

高职高专商务英语实践系列教材

Business Interpreting

教师用书

商务现场口译



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总主编：徐小贞

主 编：赵敏懿 刘建珠



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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前言

随着经济活动日趋全球化,中国的国际地位日益提高,不同经济、政治、文化背景的交往空前广泛,国际间多层面、多目标、多方式的交流也非常活跃,商务现场口译人才在国际交往和交流中的作用日趋重要。今天,我国对外开放正在不断地向更深、更广的领域拓展,这些趋势都对商务英语人才的素质提出了更高的要求,对商务英语的专业教学提出了更严峻的挑战。我们迫切需要培养一大批既通晓商务知识,熟悉国际商务环境,善于跨文化交际,又掌握口译技巧的商务口译人才。《商务现场口译》旨在为全国的经贸发展培养出更多合格的商务口译人才,以满足不断扩大的市场需求。

目前,对我国的高职高专英语教育而言,全面推进素质教育是改革的根本任务,而在素质教育实施过程中,构建符合素质教育要求的新的教育课程体系,已成为素质教育实施的核心。其中,如何适应课程改革发展的需要,建立既符合素质教育要求,又能促进学生成长、教师发展、学校教学质量提高的教育评估体系,已成为课程改革中的一项重要任务。特别是在加入WTO以后,中国高职高专教育体制的国际化已不可避免。在这样的背景下,我们在原有教学经验的基础上,主动与国际接轨,积极引进了英国国家职业资格证书体系(NVQ)中科学的教学指导思想和先进、实用的育人理念,在教学中切实实行以学生为中心的教学方法,重在过程的教学评估,强调核心技能的素质教育实践,最终编写了这本教材。

本教材是由广东省教育厅牵头,与英国文化委员会合作开发而成,是广东省高校实施的中英合作项目——新世纪广东省高等教育教学改革工作项目的成果之一。该教材引进了英国职业教育NVQ体系中的先进理念,结合了中国经贸发展与职业的实际需要,以全新的体例开创了我国高职商务英语专业教材编写的先河,首次创建了评估与教学融为一体的教学模式。

本教材独辟蹊径,以全新的视角诠释和探寻商务英语口语译的教学模式。与其他教材相比,具有以下特点:

1. 全英文编写,内容全面。既有口译技巧的讲解与练习,又有商务口译实践和语言文化知识的补充,融实用性、商务性和知识性于一体,具有强烈的时代气息,体现了商务口译教学的规律。

2. 采用全新的编写模式。在Daniel Gile的多任务处理模式(Effort Model)以及厦门大学口译模式(Xiada Model)的基础上,我们根据口译的具体过程将口译教学分成译前准备(Preparing)、现场口译(Performing)和译后评估(Packaging)三个阶段,并将该模式命名为“3P”模式。在该模式的基础上,我们在技巧部分分别设置了准备训练(Preparing Training)、解码训练(Decoding Training)、记忆训练(Memorizing Training)、编码训练(Encoding Training)、协调训练(Coordinating Training)和评估训练(Packaging Training)等六大模块。这六大模块构成了口译培训的一个完整体系。

3. 借鉴并引进了英国职业教育的多维职业能力思想和美国的多元智力理论,创建了我国高职高专教育的多元化评估体系,即评估内容多元化,评估方式多样化,评估对象多元化,评估主体

多元化。我们在借鉴引进国际先进评估方式和评估标准的同时，没有摒弃传统的知识性评价，而是将过程评价与结果评价相结合、现场口译与场景模拟相结合，采取了学生自评、组员互评和教师总评等多种评估方式，强调对过程的重视，从而营造出一个积极、公正、客观、互动的测评教学氛围，使学生由学习的被动者转变为主动者，更加看重平时的努力。

4. 教材内容丰富，商务主题与口译技巧讲解相结合。单元主题涵盖了Protocol Routine, Ceremonial Address, Dinner Party, Business Travel, Business Interview, Business Advertisements, Business Presentations, Enterprise Introduction, Enterprise Culture, Marketing & Promotion, Business Negotiation, Business Meeting, Investment & Profits, Business Policy, International Exhibition, Public Relations, Business Strategy, Transportation & Logistics 等外事与商务实践中的各个方面。这些主题来源于真实的商务交际情景，符合社会和职业发展的实际需要，学生所学即所用，可以缩短学生适应社会的“磨合期”，因此具有很强的实用性。口译技巧讲解部分包括Long-term Preparation, Short-term Preparation, Active Listening, Discourse Analyzing, Note Taking, Retelling, Public Speaking, Paraphrasing, Figures Interpreting, Idioms Interpreting, Fuzzy Interpretation, Sight Interpreting, Shadowing 以及 Quality Assessment。

5. 单元编写模式突破陈规，每个单元分为单元目标、译前准备、现场口译、译后评估、补充练习、自我评价、单元要点等七个部分。这种单元编写模式从另一个角度体现了“以能力为主导，以评估为核心，以学生为主体”的教学模式。我们期望这种开拓与创新能对高职高专商务英语专业其他科目的教材编写产生较强的辐射作用，进而带动整个高职英语专业教学的改革。

由于商务英语具有很强的实践性和操作性，本书在编写过程中力求选题实用、语言简练、通俗易懂。口译技巧部分体现了一个完整而系统的口译教学体系，便于操作使用。然而对编者而言，总感到有些地方需要修改和加以补充，我们真诚地希望求教于大方之家，欢迎批评指正。

本书在编写过程中得到美籍语言学专家 Peter Luca 的悉心指导和审阅，在此我们表示衷心的感谢。

编者
2006 年 4 月

使用说明

本教材采用“Preparing—Performing—Packaging”的口译教学模式。教材共一册，另配有教师用书。全书共有18个单元，每个单元的编排体例基本一致，分为单元目标、译前准备、现场口译、译后评估、补充练习、自我评价、单元要点等七个部分。具体使用说明如下。

Unit Objectives (单元目标)

包括口译技巧、口译实践、专题知识、文化背景等四方面的内容。每单元开始前首先明确这些目标，做到有的放矢。

Preparing (译前准备)

1. Interpreting Skills (口译技巧)

引出单元的理论技巧，提供和讲解必要的理论知识和实务指导，同时设计有针对性的讨论和练习，便于规范化、专业化学习，以技巧和能力为核心。

2. Phrase Interpreting (短语口译)

根据专题语言库涉及的词汇和短语分别设计十个英译中和中译英的典型短语，进行译前热身，便于后面的实战操练。

3. Sentence Interpreting (句子口译)

根据专题语言库涉及的词汇和短语分别设计英译中和中译英各五个典型句子，进行译前热身，为课文的实战操练打好基础。

Performing (现场口译)

1. Decoding—Note Taking (笔记记录)

听一篇短文 (Text A)，记录短文的要点，进行口译笔记训练。

2. Memorizing—Text Retelling (课文复述)

再听同一篇短文，修正自己的笔记，补充一些细节。根据笔记和记忆，用自己的语言将短文的大意和细节复述出来。

3. Encoding—Message Reconstructing (信息重组)

根据笔记和记忆，将原文信息用目的语言表述出来。

4. Coordinating—Field Interpreting (现场口译)

听课文 (Text B)，记笔记，根据笔记和记忆，将原文信息用目的语言表述出来。科学分配在解码、记忆、编码三个方面的精力。

Packaging (译后评估)

1. Text C

听课文，记笔记，做现场口译。

2. Peer Assessment Form (组员互评表)

使用 Peer Assessment Form，依据下表标准从译员的表达 (Delivery)、语言 (Language)、连贯性 (Coherence) 以及信息忠实度 (Loyalty) 四方面对译员的课文口译表现进行记录和评估。下表为评估标准。

Assessment Criteria (评估标准)

Grades	Aspects	Criteria
A (Excellent)	Delivery	<ul style="list-style-type: none"> • The interpreter's articulation and intonation are fairly natural. • There are no irritating outbursts or exaggerated fillers. • There are no excessive repairs or unfinished sentences. • The interpreter's voice is quite pleasant and convincing.
	Language	<ul style="list-style-type: none"> • There are no irritating mispronunciations. • There are not any significant grammatical errors. • The expressions are basically idiomatic and native.
	Coherence	<ul style="list-style-type: none"> • There are no abrupt beginnings or endings. • The message is coherent and logical.
	Loyalty	<ul style="list-style-type: none"> • There are not any significant omissions. • There are not any unjustified changes or additions.
B (Good)	Delivery	<ul style="list-style-type: none"> • The interpreter's articulation and intonation are fairly good. • There are no more than 6 irritating outbursts or exaggerated fillers. • There are no more than 6 excessive repairs or unfinished sentences. • The interpreter's voice is pleasant and convincing.
	Language	<ul style="list-style-type: none"> • There are no more than 6 irritating mispronunciations. • There are no more than 6 unidiomatic expressions. • There are no more than 6 significant grammatical errors.
	Coherence	<ul style="list-style-type: none"> • There are no abrupt beginnings or endings. • The message is generally coherent and logical.
	Loyalty	<ul style="list-style-type: none"> • There are no more than 6 significant omissions. • There are no more than 6 unjustified changes or additions.
C (Passed)	Delivery	<ul style="list-style-type: none"> • The interpreter's articulation and intonation can be accepted. • There are no more than 10 irritating outbursts or exaggerated fillers. • There are no more than 10 excessive repairs or unfinished sentences. • The interpreter's voice is pleasant and convincing enough.
	Language	<ul style="list-style-type: none"> • There are no more than 10 irritating mispronunciations. • There are no more than 10 unidiomatic expressions. • There are no more than 10 significant grammatical errors.
	Coherence	<ul style="list-style-type: none"> • The beginnings or endings can be accepted. • The message is sensibly coherent and logical.
	Loyalty	<ul style="list-style-type: none"> • There are no more than 10 significant omissions. • There are no more than 10 unjustified changes or additions.

D (Failed)	Delivery	<ul style="list-style-type: none"> • The interpreter's articulation and intonation are unnatural. • There are more than 10 irritating outbursts or exaggerated fillers. • There are more than 10 excessive repairs or unfinished sentences. • The interpreter's voice is unpleasant and unconvincing.
	Language	<ul style="list-style-type: none"> • There are more than 10 irritating mispronunciations. • There are more than 10 unidiomatic expressions. • There are more than 10 significant grammatical errors.
	Coherence	<ul style="list-style-type: none"> • The beginnings and endings are abrupt. • The message is incoherent and illogical.
	Loyalty	<ul style="list-style-type: none"> • There are more than 10 significant omissions. • There are more than 10 unjustified changes or additions.

3. Feedback and Comments (反馈与总评)

译员在完成课文口译后对自己的口译表现进行意见反馈。结合组员的评价以及译员的反馈，老师对译员的表现给予一个总体评价，并提出指导性的意见。

Supplementary Exercises (补充练习)

1. Simulation Exercises (模拟练习)

该部分提供具体的商务场景，由学生根据所给的场景进行角色扮演和实操模拟，突出商务专题与口译技巧的实战应用。

2. Vocabulary Development (词汇扩展)

本部分提供了和商务场景相关的词汇和基本句型，主要是针对英语基础较薄弱的学生，使他们在巩固英语语言的基础上进行更有效的交流。

3. Culture Salon (文化沙龙)

本部分就本单元的商务主题提供一些与之紧密相关的文化背景方面的知识，以便拓宽学生的知识面，培养跨文化意识。

4. Interpreting Practice (口译实践)

本部分提供和单元主题相关的五个句子和一篇短文，以便让学生在课后有更多的口译练习和实践机会。

Self-assessment (自我评价)

学生通过一个自我评价总表检测自己在学完一个单元后对单元所涉及的口译技巧、语言知识和文化背景等知识点的掌握情况以及在短语口译、句子口译、课文口译和口译模拟练习中的表现情况。A、B、C、D等级分别对应优秀、良好、及格、不及格，可参考课堂表现、同学评价、作业成绩及教师评语等综合评价。

Points to Remember (单元要点)

该部分是对单元口译技巧知识点的总结。

Contents

Introduction (绪论)	1
Unit 1	
Protocol Routine (迎来送往)	7
Long-term Preparation (长期准备)	
Unit 2	
Ceremonial Address (礼仪致辞)	21
Short-term Preparation (短期准备)	
Unit 3	
Dinner Party (晚宴聚会)	35
Active Listening (积极听入)	
Unit 4	
Business Travel (商务旅行)	49
Discourse Analyzing (语篇分析)	
Unit 5	
Business Interview (商务访谈)	63
Note Taking (I) (口译笔记1)	
Unit 6	
Business Advertisements (商务广告)	79
Note Taking (II) (口译笔记2)	
Unit 7	
Business Presentations (商务陈述)	95
Note Taking (III) (口译笔记3)	
Unit 8	
Enterprise Introduction (企业介绍)	109
Retelling (复述)	
Unit 9	
Enterprise Culture (企业文化)	123
Public Speaking (公开演讲)	
Unit 10	
Marketing & Promotion (市场营销)	139
Paraphrasing (一句多译)	

Unit 11

- Business Negotiation (商务谈判) 155
Figures Interpreting (数字口译)

Unit 12

- Business Meeting (商务会议) 171
Idioms Interpreting (成语口译)

Unit 13

- Investment & Profits (投资利润) 187
Fuzzy Interpretation (I) (模糊表达 1)

Unit 14

- Business Policy (商务政策) 203
Fuzzy Interpretation (II) (模糊表达 2)

Unit 15

- International Exhibition (国际会展) 217
Fuzzy Interpretation (III) (模糊表达 3)

Unit 16

- Public Relations (公共关系) 231
Sight Interpreting (视译练习)

Unit 17

- Business Strategy (商务策略) 245
Shadowing (影子跟读)

Unit 18

- Transportation & Logistics (交通物流) 259
Quality Assessment (质量评估)

Introduction (绪论)

In this age of information, no one fails to realize the importance of communication. Scientific and technological progresses have greatly accelerated human being's transportation and communication systems, making today's international exchanges and contacts far more frequent and convenient than in any other period of the world's history, resulting in an increasing demand of qualified interpreters.

Definition and Types of Interpreting

Interpreting is an oral translation activity. It is the faithful reproduction in one language of what is said in another language. In the professional sphere, when the term interpreting is used, it usually refers to conference interpreting (会议口译). Professional interpreting is essentially a service activity with a communication function and it is done on request and for a financial reward. Today, there are basically two types of interpreting, namely, consecutive interpreting (CI:交替传译) and simultaneous interpreting (SI:同声传译).

1. Consecutive Interpreting

In the consecutive mode, the interpreter gives his interpretation immediately after the speaker has finished a segment of his speech. The segments may last from a few seconds to several minutes. CI is the earliest form of professional interpreting. Since the speaker pauses from time to time for the interpreter to interpret each segment of the speech, the interpreter has the time to take notes and analyze the message as a whole so that he can understand the message more easily.

Nowadays, CI is still widely conducted on many occasions, such as press conferences, welcoming addresses, speeches for banquets and business negotiations. However, CI is too time-consuming, and the audience has to listen to the same message in both the source language (SL:来源语) and the target language (TL:目的语). Moreover, the speaker has to wait for a segment to be interpreted into the target language before he can deliver the next segment.

2. Simultaneous Interpreting

In the simultaneous mode, the interpreter renders the words of the original speaker at virtually the same time as they are uttered. In this mode, the SL audience and the TL audience get the message nearly at the same time as the speaker speaks continuously and the interpreter almost concurrently gives the interpretation of the message.

SI is by far the most widespread mode of interpreting. For meetings with more than two working languages, SI is almost a must. SI saves much time and the meeting would not suffer from the repetition of the same speech in two or more languages. However, SI also has its shortcomings. Since the interpreters have to start interpreting before an utterance is finished, the average interpretation quality of SI is generally below that of CI. With regard to the organizers of the conference, they have to spend more money renting the SI equipment and employing at least two professional interpreters, who often ask for a high payment.

Past and Present of Interpreting

Interpreting activities can be dated far back in the past. There have been interpreters since antiquity when people knew how to use language to communicate. It has a recorded history of several thousand years. However, the work of the early interpreters had remained silent and unnoticed for quite a long time. In international communities, interpreting was not recognized as a profession until around the turn of the 20th century.

1. Development of Modern Interpreting

The emergence of modern interpreters can be attributed to two principle factors. One is the demise of French as the sole language of diplomacy, and the other is the rapid increase of international exchange. Two historical events stimulated the development of interpreting. One is the Paris Peace Conference (巴黎和会) of 1919, which marked the beginning of modern interpreting. The other is the Nuremberg Trial (纽伦堡审判) of Nazi war criminals when the full-scaled simultaneous interpreting was first conducted.

In the years after World War II, with the establishment of various international organizations and an increase of international exchange, there was a growing need for new interpreters to join the ranks of the professional interpreters. On Nov. 11, 1953, the International Association of Conference Interpreters (AIIC: 国际会议口译员协会) was founded. Since then, it has been many interpreters' target to become AIIC members, as its membership is internationally considered to be the top certificate of the professional interpreters.

2. Professional Interpreting in China

With the implementation of China's reform and opening-up policy, more and more people of various circles come to China from different parts of the world and take part in international cooperation. The increase of exchange and contact between China and the rest of the world results in the increasing need of interpreters between Chinese and other languages, particularly the interpreters with a language combination of Chinese and English.

China's interpreting activities can be traced back as far as Xia and Shang Dynasty (21st century B.C. – 11th century B.C.). When it came to the Zhou Dynasty (1100 B.C. – 770 B.C.), the central imperial government established an official post responsible for the communication between the central government and the various ethnic groups as well as its neighboring states. However, with regard to the training of professional interpreters, China is a relatively new comer. It was not until the late 1970s that the first interpreting program began to take shape in Beijing. Since then, the program has attracted more and more attention. Now a large number of universities have established courses for interpreter training. Nevertheless, the interpreter's training is a tough program, which needs concerted efforts from various departments.

Features and Process of Interpreting

1. Features of Interpreting

Interpreting is a highly demanding profession, which enjoys its unique features. Professor Mei Deming (梅德明), a famous expert of interpreting in China, has summarized the features of interpreting into the

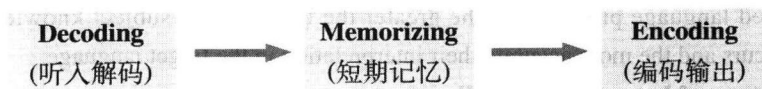
following five aspects, namely, extemporaneousness (即席性), stressfulness (紧张性), independence (独立性), comprehensiveness (综合性) and miscellaneousness (多面性).

Interpreting is an extempore translation activity that interpreters have to finish their interpretation on the spot. Interpreters also have to overcome stage fright as they usually face a large audience, which means interpreting is therefore highly stressful. In addition, interpreting is an independent job and interpreters are seldom able to ask for help on the spot. They have to do the job by themselves. Meanwhile, interpreting demands interpreters' comprehensive capacities, such as listening, memorizing, speaking, etc. Moreover, the interpreters usually encounter a wide range of topics, and they have to be both an expert and an encyclopedia, who know "everything of something and something of everything".

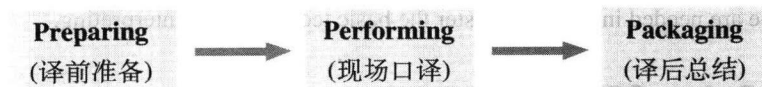
2. Process of Interpreting

Interpreting is a process of "understanding and making understood". Interpreters first of all listen to the source text and then analyze the discourse and understand the message. Finally they reconstruct the message in the target language and convey it to the audience making the listeners understand the speaker's message.

Interpreting can therefore be divided into three stages: listening to the discourse in the source language, understanding and analyzing this discourse and reconstructing this discourse in the target language. In other words, while interpreting, the interpreter must accomplish three activities, namely, decoding the original message, memorizing the meaning, and encoding the message in another language. Such a process can be illustrated as follows:



The three-stage process of "decoding—memorizing—encoding" in fact refers to the process of the interpreting performance. However, the work of interpreting starts before the interpreting performance and continues when the performance is over. In this sense, interpreting is a process of "preparing—performing—packaging", as is shown in the following chart:



Basic Requirements for Interpreters

Interpreting is a highly demanding profession. From the process of interpreting, it can be seen that interpreting involves a lot of difficulties and challenges. In the actual interpreting, the interpreters have to listen to the source speech, analyze the message and reconstruct it in the target language on the spot. They are usually not able to consult dictionaries or any other reference documents while interpreting the speeches. Therefore, in order to achieve successful interpreting, interpreters must be highly qualified. In general, a professional interpreter is required to have a strong sense of duty, a high level of linguistic proficiency, wide

encyclopedic knowledge and a good mastery of interpreting skills.

1. A Strong Sense of Duty

An interpreter's sense of duty lies in two aspects. One is that they are conscientious in pre-interpreting preparations, in following the original speaker and offering the best possible interpretation, and in abiding by the "professional ethics" (职业道德准则) and the relevant regulations. The other is that they have the persistent desire to improve their competence. For a professional interpreter, training in interpreting is a lifelong process. A professional interpreter never stops learning and always makes a summary after they complete an interpreting task.

2. A High Level of Linguistic Proficiency

Linguistic proficiency means a good command of both the source language and the target language, and a good grasp of the cultures of the languages involved. Specifically, it means acute hearing, exceptionally large vocabulary, flexible expression, good articulation and cross-cultural awareness. In addition, professional interpreters should constantly expose themselves to different varieties and various publications of the languages involved.

3. Wide Encyclopedic Knowledge

Encyclopedic knowledge is a goal towards which the conscientious interpreter should work untiringly. Lack of knowledge of the subject matter dealt with by the original speaker can become a serious stumbling block. Of course, the level of knowledge mastered by an interpreter can never be equal to that of the specialist in any particular field. But the level of that knowledge must be adequate for understanding the source text. Given the required language proficiency, the greater the interpreter's subject knowledge, the easier understanding occurs and the more accurate their interpretation in the target language.

4. A Good Mastery of Interpreting Skills

Mastery of interpreting skills is essential to an interpreter. Those who have a good command of the languages involved and have acquired a wide scope of general knowledge are not necessarily good interpreters. Interpreting is a profession that demands interpreters' skills, such as pre-interpreting preparation, active listening, note taking, public speaking and so on. An arduous process of training and an enormous amount of practice are needed in order to master the basic techniques of interpreting.

Professional Codes of Conduct (职业准则)

Each profession has its generally accepted code of conduct and professional ethics and the same is true with interpreting. The interpreter is supposed to know their professional ethics well and strictly follow them. AIIC has its clear-cut regulations, which describe what professional ethics conference interpreters must abide by. There are altogether four items and nine articles in the Code of Professional Ethics made by AIIC. Interpreters' duties are clearly stated in the articles. (For more information, please log in www.aiic.net.) These professional codes of conduct can be summed up by the following five words: confidentiality (保密), impartiality (公正), accuracy (准确), objectiveness (客观) and competence (胜任).

“3P” Model for Interpreter Training

As is mentioned above, interpreting is a process of “preparing—performing—packaging”. In this sense, interpreter training shall also cover these three stages.

1. Preparing

Preparing (P1) is the foundation of a successful interpreting performance. A well-prepared interpreter feels confident and relaxed. There are two types of preparation. One is short-term preparation, and the other is long-term preparation. In general, the interpreters prepare for the interpreting task from the following four aspects: namely, linguistic and interpreting skills (S), encyclopedic and subject knowledge (K), professional vocabulary and terminologies (V), and cross-cultural awareness (C). Hence the first phase of interpreting can be formulated as follows: $P1 = S + K + V + C$.

2. Performing

Performing (P2) is the core of the interpreting process. In this phase, the interpreter first listens to the discourse in the source language and decodes the message; memorizes the message; and then encodes the message and reconstructs it in the target language. Meanwhile, they have to spare efforts to coordinate the other three efforts so as to ensure a smooth interpreting. Therefore, the job of interpreting includes the interpreter’s four efforts: decoding (D), memorizing (M), encoding (E) and coordinating (C). In this sense, the second phase can be simplified into the following formula: $P2 = D + M + E + C$.

3. Packaging

The completion of the interpreting performance does not mean that the work of interpreting is finished. It is of great significance for the interpreters to package their interpreting performance after an interpreting task is completed. Experienced interpreters, after completing an interpreting task, always make an assessment and summary on their performance so as to find out their strong points and weak ones.

Interpreter training usually involves three parties, namely the student, the peers and the teacher, and they have different expectations towards the interpreting performance. Therefore, the three parties shall make the assessment together. In this sense, the packaging phase (P3) in interpreter training shall cover three sections, namely, team-members’ evaluation (E), interpreter’s feedbacks (F) and the teacher’s overall comments (C), i.e. $P3 = E + F + C$.

As the three phases respectively refer to Preparing, Performing and Packaging, the first letter of which is “P”, the model is named “3P” model. In addition, “3P” can also be explained as the three “Phases” in the process of interpreter training (I). The model is depicted in the following formula: $I = P1 (S + K + V + C) + P2 (D + M + E + C) + P3 (E + F + C)$.

This course book is actually compiled on the basis of this model. It is advisable that the teachers and students follow this model when they use this book for interpreter training. According to this model, the units of this course book are divided into six training modules: preparing training, decoding training, memory training, encoding training, coordinating training, and packaging training. Each unit deals with one business topic and one interpreting technique, as is shown in the following chart:

Phases	Modules	Techniques	Topics
P1: Preparing	Preparing Training	Long-term Preparation	Unit 1 Protocol Routine
		Short-term Preparation	Unit 2 Ceremonial Address
P2: Performing	Decoding Training	Active Listening	Unit 3 Dinner Party
		Discourse Analyzing	Unit 4 Business Travel
		Note Taking (I)	Unit 5 Business Interview
		Note Taking (II)	Unit 6 Business Advertisements
		Note Taking (III)	Unit 7 Business Presentations
	Memorizing Training	Retelling	Unit 8 Enterprise Introduction
	Encoding Training	Public Speaking	Unit 9 Enterprise Culture
		Paraphrasing	Unit 10 Marketing & Promotion
		Figures Interpreting	Unit 11 Business Negotiation
		Idioms Interpreting	Unit 12 Business Meeting
		Fuzzy Interpretation (I)	Unit 13 Investment & Profits
		Fuzzy Interpretation (II)	Unit 14 Business Policy
	Coordinating Training	Fuzzy Interpretation (III)	Unit 15 International Exhibition
		Sight Interpreting	Unit 16 Public Relations
		Shadowing	Unit 17 Business Strategy
P3: Packaging	Packaging Training	Quality Assessment	Unit 18 Transportation & Logistics

Unit

Protocol Routine

迎来送往

Unit Objectives (单元目标)

After learning this unit, you should

- understand what and how to prepare for the interpreting tasks in the long run;
- find ways to improve your interpreting skills and performance;
- master the basic words and expressions about protocol routine;
- get some cultural knowledge about protocol routine.

Preparing

I. Interpreting Skills (口译技能)

Ask the students to read the presentation about long-term preparation and try to understand what and how to prepare for the interpreting tasks in the long run, then have them discuss the following questions in pairs:

1. How do you usually prepare for a reception task?
2. Is preparation necessary in interpreting? Why or why not?
3. How shall an interpreter prepare for a reception-interpreting task?
4. What kind of interpreting skills do you think an interpreter should master?

Preparing Training (I): Long-term Preparation (长期准备)

Interpreting is a highly demanding profession. Interpreters only accept assignments for which they are qualified. If an interpreter accepts a task that is beyond his ability, the resulting poor performance will surely reflect negatively on his client as well as himself. In order to have a professional performance in interpreting, interpreters must be sufficiently prepared for their jobs. A well-prepared interpreter is usually confident and relaxed.