

*C-E Interpretation
Skill Development*

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汉英口译特训

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教材使用说明

早在 1995 年上海市就推出了“九十年代上海人才培训工程”和“上海市英语中高级口译资格证书”的考试,反映了市场对口译人才的需求。为帮助更多的在校大学生、英语爱好者及有意从事口译的人员的迫切需要,编写了《汉英口译特训》一书。本书结合翻译学术期刊上的最新研究成果,比较详细地介绍了译员在实际工作中使用的口译技巧。

本教材共分 16 个单元,除了第一单元为口译基本知识介绍外,其他 15 个单元分别涉及教育及教育改革、旅游、妇女与儿童、老年人与家庭、人口与就业、少数民族、宗教、医疗卫生、工业、三农、经济发展与外贸、对外关系与政策等主题。

本教材所有资料均为 2005 年的报纸、网络、电视、杂志等媒体共同关注的一些重要事件,具有时代特征。每个单元包括技能训练、阅读材料、注解、相关词汇及表达和练习 5 个部分。

口译技能介绍和训练及相关词汇表达是本教材的主要特色。本书介绍的大部分口译技巧,学生了解后马上可以使用,但还有一些则需要长时间的实践,需要提高语言的整体能力,才能达到运用自如的境地。其中最后 5 个单元的技能介绍用汉语编写,主要是便于使用者快速掌握所介绍的技能。每个单元的相关词汇表达主要收集了各媒体使用的具有中国特色的一些词语的英文表达,比较实用。阅读材料可以用作技能训练练习和视译练习。

本书承蒙董俊峰教授悉心审阅,并提出宝贵意见,编者在此表示衷心感谢。

本书成书仓促,失误疏漏之处难免,恳请读者不吝指正。

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Unit 1 An Introduction to Interpretation

✓What is interpretation?

Interpreting (or interpretation) is an activity that consists of establishing, either simultaneously or consecutively, oral or gestural communications between two or more speakers who are not speaking the same language. It requires special skills (note taking, summarizing, language skills), a good memory, sheer mental stamina and, often, arduous training.

Interpretation vs. Translation

A distinction is made between translation, which consists of transferring ideas expressed in writing from one language to another, and interpretation, which consists of transferring ideas expressed orally, or by the use of gestures (as in the case of sign language), from one language to another.

✓What are the different types of interpretation?

There are several types of interpretation. Sometimes we talk of techniques or modalities (simultaneous, consecutive, whispered, sight, liaison); other times we classify them according to where the interpreting takes place (conference interpreting, escort interpreting, legal interpreting, medical interpreting, public service interpreting, etc.):

Simultaneous interpreting

In simultaneous interpreting, the interpreter will speak while the source-speech speaker is still speaking.

Normally, in simultaneous interpreting the interpreter sits in a

sound-proof booth, usually with a clear view of the speaker, at a microphone, listening through headphones to the incoming message in the source language; the interpreter relays the message in the target language into the microphone to whoever is listening. In fact, simultaneous interpreting is not strictly "simultaneous"; except when the interpreter anticipates correctly, there is always a slight time lag.

Consecutive interpreting

In consecutive interpreting, the interpreter starts speaking after the source-text speaker has finished. (The speech may be divided into sections).

Normally, in consecutive interpreting the interpreter is alongside the speaker, listening and making notes as the speech progresses. When the speaker has finished, or comes to a pause, the interpreter reproduces (consecutively) the message in the target language, in its entirety and as though he or she was making the original speech.

On average, 80% of the original message is reproduced. Consecutive interpreters must have public speaking skills and a good understanding of the structure of the speech. The advantage of this technique is that it does not require any technical installation. The length of the interpretation may near the limits of the interpreter's capacity for recalling what is said. Interpreters would typically take notes to help them interpret. On the down side, the speaker is interrupted every a few minutes, making this a rather time-consuming method. Consecutive interpreting is recommended for speeches given in front of an audience rather than debates.

Whispered interpreting

Whispered interpreting is the non-technical form of simultaneous interpreting. In whispered interpreting, the interpreter sits or stands next to a person and whispers the interpretation to him. It is clearly a tricky

job, and the slightest background noise is enough to disturb the communication.

Whispered interpretation is often used in situations when the majority of a group speaks one language, with a limited number of people who do not speak that language.

Sight interpreting

Sometimes referred to as "sight translation", this is a hybrid type of interpreting during which the interpreter reads a document written in one language while converting it orally into another language. In this type of interpreting, a written text is interpreted without advance notice. Court interpreters often sight-translate legal documents such as plea agreements.

Liaison Interpreting

This form of consecutive interpreting is also the oldest form of interpreting, where the interpreter is the liaison or link between the different parties. In liaison interpreting, one person speaks and then the interpreter translates his words into his business partner's language. When the partner talks, his answer is translated into the first person's language. This method is less suitable for long speeches, but it is helpful for short business meetings.

Conference interpreting

Conference interpreting is simply interpreting in a conference environment. Conference interpreting may be simultaneous or consecutive.

Escort interpreting

In escort interpreting an interpreter accompanies a person or a delegation on a tour, on a visit or to a meeting or interview. An interpreter in this role is called an escort interpreter or an escorting interpreter.

Legal interpreting

Legal interpreting, or court or judicial interpreting, takes place in

courts of justice or administrative tribunals and wherever a legal proceeding is held (such as a conference room for a deposition or the location of a sworn statement). Legal interpreting can take the form of consecutive interpreting of witnesses' statements, for example, or simultaneous interpreting of the entire proceedings by electronic means for one or more of the people in attendance.

In addition to mastery of the source and target language, an excellent knowledge of law and court procedure is required of court interpreters.

Medical interpreting

Medical interpreting consists of communication between a medical caregiver and a patient and / or family members, facilitated by one qualified to provide such a service. Often, the interpreter is a native speaker of the target language, though this is not always the case. The interpreter must have a strong knowledge of medicine, common procedures, the patient interview and exam process, and the day-to-day workings of the hospital or clinic, in order to be able to serve both the patient and the caregiver. Medical interpreters often act as cultural liaisons for those who are not familiar with, or particularly comfortable in, a hospital setting.

Public Service interpreting

Also called community interpreting. The mode of interpreting which covers legal, health and local government services, social services, housing, environmental health and education welfare. This modality of interpreting must not be confused with volunteer interpreting and is done by professional interpreters. In community interpreting there appear factors which are determinant and affect production, such as emotional content, hostile or polarized surroundings, created stress, the power relation between the participants, and the degree of responsibility of the inter-

preter - in many cases more than the extreme; even the life of the other person depending, in many cases, on his work. Some legal and medical interpreting practices may be included in public service interpreting.

✓Where interpreters work?

The majority of professional full-time interpreters work for international organizations like the United Nations or the European Union.

The world's largest employer of interpreters is currently the European Commission, which employs hundreds of staff and freelance interpreters working into all of the official language of the European Union. The European Union's other institutions have smaller interpreting services.

The United Nations employs interpreters at almost all its sites throughout the world. Because it has only six official languages, however, it is a much smaller employer.



✓What skills do we need to become interpreters?

Interpreting requires the ability to perform several mental processes while at the same time vocalizing the message. The process includes:

- Listening
- Understanding

- Summarizing the message from the words and word order
- Retaining ideas
- Understanding a message's intent
- Recreating the exact message in the other language
- Doing these things while speaking and listening for the next

phrase to process.

On completion of the course, students should:

1. have mastered the technique of active listening;
2. have worked out a reliable system of signs and symbols to facilitate effective note-taking;
3. be fairly familiar with commonly used terms and their translation in a number of areas, e. g. urban services, education, finance, etc;
4. be able to make preparations for interpretation session independently with minimal supervision;
5. have a good control over speed and accuracy;
6. have excellent oral and written communication skills;
7. have the desire to continue learning;
8. have been aware that public speaking ability emphasis is also part of training such as: speaking manners, tones, facial expressions and eye contact and atmosphere control etc.

Unit 2 Education and Educational Reforms

I. Skill: Memory Training

"The interpreter needs a good short-term memory to retain what he or she has just heard and a good long-term memory to put the information into context. Ability to concentrate is a factor as is the ability to analyze and process what is heard." It is actually one of the specific skills which should be imparted to trainees in the first stage of training. Among all the skills and techniques which are required for a good interpreter, memory skill is the first one which should be introduced to trainee interpreters.

Short Term vs. Long Term Memory

Psychological studies of human memory make a distinction between Short-Term Memory (STM) and Long-Term Memory (LTM). The idea of short-term memory simply means that you are retaining information for a short period of time without creating the neural mechanisms for later recall. Long-Term Memory occurs when you have created neural pathways for storing ideas and information which can then be recalled weeks, months, or even years later. To create these pathways, you must make a deliberate attempt to encode the information in the way you intend to recall it later. Long-term memory is a learning process. And it is essentially an important part of the interpreter's acquisition of knowledge, because information stored in LTM may last for minutes to weeks, months, or even an entire life. The duration of STM is very short. It is up to 30 seconds. Memory in interpreting only lasts for a short time. Once the in-

interpreting assignment is over, the interpreter moves on to another one, often with different context, subject and speakers. Therefore, the memory skills which need to be imparted to trainee interpreters are STM skills.

Exercise

Have someone record passages from magazines or newspapers on tape, or record radio or television talk shows or interview programs (news broadcasts are not suitable for these exercises because the pace is too fast and the content is too dense). The subject matter of these passages is irrelevant, but it should not be too technical or contain too many statistics and proper names. Essays and opinion columns are good sources of texts for recording.

II. Reading Materials

1. Reforms urged on postgraduate admission system

Beijing, Dec. 22, 2005 marks an especially turbulent year of debate over China's postgraduate educational system, especially the national graduate entrance examination⁽¹⁾. It has been meditated by many leading scholars in the country, according to a China News Service report.

There have been radical calls to remove the existing national graduate entrance examination by Peking University President Xu Zhihong.

Tsinghua University Professor, Chen Danqing had offered his desperate resignation earlier this year. He is a famous painter and advisor for master and doctorate programs at the prestigious university.

Professor Chen was angered because the school has denied qualified art students for three consecutive years. The students were not judged on artistic talent, but on scores in political science or English in a unified national entrance examination⁽²⁾.

While scholars and the public debate the rigid postgraduate admission system in China, another disgraceful event has occurred in June of

this year. A female candidate at Beijing Jiaotong University named A-Fang claims to have been lured to have sex with Professor Ou Yanglin in exchange for answer keys to tests in two subjects.

Following the dirty Jiaotong University story, a law faculty member from Peking University, Professor He Weifang announced he would temporarily suspend admitting postgraduate students in an open letter denouncing existing graduate admission policies. A Tsinghua University doctoral candidate, Wang Yin, has issued an open letter announcing he will quit the PhD program, and denouncing the school's postgraduate education methods.

As many similar incidents occur in institutions of higher learning, many raise questions about postgraduate education system methods nationwide.

In a recent online debate, several college teachers have presented arguments regarding the Peking University President's remarks and the national graduate entrance exam system.

Wang Xiaoyu from Tongji University in Shanghai says he supports President Xu Zhihong's call to end the postgraduate entrance examination in China at some point. He says graduate students should have academic research potential and should not be recruited through a uniform national test system⁽³⁾.

Chen Bisheng from Zhongshan University in southern China's Guangzhou city says common subjects like English and political science should be cancelled due to the bottleneck in recruiting special talent.

Yang Zhizhu from China's Youth University for Political Sciences disagrees with President Xu Zhihong's point of view. He says President Xu has made the remarks to justify Peking University's practice of admitting "special" students into their doctoral programs since the 1990s. Applicants given preferential treatment include sports stars, political fig-

ures, and millionaires. The President has defended the law program's 2004 admission policy. Law faculty dean Zhu Suli had denied a candidate who scored in 1st place in entrance exams. He then recruited three other doctoral candidates. It is claimed they were given special treatment.

Yang doubts the Ministry of Education's intention to change the current national entrance exam system. He says current ethics among educators and candidates in general are not dependable, citing the Beijing Jiaotong University sex scandal this June.

Regarding common subjects like foreign languages and political science, Yang Zhizhu says English ability is a must for graduate students enabling them to learn from world's leading researchers in their fields⁽⁴⁾. In his view, political science is not a prerequisite as similar information has been studied repeatedly in high school and college.

Chen Bisheng from Zhongshan University disagrees with Yang on foreign language testing. He says language assessment criteria are the core of the much-debated national entrance test for graduate students. Chen claims the single national test paper system should be overhauled.

Admission procedures are another concern to many educators in the country.

Deputy dean of postgraduate school of Peking University, Wang Yanglin, says he has never heard of any other country in the world that judges postgraduates using a national entrance examination.

Deputy Dean of the graduate school at Tsinghua University, Chen Haoming also notes heavy reliance on entrance scores for English and political science subjects is not rational.

Mainstream debate focuses on lack of flexibility in admitting postgraduate students. Professors and scholars should be given more say in this regard, and scores should not be the decisive factor in admitting

students⁽⁵⁾.

The newspapers say with the increasing number of postgraduates over the past years, overall quality of education is viewed to be on a downward trend, with a lack of adequate high-quality teachers for postgraduate courses. The media has reported a teacher had once been assigned over 40 graduate students⁽⁶⁾.

To address the problems, some leading universities have initiated reforms in postgraduate education.

Peking University has announced it will adopt globally accepted application practices and review procedures in admitting students for graduate programs. Criteria will include an undergraduate degree, entrance exam scores, recommendations, a personal statement, and an interview, with focus on potential research capabilities and talents⁽⁷⁾.

President of Peking University, Xu Zhihong, suggests that graduate education should be divided into two categories — the academic research route and the practice-driven route. The two categories should differ in course structure, academic objectives, assessment, and dissertation⁽⁸⁾.

(Source: CRIENGLISH.com)

2. Higher Education In China

Since the implementation of reform and opening up⁽¹⁾, the reform and development of higher education have made significant achievements. A higher education system with various forms, which encompasses basically all branches of learning, combines both degree-education and non-degree education and integrates college education, undergraduate education and graduate education⁽²⁾, has taken shape. Higher education in China has played an important role in the economic construction, science progress and social development⁽³⁾ by bringing up large scale of advanced talents and experts for the construction of socialist modernization.