

主编：刘世昌 何玲梅

M

现代英语口语译

Modern
English
Interpreting



气象出版社

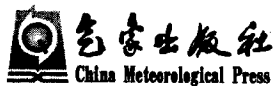
China Meteorological Press

高等学校教材

现代英语口语译

Modern English Interpreting

主 编：刘世昌 何玲梅



内容简介

《现代英语口语译》由十个话题所组成的单元构成:社会发展、科学技术、国计民生、环境保护、财政与经济改革、文化与旅游、餐饮服务、商务贸易、国际关系与外交政策、军事与法制;每一单元包括口译理论的研究、口译技巧的介绍、口译训练、口译考试实训四个部分;所有材料都有英语国家专家的真实而标准的录音,便于学生训练与模仿。

本书最突出的特点是螺旋式结构教材编写模式贯穿每个章节,即对某一个概念的讲解从形象到抽象,从简单到复杂,从个别现象的描述到对一类现象的一般描述,随着学生认识的发展,加深对概念的阐述;其次,按“简单—复杂”这一维度组成一个“层级”系统,该“层级”中较高层的学习必须以较低层次的学习为基础,这样既兼顾高低层次学生的学习需要又能激发他们的学习热情;另外,本书在吸收前人研究经验的基础上,不仅选用与时俱进的口译实战材料,而且对口译理论、口译技巧更是进行了系统的阐述。

图书在版编目(CIP)数据

现代英语口语译/刘世昌,何玲梅主编. —北京:气象出版社,2008. 12

ISBN 978-7-5029-4662-3

I. 现… II. ①刘…②何… III. 英语-口译 IV. H315.9

中国版本图书馆 CIP 数据核字(2008)第 202974 号

Modern English Interpreting

现代英语口语译

刘世昌 何玲梅 主编

出版发行:气象出版社

地址:北京市海淀区中关村南大街 46 号

总编室:010-68407112

网址: <http://www.cmp.cma.gov.cn>

责任编辑:王元庆

责任校对:李芸

封面设计:王伟

印刷:北京昌平环球印刷厂

开本:720 mm×960 mm 1/16

字数:330 千字

版次:2008 年 12 月第 1 版

邮政编码:100081

发行部:010-68409198

E-mail: qxcbs@263.net

终审:周诗健

责任技编:吴庭芳

印张:17

印次:2008 年 12 月第 1 次印刷

定价:39.80 元(本书附赠 1 张光盘)

本书如存在文字不清、漏印以及缺页、倒页、脱页等,请与本社发行部联系调换

Preface to the Publication

Modern English Interpreting is compiled both for researchers' critical reference and it's for selective or preferential application on the part of university teachers and learners of interpreting and translation. With the characteristic of spirality, it helps to efficiently develop students' cognition: organizing explanations and tasks from the simple to the complex and planning the description of issues for discussion from the specific to the general. The simple-to-complex organization forms a "level" system, where the intermediate level of knowledge is based on the elementary and this helps both advanced learners and slower learners of the subject of interpreting to maintain their academic enthusiasm. The book, on the basis of others' researches, has not only selected abreast of the times interpreting materials for practice but also systematically expounded interpreting theories and technical issues for better understanding and practice.

The materials used in the book are accompanied with native American and British voice recordings in MP3 (for contact: xdyky@126.com) so as to help students imitate for linguistic progress. The selection of course-materials focuses on the healthy development of students' world outlook besides the improvement of their work and learning styles. The choosing of classical works is based on the necessity of students' need for the bridging of the gap between western and Chinese cultures. In the organization of the materials in the book is the concentration on the essentials for the development of interpreters' intellectual, emotional, social and moral cognition.

Guided by the SCTPPP approach of "student-centered, computer-

assisted, task-based presentation, practice and production”, the book pays special attention to the applicability and practicality of contemporary society on the part of majors of English, and gives prominence to students’ subjective participation in the course of learning, the essence of the information age as well as the strengthening of students’ sense of task, on the basis of which they have their own motivations realized.

The book, before coming out, with its successful applications in ex-campus interpreting training programs, was used at Changsha University, where teachers say that the book is practical for skill development and functional for theoretical advancement. And the students’ response is that when using the materials in class they feel that they are doing well in learning English interpreting.

Modern English Interpreting consists of ten units, discussing social development, science and technology, national well-being and people’s livelihood, environmental protection, financial and economic reform, culture and tourism, catering services, business and trade affairs, foreign policy and international relations, warfare and legal system. Each of the units is made up of three parts: preparation (including theoretical studies, interpreting skills), interpreting-centered activities including first things first, practice and progress), and certificate-oriented practice (including words and expressions, spot dictation and developing skills). The exercises are so organized that students may use them for previewing and reviewing very much at ease.

Acknowledgements are many. Otherwise, the book would not so much in time have come out as an accomplishment of an academic endeavor. Without many an encouragement from Professors ZHANG Meigang, FAN Changrong and LIU Chaoxian, progress in the compiling of the book might have been much slower. Contributors to

the compiling of the book include professors and experts from Changsha University, Hunan Vocational College of Foreign Languages, Hunan First Normal University, and Changsha University of Science and Technology, namely LIU Shichang, HE Lingmei, XIA Juefeng, CAO Yaoping, WANG Hui, Robert Prater and Adrain Lee Oliver, Jenevere Foreman, HE Wei'an, FANG Jing, CAO Zhixi, HU Zhijun, WANG Li and ZHANG Jin. Also, numerous resources, both in and outside China, have come to the book's aid, but only a very small number of authors have been mentioned in the bibliography as time and space is too limited. So much is owed to these people and organizations as well as many others that their contributions will always be very much appreciated by compilers and readers as well.

LIU Shichang
HE Lingmei
2008-12-30

Contents

Unit 1	Social Development	(1)
Part 1	Preparation	(1)
1.1	Theoretical Studies	(1)
1.2	Interpreting Skills	(3)
Part 2	Interpreting-Centered Activities	(4)
2.1	First Things First	(4)
2.2	Practice and Progress	(9)
Part 3	Certificate-Oriented Practice	(14)
3.1	Words and Expressions	(14)
3.2	Spot Dictation	(17)
3.3	Developing Skills	(19)
Unit 2	Science and Technology	(24)
Part 1	Preparation	(24)
1.1	Theoretical Studies	(24)
1.2	Interpreting Skills	(26)
Part 2	Interpreting-Centered Activities	(27)
2.1	First Things First	(27)
2.2	Practice and Progress	(31)
Part 3	Certificate-Oriented Practice	(35)
3.1	Words and Expressions	(35)
3.2	Spot Dictation	(39)
3.3	Developing Skills	(41)
Unit 3	National Well Being and People's Livelihood	(47)
Part 1	Preparation	(47)
1.1	Theoretical Studies	(47)
1.2	Interpreting Skills	(50)

Part 2	Interpreting-Centered Activities	(51)
2.1	First Things First	(51)
2.2	Practice and Progress	(55)
Part 3	Certificate-Oriented Practice	(61)
3.1	Words and Expressions	(61)
3.2	Spot Dictation	(64)
3.3	Developing Skills	(66)
Unit 4	Environment Protection	(73)
Part 1	Preparation	(73)
1.1	Theoretical Studies	(73)
1.2	Interpreting Skills	(75)
Part 2	Interpreting-Centered Activities	(76)
2.1	First Things First	(76)
2.2	Practice and Progress	(82)
Part 3	Certificate-Oriented Practice	(86)
3.1	Words and Expressions	(86)
3.2	Spot Dictation	(90)
3.3	Developing Skills	(92)
Unit 5	Financial and Economic Reform	(97)
Part 1	Preparation	(97)
1.1	Theoretical Studies	(97)
1.2	Interpreting Skills	(99)
Part 2	Interpreting-Centered Activities	(101)
2.1	First Things First	(101)
2.2	Practice and Progress	(105)
Part 3	Certificate-Oriented Practice	(109)
3.1	Words and Expressions	(109)
3.2	Spot Dictation	(112)
3.3	Developing Skills	(114)
Unit 6	Culture and Tourism	(120)

Part 1	Preparation	(120)
1.1	Theoretical Studies	(120)
1.2	Interpreting Skills	(122)
Part 2	Interpreting-Centered Activities	(124)
2.1	First Things First	(124)
2.2	Practice and Progress	(129)
Part 3	Certificate-Oriented Practice	(132)
3.1	Words and Expressions	(132)
3.2	Spot Dictation	(136)
3.3	Developing Skills	(137)
Unit 7	Catering Service	(146)
Part 1	Preparation	(146)
1.1	Theoretical Studies	(146)
1.2	Interpreting Skills	(147)
Part 2	Interpreting-Centered Activities	(150)
2.1	First Things First	(150)
2.2	Practice and Progress	(155)
Part 3	Certificate-Oriented Practice	(159)
3.1	Words and Expressions	(159)
3.2	Spot Dictation	(162)
3.3	Developing Skills	(164)
Unit 8	Business and Trade Affairs	(171)
Part 1	Preparation	(171)
1.1	Theoretical Studies	(171)
1.2	Interpreting Skills	(173)
Part 2	Interpreting-Centered Activities	(174)
2.1	First Things First	(174)
2.2	Practice and Progress	(180)
Part 3	Certificate-Oriented Practice	(186)
3.1	Words and Expressions	(186)

3.2	Spot Dictation	(190)
3.3	Developing Skills	(192)
Unit 9	Foreign Policy and International Relations	(198)
Part 1	Preparation	(198)
1.1	Theoretical Studies	(198)
1.2	Interpreting Skills	(199)
Part 2	Interpreting-Centered Activities	(201)
2.1	First Things First	(201)
2.2	Practice and Progress	(205)
Part 3	Certificate-Oriented Practice	(209)
3.1	Words and Expressions	(209)
3.2	Spot Dictation	(213)
3.3	Developing Skills	(215)
Unit 10	Warfare and Legal System	(224)
Part 1	Preparation	(224)
1.1	Theoretical Studies	(224)
1.2	Interpreting Skills	(226)
Part 2	Interpreting-Centered Activities	(228)
2.1	First Things First	(228)
2.2	Practice and Progress	(234)
Part 3	Certificate-Oriented Practice	(242)
3.1	Words and Expressions	(242)
3.2	Spot Dictation	(245)
3.3	Developing Skills	(247)
Bibliography		(256)
附录:1. 中、美、英三国军衔对照		
	(Ranks in the Chinese, US and UK Armed Forces)	(258)
2. 美三国总统办事机构及政府各部		
	(U. S. Institutions and Cabinet Department)	(260)

Unit 1 Social Development

Part 1 Preparation

1.1 Theoretical Studies

Interpreting is a term used to refer to the oral translation of a spoken message or text. Although the terms *translation* and *interpretation* are used interchangeably in everyday speech, they vary greatly in meaning. Both referring to the transference of meaning between two languages, however, “translation” refers to the transference of meaning from text to text—usually written, recorded, or sign language—with time and access to resources such as dictionaries, glossaries, *et cetera*. There is a very high standard of accuracy demanded for translation. On the other hand, interpreting usually occurs “on the spot”, with the clients present, dealing with utterances, though the source language may be a text. It also differs from translation in the following important respects. Firstly, the communication skills which it requires are clearly different, as interpreters need to be expert oral communicators. Secondly, while translators often have relatively unlimited opportunity to make alterations and improvements before submitting a final version, interpreters are required to create a finished product in “real time” without the possibility of going back and making revisions; in other words, interpreting, unlike written translation, is both non-correctable

and non-verifiable. Thirdly, interpreters must ensure that any background knowledge which they are likely to need has been acquired in advance; seeking colleagues' advice or consulting reference works is not generally possible during the actual process of interpreting. Fourthly, interpreters are "performers" who are constantly making split-second decisions and taking communicative risks; consequently they typically experience higher stress levels while "on the job" than most translators (Gile 1995).

Interpreting or interpretation is the intellectual activity that consists of facilitating oral or sign language communication, either simultaneously or consecutively, between two or among three or more speakers who are not speaking, or signing, the same language. Note that the words *interpreting* and *interpretation* both can be used to refer to this activity, the word *interpreting* is commonly used in the profession and in the translation studies field in avoiding the other meanings of the word *interpretation*. The word *interpreter* refers to the practitioner who orally translates for parties conversing in different languages or in sign language. Interpreters must convey not only all elements of meaning, but also the intentions and feelings of the original, source language speaker. In fact, the end result is an intermediate stage of spoken communication, which aims to allowing target language listeners to hear, perceive, and experience the message in a way that is as close as possible to the experience of those who understand the original, source language. A common misconception, by the general public, is that interpreters must deliver "verbatim", i. e. word-by-word renditions of what is said in the source language in order to be accurate. This misconception usually is held by monolingual speakers, and, occasionally, self-described bilingual persons. The truth, however, is that, if one were to attempt a "word-by-word"

translation of a sentence, regardless of the listener's understanding, the end result usually would be unintelligible.

1.2 Interpreting Skills

Note-taking is one of the key procedures in formal interpreting, which makes up the deficiency of the short-term memory and resistance to ensure the accuracy of the version unaffected with the lengthy speech of the interlocutor. As is pointed out, the short-term memory store has limited capacity. People's short-term memory spans—the amount of information they can immediately recall correctly 50 percent of the time—vary. Although some interpreters may have greater memory span than others, yet the basic principle holds true: At any moment, we can process only a very limited amount of information (Myers 1999).

Notes of interpreting are a shorthand system which, based on a general principle, develops with much individuality. Some symbols and abbreviations are often used in note-taking, for example, S = sum, f = frequency, cp = compare, e. g. = example, dept = department, pol = politics, dem = democracy, lib = liberal, cap = capitalism, etc. Sometimes, if a term, phrase, or name is written out in full during the lecture, substitute initials whenever the term, phrase, or name is used again. For example, Center for Aerospace Sciences becomes CAS thereafter. Interpreters frequently create their own set of abbreviations and symbols, as they wish to develop separate sets of symbols and abbreviations for different courses or subjects for their own convenience. For instance, as a result of / consequences of “ \longleftrightarrow ”, resulting in “ \rightarrow ”, and / also “+”, equal to / same as “=”, following “ff”, most importantly “*”, less than “<”, greater than “>”, especially “esp/”, etc.

Part 2 Interpreting-Centered Activities

2.1 First Things First

(A)

Read and interpret the following passage from English into Chinese:



There are estimated to be more than 20 000 overseas domestic servants working in Britain (the exact figure is not known because the Home Office, the government department that deals with this, does not keep statistics). Usually, they have been brought over by foreign businessmen, diplomats or Britons returning from abroad. Of these 20 000, just under 2 000 are being exploited and abused by their employers, according to a London-based campaigning group which helps overseas servants working in Britain. The abuse can take several forms. Often the domestics are not allowed to go out, and they do not receive any payment. They can be physically, sexually and psychologically abused. And they can have their passports removed, making leaving or “escaping” virtually impossible.



The sad condition of women working as domestics around the world received much media attention earlier this year in several highly publicized cases. In one of them, a Filipino maid was executed in Singapore after being convicted of murder, despite protests from various quarters that her guilt had not been adequately established. Groups like Anti-Slavery International say other, less dramatic, cases are equally deserving of attention, such as that of Lydia Garcia, a Filipino maid working in London: "I was hired by a Saudi diplomat directly from the Philippines to work in London in 1989. I was supposed to be paid £120 but I never received that amount. They always threatened that they would send me back to my country."

Then there is the case of Kumari from Sri Lanka. The main breadwinner in her family, she used to work for a very low wage at a tea factory in Sri Lanka. Because she found it difficult to feed her four children, she accepted a job working as a domestic in London. She says she felt like a prisoner at the London house where she worked: "No days off-ever, no breaks at all, no proper food. I didn't have my own room; I slept on a shelf with a space of only three feet above me. I wasn't allowed to talk to anybody. I wasn't even allowed to open the window. My employers always threatened



to report me to the Home Office or the police.”

At the end of 1994 the British Government introduced new measures to help protect domestic workers from abuse by their employers. This included increasing the minimum age of employees to 18, getting employees to read and understand an advice leaflet, getting employers to agree to provide adequate maintenance and conditions, and to put in writing the main terms and conditions of the job of which the employees should see a copy.

However, many people doubt whether this will successfully reduce the incidence of abuse. For the main problem facing overseas maids and domestics who try to complain about cruel living and working conditions is that they do not have independent immigrant status and so cannot change employer. They are allowed in the United Kingdom under a special concession in the immigration rules which allows foreigners to bring domestic staff with them. So if they do complain, they risk being deported. Allowing domestic workers the freedom to seek the same type of work but with a different employer, if they so choose,

is what groups like Anti-Slavery International are campaigning the Government for. It is, they say, the right to change employers which distinguishes employment from slavery.



(The following script is provided for reference only and for improvement if possible.) 据估计,在英国工作的外籍家庭佣人有两万多人。通常,他们是被外国商人、外交官和从国外归来的英国人带来的。据某个设在伦敦帮助英国外籍佣人的组织说,两万名佣人中有近两千人被他们的雇主剥削、虐待。虐待有多种形式:家仆常不许外出或得不到工钱;有的家仆还受到肉体、性或精神方面的虐待;还有的护照被没收,这样他们走也走不了,逃也逃不掉。

今年早些时候引起大众高度注意的事件中,全世界女佣的悲惨状况得到了媒体的注意。其中一件是,一个菲律宾女佣在被判谋杀罪后,在各方面抗议她的罪行尚未得到充分证实之前,就在新加坡被处决。一些组织如“反奴役国际”称还有一些案件虽然没有菲律宾女佣案那么荒唐,也同样值得关注。如在伦敦做事的非籍女佣迪亚加西亚一案:“1989年一个沙特外交官直接把我从菲律宾雇到伦敦工作。说是一个月120镑,但我从没有拿过那么多。他们还经常吓唬我,说要把我送回国去。”

此外,还有来自斯里兰卡的库马里事件。她家主要靠她赚钱维持生计,她曾在斯里兰卡一家茶场挣一份微薄的工资。她发现很难养活她的四个孩子,就接受了在伦敦做佣人的工作。她说在伦敦那所她工作的房子里感觉像个囚犯。“不放假,也不让休息,连一口像样的饭也吃不上。而且我没有自己的房间,让我睡在壁橱的隔板上,躺上去,身子离上面的隔板只有三尺来高,还不容许我跟别人说话,连窗户也不让开。雇主动不动就吓唬说要向内政部或警察局告我的状。”

1994年末英国政府采取了新措施,保护家佣不再受雇主的欺负。其中包括把被雇佣者年龄提高到18岁,让被雇佣者阅读并理解一份宣传材料,让雇主同意提供适当的生活费用和条件,并把工作的主要条款和条件