (s)he will have difficulty remembering the passage (speech, testimony, etc.) to be interpreted.

The interpreter must focus on the speaker and what is being said, then switch the focus to the audience. Serious errors in the interpretation (the message, the feelings conveyed behind the message, the body language of the speaker and terminology) may result from lack of concentration.

Exercises to develop the ability to listen and concentrate should be used throughout the course, daily if time permits. The ones provided in this manual can be repeated using different materials. The sequence presented here should be followed but the pace will be determined by the abilities of the students.

## Activity 1 : Listening Skills

### Geometric Shapes

*Objective* Students will follow verbal directions only to draw a picture.

*Materials* geometric shapes drawn on sheets of paper by the instructor  
blank sheets of paper  
pencils

*Procedure* Pairs of students sit back-to-back. One student from each pair selects a sheet of geometric shapes and describes the shapes and layout to the other student. Neither student may look at the other's sheet.

The listener draws the shape described to him/her.

The listener may only say "repeat" or "go ahead" during this exercise.

Upon completion the participants compare the completed drawing to the original for accuracy.

Partners change places and repeat the exercise with new sheets.

*Variations* : Ask students to draw simple pictures and describe them to each other.

Ask students to draw maps, floor plans, or room layouts for this activity.

## Activity 2 : Listening Skills

### Geometric Shapes in Aboriginal Language

- Objective*
1. Students will describe a geometric shape and give directions in the Aboriginal language.
  2. Students must follow directions in the Aboriginal language without visual cues.

*Materials*

geometric shapes drawn on sheets of paper by the instructor  
blank sheets of paper  
pencils

*Procedure*

Within language groups students form pairs and sit back to back. One student selects a sheet of geometric shapes and describes it to the other student in the Aboriginal language.

The listener draws the shape described.

The listener may only say the equivalent of "repeat" or "go ahead" in the Aboriginal language.

Upon completion the participants compare the completed drawing to the original for accuracy.

Partners exchange places and repeat the exercise.

Variations: the same as for the previous activity

## Activity 3 : Listening

### Description and Identification

*Objective* The students will convey information in a clear and concise manner and identify an object.

*Materials* pictures or drawings of simple objects

*Task* Students form pairs.

One student describes a simple object to a partner who must guess what that object is.

The name of the object must not be stated at any time nor may any leading descriptions be given (eg. diamond-shaped or used to drink from)

Partners change places and repeat the exercise.

## Activity 4 : Listening

### Listening for Specific Letters

*Objective* Students will identify words beginning with specific letters from a passage as it is read.

*Materials* short articles and excerpts from magazines and newspapers with designated letter noted on each

*Procedure* Students form pairs.

One student reads a short magazine or newspaper article to the partner.

The partner repeats every word that begins with a specified letter of the alphabet (eg. repeat every word beginning with the letter "s") which the instructor has previously determined and noted on each clipping.

Repeat the exercise, changing the target letter.

Partners exchange places and repeat the exercise.

## Exercise 5 : Listening

### Dual Task 1

*Objective* The students will repeat words at required intervals as a short passage is read.

*Materials* short articles and excerpts from magazines and newspapers

*Procedure* Students form pairs.

One student reads a short magazine or newspaper article to the partner at normal speed.

The listener repeats every second word as it is read.

Continue the exercise with every third then fourth word repeated.

Partners exchange places and repeat the exercise.

## Activity 6 : Listening

### Sound Identification

*Objective* The student will identify sounds heard on an audio tape.

*Materials* tape recorder  
pre-recorded tapes made by the instructor  
pencils and paper

*Procedure* The students are seated near a tape recorder and each is given a sheet of paper and pencil.

The instructor asks the students to listen to the recording and identify the 20 sounds they hear.

All responses are to be written on the paper provided and no talking is permitted.

When the recording has ended the students are asked the number of sounds they were able to identify.

As the recording is replayed the instructor identifies the sounds and the students check their lists to see if their guesses were correct.

Repeat the exercise using a second set of sounds.

## SOUND IDENTIFICATION TAPE #1

1. bell ringing
2. tambourine
3. hands clapping
4. harmonica
5. hair dryer or vacuum cleaner
6. whistle (human)
7. fridge door closing
8. fingers snapping
9. fingernails tapping on a hard surface
10. cough
11. cheek "popping"
12. pen clicking
13. spoons clicking together
14. coconut shells banging together (hooves)
15. alarm clock ringing
16. pop can being opened
17. doorbell ringing
18. telephone ringing
19. piano playing
20. water running

## SOUND IDENTIFICATION TAPE #2

1. paper tearing
2. liquid being slurped
3. tearing off a piece of scotch tape
4. stapler (3 staples into a piece of paper)
5. a car being started
6. keyboarding/typing
7. electric pencil sharpener
8. dialing rotary telephone
9. writing on chalkboard (with chalk)
10. wood being sawed
11. tearing a sheet of paper from notepad and crumpling it
12. hammering a nail into a piece of wood
13. kettle "whistling"
14. knife chopping vegetables
15. a chain rattling
16. blowing
17. a squeaky door
18. scissors cutting paper
19. wood being chopped
20. electric fan



## Activity 7 : Listening

### Dual Task 2

*Objective* The student will listen to two messages simultaneously and repeat the content of each message.

*Materials* selection of pre-recorded tapes and video cassettes  
a television  
a video cassette recorder  
a tape recorder  
selection of messages, speeches, court testimonies, etc.

*Procedure* The students may work individually or in pairs.

Listening to a radio and a television (or any combination of a radio, a television, a pre-recorded tape and a partner speaking) the student listens to two brief messages and repeats the content of each message.

Beginning with a very short message, the students will move on to longer and more complex messages.

If working in pairs, partners change places and repeat the exercise.

Repeat the exercise in the Aboriginal languages.

## SHORT TERM RECALL SKILLS

Short term recall is the ability to remember information for a short period of time. The short term retention of information is essential to an interpreter. The interpreter must be able to remember the passage to be interpreted, give the interpretation, then clear the memory for the next piece of information.

Short term recall is a skill which the interpreter must develop. Exercises follow which will increase the interpreter's ability to retain information for short periods of time.

## Activity 8 : Short Term Memory

### Twenty Objects Game

*Objective* Students will recall 20 different objects from memory.

*Materials* 20 small objects  
a tray or table to display the objects  
a cloth or cover  
pencils  
paper

*Procedure* The instructor places 20 different objects on a tray or table and covers them before the students arrive.

Students sit or stand around the table.

The cover is removed and the students are allowed one minute to look at the objects.

The objects are covered again.

The students are asked to write the names of as many of the objects as they can remember.

This exercise may be used at the beginning of each day with a different set of objects. Students may be asked to keep a record of the number of objects they remember. Over a period of several days there should be an increase in the number recalled. Students of all ages enjoy this activity.

## Activity 9 : Short Term Memory

### Lists of Numbers

*Objective* Students will recall lists of numbers.

*Materials* sheets of number lists

*Procedure* Students form pairs.

One student reads a set of numbers from a list prepared by the instructor. (eg. 3, 7, 1, 9, 5)

The listener repeats the list in the same order.

This continues until the sheet is complete. Then they switch roles and repeat the process.

The numbers increase in value from one digit to three digits or as many digits as the instructor desires.

## Activity 10 : Short Term Memory

### Lists of Numbers in Aboriginal Language

*Objective* Students will recall lists of numbers in the Aboriginal language.

*Materials* lists of numbers

*Procedure* Students are grouped according to Aboriginal language. Within language groups students choose partners.

One student reads a set of numbers in the Aboriginal language from a list prepared by the instructor. (eg. 9, 6, 4, 3)

The listener repeats the list in the same order.

This continues until all sets of numbers on the list have been read and repeated. The numbers increase in value from one digit to three digits or as many digits as the instructor desires.

Partners change places and repeat the exercise.

## Activity 11 : Short Term Memory

### Word Association

*Objective* The student will recall lists of words through association.

*Materials* lists of one and two-syllable words, beginning with 5 words per list and working up to 10

*Procedure* The students are grouped in pairs.

One student reads a list of 5 one and two-syllable words previously prepared by the instructor.

The listener writes a word (s)he associates with each given word (eg. black-white)

The listener then recalls the original list of words using the associated words as reference.

Partners change places and repeat the exercise.

Repeat the exercise, increasing the number and difficulty of the words.

## Activity 12 : Short Term Memory

### Word Association - Legal Terms

*Objective* The student will recall lists of legal terms through word association.

*Materials* lists of legal terms, 5 words per set

*Procedure* The students are grouped in pairs.

One student reads a list of 5 legal terms previously prepared by the instructor.

The listener writes a word (s)he associates with each given word (eg. homicide-killing)

The listener then recites the original list of words using the associated words as reference.

Partners change places and repeat the exercise.

Repeat the exercise, increasing the difficulty of the terms.

## Activity 13 : Short Term Memory

### Counting Sentences and Recalling Position

*Objective* The students will identify the number of sentences in a passage and specify the sentence in which a particular word is located.

*Materials* short passages containing trivial facts from newspapers or magazines

*Procedure* The students are grouped in pairs.

One student reads a short passage to his/her partner.

The listener identifies the number of sentences in the passage.

The reader specifies a word from one of the sentences which appears only once in the passage.

The listener specifies the sentence in which (s)he thinks the word appeared.

Increase to two words per passage.

Partners change places and repeat the exercise.



## Activity 14 : Short Term Memory

### Recall Directions

*Objective* The students will recall a route on a map.

*Materials* one map per student  
details of a route prepared and recorded in advance  
an overhead transparency of the map  
an overhead projector  
an overhead marker  
a projection screen or equivalent (eg. whiteboard)

*Procedure* The instructor reads a detailed explanation of a route someone has taken (eg. like route given in a court testimony).

The students are asked to listen, paying close attention to the details without taking notes.

Quickly and without talking the instructor distributes maps to the students and asks them to draw the route on their maps from memory. It is important that no one speak after the route is read.

No questions may be asked during the exercise.

Once the students have completed the assignment the instructor, using a map on the overhead projector, reads the passage while drawing the route on the map.

The students compare the actual route with their own.

## Activity 15 : Short Term Memory

### Dates and Events

*Objective* The students will recall dates and events.

*Materials* fact sheets with pertinent dates and events listed

*Procedure* The instructor cites 5 dates and the events that took place on each of the dates.

The students are asked to listen to the information without taking notes.

Individual students are then asked to identify the dates on which specific events took place. (eg. When was Yellowknife declared the capital of the Northwest Territories?)

Repeat the exercise, asking for the events which took place on specific dates.

## Activity 16 : Short Term Memory

### Memory Retention Game *Imagine That!*

*Procedure* The participants sit in a circle.

The first player names an object which can be visualized.  
(eg. A boat.)

The player seated to the left repeats what (s)he has heard then adds a detail or description to the object.  
(eg. a green boat.)

The next player on the left repeats all (s)he has heard then adds something of his/her own to the sentence.  
(eg. a green boat with sails)

The process continues with each player in turn repeating the sentence and adding something to it. If the student is unable to repeat the sentence correctly (s)he is out of the game and it continues without him/her.

The key to remembering all the details is to imagine the sentence is a picture or a photograph.

The game is over when only one player is able to repeat the description correctly or no more can be added to the picture.

This exercise may be repeated starting with a different student and subject.

## Activity 17 : Memory Retention Game

### *My Vacation*

*Objective* Student will recall a growing sequence of events.

*Materials* none

*Procedure* The participants sit in a circle.

The first player names an article (s)he would take on a holiday that can be visualized.

(eg. When I go to Florida I will take a bathing suit.)

The player seated to the left repeats what (s)he has heard then adds another item.

(eg. When I go to Florida I will take a bathing suit and towel.)

The next player on the left repeats all (s)he has heard then adds something of his/her own to the sentence.

(eg. When I go to Florida I will take a bathing suit, a towel, and sunglasses.)

The process continues with each player in turn repeating the sentence and adding something to it. If the student is unable to repeat the sentence correctly (s)he is out of the game and it continues without him/her.

The game is over when only one player is able to repeat the description correctly or no more can be added to the picture.

Note: Students may be encouraged to be more descriptive.

(eg. my red sunglasses or my blue flowered towel, etc.)

This exercise may be repeated starting with a different student and subject.

## Activity 18

### Recalling Detail and Sequence

*Objective* Students will retell a story or passage from memory.

*Materials* Short stories, newspaper articles, court testimonies

*Procedure* The instructor reads a short text aloud. The students are not to take notes. Then ask the group to reconstruct the passage with as many details as possible and in the correct sequence.

Texts should be short and easy at first, becoming increasingly longer and more complex.

On another day read passages but allow students to take notes.

## PARAPHRASING

To paraphrase is to restate, clarify and express the feelings behind a message in different words and perhaps in a simpler form. It is used to help the audience understand the message. It is not possible to interpret word for word from one language to another. When paraphrasing the interpreter puts the message into other words that carry the same meaning.

For example:

Crown Attorney to the Unilingual Witness: I direct you to tell the court exactly what you saw when you entered your brother's house on the night of the murder, without any embellishments to your story.

Interpreter to the Witness: Tell the court what you saw when you entered your brother's house on the night of the murder, without adding anything to the story.

Paraphrasing also allows the interpreter to check his/her understanding of a statement with the speaker before it is interpreted. For example:

Crown Attorney to the Unilingual Witness: I direct you to tell the court exactly what you saw when you entered your brother's house on the night of the murder, without any embellishments to your story.

Interpreter to the Crown Attorney: You mean you want the witness to tell what she saw without adding anything to the story, like how she felt or what she thought about?

Crown Attorney: Yes, that is what I mean.

Paraphrasing is an important technique for simultaneous interpreting. It requires concentration and an analysis of what has been heard as well as the opportunity to build one's vocabulary.

## Activity 19 : Paraphrasing

### Restating Single Sentences

*Objective* The student will rephrase a sentence without a change in meaning.

*Materials* a list of sentences to be paraphrased

*Procedure* The instructor reads a sentence aloud.

Without taking notes, a student says the sentence in his own words.

After each sentence has been paraphrased the class discusses the accuracy of the restatement and whether or not it could be improved.

Move on to the next sentence until everyone has had a turn.

Repeat the exercise with students working in pairs using a different set of sentences.

Distribute a text. Have students read the text, one sentence at a time. The same student repeats each sentence without looking at the text.

## Activity 20 : Paraphrasing

### Restating a Passage (Group Task)

*Objective*     The students will restate a passage in their own words.

*Materials*     overhead transparencies of newspaper articles, sections of magazine articles, descriptive passages, etc.

*Procedure*     The students silently read a passage from a newspaper, book or magazine on an overhead transparency.

The instructor then reads the passage aloud, stopping at each underlined word or phrase in order for students to replace each with a synonym or other suitable replacement. The choices are recorded on the overhead transparency.

The paraphrased passage is then read aloud.

The class discusses the accuracy of the paraphrased version and other possibilities.

Repeat using longer and more difficult passages.



## Activity 21 : Paraphrasing

### Restating an Article (Individually)

*Objective* The student will paraphrase an article.

*Materials* newspaper articles

*Procedure* Each student is given a newspaper article.

Students are asked to read the article and paraphrase it.

When all students have completed the assignment they are asked to present their paraphrased versions to the class.

This may be repeated using longer and more difficult passages.

## SUMMARIZING

To summarize is to reduce the content of a piece of information, focussing on the main points and dispensing with secondary information. Summarizing is giving a brief account, a summing-up of the information, reviewing the main points. At all times the student must try to be accurate and comprehensive when stating the main points of the passage.

The exercises which follow require the student to listen to or read articles or excerpts from newspapers, magazines or books and summarize what they have heard or read.

## Activity 22 : Summarizing Main Idea

*Objective* Students will state the main idea of a short passage having heard it once.

*Materials* short articles and excerpts from magazines and newspapers

*Pre-Test* The instructor asks the students if they know what is meant by "the main idea" of a passage. For those who do not know, and as a review for those who do, explain the term. Then read several short magazine or newspaper articles and ask the students to state the main idea of each passage. This is an important part of the activity and prior knowledge should not be assumed.

*Procedure* The instructor informs the class of the meaning, importance, and where to find the main idea of a paragraph or short passage.

The instructor reads a paragraph at a time to the class.

The students listen, and without taking notes, identify the main idea of each paragraph.

Repeat using a variety of paragraphs and short passages, increasing the length of the passages and allowing everyone to participate.

Note: A good source is *Reader's Digest*

## **Activity 23 : Summarizing**

### **Main Idea (Paired Task)**

*Objective*    The students will be able to identify the main idea in a passage.

*Materials*    newspaper and magazine excerpts

*Procedure*    Students are grouped in pairs and asked to sit facing each other.

One student reads a short magazine or newspaper article to his/her partner.

The listener is not allowed to speak during the reading of the passage.

After hearing the passage the partner states the main idea.

Partners exchange places and repeat the exercise.

## Activity 24: Paraphrasing and Summarizing

### Restating from Notes

*Objective* The student will paraphrase and summarize an article which has been read aloud.

*Materials* newspaper articles

*Procedure* The instructor reads a short newspaper article to the class.

The students are asked to listen, take notes, paraphrase then summarize the article.

Several students are asked to present their paraphrased and summarized versions to the class.

Repeat the exercise, using a variety of articles, until all the students have had the opportunity to participate.

*Game* For fun, divide the class into two groups. Read a text and ask both groups to take notes. Ask one group to reconstruct the story. If they have all the information, they get one point. If information is missing the other group provides it for the point. The group accumulating 10 points wins.

## NOTE TAKING

Taking notes during an oral presentation is an important skill for consecutive interpreting. The interpreter cannot always rely on his/her memory alone, no matter how good it may be. This is particularly true when the presentation is long and technical. The interpreter cannot count on the speaker stopping every few minutes for an interpretation, particularly if the speaker is not used to working with an interpreter.

Notes are personal. Over time the interpreter will develop his/her own system and abbreviations. Following are some guidelines for note taking and suggested abbreviations which will provide a starting point for the students.

**REMEMBER:** Notes are to reconstruct the speech - to guide the interpreter like a map. They are not meant to be used as a crutch for the interpreter to read back. Rely on your memory, not your notes!

## Activity 25 : Note Taking

### Guidelines

*Objective* The student will be given guidelines for taking notes during interpretation.

*Materials* handout: Note Taking  
chalkboard, whiteboard, chart paper or overhead projector  
chalk, markers (dry erase or water soluble)  
overhead projection screen (optional)  
overhead transparencies (optional)

*Procedure* The instructor explains the reason for taking notes when interpreting.

Using the guidelines following this activity, the instructor explains how to take notes. Additional examples may be included by the instructor and students may offer suggestions of their own.

## NOTE TAKING for INTERPRETERS

Write down items your memory cannot retain such as numbers, dates, names and lists.

Write only what you understand, not something you think you'll understand later.

Write down the page, not across - it's much faster to read later.

If you're taking notes in English and the perfect translation comes to mind, write it down.

Make linking words clear eg. BUT, ALSO, REASONS, BECAUSE - make them LARGE or underline them - they are *signposts*.

*Signposts* may be abbreviated:

opposition or contrast

although

despite the fact that

notwithstanding that

tho

restriction

however

nevertheless

yet

on the other hand

but

cause/effect

because

by reason of

as a result of

since

on the grounds that

cause

Leave a margin on every page. Notations made in the margin can help you when you interpret the words later. You can remember the tone the speaker used:

eg.

?

happy

Are you happy?

gov't decided to

I was happy that the government decided to....



Concentrate on speaking, not your notes. Notes are used to refresh your memory. The speech should be in your head, not in your notes.

Don't use shorthand (it's language to language and reading from notes, not from memory).

Note the ideas, NOT the words.

Reduce phrases to one word whenever possible.

Shorten articles and put sentences into a few words. Exercises in finding the main idea, precis and paraphrasing will help. Practice by taking notes from the radio or reading an article and then comparing your notes with the text. Make note of only the most important details.

eg. in all likelihood = likely  
express my deep and sincere thanks = thanks  
in view of the present circumstances that prevail at this time = now  
focus our intention on = discuss

Avoid words like ABOUT, IN RESPECT TO:

eg. talk = talk about the situation now  
situation now

Words such as do not, are not = ~~do~~, ~~are~~ (a line through word means not)  
absolute and total disagreement = agree (double line for double negative).

or think/is of the opinion :

we are of the opinion that.... = we :

say or speak “  
(can be used for state, affirm, declare, suggest, indicate, propose, etc.)

eg. In the speech delivered by Pierre Trudeau in 1982....  
= Trudeau “ 82

discuss eg. We will discuss some important issues. = We  
imp. ?

### *Short Forms*

approve  
agreement  
share the opinion of  
on the same wavelength  
singing from the same song sheet  
all on side on this issue

okay/OK

unable to agree/endorse =  $\text{OK}$

Shorten the length of words:    words = wds  
   meeting = mtg  
   appointment = apt

Use arrows to indicate an increase or a decrease, a rise or a fall, movement toward or from. Be sure YOU understand your symbols.

improve, increase, grow, leading up to  $\uparrow$

the price went up = \$  $\uparrow$   
the conflict escalated = conflict  $\uparrow$

decrease, decline  $\downarrow$

the price went down = \$  $\downarrow$   
the army reduced its numbers = army  $\downarrow$

movement towards or out  $\rightarrow$

Canada is moving toward a recession, = Can  $\rightarrow$  rec  
Mr. Smith is going to Moscow. = Smith  $\rightarrow$  Moscow

movement from (consequence)  $\leftarrow$

Omit all vowels and some consonants

government workers moved from Yellowknife to Iqaluit  
= gov't wkrs mvd YK  $\rightarrow$  Iq

## Activity 26 : Note Taking

### Practice

*Objective* The student will practice taking notes clearly and concisely.

*Materials* paper and pencils  
articles, reports, statements

*Procedure* The instructor reads a passage in English (article, report, statement, etc.) to the class.

The students are instructed to take notes in English, using the guidelines from the previous activity.

Several students are asked to restate the passage in English, referring to their notes as necessary.

The accuracy of the restatements are discussed by the class.

The students who made the statements may comment on the effectiveness of their note-taking, the changes they would make, in future, and so on.

## CONSECUTIVE INTERPRETING

During consecutive interpretation the speaker says a few sentences, pauses for the interpreter to interpret, then continues.

Good note-taking skills are required for competent consecutive interpreting. The interpreter has time to take notes and ask questions, thereby providing a more accurate interpretation.

This manual suggests paired exercises with shorter passages be used for beginning practice sessions, increasing the length as the student is able to cope. The speed at which the passage is read or delivered may be increased as well as increasing the complexity of the content.

## Activity 27 : Consecutive Interpreting

### Paired Practice

*Objective* The student will consecutively interpret one and two minute portions of speech delivered by the instructor.

*Materials* pencils and paper  
instructor notes for a speech

*Procedure* The students sit around a table where all are able to see and hear the instructor.

One student is asked to leave the room (student #1).

A speaker of the same Aboriginal language is asked to be the partner for this exercise (student #2).

All students are asked to take notes during the speech for practice in note-taking.

The instructor gives a one to two minute speech in English, as noted in the guidelines.

At the end of the delivery student #2 may ask the instructor questions on the content of the speech.

Student #1 then returns to the room and sits opposite the partner.

Student #2 delivers the speech in his/her Aboriginal language.

Student #1 is asked to take notes during the speech and may ask questions on the content at the end of the delivery.

Student #1 is then asked to deliver the speech, which (s)he just heard in the Aboriginal language, to the entire group in English.

The group discusses the two English versions (when English is the common language of the group) and assesses whether the message was transmitted accurately, the sequence kept, and no additions or omissions made.

Other speakers of the Aboriginal language may be able to identify specific errors, omissions or language difficulties and evaluate the Aboriginal language interpretation.

Repeat this exercise until the students feel comfortable in delivering a speech of their own. Speeches may be increased in length to approximately three minutes.

Students will be asked to prepare a short speech at home to be delivered to the class on the following day.

This exercise may be recorded in order for the students to evaluate their interpretations.

## Activity 28 : Consecutive Interpreting

### Role Playing

*Objective* The student will consecutively interpret in a courtroom role play situation.

*Materials* pencils and hardcovered notebooks  
court transcripts

*Procedure* The students are assigned roles for a mock trial and given a court transcript with the names changed to protect privacy.

One or more students will be assigned the role(s) of unilingual witness(es) and/or the defendant.

A speaker of the same Aboriginal language is assigned the role of interpreter.

Throughout the trial the student assigned as interpreter interprets from English into the Aboriginal language for the witness(es)/defendant and from the Aboriginal language into English when the witness(es)/defendant speak.

Students may change roles periodically in order for all to have the opportunity to interpret.

The group discusses the interpretations and assesses whether the message was transmitted accurately, the sequence kept, and no additions or omissions made.

Repeat this exercise using a variety of transcripts and allowing every student to play the part of the interpreter.

## SHADOWING

Shadowing is a technique to prepare people for simultaneous interpreting. To shadow is to follow closely behind a speaker. Every word the speaker utters is repeated in parrot-like fashion in the same language as the speaker. The student shadowing stays only a few words behind the speaker - about three to four seconds or four to five syllables.

The exercises in dual task (speaking and listening at the same time) will prepare the student for simultaneous interpreting as well.



## Activity 29: Shadowing

### Lists of Words

*Objective* The students will shadow the speaker reciting short lists of words.

*Materials* lists of one, two and three-syllable words  
lists of legal terminology

*Procedure* Students are grouped in pairs.

One student reads a list of one-syllable words. The partner repeats the words as they are spoken, staying one word behind.

Repeat, using lists of two-syllable words.

Repeat, using lists of three-syllable words.

Repeat, using lists of mixed-syllable words (ie. one, two and three-syllable words).

Repeat using legal terminology.

Partners change places and repeat the exercises.

## LIST 1 FOR SHADOWING EXERCISES

### *ONE SYLLABLE WORDS*

way	now	go
some	run	live
read	play	good
caught	jump	socks

### *TWO SYLLABLE WORDS*

into	sorry	little
simple	cattle	coming
carpet	risen	college
arctic	colour	sweater

### *THREE SYLLABLE WORDS*

carnival	appetite	surrender
unhappy	parliament	newspaper
capital	carpentry	unlikely
bubblegum	hopefully	monitor

### *MIXED SYLLABLES*

fabulous	mother	glass
juice	bonus	generous
lemonade	around	fortunate
armchair	marinate	picnic

## LIST 2 FOR SHADOWING EXERCISES

### *ONE SYLLABLE WORDS*

spring	lift	on
tree	milk	her
rays	switch	box
great	flight	leave

### *TWO SYLLABLE WORDS*

reason	summer	ending
sofa	prayer	pretend
lively	dresser	winter
pencil	paper	music

### *THREE SYLLABLE WORDS*

develop	concentrate	terminate
somebody	witnesses	interpret
sensitive	equipment	renovate
translator	renewal	unwilling

### *MIXED SYLLABLES*

father	cup	marvelous
curtain	living	car
appliance	shirt	fireplace
memory	brush	particle

## LEGAL TERMS FOR SHADOWING EXERCISES

fine	judge	court
jail	oath	youth
crown	ban	proof
lawyer	sentence	jury
witness	report	summon
defence	question	detain
notice	order	appear
weapons	appeal	accused
warrant	arrest	supreme
probation	verdict	record
exhibits	criminal	rebuttal
prohibit	evidence	homicide
compensation	application	alter
pre-sentence	restitution	prohibition
suicide	detention	affidavit
offender	perpetrator	subpoena
prisoner	indictable	preliminary

## Activity 30

### Shadowing Sentences

*Objective:* The students will shadow a short speech in English.

*Materials* Current articles and short speeches

*Procedure* One student is asked to work with the instructor.

The instructor reads a short speech or article in English while the student repeats every word in English (shadowing), staying a few words behind the instructor.

This process continues until all students have had an opportunity to participate.

## Activity 31

### Shadowing Another Student

*Objective* The students will shadow a short speech in English.

*Materials* Current articles and short speeches

*Procedure* Students are grouped in pairs.

One student reads a short speech or article in English while the other student repeats every word in English (shadowing), staying a few words behind the reader.

Repeat the exercise with the reader varying the style of reading - slur, monotone, mumble, etc. to simulate actual speech.

Partners change places and repeat the exercise.

## Activity 32

### Shadowing the Radio

*Objective* The students will shadow a radio announcer in English.

*Materials* a radio  
Language Lab

*Procedure* Students should be encouraged to do this exercise outside class time to develop their shadowing skills. If a language lab is available it could be done in class.

The student will listen to the radio during the news broadcast or other information program, such as *As It Happens*, and repeat in English every word, staying a few words behind the broadcaster.

## Activity 33

### Shadowing a Tape Recorded Message

*Objective* The students will shadow a tape recorded message in English.

*Materials* a tape recorder for each student  
tape recorded speeches in English and the Aboriginal languages

*Procedure* Students work individually in a quiet area, using headphones if possible.

The student will listen to a tape recording of a court statement and repeat in English every word of the speaker, staying a few words behind.

Repeat the exercise using recordings made in the Aboriginal languages. The students will shadow in the Aboriginal language.

For additional practice, the students may be assigned this exercise for homework.



## Activity 34

### Shadowing a Television Program

*Objective* The students will shadow excerpts from a television program in English.

*Materials* a television set  
a video cassette recorder  
pre-recorded videos  
language lab

*Procedure* Students work as a group with the instructor in the language lab.

Play taped portions of a television program while students shadow in English.

Note: The program *Midday* provides an excellent source of interesting and current news items. There are also televised court proceedings which may be pre-recorded for classroom use.

Repeat the exercise, using pre-recorded tapes made from northern programs in the Aboriginal languages. The student will shadow in the Aboriginal language.

For additional practice, the students may be assigned this exercise for homework.

## Activity 35 : Simultaneous Summarizing

*Objective* The student will summarize a short passage while it is being spoken.

*Materials* selection of short and interesting stories from books or magazines

*Procedure* The students form pairs.

One student tells or reads a story in English to the partner while the other person listens and summarizes what is being said. (Both students speak at the same time and in the same language.)

Repeat the exercise with one student reading a court testimony.

Partners change places and repeat the exercise.

Repeat the exercise in the Aboriginal languages.

## CLOZE PASSAGES

Cloze passages are those in which words have been omitted or blacked out and require the student to guess the missing words.

Cloze passages assist the interpreter in making educated guesses about what they have missed while interpreting. Interpreting occurs where people are coughing and making other noises that interfere with the interpreter's hearing. During simultaneous interpreting one cannot ask the speaker to repeat and yet the interpretation must continue to make sense. The interpreter must be able to think spontaneously and fill in the missing parts whenever possible.

In the following exercises the students are instructed to complete the sentences or fill in the missing words with something meaningful. This must be achieved without adding information or changing the meaning of the message.

## Activity 36 :Cloze Passages

### Provide an Ending

- Objective* The student will provide an appropriate ending for a short passage that has been read.
- Materials* excerpts from newspapers and magazines - one copy of each with the last few words or a phrase blacked out
- Procedure* The instructor reads a short passage to the students, omitting the last few words.
- One student is asked to provide an appropriate ending for the passage.
- After an ending is provided, the remaining students discuss the appropriateness of it. Is the meaning of the passage the same even though the words themselves may be different?
- The instructor then provides the actual ending used by the author of the passage.
- This activity is repeated with numerous passages and every student having several turns.

## Activity 37 : Cloze Passages

### Reading a Cloze

*Objective* The student will read a cloze passage and fill in the missing words without faltering.

*Materials* excerpts from newspapers and magazines with every tenth word blackened out  
overhead transparencies showing the original passages  
overhead projector  
projection screen

*Procedure* Each student is given a short text and instructed not to read it.

Students are asked in turn to read their passages aloud, inserting suitable words where the text is blacked without pausing.

The group then discusses whether the choice of words is appropriate (ie. makes sense) and suggests possible alternatives.

The instructor then provides the original passage on an overhead transparency for comparison.

This process is repeated until all students have had an opportunity to participate in the exercise.

## Activity 38

### Cloze and Shadowing

*Objective* The student will shadow the speaker and provide a suitable word where one is omitted.

*Materials* overhead transparencies of excerpts from magazines or books  
overhead projector

*Procedure* The instructor works with one student at a time.

The instructor reads a passage, omitting every tenth word and saying "beep" in its place.

The student shadows the speaker (ie. staying a few words behind him/her) and inserts a suitable word for the "beep" without losing the flow of speech.

At the conclusion of the speech the instructor shows the group the passage with the words blackened and discusses whether the choice of words was acceptable. The group may make suggestions for alternatives, keeping in mind their task is less difficult than the student who did not have the benefit of seeing the words in print.

The instructor then provides the original passage in its entirety on an overhead transparency.

The exercise is repeated in order for all students to participate.

A variation would be to have the instructor read a cloze passage and have students write the missing words for discussion afterward.

## SIMULTANEOUS INTERPRETING

To interpret simultaneously is to perform two tasks at once - speaking and listening. This requires dissociating listening and speaking.

The speaker and the interpreter speak at the same time, with the interpreter staying a few words behind the speaker.

A sound knowledge of both languages is imperative for the interpreter as there is no time to take notes, ask for clarification or look up meanings and translations. The interpreter must speak with less time for thought as (s)he follows the speaker. As a result, simultaneous interpreting is less accurate than consecutive interpreting.

When practicing simultaneous interpreting using a tape recorded message, as described in several of the following exercises, it is best not to stop the tape recorder but repeat whatever one can. The interpreter must keep going rather than trying to make corrections.

## Activity 39 : Simultaneous Interpreting

### Dual Task 3

- Objective* The students will receive input from two sources simultaneously and be required to state both messages.
- Materials* none
- Procedure* The students are divided into groups of three and sit side by side.
- The student in the middle counts to 3.
- At the count of 3 the students on either side say two different words.
- The person in the middle then repeats both words.
- Repeat using sentences instead of single words.
- Students change places after spending several minutes at any task.



## Activity 40 : Simultaneous Interpreting

### Counting, Listening and Summarizing

*Objective* The student will count and listen simultaneously, then summarize the passage that was heard.

*Materials* magazine articles and short passages

*Procedure* Students form pairs.

One student slowly counts to 50 while listening to a short passage or article read by his/her partner.

The listener then gives a brief summary of the story.

Partners exchange places and repeat the exercise.

Repeat with different articles but have the students count backwards from 50.

## Activity 41: Simultaneous Interpreting

### Aboriginal Language

*Objective* The student will speak in an Aboriginal language and listen to a passage in English simultaneously.

*Materials* magazine articles and short passages

*Procedure* Students form pairs.

One student speaks quietly in an Aboriginal language while listening to a short passage or article read by the partner in English.

The listener then gives a brief summary of the story in English.

Partners exchange places and repeat the exercise.

## Activity 42 : Simultaneous Interpreting

### Interpreting Words

*Objective* The student will simultaneously interpret a list of nouns from English into an Aboriginal language.

*Materials* lists of nouns

*Procedure* Students form pairs according to language groups.

One student recites a list of nouns in English at normal speed.

The partner then gives an equivalent word in the Aboriginal language, staying one word behind the reader.  
(eg. Chipewyan: hat - ts'a, river - des, etc.)

Repeat the exercise using lists of nouns in the Aboriginal languages.

Partners change places and repeat the exercise.

## LISTS OF NOUNS FOR INTERPRETING EXERCISE

#1	#2	#3
hat	river	dog
cup	teacher	car
bed	tea	rock
tooth	pencil	paper
school	flower	table
polar bear	airplane	pail
stove	tent	boots
window	door	house
pot	hair	caribou
box	sun	stars
moon	mop	drymeat

## Activity 43 : Simultaneous Interpreting

### Dual Task 4

*Objective* The student will interpret into his/her Aboriginal language two different nouns which (s)he has heard simultaneously in English.

*Materials* list of words which can be easily translated into Aboriginal languages

*Procedure* The students are divided into groups of three, with all three speaking the same Aboriginal language.

Chairs are arranged in rows with the listener in the middle and the speakers on the outside.

The two speakers count to three and then read two different words in English at the same time.  
(eg. the words *speak* and *tea* are read at the same time)

The listener must repeat the words in his/her Aboriginal language.  
(eg. The listener must say *yati* and *lidi* in Dogrib.)

Repeat the exercise using phrases instead of words.

Repeat the exercise using words in the Aboriginal languages with the listener giving the English equivalent.

Partners change places and repeat the exercise until everyone has had the opportunity to be the listener.

## WORD LISTS FOR INTERPRETING

house	caribou	water
cup	school	teacher
car	church	road
book	man	spoon
butter	muktuk	lard
alcohol	bowl	money
ulu	net	pencil
loon	moose	walrus
basket	pen	fence
rain	sun	stars
pants	sweater	shirt
chair	sofa	table
radio	television	arena
my arm	my foot	my leg
his mouth	his eyes	his nose
store manager	my grandmother	store clerk
post office	community hall	airport
black pants	red shirt	blue jacket

## Activity 44

### Mock Trial

*Objective* The student will simultaneously interpret for a mock trial.

*Materials* transcripts of procedural matters such as arraignments, addresses to juries, selections of juries, etc.

*Prccedure* Those playing the judges, lawyers, etc. will speak English while students take turns interpreting the passages.

The infoport system could also be incorporated to give practice in its use.

## WHISPER INTERPRETING

Whisper interpreting is simultaneous interpreting without equipment. It is utilized when interpretation is required for only one or two people, for example, the father of the accused as he sits in the courtroom. It would not be required for a unilingual witness on the stand, a unilingual juror, etc. during court proceedings as all the words spoken during the trial must be recorded. The consecutive interpreter would interpret in those cases.

It takes practice to speak loud enough for the listener but without disturbing the people nearby.

The exercises outlined in this manual suggest that the students practice this skill both in class and at home, using passages from the radio, television, tape recorder or another individual.



## Activity 45 : Whisper Interpreting

### English to Aboriginal Language

*Objective* The students will whisper an interpretation of a television or radio program in the Aboriginal language.

*Materials* a television set  
a radio  
a tape recorder  
a video cassette recorder  
pre-recorded videos  
pre-recorded tapes

*Procedure* Students spread out in the classroom.

They will listen to a television program, radio program, or a recorded message in English and whisper an interpretation to themselves in the Aboriginal language.

This exercise may be carried out in class and at home in order for the student to monitor the volume of his/her voice. This takes practice.

## SIGHT TRANSLATION

Sight translation occurs when the interpreter is handed a written text and is asked to interpret it aloud.

Court interpreters may be given a document to interpret which has been submitted as a piece of evidence (eg. a pre-sentence report, an indictment, a psychological report, etc.). Unlike a written translation, there is no time to consult a dictionary, colleagues or terminology lists. The translation is usually expected immediately with only a few minutes allowed to scan the document.

The interpreter should listen to the speaker and follow the written format in case any changes are made. The interpreter should repeat the words of the speaker. Sometimes the interpreter may be given the document in advance in order to prepare for the translation. This is preferable and should be requested whenever possible.

## Activity 46 : Sight Translation

### Non-Technical Passages

*Objective* The students will sight translate short passages.

*Materials* short passages  
pencils

*Procedure* The instructor provides the students with a short written passage.

The students are allowed time to scan the passage and may make a few notes on the page which will assist with the translation.

One student is chosen to provide an oral interpretation of the passage.

The interpretation is discussed by the class, with input from speakers of the same Aboriginal language.

Repeat the exercise in order for all students to participate.

Repeat the exercise, increasing the length of the passages.

Note: This exercise should be included in a mock trial.

The Department of Justice (Legal Interpreting) has the responsibility for the collection, verification, and publishing of legal terminology. Their terminology booklets should be available to the students throughout the courses. New terms that are not in the booklets should be submitted to the department at the end of each course.

It is important to include the following information when submitting terminology:

- date
- English definition that was used
- the paraphrased term that was used
- dialect including community name
- a backtranslation
- names of the people who developed it.

## Activity 48 : Terminology Development

### Simultaneous Interpreting

*Objective* The student will simultaneously interpret a passage which contains new legal terminology.

*Materials* legal terminology lists  
script prepared by the instructor  
tape recorder

*Procedure* The instructor provides the students with a list of no more than ten legal terms in English.

The students are allowed a portion of class time to develop and record Aboriginal language equivalents for the terms.

The instructor then reads a script which (s)he has prepared in advance and which incorporates all of the terms assigned to the students.

As the instructor reads, one student simultaneously interprets and records the passage on audio tape.

The interpretation is then played for a second student who interprets the passage into English.

The two interpretations are discussed by the class, following the guidelines outlined in this manual.

Repeat the exercise, increasing the number of new terms and allowing all students to participate in the interpreting portion of the exercise.

## Activity 49: Terminology Development

### Consecutive Interpreting

- Objective* The student will consecutively interpret a passage which contains new legal terminology.
- Materials* legal terminology lists  
script prepared by the instructor  
pencils and paper for note-taking
- Procedure* The instructor provides the students with a list of no more than ten legal terms in English.

The students are allowed a portion of class time to develop and record Aboriginal language equivalents for the terms.

One student is asked to leave the room (student #1).

All students are asked to take notes, but a speaker of the same Aboriginal language is asked to be the partner for this exercise (student #2).

The instructor then reads a script which (s)he has prepared in advance and which incorporates all of the terms assigned to the students.

At the end of the delivery student #2 may ask the instructor questions on the content of the speech.

Student #1 returns to the room, listens and takes notes as the speech is delivered by student #2 in the Aboriginal language.

Student #1 may ask questions on the content of the speech, in the Aboriginal language, upon its completion. During the delivery, there must be no comment or interruption.

Student #1 then interprets the speech into English.

The two interpretations are discussed by the class, following the guidelines outlined in this manual for consecutive interpreting.

Repeat the exercise, increasing the number of new terms and allowing all students to participate in the interpreting portion of the exercise.