

MANUAL FOR THE AOC SIMULTANEOUS INTERPRETING PRACTICE EXERCISES

Language Services Section
Programs and Procedures Unit
Office of Trial Court Services
Administrative Office of the Courts
P.O. Box 988
Trenton, NJ 08625-0988
www.judiciary.state.nj.us/interpreters/index.htm

CAUTION: To get the maximum benefit from the exercises, do not look at or study the text that is included in this manual before you have completed each exercise.

August 2009

CONTENTS

Introduction	3
Equipment Needed to Use These Materials	4
Suggested Steps to Follow for Each Practice Exercise	4
Practice Exercise Number One – Introduction, Text, Score Sheet	9
Practice Exercise Number Two – Introduction, Text, Score Sheet	14
Practice Exercise Number Three – Introduction, Text, Score Sheet	19
Practice Exercise Number Four – Introduction, Text, Score Sheet	25
Appendix: Types and Distributions of Scoring Units	30

Page intentionally blank.

INTRODUCTION

Welcome to the simultaneous interpreting practice exercises produced by the Language Services Section of the New Jersey Administrative Office of the Courts. The New Jersey Judiciary is very grateful that you are interested in helping reach the Supreme Court's goal of ensuring equal access to courts for all persons regardless of the degree to which they can communicate effectively in English.

The Judiciary is always in need of persons who possess the knowledge and skills necessary to perform the highly sophisticated tasks of interpreting. We hope these exercises and this accompanying manual will help you evaluate your potential for becoming a court interpreter and prepare for our tests. Good luck!

Four exercises are included. The first one provides an introduction to what the test is like using material from a newspaper. This exercise will give prospective interpreters a chance to evaluate their potential in this field and learn how to develop additional practice recordings if they wish. Exercises one through three are recorded at the speed of the basic test: approximately 120 words per minute.

The second exercise simulates interpreting in a legal context. It is based on transcripts of actual courtroom discourse. It is shorter than the real test to give you a taste of what legal interpreting in the simultaneous mode can be like.

The third exercise is also drawn from court transcripts, but is longer than exercise two. It approximates the actual length of the test you will ultimately take.

The last exercise is the same text as the third, but recorded at 140 words per minute. The purpose is to give the examinee practice interpreting at the speed of the additional test that will probably be required for interpreters who want to qualify at the Master level.

EQUIPMENT NEEDED TO USE THESE MATERIALS

1. Personal computer with Internet connection and
 - Software to view PDF files, (Adobe Reader 8.0 or better, or a comparable PDF viewer)
 - Software for listening to MP3 files,
 - Soundcard with headphone or speakers.
2. A separate recording device to record and playback your interpretation.

SUGGESTED STEPS TO FOLLOW FOR EACH EXERCISE

1. Do not look at the text of the exercise before you take the simulated test.
2. Since you want to simulate actual test conditions--
 - A. Find a time to take the exercise when:
 - ! You are well rested and have your best powers of concentration;
 - ! The room you are in will be quiet throughout the exercise (e.g., turn off the ringer on your telephone so you won't be interrupted).
 - B. Do the exercise in a room as free from visible distractions as possible (e.g., close the curtains so you aren't distracted by things happening outside).
3. Get all of your equipment ready. Be ready to both listen to the exercise and record your interpretation.

4. Put the headphones on and download and play the .mp3 file.
5. Each practice exercise begins with an introduction. While you listen to the introduction, adjust the volume to make sure you hear clearly.
6. As soon as you are happy with the positioning of the headphones and the volume, begin recording before you start interpreting.
7. After the introduction, you will know when to start interpreting when you hear "Exercise one begins," or "Exercise two begins," or "Exercise three begins." As soon as you hear the speaker after that phrase, start interpreting into your language everything you hear.
8. Each exercise ends with a message like this: "End of Practice Exercise Number One." Stop recording.
9. Decide whether you would like to do the exercise again or grade it. If you grade it, future practice may be less valuable. We recommend trying each exercise at least twice before you grade it.
10. When you are ready to grade your test, here are the steps we recommend you follow:
 - A. Get a friend or relative who has an excellent command of English and the language into which you are interpreting to help you grade.
 - B. Open up the manual to the text of the exercise you are grading.
 - C. Evaluate whether you accurately interpreted each of the scoring units. These are the words and phrases which are set off by underlining, numbering, and labeling. The letters above each scoring unit correspond to the list of the

scoring units and their definitions provided at Appendix A.¹

A scoring unit should be counted wrong if (1) Any part of the scoring unit is omitted; or (2) The interpretation into the other language is not correct.

- D. Circle all scoring units that are wrong.
- E. Count the number of scoring units you interpreted correctly (i.e., the ones that are **not** circled) and put the total number in the appropriate space in column three on the scoring sheet.
- F. Divide the number of correct scoring units (column three) by the total number of scoring units (column two). This percentage tells you how well you are able to interpret simultaneously according to the various types of scoring units.
- G. Add up all of your scoring units in the third column and divide the sum by the total in the second column. If your score is 50 or higher, you would be entitled to take the rest of the test. If it is less than 50, you would be required to take the simultaneous test again. Here is an index of what the scores usually mean:

¹No examples of one of the categories of scoring units are included. The missing category is "False Cognates/Interference/Literalism." It has been omitted since it is impossible to identify such scoring units without knowing the target language. It should also be noted that some scoring units that have been identified will not always be good choices for all languages.

YOUR SCORE	POSSIBLE MEANING
80-100	"Master" level of performance. Highest possible level.
70-79	"Journeyman" level of performance. Minimum required to be approved.
60-69	"Critical Range" level of performance. Probationary or trainee level.
50-59	For some languages, you can be allowed to interpret as an "Eligible Unapproved" interpreter.
35-49	You may have potential for becoming an interpreter, but you have to wait at least six months before you can be tested again.
0-34	You may not or probably do not have potential for becoming an interpreter.

WARNING

THE TEXTS OF THE EXERCISES BEGIN ON PAGE 7. DO NOT READ AHEAD UNTIL YOU ARE READY TO DO SO.

Page intentionally blank.

PRACTICE EXERCISE NUMBER ONE – INTRODUCTION

The first exercise for practicing simultaneous interpretation is designed to test your readiness for taking the simultaneous interpreting examination offered by the Administrative Office of the Courts. It is also an example of how you can prepare your own practice tapes.

It is taken from material that is readily available to everyone: a newspaper. Here's what we did, and you can do it, too. We selected a story in the newspaper, edited it slightly, prepared a transcript for someone to read, and tape recorded it at the speed of one hundred and twenty words per minute.

You can do the same thing. More explicit directions on how to produce your own practice tapes are included with the manual that accompanies this tape.

If you can interpret this material completely and accurately, then you are ready to move on to Exercise Number Two and try out the kind of language you might have to interpret in court. However, if you find this material difficult or impossible to interpret simultaneously at the level of accuracy that we require, then you may want to work harder at preparing yourself to become a court interpreter before taking our examination. You may also conclude that this kind of work is not for you.

In a moment I will read the article to you as if it were a radio news broadcast. Begin interpreting simultaneously immediately after I say, "Exercise one begins."

Make sure you have another tape recorder ready and set to record. If you don't record this exercise, you will not be able to evaluate your performance. If you just want to practice and not review this exercise, of course, no tape recorder is necessary.

Take a deep breath and away we go. Good luck.

Exercise one begins:

PRACTICE EXERCISE NUMBER ONE² – TEXT

A city^H man who police say^I may have been^A on drugs^E ran into Greenwood Elementary School on Greenwood Avenue yesterday^H morning during school hours.

The man, who was fleeing^A police, was pursued by more than ten^G officers and attempted to dive through^E a double-pane window^C before he was subdued^C and handcuffed^D, according to Sergeant George Smith^G.

More than two hundred and thirty^G students were in classes at the time of the incident^C, but none were injured. Prior to^H going into the school, the man, who gave his name as^I Bill Hess, of South Broad Street in Trenton, was inside the municipal building at about 10 AM^G. The municipal building is located across the street from the school.

Business Administrator^C Mary Dutch saw and attempted^I to help Hess, who she said appeared^H confused and paranoid^C.

"I sat down and was talking^A to him," Dutch said^I. "I could tell there was something wrong^E. He was very aggravated^C and paranoid."

Dutch left^C the man and called police. She returned to Hess and lit^C a cigarette for him until police came.

Three officers arrived and began talking to Hess. According to Smith, the man told officers he had been smoking crack^C ten or fifteen^G minutes prior and had been smoking crack throughout^H the previous evening and morning^I hours. The officers called an ambulance, and were able to get Hess to peaceably^H walk out of the municipal building. Once outside, however^I, Hess saw an approaching back-up^E police car, and bolted^F across

²Jeff Sagnip Hollendonner, "After struggle, police arrest man in school," The Trenton TIMES A3 (June 7, 1996). All names of persons and other identifying information have been changed. The text has been edited to remove phrases such as "he said." In all other respects, the text is reported verbatim.

the street, narrowly missing being struck^A by several cars.

Officers pursued him inside the school to the lower level^H and into the cafeteria kitchen^C. The man was sprayed^A with pepper spray^D, which had no effect on him. "He just flipped out^J," Smith said. A battle continued^C for ten minutes until extra^H officers arrived, including plainclothes^D detectives.

During the scuffle^C, officers said Hess, twenty-eight^G, who is about six feet four inches^G and two hundred, forty pounds^G with a strong build^C, tried to jump through a window to escape. He became lodged^C in the window, and attempted to smash^C his way through. The resulting^H blood was all over^E the kitchen and the officers.

"Our biggest concern was the safety^C of the school children," Smith said. "But we were able to contain^C him to the kitchen area."

Hess was transported^C to Robert Wood Johnson University Hospital at Hamilton where he received forty stitches^C. He was later released into^A police custody. He faces^D numerous charges, including criminal trespass, aggravated assault and resisting arrest^D. He was held yesterday on forty-seven thousand, five hundred dollars^G bail.

[Pause]

End of Practice Exercise Number One. If you wish to evaluate your performance, listen to the tape recording of your interpretation and grade the exercise following the instructions in the manual.

PRACTICE EXERCISE NUMBER ONE – SCORE SHEET

TYPE OF SCORING UNIT	TOTAL # OF SCORING UNITS	TOTAL # INTER- PRETED CORRECTLY	SCORES (Divide col. 3 by col. 2)
Grammar/Verbs	6		
General vocabulary	19		
Legal terms & phrases	5		
Idioms/Sayings	5		
Register	1		
Numbers/Names	9		
Markers/Intensifiers	9		
Embeddings/Position	6		
Slang/Colloquialisms	1		
GRAND TOTAL	61		

Page intentionally blank.

PRACTICE EXERCISE NUMBER TWO – INTRODUCTION

Now that you have an idea how to produce your own practice tapes and how well you can interpret a newscast produced at about one hundred and twenty words per minute, are you ready to go to court and try real "judge talk"? There are many different situations where you have to interpret in the simultaneous mode during legal proceedings, but the most obvious one is when a judge is speaking to a courtroom full of litigants and witnesses.

The example we are about to present is taken from a judge who sits in Family Court. He is about to hear a session of domestic violence cases. The courtroom is filled with persons who are either victims of domestic violence or alleged perpetrators of domestic violence. Some time before, a temporary restraining order was granted by the judge in each case. The time has come for everyone to return for a hearing to review the status of the temporary order.

Start interpreting simultaneously as soon as I finish saying, "Exercise two begins."
Relax and have some fun.

Exercise two begins:

PRACTICE EXERCISE NUMBER TWO³ – TEXT

Most of you are here for what's referred to as a final hearing on a temporary restraining order. If you are a plaintiff^D in this matter--in other words^I, if you are the one who received^A the order--it is the burden^D of the plaintiff to prove by the preponderance of the credible evidence^D the allegations that are contained in the complaint. You may call^C witnesses. You and any other witnesses will be subject to cross-examination^D. Also^I, if there's any pertinent^H physical evidence to be produced, you can also produce that. In a sense^I, it's a trial just like any other^H trial that you nowadays^C see on TV on a regular basis.

If you are a defendant in this matter, you are also permitted^A, if you choose^I, to present any witnesses you might have^A. However, anything that you present is also subject to^A cross-examination.

If you come before me^E, I'm gonna ask you, "Are you ready to proceed?" That means that you are ready here with your witnesses, ready to either proceed with the matter or^A defend the matter. If there's a witness that you feel^H you need, tell the court now, not in the middle of^H the trial in which you, all of a sudden^I, say, "Well, so-and-so^E could have helped^A, but he or she^A is not here." I will not adjourn^D the case in order for you to do that, except^H under exceptional^H circumstances. So if there's something that you feel you need and you're not ready to proceed today, please^A let the court know^A.

I'm gonna hear a contested case right now if I can^I, if we have one ready. If you are here and you don't see the other party, at about ten o'clock^G, please tell my sheriff's officers^D. Then I will make an inquiry^C as to whether^A they were served^D and what's going

³A Superior Court Judge in Middlesex County (March 30, 1995). This and all subsequent materials based on court transcripts have been slightly edited.

on with your particular case. You need not^E sit here all morning waiting for the other side to be here if there is a reason why they're not here and I can accommodate^C you. So please, if the other party on the restraining order is not here, please, by ten o'clock, let my Sheriff's officer know so I can in fact^I accommodate you.

All right^E, do I have something that's ready, a contested^D matter?

[Pause]

End of Practice Exercise Number Two. If you wish to evaluate your performance, listen to the tape recording of your interpretation and grade the exercise following the instructions in the manual.

PRACTICE EXERCISE NUMBER TWO – SCORE SHEET

TYPE OF SCORING UNIT	TOTAL # OF SCORING UNITS	TOTAL # INTER- PRETED CORRECTLY	SCORES (Divide col. 3 by col. 2)
Grammar/Verbs	10		
General vocabulary	4		
Legal terms & phrases	8		
Idioms/Sayings	4		
Register	0		
Numbers/Names	1		
Markers/Intensifiers	6		
Embeddings/Position	7		
Slang/Colloquialisms	0		
GRAND TOTAL	40		

Page intentionally blank.

PRACTICE EXERCISE NUMBER THREE – INTRODUCTION

You have come to the third practice exercise. The first two have given you exposure to the speed at which our tests are recorded, which is around one hundred and twenty words per minute. This exercise is recorded at approximately the same speed.

This exercise adds another dimension in trying to give you material that helps you prepare for the test. This exercise is similar in length to the real test, which ranges from seven hundred and fifty words to nine hundred words. This exercise has approximately eight hundred and twenty words.

This material is taken from a Municipal Court. The judge is giving an introductory statement prior to the beginning of the court session. We have cut out about one-half of the actual statement, so please do not view this as a complete or model statement.

In order to simulate the test situation, try not to stop the tape. Keep up with me as we go along. If you get behind or stuck, pause for a few seconds, collect yourself, and begin interpreting again as soon as you can.

You should start interpreting simultaneously as soon as the judge begins to speak after I say, "Exercise three begins." So take a breath, a sip of water, and start concentrating since we're about to start.

Exercise three begins:

PRACTICE EXERCISE NUMBER THREE⁴ – TEXT

Good afternoon, ladies and gentlemen. I now convene^F this session of the Bordentown Township Municipal Court and I'll take a few moments to advise you of our procedures^I and of your rights.

First of all, we have a tape recorder^C going^E and everything^H that's being said is being recorded^A. Therefore, it's very important that we have^A quiet in the courtroom. If you folks^F need to discuss anything or talk^I, I'll ask that you step outside of the courtroom so it doesn't get picked up^E on our tape recorder. It's also very distracting^C and we have a very heavy^H court calendar today.

All of you have certain rights in this municipal court and the first is to be advised of^A the charges against you. A good number of you^E are here for the very^H first time for what we call an arraignment^D. That simply^H is the legal term that means that I will call you up and explain to you the charges that you face, the penalties^D that you face, and find out^E whether or not you wish to have a lawyer represent you. If you want some additional time to speak to a lawyer, I'll postpone^C your case and give you that opportunity^C.

If you should change^A your address, or if you have changed your address since the time you got the ticket, or if the address on the ticket is not correct, then you need to advise^C us of your correct address.

Now you can plead either not guilty^D, in which case^I you have a right to have a trial, or you can plead guilty with an explanation and explain to me any circumstances^C which

⁴Opening Statement and Defendant's Rights by the presiding judge, Bordentown Township Municipal Court (March 6, 1996).

you think may bear on^A your case. If you plead not guilty, you have a right^D to have a trial where you may call witnesses and testify on your own behalf^E. The State must prove the case against you beyond a reasonable doubt.

You should also be aware^E that if you have a trial, you have a Constitutional right to remain silent^E. That means no one can force you to testify or make a statement on your own behalf. It's your decision if you choose to testify. And if you're not satisfied with^E this Court's decision or sentence^D, you have a right to have an appeal. You have twenty days^G in which to file an appeal^D to the Superior Court of New Jersey. In almost all cases, the appeal is heard based upon the record that we are making^A here in this court. The Superior Court judge simply reads a transcript^C which is typed up^A from our tape, and he or she makes a decision on that case after reading that transcript. Make sure that^E you call any witness that you need to call and that you testify fully^H if you choose to testify.

If you are here in connection with^E a traffic matter, you should understand that the Division of Motor Vehicles^D may assess^F points^D against your license, surcharges^D may be assessed, and they also have the authority to suspend or revoke^D your driving privileges for any reasons, including failure to pay surcharge and accumulation^C of too many points. This Court hears^E all traffic offenses that occur within Bordentown Township. It also hears certain^H criminal matters that are called Disorderly Persons Offenses. They are punishable^D generally^H by up to as much as six months^G in jail, up to a one thousand dollar fine^D. Certain drug-related charges carry additional penalties. I will advise you of those penalties individually^H if you are charged with such an offense.

You should also be aware of the fact that in this Municipal Court in fact^E in all municipal courts throughout the State plea bargaining^D is permitted. The Prosecutor^D, in his discretion^I, may agree to amend^C your charge, to dismiss^D certain charges, or to

recommend specific fines or penalties. He generally does that after talking to the officer who has issued the summons^D or complaint and a typical^H plea bargain in a traffic matter generally involves amending the charge so that you^A perhaps have^A fewer points assessed against you. If any of you^H decide that you want to proceed^C without a lawyer and you want that opportunity to speak to the Prosecutor, he will be here shortly^H and I will give you that opportunity. When I call you up and if you haven't spoken to him and you want to speak with him, please just let me know^A.

I'm going to ask that you remove^C your coats and leave any coats and bags^C at your seats before you come up. I'll ask you to come up to this microphone to my right^H and remember that since we have a tape recorder going, if you just nod your head^C, that does not get picked up on the tape. It's extremely important that you keep your voice up^E and respond verbally^H.

[Pause]

End of Practice Exercise Number Three. If you wish to evaluate your performance, listen to the tape recording of your interpretation and grade the exercise following the instructions in the manual.

PRACTICE EXERCISE NUMBER THREE – SCORE SHEET

TYPE OF SCORING UNIT	TOTAL # OF SCORING UNITS	TOTAL # INTER- PRETED CORRECTLY	SCORES (Divide col. 3 by col. 2)
Grammar/Verbs	10		
General vocabulary	13		
Legal terms & phrases	16		
Idioms/Sayings	13		
Register	3		
Numbers/Names	2		
Markers/Intensifiers	13		
Embeddings/Positions	4		
Slang/Colloquialisms	0		
GRAND TOTAL	74		

Page intentionally blank.

PRACTICE EXERCISE NUMBER FOUR⁵ – INTRODUCTION

You have come to the last practice exercise. The first three have given you exposure to the speed at which at which our basic test are recorded. This exercise will expose you to the speed of the test that is taken by interpreters who hope to qualify as master interpreters. As you know, that speed is one hundred and forty words per minute.

This material is the same municipal court opening statement but recorded at twenty words per minute faster. You should start interpreting simultaneously as soon as the judge begins to speak after I say exercise four begins. So take a breath and welcome to a speed that is closer to reality.

Exercise four begins:

⁵The text for exercise number four is the same as exercise three.

PRACTICE EXERCISE NUMBER FOUR⁶ – TEXT

Good afternoon, ladies and gentlemen. I now convene^F this session of the Bordentown Township Municipal Court and I'll take a few moments to advise you of our procedures^I and of your rights.

First of all, we have a tape recorder^C going^E and everything^H that's being said is being recorded^A. Therefore, it's very important that we have^A quiet in the courtroom. If you folks^F need to discuss anything or talk^I, I'll ask that you step outside of the courtroom so it doesn't get picked up^E on our tape recorder. It's also very distracting^C and we have a very heavy^H court calendar today.

All of you have certain rights in this municipal court and the first is to be advised of^A the charges against you. A good number of you^E are here for the very^H first time for what we call an arraignment^D. That simply^H is the legal term that means that I will call you up and explain to you the charges that you face, the penalties^D that you face, and find out^E whether or not you wish to have a lawyer represent you. If you want some additional time to speak to a lawyer, I'll postpone^C your case and give you that opportunity^C.

If you should change^A your address, or if you have changed your address since the time you got the ticket, or if the address on the ticket is not correct, then you need to advise^C us of your correct address.

Now you can plead either not guilty^D, in which case^I you have a right to have a trial, or you can plead guilty with an explanation and explain to me any circumstances^C which you think may bear on^A your case. If you plead not guilty, you have a right^D to have a trial

⁶The text for exercise number four is the same as exercise three.

where you may call witnesses and testify on your own behalf^E. The State must prove the case against you beyond a reasonable doubt.

You should also be aware^E that if you have a trial, you have a Constitutional right to remain silent^E. That means no one can force you to testify or make a statement on your own behalf. It's your decision if you choose to testify. And if you're not satisfied with^E this Court's decision or sentence^D, you have a right to have an appeal. You have twenty days^G in which to file an appeal^D to the Superior Court of New Jersey. In almost all cases, the appeal is heard based upon the record that we are making^A here in this court. The Superior Court judge simply reads a transcript^C which is typed up^A from our tape, and he or she makes a decision on that case after reading that transcript. Make sure that^E you call any witness that you need to call and that you testify fully^H if you choose to testify.

If you are here in connection with^E a traffic matter, you should understand that the Division of Motor Vehicles^D may assess^F points^D against your license, surcharges^D may be assessed, and they also have the authority to suspend or revoke^D your driving privileges for any reasons, including failure to pay surcharge and accumulation^C of too many points. This Court hears^E all traffic offenses that occur within Bordentown Township. It also hears certain^H criminal matters that are called Disorderly Persons Offenses. They are punishable^D generally^H by up to as much as six months^G in jail, up to a one thousand dollar fine^D. Certain drug-related charges carry additional penalties. I will advise you of those penalties individually^H if you are charged with such an offense.

You should also be aware of the fact that in this Municipal Court in fact^E in all municipal courts throughout the State plea bargaining^D is permitted. The Prosecutor^D, in his discretion^I, may agree to amend^C your charge, to dismiss^D certain charges, or to recommend specific fines or penalties. He generally does that after talking to the officer

who has issued the summons^D or complaint and a typical^H plea bargain in a traffic matter generally involves amending the charge so that you^A perhaps have^A fewer points assessed against you. If any of you^H decide that you want to proceed^C without a lawyer and you want that opportunity to speak to the Prosecutor, he will be here shortly^H and I will give you that opportunity. When I call you up and if you haven't spoken to him and you want to speak with him, please just let me know^A.

I'm going to ask that you remove^C your coats and leave any coats and bags^C at your seats before you come up. I'll ask you to come up to this microphone to my right^H and remember that since we have a tape recorder going, if you just nod your head^C, that does not get picked up on the tape. It's extremely important that you keep your voice up^E and respond verbally^H.

[Pause]

End of Practice Exercise Number Four. If you wish to evaluate your performance, listen to the tape recording of your interpretation and grade the exercise following the instructions in the manual.

PRACTICE EXERCISE NUMBER FOUR – SCORE SHEET

TYPE OF SCORING UNIT	TOTAL # OF SCORING UNITS	TOTAL # INTER- PRETED CORRECTLY	SCORES (Divide col. 3 by col. 2)
Grammar/Verbs	10		
General vocabulary	13		
Legal terms & phrases	16		
Idioms/Sayings	13		
Register	3		
Numbers/Names	2		
Markers/Intensifiers	13		
Embeddings/Positions	4		
Slang/Colloquialisms	0		
GRAND TOTAL	74		

APPENDIX

TYPES AND DISTRIBUTIONS OF SCORING UNITS

1. **GRAMMAR AND USAGE** (24-34%)

A. Grammar/Verbs (14-20%)

Features of grammar, especially verbs, that may not be handled appropriately by the unsophisticated user of the two languages.

B. False Cognates/Interference/Literalism (10-14%)

Terms or phrases that are likely to invite misinterpretation due to interference by one language on the other, e.g., false cognates, awkward phrasing; terms or phrases susceptible to literal renditions resulting in loss of precise meaning.

2. **GENERAL LEXICAL RANGE** (48-58%)

C. General Vocabulary (26-30%)

Any general lexical item or set of items not easily classified elsewhere among the scoring units.

D. Legal Terms & Phrases (15-17%)

Any legal word or phrase of a legal or technical nature, or which is not common in everyday speech but is commonly used in legal settings.

E. Idioms/Sayings (7-11%)

"Idioms" are sets of words whose meaning as a whole is different from the meaning of the individual words.⁷ "Sayings" includes famous sayings from literature, history, etc.

⁷Here are two technical definitions of "idiom": "Sequence of words which is semantically and often syntactically restricted, so that they function as a single unit." David Crystal, *A DICTIONARY OF LINGUISTICS AND PHONETICS*, 2nd Ed. 152 (1985). "Fixed phrases, consisting of more than one word, with meanings that cannot be inferred by knowing the meanings of the individual words." Victoria Fromkin and Robert Rodman, *AN INTRODUCTION TO LANGUAGE*, Third Ed. 181 (1983).

3. CONSERVATION OF MORE TECHNICAL FORMS (28-41%)

F. Register (3-5%)

Words and phrases of unquestionably high or low register that can be preserved in the target language, but might be lowered or raised (e.g., curses, profanity, taboo words).

G. Numbers/Names (5-7%)

Any number (e.g., street address, weight of person or object, measurements such as distance) or name (e.g., person, court, street, town).

H. Markers/Intensifiers/Emphases/Precision (10-12%)

Any word or phrase giving emphasis or precision to a description (e.g., adverbs, adjectives) or statement (e.g., can be grammatical in form).

I. Embeddings/Positions (10-12%)

Words and phrases likely to be omitted due to position (e.g., at the beginning or in the middle of a long sentence; the second in a string of adjectives or adverbs) or function (e.g., tag questions).

J. Slang/Colloquialisms (3-7%)

Words/phrases that seem to be slang or colloquial language.⁸

⁸"Slang" is difficult to define. For reasons why and examples, see Fromkin and Rodman, *id.*, at 264-265.