**VI Practice exercises for SIMULTANEOUS INTERPRETING**

The exercises below are designed to further skills in specific areas of interpretation technique, some may argue that in doing this we encourage inaccurate interpreting, however, I remind you that the goal here is not accuracy or fidelity but the activation that skill required to perform the exercise (that skill being one of the component parts of interpretation). Having mastered each of the component parts of interpretation we can later combine them as single package.

The exercises I suggest below do not cover all of what might be held to be the component elements of the skill of simultaneous interpreting. I propose exercises for the following skills..

[Delivery](http://interpreters.free.fr/simultaneous/simexercises.htm#delivery)

[General Knowledge](http://interpreters.free.fr/simultaneous/simexercises.htm#genknowledge)

[Split attention](http://interpreters.free.fr/simultaneous/simexercises.htm#splitattention)+ [Decalage](http://interpreters.free.fr/simultaneous/simexercises.htm#decalage)

[Reformulation](http://interpreters.free.fr/simultaneous/simexercises.htm#reformulation)

[Stress management](http://interpreters.free.fr/simultaneous/simexercises.htm%22%20%5Cl%20%22stress)

**1 Delivery**

The delivery skills required in simultaneous interpreting and the exercises that might usefully be undertaken to improve them are in large measure the same as for consecutive interpreting and are outlined above in Exercises for Consecutive Interpreting V 1. Delivery. Others are noted below.

**1.1**“Cheating”[1]. Repeatedly interpret the same speech until you arrive at a satisfactory version.

*The artificial nature of the task is outweighed by the value of the exercise. The student reduces the intellectual burden by hearing the speech a second or third time, thus allowing them to concentrate on production.*

**1.2**Shadow a speech which has a large number of delivery problems (ie. frequent restarts, umming and erring, self-correction etc.). Eliminate the same shortcomings in the target text. As a next phase the same can be done when interpreting a similarly flawed source text from another language. (Kalina, 2000. p180)

**2 General Knowledge**

*All of the measures outlined above under the heading****[" II Language Exposure"](http://interpreters.free.fr/language/langacquis.htm)****will serve to expand the students’ knowledge of current affairs and general knowledge*

**3 Split attention**

Speaking and listening at the same time is not natural and can detract from other cognitive activities, it is therefore worthy of practice. (Gerver and Lambert).

**3.1 a)**Listen to a sentence, stop the tape, think about how to interpret it, speak the interpretation. Repeat

**b)**Listen to a sentence, stop the tape, think about how to interpret it, speak the interpretation while listening to the next sentence, stop the tape, think about how to interpret it etc.[2] (also Ine Van Dam and Nadstoga)

*At a very early stage this may be a good introduction to the art of listening and talking at the same time.*

**3.2**Improvisation exercise. While in the booth, improvise a speech of 2 minutes on a subject volunteered by a colleague. Other students listen and comment on the coherence of speech, delivery etc.

*This exercise trains the split attention of the interpreter since as you improvise you should be thinking ahead to your next sentence/paragraph. It also trains delivery technique.*

**3.3** The same as 3.2 except students outside the booth show cards with keywords on them at short intervals. The person speaking must incorporate the word/idea coherently into the improvised speech.

*In addition to training split attention this activity accurately mirrors the lack of control we have on content when in the booth, and trains you to think on your feet.*

**3.4**Interpret a speech silently in your head. Then interpret the same speech aloud. Speaking and listening at the same time is not easy. This exercise is an interim stage in the process.

**3.5** Shadow a speech while at the same time writing something completely unrelated on a piece of paper. Ie. Numbers from 1-100 in reverse order[3].

|  |
| --- |
| ***NB Shadowing is the repetition of a speech in the same language a couple of seconds after the speaker.*** |

**4 Décalage**

Decalage is the time difference between what the speaker says and its reproduction by the interpreter in the target language.

**4.1**Practice changing the order of elements in the clause i.e. practice holding individual words or ideas of the clause/sentence and working them back in much later (i.e. a date can very easily be switched from first to last in a sentence).

**4.2**Practice changing the order of the clauses in a sentence without changing its meaning.

**4.3**Stay as close to then as far from the speaker as possible -.

By stretching the extremes, we make the normal easier

4.4 Give thought to when you start speaking. Develop a consistent strategy.

**4.5**Have someone record a long series of random numbers (in a C language) onto a cassette. Interpret from that cassette, first being just one number behind the original and then progressively trying to stay further behind until you are 3, 4 or even 5 numbers behind the original,

*There have been a number of attempts to establish when an interpreter should best begin interpreting once the speaker has started. When you have a unit of meaning; when you can finish a sentence , any sentence, (Jones); as soon as you can; as late as you can; and “it depends” to name but a few. It is worth familiarizing oneself with them since it can offer new ideas or help understand problems.*

**5 Reformulation**

|  |
| --- |
| ***"Reformulation, in its various forms, is one of the most useful tools the simultaneous interpreter has." (Jones)*** |

**5.1**Having recorded your interpretation, listen to it sentence by sentence / paragraph by paragraph rewording it (in the same language as the taped interpretation) into a version you might have expected to hear from an articulate native speaker giving their own speech. What are the grammatical, idiomatical, intonational and structural differences? Could you have applied what you now know to your interpretation? Try to.

*Exercises 5.2-5.7 can be applied to sight translation and spoken texts as part of our practice of simultaneous interpreting.*

|  |
| --- |
| ***NB sight translation means giving an oral rendition in one language of a text in another while reading that text for the first time - simultaneously so to speak.*** |

**5.2** Invert the meaning of the text. › Annex 2.2.

**5.3**Rework the grammatical structure of sentences without changing their meaning i.e. change all passive verbs to indicative, remove subordinate clauses etc. (also Weber and Heine.)

When interpreting go to two extremes alternately…..

**5.4** Interpret the same speech in extremes of register, i.e. "phat" street slang then an OTT "smashing" aristocratic drawl. You can also use different regional accents. › Annex 2.1.Registers.

**5.5**Change same speech to very "anti" and then "for" (or similarly to very serious then very ironic etc.)

**5.6** Add as many redundancies as possible / summarize drastically. › Annex 2.5 Redundancies.

*5.4-5.6, by stretching the extremes, make the normal (in comparison) easier. In addition we are forcing ourselves, by the design of each exercise, to work with ideas and not words. › also Stress management VI 6.*

**5.7**Try to overuse one metaphor (in A language) throughout a single speech. They should correspond to the sense of the original even though the original speaker has not indulged in the same way. For example, all things nautical - (calm the waters, shots across bows, in the doldrums, ship-shape, a loose cannon, embark, etc.) › Annex 2.3.

*WHY ? We are forcing ourselves, by the design of each exercise, to work with ideas and not words. Thus analysing the actual meaning of the speech rather than the meaning of the words wiithin it. In addition we are expanding our ability to dig up a wider variety of idiomatic expressions in our own language.*

**5.8**Use as many Latin root words as possible then interpret the same speech a second time using none. (This exercise has more relevance for students with one or more Romance languages).

**5.9**While interpreting deliberately don’t use a word you've thought of - find a synonym – repeat this process throughout an interpretation. › Annex 2.4. Synonyms. Similarly try to avoid obvious or literal translations, eg. “manual” not “handbook” for the German “Handbuch”.

*The exercises above(5.1-5.9) are practice in reformulation of speeches and in the delivery of coherent speeches on the basis of a given text or speech. They stretch the linguistic flexibility of the interpreter. Attempts to say the same thing using different words forces us to move away from literal translation – towards a rendering of the ideas not the words.*

**5.10**Translating (in writing) the texts of speeches can be a useful tool for students of simultaneous interpreting. When translating we have more time to consider different language versions of given expressions and ideas. Versions arrived at during written translations and techniques for moving from one language to another can then be used later in the booth as and when appropriate.

**5.11**Shadow a speech, paraphrasing the speaker in the same language.

**5.12**Practice changing the order of elements in the clause i.e. practice holding individual words or ideas of the clause/sentence and working them back in much later (i.e. a date can very easily be switched from first to last in a sentence)

**5.13**Practice changing the order of the clauses in a sentence without changing its meaning.

**5.14** Practice shadowing speeches which have been deliberately sprinkled with constructions taken from the language later to be interpreted from but which are inappropriate in the language you are using. Correct the structural and syntactic errors while shadowing. (Kalina, 2000. p181).

*This is an excellent way of tackling the reformulation challenges that all languages offer without the added difficulty of the comprehension task. Later when faced with L2 you will already be familiar with the techniques and strategies that will allow a sound rendering in L1.*

**6 Stress management**

Some exercises may be amusing or game-like, for example,

**6.1**1.1 "Just a minute". This is UK radio game show in which one must speak on given subject, without hesitation or repetition, for 60 seconds or more.

**6.2** The improvisation exercises (see **[3.2 and 3.3 above](http://interpreters.free.fr/simultaneous/simexercises.htm%22%20%5Cl%20%22improv)**) ,

**6.3** Changing registers ([**see 5.4 above**](http://interpreters.free.fr/simultaneous/simexercises.htm#registers))

**6.4** Changing a speech from “anti” to “for” ([**see 5.5 above**](http://interpreters.free.fr/simultaneous/simexercises.htm#registers))

**6.5** Overusing one metaphor ([**see 5.7 above**](http://interpreters.free.fr/simultaneous/simexercises.htm#metaphor))

**6.6**feet on the table - practise in the most relaxed (exaggerate!) position you can come up with. See also consecutive V 5.12 for a consecutive version of the same.

*This should counter balance the unnaturally tense posture of most student interpreters. It will also demonstrate that the working of the brain is not enhanced by being huddled over the microphone, eyes closed, grasping the desk so tightly that your fingers go white.*

*All these will distract from the stress of interpreting. The fact that they are fun should not mean they are unsuitable for the classroom. Fun can be a very positive factor in practice. We do not have to be unhappy to interpret well.*

**7 Miscellaneous**

**7.2** Interpret for friends and colleagues who don't have your language(s).

This is real communication, with a real audience who can check if you’re making sense.

**7.3** Listening to stock market reports in your B/C languages try to note down all the numbers.

*Numbers tend to cause problems and panic in student (and many working) interpreters. Practice can help overcome this.*

# TIPS AND TRICKS: SIMULTANEOUS INTERPRETING

Simultaneous interpreting, most commonly seen in the UN, at conferences, in the courts, and in emergency medical situations, is the mode of interpreting that I find quite challenging to master. As its name suggests, simultaneous interpreting is when the interpretation is rendered almost at the same time the speaker is speaking. The slight delay is to allow for information gathering so there is context to interpret into.

Unlike consecutive interpreting where note taking is necessary, there is no time for that during a simultaneous interpreting session. Instead of using notes and your short-term memory, you would use your immediate short-term memory in this instance. In addition to the inability to take notes, another challenge in simultaneous interpreting is the necessary ability to multitask. Can you chew gum and walk at the same time? If so, you can multitask. But try to listen, comprehend, and analyze an ongoing speech, and then interpret it into a different language while still listening to the speech. How long can you last before you  mess up or lose track of the speech?



*Multitasking: drinking bubble tea while flying a balloon. (Credit: shendywu.com)*

INGREDIENTS FOR SUCCESS

As you can probably tell, it isn’t so easy. The speed and immediacy of simultaneous interpreting create a few challenges. Here are some ways to overcome the challenges.

**Learn to anticipate.**Because the message is still in progress as you’re relaying the interpretation, it helps to be able  to anticipate what is upcoming. Familiarity with the topic at hand is a must; familiarity with the speaker’s speech pattern is also beneficial, but that comes with time. To practice, pay attention to how people around you speak. You’ll find that often times, you can logically predict the next idea from the key words that are already given.

**Increase your decalage.** A decalage is the length of time between the start of the speech and the beginning of your interpretation. A longer decalage allows for higher accuracy because you get more context before interpreting. In your training, challenge yourself to increase your decalage.

**Watch yourself.**One of the downsides to simultaneous interpreting is that sometimes, due to the speed in which the message needs to be conveyed, the interpreter isn’t able to catch everything, leading to some omission of the message or nuances. It is important for an interpreter to self-monitor all the time to make sure he is on top of his game.

PRACTICE, PRACTICE, PRACTICE

**Shadowing.**A good way to start is by shadowing a 20-min-long, structured speech, such as TEDTalks. Try to avoid newscasts or radio shows as they tend to lack continuity between segments. Shadowing means to repeat whatever was said in the same language it was said, i.e., English>English. This will train your brain to listen and speak while continuing to listen at the same time. As you practice, you can slowly lengthen your decalage to help with your memory skills. Once you feel comfortable, you can start interpreting the speeches.

**Brain exercise.**Listen to a 30-second speech while writing out a series of numbers (doing another structured task). Try to repeat what you heard, using a recorder to monitor yourself, and see how much you retained and lost. This is will train your brain to somehow concentrate on both tasks without sacrificing quality.

—

Okay, enough with all the words. Here’s a nice demonstration of the three main modes of interpreting:

[**https://shenyunwu.wordpress.com/2014/07/18/tips-and-tricks-simultaneous-interpreting/**](https://shenyunwu.wordpress.com/2014/07/18/tips-and-tricks-simultaneous-interpreting/)

What other challenges do you find in simultaneous interpreting? How do you overcome them? I’d love to hear from you.

Good luck and happy interpreting!

Can you distinguish language translation from language interpretation? In what may be the first ever tri-lingual TEDx talk, Laura Burian, Barry Olsen, and Miguel Garcia demonstrate the power of human cognition as they explain the subtle but important differences between professional translators and interpreters with assistance from Weihao Zhang (Chinese) and Beatriz Rodriguez (Spanish). Laura Burian is Associate Professor of simultaneous and consecutive interpretation of Chinese and English at the Monterey Institute of International Studies. She has worked as an in-house translator, interpreter, and legal assistant in the Beijing office of Skadden, Arps, Slate, Meagher & Flom, and freelanced as both a translator and interpreter in the US, mainland China, and Taiwan. Barry Olsen is Assistant Professor of simultaneous and consecutive interpretation of Spanish and Russian at the Monterey Institute and has been working as a conference interpreter and translator since 1993. Over the years he has interpreted for the U.S. State Department, the Inter-American Development Bank, the Organization of American States, National Geographic Society, C-SPAN Television, and many other public and private sector clients. In the spirit of ideas worth spreading, TEDx is a program of local, self-organized events that bring people together to share a TED-like experience. At a TEDx event, TEDTalks video and live speakers combine to spark deep discussion and connection in a small group. These local, self-organized events are branded TEDx, where x = independently organized TED event. The TED Conference provides general guidance for the TEDx program, but individual TEDx events are self-organized.\* (\*Subject to certain rules and regulations)

I can think of two challenges right offhand: 1) When the speaker suddenly calls for response, and people who know the speaker’s language respond before I’ve even interpreted the question; and 2) when the speaker has been saying things that are conceptual and easy for me to store in short-term memory, and then they throw in some numbers I can’t so easily store along with the other stuff. This is where working with a team helps! They can “feed” me the details when I’m ready to put them out. I use a lot of decalages, and I always tell my partners this so they don’t worry, and also so they can feed me details as necessary (which I ask them before we interpret to be ready to do).

Я могу сразу подумать о двух проблемах: 1) Когда оратор внезапно призывает к ответу, и люди, которые знают язык говорящего, реагируют, прежде чем я даже интерпретирую вопрос; и 2) когда говорящий говорит вещи, которые концептуально и легко для меня хранить в краткосрочной памяти, а затем они бросают некоторые цифры, которые я не могу так легко хранить вместе с другими вещами. Именно здесь помогает работа с командой! Они могут «прокормить» меня деталями, когда я готов их выпустить. Я использую много декольте, и я всегда говорю моим партнерам, чтобы они не беспокоились, а также чтобы они могли кормить меня деталями по мере необходимости (о чем я их спрашиваю, прежде чем мы интерпретируем, чтобы быть готовыми сделать).

Видео скачано Lost in Translation

Janeh's TEDx talk, Lost in Translation: The Importance of Language in Cultural Exchange, focuses on the importance of language learning as a means to bridge cultures and enhance experiences abroad. Janesh Rahlan is a 2014 Northwestern University graduate in Economics and Political Science. Immediately after graduation he spent a year in Turkey as a Fulbright Scholar and now works in Strategy and Analytics at LinkedIn. When not at work, he can be found reading about economic inequality and international affairs, or spending an inordinate amount of time trying to dissect rap lyrics and come up with what he thinks are witty one-liners. This talk was given at a TEDx event using the TED conference format but independently organized by a local community. Learn more at [http://ted.com/tedx](https://www.youtube.com/redirect?q=http%3A%2F%2Fted.com%2Ftedx&redir_token=fQFEN65kAqJ-q1OB5RNB_5DuQDp8MTUxNTc4Mzg2NEAxNTE1Njk3NDY0&v=A-9EyvA1QXE&event=video_description)

# Video: Why translating literature is sometimes impossible | Mariam Mansuryan | TEDxYouth@ISPrague

One of the most exciting aspects of living in the 21st Century is the opportunity to experience literature from around the world. But except for the languages we’re fluent in, most of us depend on translations. How easily do literary devices and effects survive translation from one language to another? Are there some aspects of literature that simply can’t be translated at all? Using examples from Armenian, Russian and English, Mariam argues that, sometimes, ideas really can be ‘lost in translation’. This talk began as an applied linguistics project in the winter and spring of 2015, when Mariam presented the results of her research to a panel of academics at Charles University in Prague.

Mariam moved from her native Armenia and joined the International School of Prague's high school in 2015. Already fluent in Armenian and Russian, she quickly developed skills in English. Her curiosity about translation was sparked when she began reading and comparing fiction in several languages. This talk was given at a TEDx event using the TED conference format but independently organized by a local community. Learn more at [http://ted.com/tedx](https://www.youtube.com/redirect?q=http%3A%2F%2Fted.com%2Ftedx&redir_token=8lucciuq8v6dLW0ez7ktKMhDJR18MTUxNTc4NDA5M0AxNTE1Njk3Njkz&event=video_description&v=BCvQw3gKJOU)

Translating films offers many professional advantages. Knowledge of foreign languages, being the first to watch the latest film premieres. Independent audiovisual translator. Apart from translating films and videogames, she also works as an editor in a cultural magazine, as a project coordinator in dubbing studios, as a proofreader of texts and a teacher. She studied Translation and Interpretation both at the University of Valladolid and at the Lessius Hogeschool in Antwerp, Belgium. Next, she completed a Master's Degree in Audiovisual Translation and Multimedia at The Autonomous University of Barcelona. At the age of 26 she already has a wide range of national and international clients, all related to the world of cinema or videogames. She has delivered talks in Spain as well as abroad to let people know a little better this such exotic profession.

**Exersises**

# Legal Interpretools

The Legal Interpretools© are Spanish-English practice materials developed to provide individuals an opportunity to enhance their interpreting skills and have language lab-type practice at home. They are sold as a complete 3-volume set.

Volume I is an introductory set that includes six lessons providing practice in the simultaneous and consecutive modes as well as sight translation. Texts for simultaneous interpretation are recorded at two speeds to allow users to refine and improve their interpreting skills and techniques.

Volume II is dedicated to expert witness testimony. It includes six authentic texts for simultaneous practice and two written texts for sight translation. Topics covered include serology, hair analysis, firearms and tax documentation.

Volume III is dedicated to the formulaic language of the courts. The exercises for practice in simultaneous interpreting include initial appearances and arraignments, plea agreement hearings, sentencing and jury instructions. Attorney/client interviews and other topics are covered in the consecutive and sight translation exercises.

Each volume consists of a source sound file and a key sound file. The source file is used for practice, while the key file contains interpreted renditions by federally certified court interpreters of all of the practice exercises. Spoken and text glossaries are also included.

[Click here](http://nci.arizona.edu/sites/nci.arizona.edu/files/forms/Legal_Interpretapes_Product_Sample.pdf) for a sample of this product

SIGN CUTTING Q. Agent Soto, were you engaged in tracking and sign cutting activities on May 13, 1994? A. Yes, ma’am. Q. Explain how that came about. A. My partner and I had found tracks of a large group of individuals that we suspected of being marijuana smugglers. We were approximately 25 miles from the border on the Geronimo Trail. We were using 56- power binoculars made in Germany to scope out the area, when we saw two people, a man and a woman, leaning on the hood of a small red truck up ahead on the road. Q. What were they doing? A. Nothing in particular. It appeared they were simply talking. When the woman saw our vehicle, she straightened up immediately. The man then reached over and jerked a large bundle out of the bed of the truck and tossed it into the brush. We surmised that, by chance, we had discovered a smuggling operation in progress. Q. Then what happened? A. Well, these two individuals got into the truck and began to drive down the road away from us. We followed them in our Customs Patrol truck, which is a four-wheel drive vehicle with an emblem on each door. We put on our emergency lights and the red truck stopped almost immediately. When my partner and I walked over to the truck, we could see what appeared to be 5 bundles of marijuana on the bed of the truck in plain sight. Q. Once you observed the bales … uh, bundles …, how did you proceed? A. Well, we ordered the couple out of the truck and frisked them. My partner then handcuffed the two suspects and read them their rights in Spanish. I proceeded to the vicinity where the truck had stopped to examine that area. Approximately 8 – 10 feet west of the tire tracks, I found 5 more bundles in burlap sacks. Q. Did you then return to where your partner was holding the two individuals? A. No, I didn’t. I saw some footprints … what we call “sign”…that indicated that another person had been there and gave me an idea of which way h’d gone. Q. What “sign” or indication did you see? A. Well, besides the footprints, there were turned rocks that had been pushed down, broken limbs and some threads or fibers. I followed the “sign” from where I found the bundles. There were several footprints of one person in the dirt, and then the rocks were too rough, but I could see scuff marks and broken brush so I followed that sign to the east. In one spot, there were marks and scuff marks as though the person had fallen down, and rocks that looked out of place. About 100 yards from the original bundles, I found another bundle of marijuana. This was a “short” bundle, and it had a couple of blanket strips tied around it. Q. What … uh … is the significance of the blanket strips? A. Well, the “mules” that carry the marijuana sometimes cut blanket strips to tie around the bundle and to carry it like a backpack; other times, if they get tired, they drag the bundles by pulling the blanket strips. One of the ties in this bundle was stripped out … I could see that someone had been crawling and pulling the bundle.

ЗУБНАЯ РЕЗКА

Вопрос: Агент Сото, участвовали ли вы в отслеживании и подписывании мероприятий 13 мая 1994 года?

О. Да, мэм.

Q. Объясните, как это произошло.

A. Мой партнер и я нашли следы большой группы людей, которых мы подозревали в марихуане

контрабандисты. Мы находились примерно в 25 милях от границы на трассе Джеронимо. Мы использовали 56-

силовой бинокль, сделанный в Германии, чтобы охватить площадь, когда мы увидели двух человек, мужчину и женщину,

опираясь на капот маленького красного грузовика впереди на дороге.

В. Что они делали?

А. Ничего особенного. Казалось, они просто разговаривали. Когда женщина увидела наш автомобиль, она

немедленно выпрямился. Затем мужчина поднялся и вырвал из ложе

грузовик и бросил его в кисть. Мы предположили, что, случайно, мы обнаружили операцию по контрабанде

в ходе выполнения.

Q. Тогда что случилось?

О. Ну, эти два человека вошли в грузовик и начали спускаться с дороги. Мы

последовали за ними в нашем грузовике таможни, который является полноприводным транспортным средством с эмблемой на каждом

дверь. Мы надавили наши аварийные огни, и красный грузовик остановился почти сразу. Когда мой партнер

и я подошел к грузовику, мы могли видеть, что, казалось, было 5 пучков марихуаны на кровати

грузовик на виду.

В. Как только вы заметили тюки ... э-э, пучки ..., как вы продолжили?

О. Ну, мы заказали пару из грузовика и обыскали их. Затем мой партнер надели наручники двумя

подозревают и читают их права на испанском языке. Я отправился в район, где грузовик остановился

изучите эту область. Примерно в 8 - 10 футов к западу от шин, я обнаружил еще 5 пучков в мешковине

мешки.

Вопрос: Затем вы вернулись туда, где ваш партнер держал этих двух человек?

О. Нет, я этого не сделал. Я видел несколько следов ... то, что мы называем «знаком» ..., которое указывало, что другой человек был

там и дал мне представление о том, как он ушел.

В. Какой «знак» или указание вы видели?

А. Ну, кроме следов, были повернуты камни, которые были опущены, сломанные конечности и некоторые

нитей или волокон. Я последовал «знаку», откуда я нашел пучки. Было несколько следов

один человек в грязи, а затем камни были слишком грубыми, но я мог видеть царапины и сломанную щетку, поэтому я

последовали за этим знаком на восток. В одном месте были отметки и царапины, как будто

упал вниз и камни, которые выглядели неуместными. Я нашел около 100 ярдов от первоначальных связок

еще один пучок марихуаны. Это был «короткий» комплект, и у него было несколько одеяло.

Q. Что ... э-э ... это значение одеяла?

А. Ну, «мулы», которые несут марихуану, иногда вырезают полоски для одевания, чтобы завязать пучок и

носить его как рюкзак; в других случаях, если они устают, они тащит пучки, потянув полоски одеяла.

Одна из связей в этом комплекте была удалена ... Я мог видеть, что кто-то ползал и потянул

расслоение.

# Medical Essentials



The Medical Essentials self-study course is a perfect follow-up to the Medical Interpretools©. These exercises cover a wide range of medical conditions, carefully chosen to illustrate the range of topics an English<>Spanish interpreter is likely to encounter in a professional environment and are prevalent in the Latino community. Each exercise is based on authentic medical documents and transcripts.

Together, these materials make a useful and complete practice package for self-study in the consecutive, sight, and simultaneous modes of medical interpretation.

The Medical Essentials volume includes the sound files for all exercises, printed material containing complete scripts for all consecutive and simultaneous exercises, as well as documents for all sight translations. Glossaries specific to each exercise are also provided.

[Click here](http://nci.arizona.edu/sites/nci.arizona.edu/files/forms/Essentials_Medical_Product_Sample.pdf) for a sample of this product.

Therapist: Mr. Montes, in addition to selective sensory stimulation, as applied shortly after the time of your stroke, there is a new technology called transcutaneous electrical nerve stimulation, known as TENS, that encourages brain reorganization and recovery of function. TENS involves using a small probe that generates an electrical current to stimulate nerve activity in stroke-impaired limbs. Juan: Srta. Sánchez, ¿cuánto tiempo piensa que se tardará todo esto? El mayordomo me dijo que no agarrara ninguna otra chamba porque me guardaba la mía. No es tanta la feria que gano, pero es un jalecito que me da para vivir. Social Worker: Well, I am glad he is saving your job for you; otherwise, the State has a retraining program for stroke patients in your income bracket, and that would be available to you, if you can’t get your old job back or if you can’t do it anymore. Juan: Órale, pues. Me alegro de enterarme porque eso es algo que sí me preocupa. Therapist: Mr. Montes, going back to your question, I can’t really predict how long it’s going to take in terms of getting your left arm back to how it practically was before your illness, but I can tell you that it will depend a lot on you, on your interest, and on your going to your sessions, as well as doing at home the ROM exercises I’ll give you. Neurologist: Also, I want you to follow the meal plan your nutritionist gave you before you were discharged. It is essential that you avoid salt, alcohol, and coffee because they can all cause a rise in blood pressure. Also, right after your admission prompted by your CVA--or cerebrovascular accident, the technical name for your condition--your LDL and triglyceride values were way up there at 235 and 300 milligrams per deciliter, respectively. Juan: Lo sé, doctor. Es que no me cuidaba. Neurologist: The lipid panel we did right before your discharge showed that these values dropped substantially, your LDL being at 175 and TG at 240, however, your LDL has to be below 100 in your case, and your TG less than 80 mg’s per dl. Juan: Desde que estuve internado en la clínica, me siento mejor, pienso que por la dieta.

Терапевт: г-н Монтес, в дополнение к избирательной сенсорной стимуляции, как это применяется в ближайшее время

После времени вашего удара появилась новая технология, называемая

чрескожной стимуляции электрического нерва, известной как TENS, что

поощряет реорганизацию мозга и восстановление функции. TENS включает

используя небольшой зонд, который генерирует электрический ток для стимуляции нерва

активность в пораженных инсультом конечностях.

Хуан: Мисс Санчес, как долго вы думаете, что все это займет?

дворецкий сказал мне, чтобы я не хватался за любую другую чамбу, потому что я

Я сохранил свой. Это не так справедливо, что я побеждаю, но это небольшая банка, которая

дает жить.

Социальный работник: Ну, я с радостью сохраняю вашу работу за вас; в противном случае государство имеет

программы переобучения для пациентов с инсультом в вашем доходе, и что

будут доступны вам, если вы не сможете вернуть свою старую работу или если вы

больше не может этого делать

Хуан: Орле. Я рад узнать, потому что это то, что я делаю

обеспокоен.

Терапевт: Мистер Монтес, вернувшись к вашему вопросу, я не могу предсказать, как долго

это будет означать возврат вашей левой руки к тому, как это

практически до вашей болезни, но могу сказать, что это будет зависеть

много на вас, на ваш интерес и на ваш переход на ваши сессии, а также

делая на дому ROM-упражнения, которые я вам дам.

Невролог: Кроме того, я хочу, чтобы вы последовали за планом еды, который дал вам диетолог раньше

вы были выписаны Очень важно, чтобы вы избежали соли, алкоголя и кофе

потому что они могут вызвать повышение артериального давления. Кроме того, сразу после

при поступлении, вызванном вашим CVA - или цереброваскулярной аварией,

техническое название вашего состояния - ваши значения ЛПНП и триглицеридов были

там наверху на 235 и 300 миллиграммов на децилитр, соответственно.

Хуан: Я знаю, доктор. Просто он не заботился обо мне.

Невролог: Липидная панель, которую мы сделали прямо перед выпиской, показала, что эти

Значительно уменьшились значения, ваш LDL был равен 175 и TG на 240,

однако ваш LDL должен быть ниже 100 в вашем случае, а ваш TG меньше

чем 80 мг на дл.

Хуан: Поскольку я был в клинике, мне было лучше, я думаю, что из-за

диета

#  Medical Interpretools

The Medical Interpretools© is an English<>Spanish self-study course designed to help the medical interpreter build his/her skills on their own.

The Medical Interpretools© draw on the experience of working interpreters and use authentic, real-world scenarios to provide self-study materials that help to prepare interpreters for certification exams and professional success.

The materials present five doctor-patient interactions for practice in consecutive interpretation. Each interaction focuses on different health issues prevalent in the United States:

* Asthma
* Diabetes Mellitus
* Heart Attack Predisposition
* Colon Cancer and Colonoscopy
* Blood Pressure and Stroke

Each interaction consists of a source sound file and a key sound file. The source file is used for practice, while the key file contains an interpreted rendition by federally certified court interpreters. Spoken and text glossaries are also included.

Also presented is a brief medical overview (in print and recorded) for each of the five conditions, in both English and Spanish. This contextualizes the information, giving the interpreter a greater grasp of specialized terminology than can be gained from a glossary and provides and provides for practice in the simultaneous mode.

[Click here](http://nci.arizona.edu/sites/nci.arizona.edu/files/forms/Medical_Interpretapes_Product_Sample.pdf) for a sample of this product.

Key for Consecutive Exercise 5: Heart Attack Predisposition Doctor: Mrs. González, I’ve just reviewed the results of your angiogram, and it does seem that some of your arteries are calcified, and the lumen has become reduced. And as the lumen becomes reduced, you run the risk of having a myocardial infarction. Interpreter: Sra. González, acabo de examinar los resultados de su angiograma, y parece que tiene algunas arterias calcificadas, y la luz se ha reducido. A medida que se reduce la luz, se corre el riesgo de sufrir un infarto del miocardio. Patient: Entiendo lo del infarto, pero en cuanto a lo demás, me quedé en la luna; por favor, explique. ¿Qué es eso de la luz? Interpreter: I understand about the heart attack, but I don’t have a clue as to the rest of the stuff. Please explain. What’s that about the lumen? Doctor: Mrs. González, arteries are like the pipes that carry water, but instead, blood runs through them. When those pipes become filled with calcium deposits, or calcified, they get hard. Once this happens there is less elasticity, and the lumen, or diameter of the artery, narrows; thus, you become exposed to a life-threatening situation. Interpreter: Sra. González, las arterias son como la tubería que lleva el agua, pero en lugar de eso, llevan sangre. Cuando la tubería se llena de depósitos de calcio, o se calcifica, se pone dura. Una vez que sucede esto hay menos elasticidad, y la luz, o sea el diámetro de la arteria, se pone más estrecho; y por eso es que usted corre el riesgo de perder la vida. Patient: Ah, o sea la cosa va en serio . . . ¿Qué se puede hacer? ¿Hay cura para esto? ¿Podría ayudarme? Interpreter: Oh, so this is really serious stuff... What can be done? Is there a cure for this? Can you help me? Doctor: Well, I had an inkling of this, given the results of your blood work -- total cholesterol was 320, and low-density lipoproteins was 245, coupled with the fact that your triglycerides are at 375. Yes, there is a cure, but a lot depends on you. Interpreter: Bueno, tenía indicios de esto en vista de los resultados de su análisis de sangre. El colesterol estaba en 320, y las lipoproteínas de baja densidad estaban en 245, junto con el hecho de que los triglicéridos estaban en 375. Sí hay cura, pero mucho depende de usted. Patient: ¿Y qué me quiere decir con todo esto? Disculpe, doctor, es que no entiendo nada de Medicina. Es la primera vez en mi vida que me veo en esto.

Ключ для последовательных упражнений 5: Предчувствие сердечных приступов

Доктор: Миссис Гонсалес, я только что просмотрел результаты вашей ангиограммы, и кажется

Что некоторые из ваших артерий кальцифицированы, и просвет уменьшился. и

по мере того, как просвет уменьшается, вы рискуете иметь инфаркт миокарда.

Переводчик: Миссис Гонсалес, я только что изучил результаты вашей ангиограммы, и кажется, что

У этого есть некоторые кальцинированные артерии, и свет был уменьшен. Поскольку это уменьшено

свет, существует риск перенесения инфаркта миокарда.

Пациент: Я понимаю сердечный приступ, но что касается остальных, я остался на луне; пожалуйста

объяснить. Что такое свет?

Переводчик: я понимаю о сердечном приступе, но у меня нет подсказки относительно остальной части

вещи. Пожалуйста, объясните Что это про просвет?

Доктор: миссис Гонсалес, артерии похожи на трубы, которые несут воду, но вместо этого кровь

через них. Когда эти трубы заполняются отложениями кальция или

кальцинированные, они становятся тяжелыми. Как только это происходит, есть меньше эластичности, а просвет,

или диаметр артерии, сужается; Таким образом, вы подвергаетесь опасности для жизни

ситуация.

Переводчик: миссис Гонсалес, артерии подобны трубе, которая несет воду, но вместо

что они несут кровь. Когда трубопровод заполнен отложениями кальция или

кальцифицирует, становится тяжело. Как только это произойдет, есть меньше эластичности и света, или

диаметр артерии, она становится уже; и именно поэтому вы запускаете

риск потери жизни

Пациент: О, это серьезно. , , Что можно сделать? Есть ли лекарство от этого?

Не могли бы вы мне помочь?

Переводчик: О, так это действительно серьезный материал ... Что можно сделать? Есть ли лекарство от этого? собака

вы мне поможете?

Доктор: Ну, я имел это в виду, учитывая результаты вашей работы в крови - всего

было 320, а липопротеины низкой плотности были 245, в сочетании с фактом

что ваши триглицериды находятся на 375. Да, есть лекарство, но от вас многое зависит.

Переводчик: Ну, у меня были признаки этого с учетом результатов вашего анализа крови.

холестерин был на уровне 320, а липопротеины низкой плотности были на уровне 245,

наряду с тем, что триглицериды были на уровне 375. Да, есть лекарство, но

От вас многое зависит.

Пациент: И что он подразумевает под этим? Извините, доктор, я ничего не понимаю

медицины. Впервые в жизни я вижу себя в этом.

# State Court Written Practice Test

Offered in two versions (A & B), NCI’s practice written test offers excellent preparation for the State Court Interpreter Written Examination. This full-length practice examination follows the same format of the actual test and consists of 135 multiple-choice questions in the following three areas:

* **English Language**. Assesses of a wide variety of synonyms, antonyms, and idioms.
* **Court-Related Terms and Usage**. Assesses a candidate’s familiarity with legal terminology and courtroom procedure.
* **Ethics and Professional Conduct**. Assesses a candidate’s knowledge of ethics and professional conduct.

Upon completion of the test, candidates will receive their scores immediately and be able to review their answers. This new version of the practice examination has the added benefit of replicating the computerized administration adopted by most states, allowing candidates to reduce stress and increase confidence by taking the test under similar conditions.

This exam is fully online and works on desktop web browsers and most mobile devices.

## Category:

Legal

## Tags:

* [Practice](http://nci.arizona.edu/taxonomy/term/17)

# [State Court Written Practice Test](http://nci.arizona.edu/state-written-practice)

## Category:

Legal

Offered in two versions (A & B), NCI’s practice written test offers excellent preparation for the State Court Interpreter Written Examination. This full-length practice examination follows the same format of the actual test and consists of 135 multiple-choice questions in the following three areas:

* [Read more](http://nci.arizona.edu/state-written-practice)

# State Court Sample Oral Test (Spanish/English)



The NCI State Court Sample Oral Test (Spanish/English) was developed to provide students with an opportunity to take a simulated state court oral interpreting exam. This manual provides some important information about the exam and interpreting in state courts. Most importantly, it gives you the opportunity to take a sample oral examination, record your interpretations, and score and analyze your own performance. The scripts are adapted from authentic source materials, and the word count and time limit reflect the actual oral testing experience in the sight translation and consecutive and simultaneous interpreting modes.

The sample test includes two audio files that allow the user to simulate the consecutive and simultaneous portions of the test. The manual also includes printed materials with the test and acceptable renditions, as well as tips for preparing for the exam.

# Spanish Talking Manual - Oral Test Preparation



The Talking Manual was developed to provide students with an opportunity to take a simulated oral interpreting exam and to study examples of acceptable and unacceptable renditions of English and Spanish simultaneous and consecutive interpretations and sight translations. It is a simulation of the Federal Court interpreter Certification Oral Exam. The scripts and subject matter are adapted from authentic test items, and the word count and time limit reflect the Federal oral testing experience.

The Talking Manual includes two sets of sound files: the first allows the user to simulate the exam under authentic testing conditions. The second contains example renditions which were rated acceptable and unacceptable by actual exam raters. The set also includes printed materials with examples of renditions, as well as tips for preparing for the exam.

[Click here](http://nci.arizona.edu/sites/nci.arizona.edu/files/forms/Spanish_Talking_Manual_Product_Sample.pdf) for a sample of this product

Danica Seleskovitch & Marianna Lederer. (1984). Interpreter Pour Traduire. Paris: Didier Erudition. [2] Gile, D. (1995). Basic Concepts and Models for Interpreter and Translator Training. Amsterdam: John Benjamins Publishing Company. [3] Hairong, Shang. (2007). On Techniques of Simultaneous Interpretation. Science & Technology Information,6, 801-802. [4] Lamber, S&Moser-Mercer, B. (1995). Bridging the Gap: Empirical research on simultaneous interpreting. Amsterdam: John Benjamins Publishing Company. [5] Jones, R. (1998).Conference Interpreting Explained. Manchester: St. Jerome Publishing. [6] Kemin Fang. (2004). Simultaneous Interpreting Principles and Training. Journal of Beijing Vocational & Technical Institute of Industry,7, 72-75. [7] Nan Xue. (2007). Analysis of the Principles of Simultaneous Interpreting. Journal of Shaanxi Normal University (Philosophy and Social Sciences Edition)1, 277-279. [8] Weihe Zhong. (2001). Simultaneous Interpreting: Principles and Training. Chinese Translators Journal,5, 39-43. [9] Weiwei Zhang. (1999). EC Simultaneous Interpretation. Beijing: China Translation & Publishing Corporation. [10] Wolfgang Zieke. (1970). Conditioning Your Memory. New York: Sterling Publishing Co., Inc.

 **Simultaneous Interpreting**

***Dates and times:***

13, 14 and 15 February 2018 (3 full-day sessions) (Applications closed 17 December)

Participants are required to attend **all** sessions.

***Location:***

[Monash University Caulfield Campus](https://www.google.com.au/maps/place/Monash%2BUniversity%2C%2BCaulfield%2BCampus/%40-37.8770097%2C145.0442673%2C15z/data%3D%214m5%213m4%211s0x0%3A0x63f9134ad6bf7a0a%218m2%213d-37.8770097%214d145.0442673), 900 Dandenong Road, Caulfield East, VIC 3145.

***Duration:***

21 hours, comprised of 16 hours of face-to-face sessions split over three days, and 5 hours of self-study activities

***PD points towards recertification:***

Upon successful completion of the course, participants will be eligible to earn 60 PD points towards recertification (Section 1.1 of [NAATI PD Recertification Catalogue](https://www.naati.com.au/media/1635/recertification-pd-catalogue-finalpdf.pdf))

***About the course:***

This course is an introduction to simultaneous interpreting and is intended for experienced and accredited spoken language interpreters only. Simultaneous interpreting is widely used at international conferences and meetings, in business and diplomatic interpreting, as well as in community settings such as court or mental health interpreting.

The course is taught by NAATI accredited conference interpreters and introduces the concepts of split attention, self monitoring, *décalage*, coordination, deverbalisation, reformulation and coping techniques, and provides exercises on these. Course participants will practise simultaneous interpreting in booths or in *chuchotage* under the supervision of an experienced conference interpreter, and provide simultaneous interpretation of speeches mainly from English into their LOTE. The course will culminate in a mock conference activity, giving participants the opportunity to practice their new skills in a realistic context.

***Criteria for applicants:***

Applications are welcome from interpreters of English <> Farsi, Greek, Italian, Mandarin,  Portuguese, Spanish, or Vietnamese.

Applicants **MUST** be practising interpreters with both:

* NAATI Level 3 Professional Interpreter accreditation
* a minimum of 3 years of professional interpreting practice.

**NB:** Offering of language streams is dependent upon sufficient numbers of trainees and will be confirmed prior to commencement of the course.

***Cost:***

Standard cost: $612 (including GST). AUSIT members receive a 10% discount.

Payment is required upon confirmation of acceptance into the short course. Successful applicants will be emailed payment instructions at this time.

***Application process:***

Applications for this course closed on Sunday 17 December.

Applicants will be notified of outcome in late December. Successful applicants will receive information on payment and completion of registration.

Please [follow this link to join our T&I PD mailing list](http://artsonline.monash.edu.au/translation-interpreting/?page_id=2128&preview=true)  and to be advised when  course applications open.

***Attendance requirements:***

Participants are required to attend all face-to-face hours of the course.

Certificates of Completion will be issued to participants who attend all face-to-face hours of the course, and complete all self-study activities.

***Payment conditions:***

Payment of course fees is to be made via credit card. Instructions for payment will be provided to successful applicants following submission of the application form. Payment of course fees must be made in order to attend the course and be eligible to receive a certificate of completion. Refunds can only be provided when participants are unable to attend due to illness or other unavoidable circumstance, upon provision of relevant evidence.

### Professional Development

* [Professional Development page](http://artsonline.monash.edu.au/translation-interpreting/professional-development/)
* [Short Courses page](http://artsonline.monash.edu.au/translation-interpreting/short-courses/)
* [Legal Interpreting](http://artsonline.monash.edu.au/translation-interpreting/legal-interpreting/)
* [Health Interpreting](http://artsonline.monash.edu.au/translation-interpreting/health-interpreting/)
* [Mental Health Interpreting](http://artsonline.monash.edu.au/translation-interpreting/mental-health-interpreting/)
* [Education Interpreting](http://artsonline.monash.edu.au/translation-interpreting/education-interpreting/)
* [Translation and Technology](http://artsonline.monash.edu.au/translation-interpreting/translation-and-technology/)
* [Telephone and video-link Interpreting](http://artsonline.monash.edu.au/translation-interpreting/telephone-and-video-link-interpreting/)
* [Simultaneous Interpreting](http://artsonline.monash.edu.au/translation-interpreting/simultaneous-interpreting/)
* [Professional Strategies and Stress Management for Interpreters](http://artsonline.monash.edu.au/translation-interpreting/professional-strategies-and-stress-management-for-interpreters/)
* [Orientation to T&I Sector](http://artsonline.monash.edu.au/translation-interpreting/orientation-to-ti-sector/)
* [Advanced Ethics Workshop](http://artsonline.monash.edu.au/translation-interpreting/advanced-ethics-workshop/)
* [Entry-level (community)](http://artsonline.monash.edu.au/translation-interpreting/entry-level-community-interpreting/)

# Translation and Technology

**Date:**

TBC, November  2018, 9:30 am to 4:30 pm x 2 days

**Location:**

[Monash University Clayton Campus](https://www.google.com.au/maps/place/Monash%2BUniversity%2BClayton%2BCampus/%40-37.9105238%2C145.1340295%2C17z/data%3D%213m1%214b1%214m5%213m4%211s0x6ad66acbf64673b9%3A0xfaf9b169a587104%218m2%213d-37.9105238%214d145.1362182), Wellington Road, Clayton.

**Duration:**

Two days (14 hours)

**PD points towards recertification:**

Successful completion of the course entitles participants to 40 points towards NAATI recertification (Section 1.2 of [NAATI Recertification Professional Development Catalogue](https://www.naati.com.au/media/1635/recertification-pd-catalogue-finalpdf.pdf))

**About the course:**

This short course focuses on the use of computer assisted translation (CAT). It is primarily intended for translators who have little or no experience with CAT (but do have general computer literacy). The course will provide an overview of the CAT tools: Wordfast Anywhere, SDL Trados 2014; Translation memory: creating a translation memory, working with one; Multiterm: creating a glossary. Participants will learn about these tools and their practical application to translating work. The licenced software is accessed at Monash University’s translation computer lab, so participants don’t need to provide their own computers or software.

These professional development short courses are run with the support of the Department of Premier and Cabinet, State Government of Victoria.



**Intended audience:**

The course is aimed at practising translators who are already working in the industry. It is open to translators of **all languages**.

**Cost:**

$433 (GST included).

AUSIT and ASLIA members receive a 10% discount: $390 (GST included).

**Application process:**

Please [follow this link to join our T&I PD mailing list](http://artsonline.monash.edu.au/translation-interpreting/?page_id=2128&preview=true)  and to be advised when  course applications open.

**Attendance requirements:**

Certificates of Completion will only be issued to participants who attend all face-to-face hours of the course.

**Payment conditions:**

Payment of course fees is to be made via credit card. Instructions for payment will be provided to successful applicants following submission of the application form. Refunds can only be provided when participants are unable to attend due to illness or other unavoidable circumstance, upon provision of relevant material evidence.

# Stress Management for Interpreters

### About the Course

This course is designed for interpreters to learn how to better deal with stressful, distressing or confronting experiences encountered in the course of interpreter assignments. The course will feature professionals with expertise in professional interactions, stress management, self-care and mindfulness.

Participants will also be able to earn professional development points towards revalidation of their NAATI accreditation and renewal of AUSIT membership. Completion of this short course will earn participants 40 PD points.

**Target languages**: Any

### Duration

The short course is 9 hours in duration. This includes 7 hours of face-to-face sessions and approximately 2 hours of self-study materials.

### Application Process

This workshop is intended for practising interpreters who wish to learn more about stress management and self-care.

### Enquiries and expressions of interest

For enquiries or expressions of interest, please [CLICK HERE](http://artsonline.monash.edu.au/translation-interpreting/?page_id=2128&preview=true).