

高等学校英语专业系列教材
Textbook Series for Tertiary English Majors



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A Course in Oral Interpretation

英语口语教程 1

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重庆大学出版社

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内 容 提 要

《英语口译教程》是《求知高等学校英语专业系列教材》之一,分为1,2册。第1册由8个单元组成,每个单元根据其内容由1~3课组成,共17课。每课均由口译相关理论和(或)技能介绍、技能练习、口译练习和课后作业等部分组成。本教材以口译技能为单元编写,练习形式多样,练习材料覆盖面广、时效性强。

本书可以用作高等学校英语专业高年级的口译教材,亦可作为非英语专业人员和口译爱好者的自学教材。

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总 序

进入 21 世纪,我国高等教育呈现快速扩展的趋势。为适应社会、经济的快速发展,人才的培养问题已经比我国任何一个历史时期都显得更为重要。当今,人才的能力和素质的衡量越来越多地采用国际标准,人才的外语水平自然地也越来越受到培养单位和用人单位的重视,由此引发了对大学外语教学模式、教材和检测机制的新一轮讨论,掀起了新一轮的大学英语教学改革。作为外语师资队伍和外语专业人才培养的高等学校英语专业,相比之下,在教学改革思路、新教材开发和新教学模式探讨等诸方面均显得滞后。尽管高等学校外语专业教学指导委员会英语组针对当前高校发展的新形式和外语专业人才培养的新规格、新模式和新要求,修订出了新的《高等学校英语专业英语教学大纲》,并结合 21 世纪外语人才培养和需求的新形势,制定了由教育部高等教育司转发的《关于外语专业面向 21 世纪本科教育改革的若干意见》,就英语专业的建设提出了指导性的意见,但在实际工作中这两个文件的精神尚未落实。

为此,重庆大学出版社和外语教学界的专家们就国内高等学校英语专业建设所面临的新形势做了专题讨论。专家们认为,把“大纲”的设计和“若干意见”的思想和理念变为现实的一个最直接的体现方式,就是编写一套全新理念的英语专业系列教材;随着我国教育体制的改革,特别是基础教育课程标准的实施,适合高等学校英语专业教学需要的教材也应做相应的调整,以应对中小学英语教学改革的新要求;高等学校学生入学时英语水平的逐年提高和就业市场对外语人才需求呈多元化趋势的实际,对高等学校英语专业的人才培养、教学模式、课程设置、教材建设等方面也提出了严峻挑战,应对这些挑战,同样可以通过一套新的教材体系来实现。

迄今为止,国内尚无一套完整的、系统的英语专业系列教材;目前已有的教材出自不同的出版社,编写的思路和体例不尽相同;现有的教材因出版时间较早,内容、知识结构、教学方法和手段已经不能适应新的发展要求;传统的教材设计多数基于学科的内在逻辑和系统性,较少考虑学习者的全面发展和社会对人才需求的多元化。

自 2001 年开始,在重庆大学出版社的大力支持下,我们成立了由华中、华南、西南和西北地区的知名专家、学者和教学一线教师组成的《求知高等学校英语专业系列教材》编写组,确定了系列教材编写的指导思想和总体目标,即以《高等学校英语专业英语教学大纲》为依据,将社会的需求与培养外语人才的全面发展紧密结合,注重英语作为一个专业的学科系统性和科学性,注重英语教学和习得的方法与规律,突出特色和系列教材的内在逻辑关系,反映当前教学改革的新理念并具有前瞻性;锤炼



精品,建立与英语专业课程配套的新教材体系,推动英语专业的教学改革,培养高素质人才和创新人才。

系列教材力求在以下方面有所突破和创新:

第一,教材的整体性。系列教材在课程类型上分为专业技能必修课程、专业知识必修课程、专业技能选修课程、专业知识选修课程和相关专业知识课程等多个板块。在考虑每一种教材针对相应课程的特性和特色的同时,又考虑到系列教材间相互的支撑性。

第二,学生基本技能和实际应用能力的培养。在课程的设计上充分考虑英语作为一个专业来培养学生的基础和基本技能,也充分考虑到英语专业学生应该具备的专业语言、文学和文化素养。同时,教材的设计兼顾到社会需求中对英语专业学生所强调的实际应用能力的培养,除考虑课程和英语专业的培养目的,课程或课程体系应该呈现的学科基本知识和规范外,充分考虑到教材另一方面的功用,即学生通过教材接触真实的语言环境,了解社会,了解文化背景,丰富学生的实践经验。在教材编写中突出强调“enable”,让学习者在实践中学习语言、文学、文化和其他相关知识,更多地强调学习的过程,强调学生的参与,以此提高学生的实际应用技能。

第三,学生的全面发展。对高等学校英语专业学生而言,英语不仅是一门工具,更重要的是一个培养学生人文素质和跨文化意识的学科专业。系列教材强调合作性学习、探索性学习,培养学生的自主性,加强学习策略的指导。通过基础阶段课程的学习,使学生在语言知识、语言技能、文化意识、情感态度和学习策略等方面得到整体发展;在高年级阶段则更多地注重学生的人文精神、专业理论素养、中外文学及文化修养的培养。

第四,教材的开放性。一套好的教材不应该对课堂教学、老师的施教和学生的学习拓展有所制约,应给使用教材的教师和学生留有一定的空间,要让学生感到外语学习是一件愉快的事,通过学习让人思考,给人以自信,引导人走向成功。系列教材的总体设计既考虑严密的学科系统性,也考虑独具特色的开放性。不同地区、不同类型的学校,可以根据自己的生源和培养目标灵活地取舍、选用、组合教材,尤其是结合国内高等学校中正在探讨的学分制,给教与学一个多维度的课程体系。

我们希望通过这套系列教材,来推动高等学校英语专业教学改革,探讨新的教学理念、模式,为英语专业人才的培养探索新的路子,为英语专业的学生拓展求知的空间。

《求知高等学校英语专业系列教材》编委会

2004年8月

TO THE LEARNER

The objectives of this course book

A Course Book of Interpreting between Chinese and English is intended for third - or fourth - year college students majoring in English, or anyone whose English and Chinese skills are at a comparable level. The objective of this course book is to introduce the basic theories and training skills of consecutive and simultaneous interpreting. The book also offers insights into the nature and requirements of interpreting and intensive practice drills, all designed to help the learner achieve a good command of the basic skills required for accurate and fluent interpreting between Chinese and English.

An overview of the structure of this course book

A Course Book of Interpreting between Chinese and English consists of two volumes, Book I and Book II, each containing 7 or 8 units. Each unit (except Unit 1) deals with a specific skill or strategy of interpreting. Most units are further divided into lessons. In Book I, each lesson starts with an Introduction that introduces a particular skill or tactic that the learner is expected to practice. The second section (in all lessons but 1 and 16) is *Skill Practice*, which offers multiple activities for the learner to practice the skill or tactic that has been introduced. The third section in each lesson is *Interpreting Practice*. Like the preceding section, this section also includes a variety of activities, but unlike the preceding one, these activities are more comprehensive, providing opportunities for the learner to apply the stressed skill or strategy in interpreting practice. The section that follows is *Homework*, a series of assignments designed to reinforce the skill that has just been learned and to make preparations for the following lesson. The majority of the lessons end with *Scripts of Recording*, a section that provides audio material contained in the lesson.



Suggestions for the teacher and learner

- ☞ The *Introduction* in each lesson is intended as a student reading task. Alternatively, teachers of this course may use the introduction as the basis of a lecture and follow up with questions that check student comprehension.
- ☞ Depending on the students' linguistic competence and/or the amount of available classroom time, teachers may pick and choose from the activities in *Skill Practice* and *Interpreting Practice*. Self-study learners may also decide to complete this section or to omit certain activities according to their linguistic proficiency.
- ☞ Teachers may choose to read *Scripts of Recording* to the students or reproduce the recordings with them if the recordings are not available or if the speaking rate and/or the length of pause are incompatible with the students' competency.

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Unit 1

Introduction to Conference Interpreting

Lesson 1

Introduction to Conference Interpreting

① Introduction

Interpreting is a type of translation, an act of rendering spoken words from one language into another. Interpreting has a recorded history of several thousand years. In China, as early as in the Zhou Dynasty, there were interpreters who worked for the government. However, interpreting, as an internationally-recognized profession, is rather young. Before the 20th century, almost all important international meetings were held exclusively in French, as French was the only recognized language of diplomacy; thus, no interpreters were needed. Nonetheless, around the turn of the 20th century, political, cultural, and economic exchanges among different nations increased tremendously; consequently more languages became involved in international exchanges, and French gradually lost its dominant position. Professional interpreting made its first appearance at the Paris Peace Conference in 1919,



which marked the beginning of interpreting as a modern profession. Since then, interpreting has become an essential part of virtually every international conference.

Professional interpreting is a service activity with a communication function. The purposes of communication may vary with the occasions; different occasions may require different types of interpreting. Generally speaking, there are two types of interpreting: consecutive interpreting (CI) and simultaneous interpreting (SI).

In the consecutive mode, the interpreter gives interpretation immediately after the speaker finished a segment of speech. The segments may last from a few seconds to several minutes. consecutive interpreting is the earliest form of professional interpreting, and today it still has many advantages over other forms of interpreting. Since the speaker pauses from time to time for the interpreter to interpret each segment of the speech, it is relatively easy for the interpreter to understand and analyze the message. Consequently, the interpretation is relatively accurate, complete, and logical. Today, consecutive interpreting is still widely conducted on many occasions, such as high-level political talks, press conferences, and business negotiations.

Nonetheless, when more than two languages are spoken at a conference, consecutive interpreting is too time-consuming; the speaker has to wait for a segment of the speech to be interpreted into all the target languages before he can deliver the next segment. At the Paris Peace Conference, for example, because consecutive interpreting was so time-consuming, many problems that could have been solved within a few hours remained unsolved even for many days.

The technology of simultaneous interpreting was invented in 1926. Simultaneous interpreters usually work in a booth with a pair of earphones and a microphone. They give their interpretation almost at the same time the speaker delivers his speech. In this mode, the speaker speaks continuously into a microphone, which transmits his voice to the earphones of the interpreter,



and almost concurrently the interpreter gives the interpretation of the message by speaking to her own microphone, which, in turn, transmits the interpreter's voice to the audience that chooses to listen to that language.

The technology of simultaneous interpreting marked the greatest progress in interpreting, but it was not until the Nuremberg trials of the Nazi war criminals that full-scale Simultaneous interpreting was conducted. During the trials, simultaneous interpreting was conducted in English, French, Russian and German, etc., all at the same time. Consecutive interpreting would have lengthened the trials immeasurably. One Nazi criminal complained that it was simultaneous interpreting that "shortened" his life. Today, at international conferences held in more than two languages, simultaneous interpreting is so widely used that it has almost replaced consecutive interpreting, since simultaneous interpreting is much less time-consuming. Simultaneous interpreting can be fairly accurate if the interpreter is well-trained. Even so, since the interpreter has to start interpreting before an utterance is finished most of the time during simultaneous interpreting, the average quality of interpretation of simultaneous interpreting is below that of consecutive interpreting.



Pre-interpreting Practice

Activity 1: Work in pairs of A and B. Student A reads Passage One to Student B at a speed slightly slower than normal. Student B listens to Student A and tries to memorize as much information as possible. After Student A has read the whole passage, Student B orally reproduces the message of the passage in Chinese.



Passage One

口语的一个特点是,人们在说话的时候,常常边想边说,边说边想,以提供一定的信息,表达想法或情感。讲话人为了把意思表达得更确切,有时难免会犹豫,重复,这



样就可能导致话语不连贯,甚至冗余,不合逻辑。此时,如果译员试图记住所有的语言细节,并用另一种语言不加整理地传译出来,译语就会变成辞藻的堆砌,主要意思不突出,让人听起来很费解,难以抓住要领。这就影响了沟通的效果。出现这种情况,讲话人固然有责任。但译员并非就无可奈何,无所作为。怎样判断和处理这一类讲话,是口语翻译里一项难度较大的技巧。

Activity 2: Work in the same pair again. This time, Student B reads Passage Two to Student A at a speed slightly slower than normal. Student A listens to Student B and tries to memorize as much information as possible. After Student B has read the whole passage, Student A orally reproduces the message of the passage in English.

Passage Two

The work of an interpreter is to orally reproduce what has just been said in another language. In other words, it is instant oral translation. Interpretation can be consecutive — reproduction after the speaker has stopped, or simultaneous — at virtually the same time the speaker is speaking. Special requirements arise from the special nature of interpreting. Veteran interpreters have summarized the requirements of interpreting as “accurate, quick, and smooth”.

Obviously, an accurate understanding and reproduction of the speaker's meaning is paramount, because an interpreter is merely a tool to aid speakers of different languages in their communication. At the same time, an interpreter must be quick in her work. Her interpretation should be smooth so that it can be readily understood. To achieve accuracy in interpretation, an interpreter must comprehend correctly in the first place. Together with smooth reproduction, it is not difficult to see that a good command of English (or another language) and Chinese is a prerequisite. Clear pronunciation and intonation are crucial for an interpreter. The interpreter needs special training to achieve an appropriate level of speed.



Activity 3: Repeat Activity 2, but this time Student A reads Passage Three paragraph by paragraph to Student B, who starts to orally reproduce the message of each paragraph after it is finished.

Passage Three

The integration of comprehension, accurate memory, and quick reproduction demands high concentration and quick reaction-time. The process requires the simultaneous working of one's heart, mind and hand. This is where intensive training comes in. A former trainee of UN Interpreters' Program has told me that a good interpreter is made by accumulating many hours of practice time, listening to tapes and translating.

Wide-range knowledge is as important as the command of languages. "To know something about everything under the sun" is a motto interpreters observe. It is vital to concern yourself with what is happening at home and abroad all the time. You should constantly broaden your horizons, thereby improving your comprehension and interpretation.

Activity 4: Repeat Activity 1, but this time Student B reads Passage Four paragraph by paragraph to Student A, who starts to orally reproduce the message of each paragraph after it is finished.

Passage Four

与交替传译相比,同声传译具有以下优点:1) 在同声传译中,发言与翻译同时进行,不占用会议时间;2) 同声传译可以利用电子设备,在同一时间内对多种语言进行翻译;3) 在大型国际会议中,译员有时可以事先得到发言稿,早做准备,提高翻译的准确率。因此,现在的国际会议 90% 都是采用同声传译的方式进行。

同声传译又可以分为以下几种情况:1) 译员没有稿件,靠耳听,心想,口译,在同一时间内完成同声传译工作;2) 视译,译员拿到讲话人的书面讲话稿,一边听讲话人的讲话、一边看稿、一边口译;3) 耳语传译,不需要使用同传设备,译员一边听讲话人的发言,一边在与会代表耳边进行传译;4) 同声传读,译员拿到书面译文,边听发言



人念稿,边宣读译文。同声传读需要注意发言人在宣读论文过程中增加及减少的内容,有时发言人也可能会突然脱稿进行发言。

Activity 5: Work individually. Listen to the recording and try to memorize as much information as possible. After the whole passage has been read, start to orally reproduce the message of the passage in English. Listen again and check your reproduction.



Interpreting Practice

Activity 6: Students may form new pairs for Activities 6 through 9. Student A reads Passage Five to Student B, segment by segment (indicated by “//”). At the end of each segment, Student B interprets what she has heard into Chinese.

Passage Five

What is the “right to food”? Debate on the inherent right to adequate nourishment is likely to be lively at the World Food Summit.//

The right to sufficient food has been recognized since the adoption of the Universal Declaration of Human Rights in 1948. But what does it imply? And how can it be realized? // These are among the questions likely to arise during debate on a code of conduct concerning the right to food at the World Food Summit, which takes place June 10th-13th in Rome.//

The International Code of Conduct on the Human Right to Adequate Food was first proposed in 1996. It has widespread support among non-governmental organizations that advocate on behalf of the hungry.//

Nations are now being called upon to start their own intergovernmental negotiations on the Code of Conduct, which would provide guidance on the implementation of food rights.// The Code would not create new rights or obligations; these already exist under international law. It would focus instead



on the actual steps countries could take to ensure that their policies respect, protect, and fulfill the right to food for everyone.//

Activity 7: Work in the same pair again. This time Student B reads Passage Six to Student A, segment by segment. At the end of each segment, Student A interprets what she has heard into English.

Passage Six

我在开幕讲话中强调过,而且许多发言者都重申过,所有人的第一财富是自由。自由有各种表现形式,如政治自由、宗教自由、言论自由和经济自由。// 获得充足粮食的权利高于其他一切权利。饿着肚子的人不是一个自由的人。我想,这是一个非常重要的判断。//

首脑会议研究了造成饥饿悲剧的主要原因:战争,特别是内战;很多国家缺乏民主;还有妨碍粮食产品和加工业产品自由流通的保护主义;以及大多数工业化国家提供的援助不足。// 我们还得出结论,任何一个国家都不应被排除在全球经济之外。任何一个国家只有在全球经济中,才能开发其人力资源和自然资源遗产。//

Activity 8: Repeat Activity 7, but this time Student B reads Passage Seven, segment by segment, to Student A, who interprets what she has heard into Chinese.

Passage Seven

Urban populations are steadily increasing. What are the implications for their food security and safety? Urbanization is likely to eat up the productive land, pushing food production further and further away. This increases the cost of all activities associated with producing food and bringing it to cities, calling for massive investments.//

If the population is growing 9 or 10 percent a year, as is the case in some African cities, it will double in less than a decade. In Latin America, cities are growing more slowly, but the urban population is already 75% and still



increasing. How does urban food production help improve food security in cities? //

Urban agriculture does contribute to feeding urban populations. About 200 million urban farmers throughout the world supply food to 700 million people. However, there are a lot of risks associated with urban food production, especially the risk of contamination.//

I recently visited an urban agricultural area in Mexico near a river into which all the sewage goes from the nearby village. They use the mud to prepare seed beds and the water to water the vegetables. Unfortunately, the health risk has paved the ground for authorities to try to prevent urban food production rather than find solutions to the contamination.//

The point is not to take an anti-production approach, but to try to facilitate safe food production. It is a very important source of food, such as vegetables, fruits and meat, which are usually absent from the diets of low-income families.//

Activity 9: Students A and B switch roles again and use Passage Eight as the practice material this time.

Passage Eight

每天,全世界有八亿多人(其中包括三亿儿童)忍受着饥饿和营养不良引起的疾病或残疾的煎熬。有人估计,每天多达 24 000 人因饥饿而死亡。//

这个星球并不缺乏粮食。世界粮食产量足以满足每个儿童、妇女、和男人的最低营养需要。虽然一些国家的粮食产量超过其人口的需要,但另一些国家却不能满足其人民的需要,其中许多国家无力通过进口弥补不足。//更让人感到羞耻的是,一些国家内部也存在同样的情况:有些地区粮食供应充足,却有许多人在挨饿。//

饥饿与贫困是紧密相连的。饥饿是贫困的元凶,因为它妨碍人们发挥自己的潜能和推动社会的进步。饥饿使人们更易染病。饥饿使人身体虚弱、精神萎靡,削弱人们工作和抚养子女的能力。这种恶性循环在一代又一代人之间周而复始,并将继续下去。//