Jean-François Rozan

Note-taking in
Consecutive Interpreting

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Foreword

It is difficult to overestimate the influence that Jean-François Rozan’s „La Prise de Notes dans L’Interprétation Consécutive” has had since its publication on the way in which conference interpreters take notes in consecutive interpretation. It would be hard to find an interpreter in Western Europe whose note-taking style owes nothing to Rozan – be it through directly having read the original book or indirectly through their teachers. The techniques of verticality, shift and the importance of link words (conjunctions) within a speech were first committed to paper by Rozan in 1958, but still constitute the ABC of consecutive notetaking. Rozan’s compilation of ideas taken from the notes of interpreters with whom he worked is both simple and timeless.

Why translate this book now? There are a number of reasons behind this translation. Firstly, and foremost because it has never been translated into English before. This fact itself is not without significance. When Rozan wrote „La Prise de Notes dans L’Interprétation Consécutive,” and for 25 years thereafter, the language of international conferences in Europe was French and the vast majority of interpreters worked from and into French. This, of course, is why Rozan has never been translated – there has simply been no need.

Now, however, we feel there is a need for a translation. Over the last 15-20 years, English has slowly overtaken French as the global language (and everyone’s first second language), and it is now possible to make a living as an interpreter without knowing French, something very rare 20 years ago.

Also since the 50’s interpreting markets and schools have also developed in the Americas, Asia and Australia – where the majority of interpreters do not know French. Similarly the interpreters of Eastern Europe work primarily [from and into their respective mother tongues] from and into English, German and Russian, not French. It seems natural to offer these colleagues the opportunity to see first hand the note-taking techniques Rozan proposes.

Eastern Europe is particularly significant in the context of these translations – one of which is into Polish. Demand for interpretation into and out of the languages of Central and Eastern Europe will soar when the European Union enlarges eastwards
and the European institutions and eastern European interpreting schools are already gearing up to meet this increased demand. This text is the best single training manual available for consecutive interpreting and will constitute a useful element of any training scheme for student interpreters.

The Polis translation also represents the next in a series of texts about conference interpreting which Tertium brings to the Polish market. Poland is the largest of the candidate countries to the European Union and also has the largest number of trainee interpreters. This is just as well as Poland is a pivotal political force in post cold-war Europe and demand for Polish interpreters will be particularly high.

For those learning to interpret or training interpreters it is also worth remembering that although consecutive is not used nearly as frequently as it was in Rozan’s day, it is by no means without value. It is still one of the two disciplines we call conference interpreting (together with simultaneous) and, significantly, it is also a compulsory part of the accreditation tests at the European and other international institutions. Also, note-taking itself, as an exercise, is an excellent way of training analytical abilities of student interpreters, while reading back those notes hones public speaking skills which will be essential in both consecutive and simultaneous interpretation.

Lastly, this translation has also been prepared at a time when the original text of Rozan’s book is out of print. Very little has been written about consecutive interpreting that is as practical and immediately helpful to the student interpreter as this work of Rozan’s, but because it is out of print it has been entirely unavailable to the hundreds of student interpreters who begin courses each year for some time.

Presumably, given all this the developments described above Rozan himself would approve of a translation as his own avowed aim was to, “put forward a note-taking system which could be easily adopted by all, regardless of the languages from and into which they will have to work.”

All in all, then, it seems an opportune moment to translate this simple but invaluable work into English and Polish for a new generation of student interpreters.

Note on Translation

The English translation is such that both source text and notes are in English (while Rozan’s texts were in English or French and his notes in a mixture of the two languages). This is designed to make the book accessible to as many people as possible. It has meant that in some places the notes have also been partially “translated” but Rozan’s structure remains the same (and it is the structure that is all important).

Some editorial inconsistencies in the original have been eliminated, for example, “investment” is here always noteć investi while “proposals” are always propozycyj.

It should also be noted that the text has been translated into modern English and consequently, where a 1950’s translation would have undoubtedly translated “on” as “one,” I have chosen to use “we” or “you” where appropriate, as is now standard in work-books of this type.

Also, the last text Rozan offers as an example has been omitted. It is a continuation of text 5 in French. Rozan offers no notes for this and it is to serve as practice material only from which students make written notes. As such, there seems little point in translating it – there is plenty of English material drafted in English out there from which to make and practise note-taking without resorting to a translation.

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Andrew Gillies
INTRODUCTION

In his Interpreter’s Handbook, Jean Herbert has said all that there was to say about the interpreter’s role, mission and requisite qualities. He has given an overview of what the profession involves.

The aim of this work-book is less broad. I wanted to put forward a note-taking system which could be easily adopted by all, regardless of the languages from and into which they will have to work. This system is the product of 10 years as a practising interpreter and 4 years teaching the profession. It has, then, passed the acid test. Of course, each of us will have our own ideas on what note-taking should be. More often than not, the “greats” (of the interpreting world1) will tell you that consecutive interpretation cannot be learnt and that note-taking depends upon the personality of the interpreter. I am afraid my own experience shows otherwise. If the fundamentals of the profession – knowledge of one’s languages, general knowledge, articulacy, a feeling for what is appropriate, adaptability – are in place then note-taking can easily be learnt. I do not wish to enter here into a technical argument between the “symbol-for-everything” interpreters, the dyed in the wool “remember-it-all” colleagues nor the “noters-of-words” etc. I believe that each of these systems has an element of truth to it.

However, if we are to teach, we must teach something, and that something must be simple and methodical. This was the problem that I was faced with 4 years ago. I believe that this work-book represents a solution to that problem. This system is a common denominator, an extreme simplification of all techniques. This is how we arrive at The Technique.

This in turn means that it is not “my” system. It is, to an extent, the system of all the great conference interpreters with whom I have worked “at the meeting room table” over the last 10 years. I do not wish to name names for fear of omitting to mention anyone, but if they peruse this book they will, in places, recognise themselves and nothing would give me greater pleasure than that.

Let me add that those intending to practise our profession must, of course, retain their own personality. This system, then, is not to be followed blindly. It should be the inspiration; it should be adapted according to whatever best suits each individual. It is built upon logic, analysis and understanding of the ideas rather than the words; it will be a question, then, of bending it to fit rather than applying it to the letter.

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1 Written in 1956 when there were very few interpreters working and many were in fact stars in their own right (translator’s note).
I have written a work-book rather than a book. The reason is that I wanted it to be simple and because I wanted to demonstrate by way of practical exercises what solutions might be used to deal with the problems that note-taking presents. In effect, all that I offer here, is a summary. The 7 principles and the 10 basic symbols that go to make up this work-book are those which go to make up consecutive interpreting. If they were more numerous the system would be of little worth.

Curiously enough, I complete this work-book at a time when I am taking my leave, perhaps only temporarily, of the profession. I therefore dedicate this text to my colleagues and students together with whom I have for so long and so often had the pleasure to work. I would also like to thank Gerard Ilg who took on the thankless task of reading the proofs.

J.-F. Rozan.

PART 1
THE SEVEN PRINCIPLES
GENERAL REMARKS

The use of a technique is always dependent upon the application of a certain number of principles. This is what we call the instructions. One need not follow the rules recommended in such instructions. Indeed the product, device or system for which they were devised may well work even if they are not observed, but will do so less efficiently. Furthermore, the simpler the instructions, the more likely the user is to follow them. The same applies to note-taking. A few very simple principles give this system its sound base and precision, and make using it straightforward. There are seven of these principles; in order they are:

1. Noting the idea and not the word
2. The rules of abbreviation
3. Links
4. Negation
5. Emphasis
6. Verticality
7. Shift

Some of these principles have already been explained by Jean Herbert in his Interpreter’s Handbook².

1. Noting the Idea Rather than the Word

Take any French text and give it to 10 excellent English translators. The result will be ten very well translated texts, but ten very different texts in as far as the actual words used are concerned. The fact that we have ten good translations, but ten different texts, shows that what is important is the translation of the idea and not the word. This is even truer of interpretation since the interpreter must produce a version of the text in another language immediately. He must be free of the often misleading constraints that words represent. It is through the analysis and notation of the ideas that the interpreter will avoid mistakes and a laboured delivery.

Example: Let us take the following, from French into English: “Il y a des fortes chances pour que... / There is a very good chance that...” If we base our notation of this expression on the words, the key word is chance. If we base it on the idea, it is probable.

The notes will have to be read 20 minutes— even an hour— after the idea was originally expressed. In the first example it would be very easy to make a mistake. Having noted chance the interpreter might, if the context allowed, render it “there is a chance that” or “by chance.” If on the other hand he noted probable the mistake cannot be made. The issue of style is also dealt with in the second example where one would automatically say (interpreting into English), “It is probable that,” or “it is likely that,” or “in all likelihood” whereas in the first example, even if the interpreter had correctly recalled the idea that the word chance represented, he/she will be a prisoner to that word and might easily produce a gallicism.

Example: “We should try to live up to...” It would be absurd to note the word “live” and it would greatly increase the risk of making a mistake. Although it would seem to be very different from the original it would be more appropriate to note in French, for example, “à la hauteur” (in English “to be up to”). This is the result of analysing the idea behind what is said and noting it idiomatically in the target language. It would be just as useful to note be =, representing being equal to, which could very easily be read back idiomatically in interpretation (ie. “à la hauteur” in French, “to be up to” in English).

Whenever taking notes the interpreter must concentrate on the major idea and how this can be noted clearly and simply (preferably in the target language, although this is not essential).

In the practical exercises in Part 3 of this book you will find a number of examples of noting the idea rather than the word. It is recommended that you examine these with particular care.

2. The Rules of Abbreviation

A. ABBREVIATION OF WORDS

The rule of thumb is that unless a word is short (4-5 letters) the interpreter should note it in an abbreviated form.

If we have to note “specialized” it is more meaningful and reliable to note sped than to write spec.

Rule: If you have time write a word as completely as possible, however, if a word must be abbreviated, then write some of the first and last letters rather than trying to write as many letters as possible from the start onwards.

B. INDICATING GENDER AND TENSE

Having abbreviated a word or an idea (be it by the use of a symbol or a contraction of its component letters) it can also be very helpful to give an indication of gender and tense.

Thus in the expression: “I will come back to this a little later,” noting the future tense will render the words “a little later” superfluous. We will see below that “I speak” can be noted: I speak. Therefore we note: I'll speak.

The expression: “those mentioned,” must be noted: ref’d (referred); because ref alone could be read back as “those which mention.”

Rule: To indicate gender and number we add * or * to the symbol or abbreviation. To indicate tense we add for the future and for the past.

See also the examples in Part 3.

C. ABBREVIATING THE REGISTER

The expression “which have contributed to” is long. The word help is short. Whenever possible we must abbreviate by using a word which conveys the same meaning but is shorter.

Similarly, “...which are worth looking at” can be noted int’d (interesting).

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3 This was indeed the case when Rozan wrote. Although nowadays 20 minutes is considered a long consecutive speech, his comments still apply (translator’s note).

4 Being unduly influenced by the source language is, of course, not only a problem in French-English interpretation but in all interpretation (translator’s note).

5 Rozan was working from and into French. Gender is meaningless for those noting in English, however, the idea could be usefully adapted for use in, for example, the Slavic languages where nouns have gender (translator’s note).

6 Again the ‘e’ represents the French feminine ending. Any letter can be used and this will depend on the languages involved (translator’s note).
"In order to arrive at some conclusions" can be noted to end.
"Taking into account the situation at the present time" can be noted as sir now.

Examine closely the abbreviations in Part 3.

3. Links

"The part of any speech that is both the most important and the most difficult to note is the sequence of ideas and the links between them." (Jean Herbert, 1956:47)

An idea can be distorted completely if its relation to the previous idea is not clearly indicated. When taking notes then, we should never miss out the links. Indeed what we actually see is that if the links are noted well the rest of the idea can be summarised in just a few strokes of the pen.

A. Noting links becomes very simple if we use the key words that follow. (Over time this will become automatic.)

as, why
  and that is because, this is the reason why, since, given the fact that, (in some instances) given that; to convey explanation.

tho
  although, despite the fact that; to convey opposition

but
  on the other hand, but, nevertheless, however; to convey limitations

if
  it is possible that, assuming that; to convey supposition.

as to
  as far as x is concerned, on the matter of; to convey reference

therefore
  therefore, one can then conclude; to convey conclusion.

tfe

The three symbols below (which can also be found in Part 2) are also extremely useful.

= the same goes for, one might say the same of; to convey the idea of equality or correspondence
≠ on the other hand, contrary to; to convey the idea of difference or lack of correspondence

in + in addition, furthermore, if we also take account of; to convey the idea of additional precision.

B. "Linking is not just about representing the idea; it will often impact on the very content of the speech. It is a question of noting quickly and without repetition the group of subject words and the group of complement words to which the idea relates. This problem can be solved quickly and easily by using the recall arrow" (Jean Herbert, 1956:46).

Examine carefully the examples of links in Part 3.

4. & 5. Negation and Emphasis

Negation and emphasis are two essential elements of any speech and as such should be noted unambiguously (see Jean Herbert pp. 46-47).

A. NEGATION

Negation might be noted by means of a line running through a word or symbol.

Example: If we use OK to signify "agree," then "disagree" will be ØK. It is also possible to write the word no before the word to be negated (thus in our example we would note no OK). This second method is clearer and since "no" is a very short word using it is not a problem.

B. EMPHASIS

To emphasize a word we can underline it (twice if we are dealing with a superlative or absolute).

Example:
"(The study) is interesting" : int
"(The study) is very interesting" : int
"(The study) is extremely interesting" : int

In some cases the line may be replaced by a circumflex to avoid confusion arising from the use of verticality.
Alternately emphasis can be noted with a dotted line.

Example:
"This report might be useful" : useful
The use of underlining to denote nuance allows us to qualify the word (or idea) underlined without noting the qualifier.

Example:

"important question" becomes: ?
"we should look at this very carefully" becomes: look at
"I would like to say in the strongest possible terms" becomes: I say
"...an imperfect solution" becomes: ...p系列活动.

6. Verticality

It is the principles of Verticality and Shift (described in the next section) which form the backbone of the note-taking system described in this book.

Verticality means taking notes from top to bottom rather than from left to right. This method makes it possible to:

a) group ideas logically, allowing a complete and immediate synthesis when we come to read back our notes,

b) to do away with many links which would otherwise be essential to the clarity of the text.

A. STACKING

"Stacking?" consists of placing different elements of the text above or below one another.

R eft Eue W
"the report on Western Europe"

W eft Eue W
"the report on Western Europe is an interesting document"

infst

infst

Fre Eue As US UK
"Since the French, US and UK delegations..."

Fre Eue As US suggestd UK
"Since the French, US and UK delegations have suggested...

Chrs Eue give new info statistics
"The chapters of the report which deal with economic situation in Europe offer additional information and new statistics"

"Superposition" in French (translator's note).
Word for word on the first line: Over the course of 1954, prices rose, although not to the same extent as income, thus the population's net income increased.

Having used Shift to give our notes a vertical layout on the page, noting the links is almost enough to give us an accurate and full version of the text.

*Shift means writing notes in the place on a lower line where they would have appeared had the text on the line above been repeated.*

The examples below show how notes would be positioned during interpretation, but have not been abbreviated.

"The report on the economic situation in Europe is a fine document which discusses some interesting topics":

\[ R_{ert} \text{ good} \]

\[ \text{Ec.Eur} \text{ discusses interesting topics} \]

"to understand the program, one must"

\[ \text{to understand the program} \]
\[ \text{one must} \]

"The effectiveness of the Social and Economic Council's efforts at solving....."

\[ \text{effectiveness efforts Ecosoc} \]
\[ \text{at solving.....} \]

"Thus in the Report and the Study we find a theoretical and practical analysis which will help in the adoption of......"

\[ tfe \]
\[ (in \ R_{ert} \text{ Study} ) \]

\[ \text{there is analysis theoretical} \]
\[ \text{practical} \]
\[ \text{which will help in the adoption of} \]

See also examples of Shift in part 3.
GENERAL PRINCIPLES

The consecutive interpreter should not use too many symbols. If each word is expressed by one symbol then you will end up with a page full of signs that have to be deciphered. The speech would have been reproduced by virtue of the words it contained and not the ideas. This would mean that during notation more effort would be expended “symbolizing” than analysing. The first rule of consecutive interpreting is that the real work must already have been done when you start reading back your notes: the text, its meaning and the links within it, must have been perfectly understood. Notes are there to do only two things:

1. to remind the interpreter at a glance of all the ideas in a given passage of a speech and the links between them, and
2. to facilitate a fluent and stylish interpretation (which again means that words must be given their contextual meaning rather than dictionary equivalent).

Reading back your notes should not be an exercise in deciphering; if that were so we might as well use shorthand. During note-reading we concentrate our attention on form, while during note-taking we focus on the sense.

The number of symbols must therefore be limited and they are used only for the major stages of reasoning and thought.

What are these major stages?

A thing is expressed, then this thing is given motion, a direction, and then it is placed, by establishing its relationship with something else. This gives us the three main families of symbols which we need to use:

A. The Symbols of Expression (4 symbols)
B. The Symbols of Motion (3 symbols)
C. The Symbols of Correspondence (6 symbols)

Having said this it would seem useful to have a number of symbols for concept words which recur most frequently. 7 would seem to suffice.

In total then there are 20 symbols, easy to understand, remember and use. Of the 20 only 10 are indispensable.

Lastly, as Jean Herbert notes in his Handbook, symbols denote only a general notion or direction: their exact meaning is determined by the context in which they appear.
A. The Symbols of Expression

There are 4 of these symbols. They denote the four main forms of expression: thought, speech, debate and judgement (favourable or unfavourable).

I. THOUGHT [;]

When we want to write what we think, we automatically write "this is what I think": . The natural choice for a symbol to denote thought is therefore the symbol [:]

Examples:
"My delegation believes that"
or simpler still, since the delegate is obviously speaking on behalf of his delegation:
or if we know which country the delegate represents (i.e. France):
The long introduction "I would give the UK delegation's view...." will become

This symbol denotes all the ideas derived from "to think" or "thought", the most common of which are: believe, hold that, consider.

Examples:
"The Austrian government considers these documents to be particularly useful"

"[In the Charter,] pursuit of higher living standards is considered to be [one of the foundation stones of international stability]"

II. SPEECH ["]

When we make quotations we place those words between inverted commas. The natural choice of symbol for speech is then ["].

Examples:
"My delegation would like to say something about the economic report"

III. DISCUSSION [〇]

This symbol represents a discus. You can use any symbol for this as this is not necessarily an obvious choice.

Example:
"The Social and Economic Council will now have to discuss the proposals made by the Soviet delegation"

This symbol is used to denote all ideas derived from "to discuss" and "discussion." The most frequent are, look at, deal with, debate.

Examples:
"This report deals with some important issues"

"The General Assembly at which the UK delegation's proposals were discussed"

IV. APPROVAL [OK]

This symbol denotes approval -- and when crossed through or preceded by no, disapproval. The symbol is self-explanatory. It expresses ideas derived from "to approve" and "approval," the most common of which are: to adopt, adoption, to support, support, to back, backing, to side with, to join, etc.
Examples:
“The UK delegation agrees with the statement made by the delegation from France”

“The discussion seems to indicate that the General Assembly is willing to adopt the proposals made by the 5th Commission.”

“The Economic and Social Council recommendations which have been approved by the General Assembly”

B. The Symbols of Motion

These three symbols are in fact just variations on a single one, an arrow, pointing in different directions depending on the context (see Jean Herbert, 1956: 45-46).

I. THE ARROW FOR DIRECTION (OR TRANSFER) →

This symbol, the horizontal arrow, denotes movement from A to B, communication, transfer and a trend to.

Its exact meaning is determined by the context but is always clear (see the various uses in the Part 3).

Examples:
“The chapters of the report which cover Western Europe offer us some new statistics”

“which caused serious problems”

“The report submitted to the General Assembly by the Committee”

“Payments to Eastern European countries”

The arrow may be also pointing to the left:

“The report has been presented to the General Assembly”

II. THE ARROW FOR INCREASE ↑

This symbol, an arrow pointing diagonally upwards, denotes increase, development, progress, etc. Its meaning is always clear and the word to be used depends strictly upon the context.

So we have:

- country’s development = a country’s development
- an increase in duties = an increase in duties
- scientific progress = scientific progress
- the patient’s recovery = the patient’s recovery
- a rise in salaries = a rise in salaries
- an improvement in the standard of living = an improvement in the standard of living
- inflation etc. = inflation etc.

Examples:
“...and thus by improving the state of its own economy Austria will be helping other countries to develop”

“Aid other countries by" 

“The rate of increase in imports is in line with the increase in the total volume of exports”

“We are trying to make as much progress as possible with our plans to kickstart the economy”

III. THE ARROW FOR DECREASE ↓

This symbol, an arrow pointing downwards, denotes decrease, decline, fall etc.

So we have:

- a drop in prices = a drop in prices
- a reduction in purchasing power = a reduction in purchasing power
- the fall of a civilization = the fall of a civilization
- a slow-down in business = a slow-down in business
Examples:
"The USSR disarmament plans which include a one-third reduction in weapons capacity and the armed forces..."
"...the reasons behind the fall in exports"
"developing countries"

These symbols of motion can be used to express more general ideas.
So we can note "The League of Nations Covenant, which failed, and the UN Charter which, it is hoped, will be successful....." in the following fashion:
\[\text{Covenant L of N (} \leftarrow \text{)}\]
\[\text{Ch' UN (hope } \rightarrow \text{)}\]
In the same fashion, "International tension, which has eased..." can be noted as,
\[\text{tension (} \leftarrow \text{)}\]

C. The Symbols of Correspondence

I. RELATION

Examples:
"...which have been tightly controlled since 1947"
"...which have been affected somewhat by a reduction in taxation"

II. EQUIVALENCE

Examples:
"...for countries like Austria"
"The increase in taxation is an absolute necessity"
"A fall in prices which reflects the improvement in the situation"

III. DIFFERENCE

Examples:
"The situation in Sweden cannot be compared to that in the Netherlands"

"There are serious differences between the US and Soviet Union proposals."

IV. FRAMING

Examples:
"The situation we are in..."
"The study is in line with the Secretariat's mandate"
"If we put the issue in context"

V. + and VI. −
The symbols + (plus) and − (minus) can be used in many situations.

To see how they are used in practice see the exercises in Part 3.

D. Symbols for Things

It is useful to have symbols for the following concept words. The symbols below correspond to those used in Part 3 but [they are arbitrary] and can be replaced by any other symbol.

Country, nation, national
International, abroad
Global, universal, world
Labour, work, action
Issue, problem (question)
Members, participants, we etc.
Trade, trade relations, etc.

These 20 symbols are easily enough to deal with any eventuality. Indeed, only the first 10 (:, , , OK, , , , = ) are absolutely essential.
1. The report on economic development in Europe is an excellent document which has been drafted with objectivity. It deals with a considerable number of issues which warrant our particular attention.

2. The Austrian government welcomes the ECE’s annual reports as it considers them documents of particular value to countries like Austria.

3. 1954 was a very good year for Western Europe and I will say more later about my country’s role in that success.

4. The chapters of the report which deal with Western Europe offer both new statistics and a very interesting look at regional developments.

5. At the last session, towards the end of my presentation on Austria’s great economic success of 1953, I said that there was a very good chance that productivity would increase in 1954, that domestic demand would rise and that production would continue to increase such that in improving its own economic situation Austria would be able to help other countries develop.
EXPLANATORY NOTES

This text does not pose any great problems.
For this first text we will look in detail at each group of notes.

1. Literally: Report on economic development Europe very good (good with circumflex) and objective, Report on development economic Europe discusses many (number underlined) questions particularly interesting (underlined twice).

   a) we use a circumflex to emphasize the word good rather than underlining it so as to avoid objective which might lead to confusion. When you have a vertical list use the circumflex instead of underlining to denote emphasis.
   b) we do not note “is a document.” This is self-evident and there is no difference between “the report is excellent and objective” and the original version.
   c) the symbol Ø (‘deals with’ therefore ‘discusses’) is indented and placed where it would have appeared had we repeated the subject [which was Ø EcEur].
   d) n° has been underlined (considerable) and ? (issue, problem, from the French ‘question’) is made plural, the expression “that are worthy of our particular attention” has been noted int (this is entirely faithful to the meaning of the original and will allow a more idiomatic interpretation into other languages).

2. Literally: Austria welcomes yearly reports ECE, Austria considers reports useful for countries like Austria.

   a) Keep A. as a subject for both the “Austrian government” and “the Austrian delegation,” etc.
   b) [this comment in the original refers only to the French version and has been withdrawn]
   c) the symbol : (thinks and therefore considers) is indented and placed where it would have appeared had we repeated the subject [which was A].
   d) we use a recall line to repeat the complement. (This is made easier by the application of the verticality system). The layout means we can clearly read the recall line to mean “The Austrian government considers the ECE annual reports.....”
   e) = A is straightforward (countries equal to Austria therefore countries like Austria), but do not forget to include a for before this to make the text clear.

3. Literally: 1954 for Western Europe, prosperous. I will speak role Austria in this prosperity.
   a) The comma after W.Eur makes clear it is an abbreviation.
   b) because we have indicated the tense of the symbol (‘was’ being I will speak) it is not necessary to note “later” as this now goes without saying.
   c) “my country” is replaced by A. (see also 2.a) and the layout, with its application of verticality makes it possible to use a recall line for “in that success.”

4. Literally: Chapters on Western Europe transmit (so make available etc.) more statistics and study very interesting on regional developments.

   a) See how balanced the equation is and how easy it is to read back. This is the result of an ordered regrouping of the various elements of the text.
   b) with int we see both possibilities for emphasizing an idea (underlining and the circumflex) but of course we should use only one or the other [in practice].
   [translator’s note: some English speakers may wish to invert the order of the symbols study int to better reflect English word order, thus int study, however the order here, taken from the original French version has the advantage that it shows us first the ‘what’ (the study) and then gives the attribute]
   c) in Real it is useful to include the s unless we note the plural as part of the adjective “regional” Real as might be possible in some languages, ie. the French could be Reals.

5. Literally: At the last Sma
   I “(end my “

       54
       A 53)

   so, by econ, A. aid
4. This is why we are monitoring carefully the expansion of our industrial capacity, which has lead to us making additional investment, particularly in the electricity sector and also in other energy sources.

5. Over the course of 1954, prices rose slightly, although not to the same extent as income, thus the population’s net income in Austria increased.

6. Proof is seen in increased savings – which in 1954 were 50% higher than in 1953.

7. With regard to foreign trade, we were in 1953 once again able to pay for our imports from export revenue.

8. In 1954 exports grew again by 20%.

9. As for imports a more liberal policy line has seen a marked increase, particularly in the third and fourth quarters.

10. Currency reserves reached their highest ever level in October 1954.

11. The fall that we have since seen can be attributed to a marked rise in imports and stronger domestic demand.

12. We believe that this fall, which will necessarily lead to a reduction in money supply, is justifiable and we think that after stocks are rebuilt and tourist traffic, which was worth 80 million $, begins to rise again in the summer we can expect things to balance out again.
13. Lastly, I would like to point out that although there was a significant reduction in taxation in 1954 and a deficit was forecast, our budget is balanced by a revenue increase of 20 million dollars which will become available for investment in the current year.

14. Also, the budget which has been passed for this year provides for further investments.

EXPLANATORY NOTES

From now on only things not seen above will be explained in these notes.

2. and 3. In these sections of notes verticalism allows us to use 2 recall lines (— and <).

5. Here we have an excellent example of the benefits of verticality and shift. The text has been thoroughly analysed and the meaning is clear. (Word for word it reads: Prices rose slightly, this slight rise was not equal to the rise in income, therefore net incomes in Austria rose).

7. A pay imports/exports. This is the first example of the symbol / (with, by, in relation to, etc. depending on the context)

8. exports → 20%. Exports continued to rise.

10. In the text the phrase, “reached their highest ever level” is the sort of expression which does not easily lend itself to notation. We must then reduce it to its basic meaning. Here we choose never = Oct 54 (never equal to) which gets the meaning across. Other solutions are also possible (either using a word or symbol). Try to work some out.

11. …d since = Literally: the reduction in currency reserves seen corresponds to. Verticality makes this simplification of the notes possible. The pictoral representation here is more precise than a full version of the original text. But don’t forget to note the past tense after : , which means that, if we want, we can omit the since.

13. Again here we can see the importance of the little words (due, never, than, since, who, we, lasty, the, for, and) which create the links between the various elements of the train of thought. The original text is more than 200 words: thanks to verticality and shift the notes (which are absolutely complete) comprise just 50 (abbreviated) a dozen or more of which are shorter words such as due, never, than, who etc.
8. This fundamental difference between the Leagues of Nations Covenant and the United Nations Charter has lent real effectiveness to the Committee's attempts to solve the problem of economic development in developing countries.

9. There is no need to discuss whether or not that which has been undertaken in pursuit of the Committee's aims is thanks to the work of any given country or individual.

10. Progress globally in this field is almost always the result of factors that go beyond the initiative of one country or individual.

11. There can be no doubt, though, that the United States role has had a considerable impact on progress in this area.

12. Although the idea of technical assistance had been planned for explicitly in the Charter, and although the General Assembly has discussed the matter at a number of successive sessions, it was the speech made by President Truman in 1948, which gave the impetus necessary to take things onto a more practical level.

EXPLANATORY NOTES

1. "We have spoken" is noted Ms " (the members said). Wherever possible mark and position the subject of a clause clearly. This is one of the essential elements of analysis.

2."...then we must look a little further back in history" has been noted by adapting the arrow of motion ⇒. All motion can be noted using arrows, with or without modification. The exact meaning will always depend on the context.

3. Rozan uses French word order in his notes and this is repeated above. The English notes might be Ṣ ← b Both French (Ṣ ← b) and English (Ṣ ← b) word order are potentially confusing, one solution is to note the qualifier (developing) very near to its noun, and the other further away, i.e. Ṣ ← b

5. Since the Covenant and the Charter are obviously those of the League of Nations and the UN it is no longer necessary to note these words, although they should be mentioned during the interpretation. When there is no risk of changing the meaning, one should note phonetically or by abbreviations.

6. Sometimes it is useful to use Ṣ i.e. rather than Ṣ. Look at the way in which the idea has been analysed and ordered [in the notes].

9. 10. In these two sections of the notes we have used recall arrows. Memory should help (to some limited extent) to recall the exact wording. Consider what the notes would have looked like had we not used the recall arrows.

11."...on progress in this area" has been noted [Ṣ ← b]. This is another example of the various uses of the symbol for framing.

12. "it was the speech made by President Truman in 1948 which gave the impetus necessary to take things onto a more practical level." is noted here:

is Ṣ Pres Truman 48 ⇒ Ṣ be Ṣ

Literally: is speech President Truman in 1948 which lead to question being studied at a more practical level. The sense has not been changed, but the note-taking is simplified by the addition after the motion arrow (⇒) of the thing to which it refers, namely Ṣ (the issue). It remains then only to mention what referred to Ṣ.
1. The Swedish Delegation wants to join previous speakers who have expressed their gratitude to the Secretariat for the excellent survey of economic conditions in Europe.

2. As in previous years, this study does not only give this Commission a valuable basis for its discussions but provides Governments, economists and other readers in the different countries a wealth of useful material.

3. If you will allow me, Mr Chairman, I will start with some comments on the economic development in Sweden, turning later to problems of a more general nature.

4. As in most of the countries here represented, 1954 has been a prosperous year for Sweden.

5. There has been a considerable increase in production.

6. Both for production in manufacturing industry and for total production measured by the gross national product, the increase has been about 5%.

7. It is true that the rise in production has been higher in some other countries.

8. But in comparing the figures for various countries, the fact should be kept in mind that since 1951 our resources have been fully utilized.

---

**EXPLANATORY NOTES**

This text is difficult in as far as it contains very few linking words or redundancies. We must, therefore, take relatively full notes.

With a text like this it is particularly important to automatically summarize [what is heard]. "Telescoping" should be used as often as possible.

For example:

1. "The Swedish Delegation wants to join previous speakers who have expressed their gratitude..." will be noted as *Sw too thanks*. The use of too makes the sense entirely clear.

3. "If you will allow me, Mr Chairman, I will start with some comments..." will be noted as 1st 1", then.

8. By using a straightforward style we can "telescope" our notes without compromising accuracy. So the longish sentence "But in comparing the figures for various countries, the fact should be kept in mind that since the war our resources have been fully utilized..." will become *But in: Sw / / (verticality allows the use of a recall arrow here for „compared to other countries”) be *4. our resces used*. Word for word we get: but in considering Sweden compared to other countries, we must consider that our resources are being used fully.

Note that once again we never sacrifice the beginning of an idea. This makes it possible always to create a link between the different ideas. We abbreviate only after the first few words.

Again here the shorter words are crucial (too, good, ex, 1st, then, here, for, true, in, but, be, our, etc.). It is these words that make the text clear.
1. We have had no unemployment to draw on for an increase in the labour force, nor any unused capacity in any more important field.

2. Furthermore, the population in working ages is increasing only slowly. Increases in production have therefore to be accounted for by rising productivity. Finally the level of production and productivity in our country is already rather high.

3. The most dynamic forces in the short run development in Sweden in 1954 have been a recovery in exports, an increase in domestic investment demand and a sharp rise in the purchases of some consumer durables, particularly motor cars.

4. With regard to exports, the increase has of course been influenced by the general boom in Western Europe as well as by the increased purchases by a number of raw material producing countries overseas.

5. For forestry products – timber, pulp and paper – the recovery has to some extent been a cyclical upswing after the slack in 1952 and 1953, so ably analysed in the Survey before us.

6. For engineering products there has been an expansion in exports parallel to what has been experienced by other West European countries.

7. This expansion seems to contradict the view that is current in some circles and even hinted at in the Survey, that Swedish exports in this field have been hampered by domestic inflation of the cost level, which is said to have made Swedish industry less competitive.

EXPLANATORY NOTES

This page offers a striking example of the value of upward and downward pointing arrows as symbols.

Without referring to the written text propose a word for each of the arrows in exercises below. Write the translations in the spaces provided.

1. Sweden has no unemployment to draw on for an in the labour force
2. The population in working ages is only slowly the level of production and productivity in our country is already
3. The most dynamic forces in the short run in Sweden in 1954 have been a in exports.
4. An in domestic investment demand...and a in the purchases of durables
5. A cyclical...
6. After the in 1952 and 1953
7. There has also been an in exports or (not from the text) the great American
8. The which followed the outbreak of war in Korea
With regard to investment demand, the expansion of construction of new dwellings and of public investments in various fields, including hydroelectric power stations, road building, etc., has continued the rise from previous years.

At the same time private investments have recovered from a minor setback in 1952 and 1953. Such investments as well as the purchases of motor cars may have been influenced by certain reduction of taxation but this element must not be exaggerated.

The expansion in 1954 has taken place without upsetting the general balance in the Swedish economy.

Prices have been remarkably stable and current payments with other countries have been practically in balance. Imports, which meet with little obstacles in the way of restrictions and tariffs, have increased in step with the expansion of exports. Conditions prevailing in the field of international payments have made it possible for Sweden to go far in liberalizing imports also from dollar countries, imports from which have been strictly controlled since 1947. So much for the past.

As to investment demand,

- new dwele

- public inv

- sectors

- (energy, hyd., roads, etc.)

In +,

priv. inv, after 52, 53

Invest influenced by taxes

Car buys but not exaggerated

54 not upset balance Sw Ec.

Prices stable

Pay $ ≠ □ balanced

Imports = exports

(few restric-tions

tariffs)

allow Sw liberalize imports $ □

(control since 47)

so much for past

The notes taken here are too full. Note below how the speech can be summarized. Look carefully at the way in which the speech has been contracted. The 650 or so words of the original have been reduced to 65, without error or ambiguity. It is the layout on the page that makes this possible. You will also need to use your memory a little.

Sw thanks Sw

Survey → com base □

govt.

econ., material

1st, 1 "

econ Sw

then, $s + g^al

54 prosper Sw

□ Prod (manufact Ind

total /□ prod t = 5% )

+ in □ but Sw use res-

(since war)

(no unemp for lab force

all capacity used

pop^m w age □)

So □ Prod = □ Prod

(already high in Sw )
Forces in $\Rightarrow$ 54

$\Rightarrow$ sports

$\square$ invest$^t$ demand
durables (cars)

$\Rightarrow$ sports influenced / boom W Eur

$\square$ buy (prod$^{res}$ raw m)

forestry = cycl. (after $\Leftarrow$ 52, 53)

(Survey:)

$\Rightarrow$ deny $\neg$ that Sw sports hamp$^{rd}$ / $\Rightarrow$ costs

so $\square$ - compet$^c$

invest$^t$ demand $\Rightarrow$ $\Rightarrow$

(by $\Rightarrow$ dwel$^{res}$

inv$^t$ hydro
roads, etc.)

$\Rightarrow$ priv $\Rightarrow$ (after $\Leftarrow$ 52, 53)

Invest$^t$ influenced / $\Leftarrow$ taxes

Car buys

$\Rightarrow$ 54 not upset Sw Ec.

Prices stable and Pay$^{mu}$ = $d$

$\Rightarrow$ imports = $\Rightarrow$ sports

$\square$ $\Rightarrow$ liberal$^{m}$

(controls since 47)
1. President/Chairman, my Delegation\textsuperscript{a} regards the regular review of the world economic situation conducted by the Economic and Social Council pursuant to resolution 118 (II) as particularly useful.

2. We are also pleased to see that the studies drawn up by the Secretary-General pinpoint exactly the field he was asked to examine and are in every respect of the highest quality.

3. The analysis of the problems posed by international trade is of particular interest to us.

4. Both the Introduction to the World Economic Report and the monographic study entitled The Liberalisation of International Trade present a clear theoretical and practical analysis of the situation, which will doubtless help us take more appropriate steps to address these problems.

5. We should like to highlight the assertion in the World Economic Report that, whilst international trade and the promotion thereof is of benefit to all countries, for some it is indeed vital.

6. That assertion applies not only to Venezuela but also to the majority of countries in Latin America. That is why our countries are deeply committed to tackling the problems facing international trade.

\textsuperscript{a} V stands for Venezuela (translator's note).

---

7. Indeed, it is chiefly by increasing their external trade and maintaining fair trading relations for their exports that the countries in our region can press ahead with their economic development plans and their attempts to improve living standards for their people.

8. There are few areas of international affairs in which the interests of all nations coincide to a greater degree.

9. The economic fate of those countries which remain undeveloped casts a long shadow over the economic life of the rest of the world; prosperity for them means prosperity for all.

10. The World Economic Report openly acknowledges this fact and states that one of the reasons why in the pre-war years international trade, though balanced, was flawed, lay in the consistently meagre revenue of many underdeveloped countries and the virtual stagnation affecting them.

11. There is no need to elaborate much further on this issue, since it is a principle now reflected in all contemporary analyses of international trade.

12. Even in a far more controversial sphere such as that of the industrialisation of the underdeveloped nations, it is fully accepted that this process is of benefit to all countries – including those that are most developed – insofar as it opens up new markets for their products as the standard of living of the people living in those vast areas increases.
EXPLANATORY NOTES

Note the different ways in which arrows are used.

1. ($\rightarrow$ 118 II) pursuant to resolution 118 (II):

2. that the studies drawn up by the Secretary-General pinpoint exactly the field he was asked to examine: studies SG $\rightarrow$ field $\rightarrow$ SG
   By repeating SG, in what we call the direct style, notes are greatly simplified.

Note the different ways in which emphasis is denoted.

1. My Delegation regards (...) as particularly useful: useful

2. and are in every respect of the highest quality: good

3. is of particular interest to us: $\text{in\#}$

4. a clear... analysis of the situation, which will doubtless help us take more appropriate steps...: analysis

5. the assertion: "$\

Note the position on the page in the following examples:

4. Both the Introduction... and the... study... present a clear theoretical and practical analysis:

$$
\text{tfe in} \quad \text{introd}\text{m}
\text{study}
\text{there is analysis}\text{ theoretical}
\text{practical}
$$

5. (the assertion) in the... Report that... international trade and the promotion thereof is of benefit to all countries:

$$
\text{that} \quad \text{X} \text{ Tr} \text{ in\# all} \quad \text{X}
$$

It is always worth making the idea clear in your notes, particularly if this makes them more straightforward.

6. So for "not only to Venezuela but also to the majority of countries in Latin America," we note:

$$
\text{for} \quad \text{V most}\text{ \square} \text{ Lat. Am.}
$$

This is both more straightforward and highlights the idea for when we read back our notes.

10. So for "states that one of the reasons why in the pre-war years international trade... was flawed" we note:

$$
[" I reason prewar Tr no OK]
$$

Note the use of framing:

11. it is a principle now reflected in all... analyses $\cos\text{ principle all [analyses]}

In the abbreviated notes we can see an extension of the use of this symbol. The phrase, "We are also pleased to see that the studies drawn up by the Secretary-General pinpoint exactly the field he was asked to examine" is noted: studies [SG]. This encompasses both ideas at once and is easily reconstituted with a little help from our memory.

The 40 words below, if correctly positioned on the page, can help flawlessly reproduce the 420 words of the speech.

$$
\begin{align*}
V: & \quad \text{useful review} \\
W: & \quad \text{ec}
\text{studies [SG] good} \\
\text{in\# analyses} & \quad \text{X Tr}
\end{align*}
$$
Tfe (in 2 doc → us)
there is analysis aid OK steps

V stress " Rort
W ec
that Tr int all □, vital for some

is true / V
/ □ Lat. Am. (so int)
Tr

Indeed is by | Tr
fair Tr relations =
that Lat. Am. △ plans | ec
sord living

Few fields where + = / ints ≠ □

ec □ % shadow (prosp = )
≠ □

This admitted / W ec Rort
all analyses
Tr

Even / industr □ % is: d good for all □
( △ markets for xports )

TEXT 5

Make notes from the text below and compare them with the model on pages 59-60.

1. When I asked the Chairman to include my name on the list of those wishing to take the floor in this discussion on the Report which the Commission is to submit to the Security Council, I was unaware that new proposals would have been put to the Commission.

2. I simply wanted to offer my support to this most concise and objective report that has been presented to us. In addition I had wanted to follow the example of some of my colleagues in analysing the work already carried out, the results obtained and the prospects for the future.

3. It appears now, though, that any such analysis would be pointless as the delegates from the United Kingdom, the United States and France have just jointly put forward a number of new proposals.

4. In fact I had intended to suggest that the main reason for the failure of our work – apart from the serious issue of a complete lack of progress on the political front – is that there exists no substantive and detailed plan for arms reduction or reduction in armed forces, for a ban on nuclear weapons or for monitoring of the implementation of any such measures internationally, with the exception of those plans that we have been discussing over the last four to five years.

5. Consequently we are very pleased to see a new proposal on the table, all the more so as it comes from three large Powers, and it gives us great hope.
6. These proposals seem to me, in principle, to be very useful. Speaking at the Committee I meeting on the 13th of this month I talked of the vicious circle in which we are trapped and suggested that the simplest thing to do would be to move on to look at other issues. Explicitly I mentioned paragraph 6 of General Assembly resolution 502 (VI) which calls on the Commission to establish how overall limits and restrictions for all armed forces and arms might be calculated and set.

7. In the comments they have just made and indeed in the text of the document they have submitted to us the representatives of the United Kingdom, the United States and France have shown that the plan they propose aims precisely at implementing the provisions of article 6 that I spoke of a moment ago. This is a paragraph which, I believe, needs to be studied in advance given the deadlocks we have seen in the other sets of plans.

8. It is my view that we should study the new plan in more detail. I feel, as does the representative of the United Kingdom, that we could put this plan to Committee I so that it might consider it together with the Soviet Union’s proposal for a one-third reduction in arms and armed forces.

---

Final Exercises

a) Compare your notes from the previous few pages with the model below. Note the points where you have not analysed the text well.
b) Make a page of written comments on this model. Try to simplify it, by “telescoping” or deleting everything that is not absolutely essential.
c) Take notes again on the text above, keeping in mind the corrections you made to your original notes. Correct this new set of notes (for layout, verticality etc.) until you are sure that you cannot improve on them.
d) Read your notes through several times until you can read them back with total fluency. Change the vocabulary you use each time, particularly for the link words, without changing the meaning of the text.

1. When I ask

\[ R^\text{ord} C^\text{om} \rightarrow S^\text{t} C, \]

I no kno new prop^als \[ \rightarrow_{d} C^\text{om} \]

---

2. I want^d OK \[ R^\text{ord} \rightarrow \text{us} \]

(concise objective)

analyse \[ \text{w done} \]

(= some Ms) results prospects

---

3. I:\ now no useful,

UK since \[ \text{USA} \rightarrow \text{new prop^als} \]

Fr
4. In fact,
I want to reason why our will fail
(+, no ➔ political)
is no plan

\[ \not \exists \text{ arms} \]
forces prohibit control
except plans we:
(last 4, 5 years)

5. Is why glad new proposals ➔ by Big 3 W
which ➔ new hope

6. New proposals useful in principle (I:)

When I "vicious circle [we],
(C"œ 1 – 13)
I "+ simple be to: other ?s
tf para 6 / Res 502 (6) GA
(➔ Cœm +r how calculate
fix limits restrictions
all armed f arms)

7. By their "
text proposals
3 Big W show their aims ➔ para 6
(a para I: be +d 1st,
given deadlock
≠ plans)

8. So, I: we: plan
I: we ➔ Cœ 1/ proposals USSR
(= UK) 1/3 \( \not \exists \) armed f arms

---

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TRANSLATORS AND INTERPRETERS

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FRENCH
GERMAN
ITALIAN
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