

高校英语专业用

# 新编英语口语教程

## INTERPRETING FOR TOMORROW

A Coursebook of Interpreting Skills  
Between Chinese and English

### 教师用书

Teacher's Book

厦门大学外文系 · 中英英语合作项目小组 编著

(北京)



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林郁如      雷天放  
罗能根 (Jack Lonergan)  
陈    菁      肖晓燕  
庄鸿山      张幼屏

上海外语教育出版社

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## 前 言

国家教委和英国海外发展署 (Department for International Development) 经 4 年的预审, 于 1994 年批准在厦门大学外文系启动中英合作口、笔译教学研究项目。这个项目也是自 1980 年以来中、英合作在中国 40 多所高校进行外语教学研究的 80 多个项目之一, 它于 1994 年秋开始实施, 到 1998 年春圆满结束。在这期间, 英国伦敦西敏斯特大学 (University of Westminster) 的两位专家 (Prof. Jack Lonergan and Mark Hilton) 分别 4 次来厦大外文系作短期咨询和指导。同期, 厦大方面参加该项目教学试点的雷天放副教授、陈菁讲师和该项目负责人林郁如教授分两期赴英国西敏斯特大学培训。从 1994 年秋起, 厦门大学外文系分别在英专 92 级、93 级和 94 级的三年级学生中选拔一个约 24 人的“翻译班”进行教学试验。

教材建设是中英双方合作协议的主要内容之一。*Interpreting for Tomorrow* 就是厦大“翻译班”口译课中试用的部分教材, 现经修改整理正式出版, 作为中英合作项目的研究成果, 也是我们向国家教委和英国海外发展署的一个书面汇报。

参加教材编写的人员是参加中英口、笔译合作项目的厦大全体口译课教师和英国伦敦西敏斯特大学的罗能根 (Prof. Jack Lonergan) 教授。具体人员和分工如下:

英方:

罗能根: 教授, 中英合作项目英方主任。他是一位资深的英语教材编写专家, 编写出版过 20 多本英语教材。曾多次为英国 BBC 广播电台编写多媒体英语教材, 并参加策划了在中国影响很大的 *Follow Me* 英语教学节目。他参与编写的 *Start Business in English* 一书在中国正式出版, 并已在中央教育电视台播放。他协助策划了学生和教师用书的编写指导原则和全书的框架, 并审校和修订了“学生用书”的英文部分。罗能根教授执笔了“致教师”, “致学生”, “Overview of Course Structure”和“Progression of Skills”部分, 并负责“教师用书”的统稿和定稿工作。

中方:

林郁如: 教授, 中英口、笔译合作项目中方主任, 80 年代中就在厦大外文系首开口译课, 90 年代初在厦大外文系创建了硕士研究生口笔译研究方向, 硕士研究生导师。负责本教材的策划、组织工作, 执笔全书的导论和理论部分以及数字互译和部分同传内容。

雷天放: 副教授, 中英口、笔译合作项目的中方协调员 (coordinator), 厦大外文系口笔译方向硕士研究生导师, 有丰富的口、笔译实践和教学经验。负责本教材编写、统稿和定稿工作, 执笔教材中的 6—12 课。

陈菁: 讲师, 1991 年厦大英语语言文学硕士毕业后就开始口译课教学, 1996—1997 年度赴英学

习期间,又获英国翻译学硕士学位。执笔教材的13—20课、部分同传内容并参加教材的定稿工作。

肖晓燕:讲师,本教学小组最年轻的教师,也是我系培养的口、笔译方向研究生,已从事英语教学8年,擅长口语课和口译课教学。执笔教材的附录部分并参加1—5课的编写和定稿工作。

庄鸿山:副教授,厦大外文系英专视听说教研室主任,有多年听说课教学经验。80年代末开始口译课教学研究。1998—1999学年赴英国讲学。执笔教材的1—5课的主要内容。

张幼屏:讲师,厦大外文系培养的第一名口译方向硕士研究生,曾在北京联合国译员培训班学习交替传译和同声传译两年,也是在我系研究生口译方向首开同声传译课的年轻教师,有丰富的同声传译经验。1998—1999学年赴美国进修。执笔教材的“Note-taking”和部分同声传译内容。

同时,我们想借此机会向英国文化委员会(British Council)前任一等秘书(First Secretary) John Hilton先生表示衷心的感谢。John Hilton先生曾四次来厦巡视检查该项目的进展情况,并及时给予有益的指导和鼓励,使该项目得以顺利完成。

最后,上海外语教育出版社给予了我们极大的帮助,使得本书能够顺利与读者见面。在此,我们向他们致以深深的谢意。

## **Interpreting for Tomorrow**

### **Overview of Course Structure**

#### **Preparation Unit**

An introduction to professional interpreting

#### **Part One Consecutive interpreting**

##### **Unit 1 Memory training and public speaking**

Memory in interpreting  
The object of interpreting  
The process of interpreting  
Listening, discourse comprehension, and reconstruction  
Memory training  
Public speaking  
Figures

##### **Unit 2 Note-taking**

Discourse analysis and comprehension  
Knowledge acquisition in interpreting  
Symbols and abbreviations  
Case study notes  
Figures

##### **Unit 3 Pragmatic skills: paraphrasing and coping tactics**

Reconstruction  
Quality and performance criteria  
Pragmatic skills  
Paraphrasing  
Reconstruction and reformulation  
Coping tactics

##### **Unit 4 Professional ethics and cross-cultural communication**

Professional codes of conduct  
Cross-cultural communication  
Behaving professionally  
Summary  
Communicating across cultures  
Interpreting idioms, humour and jokes  
Sight translation

#### **Part Two Introduction to simultaneous interpreting**

##### **Unit 5 Shadowing, sight interpreting and coping tactics**

Simultaneous interpreting  
Shadowing  
Sight interpreting  
Coping tactics in comprehension  
Coping tactics in reconstruction

## To the teacher

Welcome to *Interpreting for Tomorrow*, a new course in interpreting skills. This handbook for teachers describes the objectives and the skills-led syllabus of the course, explains how the course is structured and how the course components should be used, and provides extra information and suggestions for your teaching.

The course is designed for students who have a good knowledge of Chinese and English, with the ability to use and understand spoken language. By the end of *Interpreting for Tomorrow* you will have taught them the techniques and skills used by professional interpreters. Furthermore, you will have explained to the students the theory underlying the principles and practice of interpreting.

We hope that you find the information in this handbook informative and useful and we wish you every success with *Interpreting for Tomorrow*.

*Xiamen University project team*

## About the course *Interpreting for Tomorrow*

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### Course objectives

*Interpreting for Tomorrow* is a course of interpreting skills. In order to start this course, the students already have a good knowledge of Chinese and English, with the ability to use and understand spoken language. To succeed on the course they must not only understand the theory underlying the principles and practice of interpreting but also become proficient in the techniques and skills which are used by professional interpreters to move from one language to another. Working as an interpreter demands constant professional improvement, and by the end of the course students will have learned how to extend their knowledge on their own and how to behave professionally.

### Course structure

The structure of the course reflects the main objective to teach the practice and underlying theory of interpreting skills. These notes refer to the *Overview of Course Structure* (page xiii), which is also in the SB. It is clear from this overview that skills are the leading parameter of the course design.

#### Preparation Unit

An introduction to professional interpreting

The course begins with a preparation unit, which introduces the students to professional interpreting as a topic and as a career.

### Part One Consecutive interpreting

Part One concentrates on Consecutive Interpreting and forms the main part of the course.

#### Unit 1 Memory training and public speaking

Each of the Units 1 – 5 has a title which indicates the main area of skills to be practised in that unit. For example, Unit 1 is called Memory training and public speaking, which are the key skills to be taught in that unit, although they will be repeated throughout the course.

#### Unit 2 Note-taking

Discourse analysis and comprehension  
Knowledge acquisition in interpreting  
Symbols and abbreviations  
Case study notes  
Figures

Within each unit there is a list of topics covering theory and skills. For example, in Unit 2 Note-taking the first two items are Discourse analysis and comprehension and Knowledge acquisition in interpreting, part of the theory of interpreting. The next three items, Symbols and abbreviations, Case study notes, and Figures refer to skills.

### Part Two Introduction to simultaneous interpreting

Part Two provides an Introduction to Simultaneous Interpreting.

#### Unit 5 Shadowing, sight interpreting and coping tactics

This part has only one unit, Unit 5.

#### Appendices

- 1 Main Chinese organizations
- 2 UN main organizations
- 3 Reference books
- 4 Codes of conduct
- 5 Countries of the world

In the SB there are also five Appendices of useful information.

### A skills-led syllabus

The syllabus for the course reflects the course objectives. The Progression of Skills chart (page xxviii) focuses on the skills element in the syllabus for the main part of the course. The diagram shows how the skills for consecutive interpreting are introduced and practised in Lessons 1 – 20 of Units 1 – 4.

If we look at the chart we see that the top row gives a brief reminder of the contents of Units 1 – 4. The Lesson numbers are 1 – 20 and these should be cross-referenced with the list of skills, starting at the bottom of the list and working upwards. A key to the symbols is at the



top of the list. The symbol ○ shows the first introduction of skill in a lesson. Once a skill has been introduced, it can be used throughout the course, and this is symbolised by ● showing further use of skills in lessons. At the end of each unit, there is a revision lesson and all the skills of the course so far are marked with the symbol ★.

The Progression of Skills chart provides a reference guide to the main skills suggested for teaching in each lesson of the course, and there is a copy in the SB.

### **Course materials**

The course materials consist of a Student's Book (SB), this Teacher's Book (TB), and audio recordings of the texts. We also suggest ways in which you and the students can use other texts for further practice, taking them from print, audio or video sources.

The SB is the mainstay of the course. The Contents in the SB gives details about each lesson, listing the skills, points of theory, themes and topics of the texts supplied. The Contents in the TB are less detailed as they have a different purpose; you should compare the two. The SB also contains advice to the students about their work and their approach to working with a course such as *Interpreting for Tomorrow*.

The SB is complemented by the TB, which follows the same progression as the SB. The Contents list in the TB is mainly for quick orientation, serving as a reminder about each lesson: look at the SB for the details. Otherwise, the TB provides extra background information, clarification of some of the materials in the SB, and suggestions on aspects of teaching and learning. For the preparation and conduct of your classes, we recommend that you read the SB and the TB together.

The audio recordings provide a change from the teacher's voice in the classroom. Of course, many texts can be presented by you or your guests in class; and the students can find or prepare their own too. Where possible, the audio material can be made available for self-access or private study.

Other materials should also be used, chosen by you and the students to reflect contemporary events or issues of local relevance, or the interests of the class. There are suggestions in the SB and TB. Bringing new materials into the course emphasizes the immediate nature of interpreting as an activity where the professional is constantly updating his or her skills.

### **Quick Guide to the Student's Book**

The Student's Book (SB) sets out clearly for the students what the course objectives are, what is expected of them, and what the course contains.

The introduction is similar to this, but aimed at students. The Overview of the Course Structure chart and the Progression of Skills chart are included, as in this book. However, the SB has a more detailed Contents list than the list in this book, and you should use it as a reference guide, particularly regarding the texts which are offered for practice. The Contents lists in detail what is in each lesson and these details are repeated at the beginning of each lesson within the SB.

The SB also contains five *Appendices*, which are not in the TB. They are

1. Main Chinese organizations
2. Main UN organizations
3. Reference books
4. Codes of conduct
5. Countries of the world

An important part of the work of an interpreter is knowing how to find information. The Appendices here provide instant reference materials for now, and suggest other sources from which the students can build up their own reference lists, according to their own needs and interests.

### **Using the Teacher's Book**

To use a course like *Interpreting for Tomorrow* successfully, you must ensure that the students understand the contents of all the components of the course. However, this involves more than just understanding what you teach or offer the students as learning objectives, and what the students are expected to do in order to achieve these objectives. It also involves understanding why they are included in the course; and how they relate one with another. In other words, as English speakers say, not just *What?*, but *How?* and *Why?* as well.

The contents of the course is what is being taught: *What?*. This Teacher's Book sets out how it can be taught: *How?*. The information in the SB and TB explains why the *Interpreting for Tomorrow* course should be taught in this way: *Why?*. We recommend that you refer to this Teacher's Book and the information in the Student's Book throughout the course, as a point of reference for your lesson preparation and classes.

The TB provides added information about how the skills are practised in relation to the texts, and gives suggestions on how further texts can be used to provide up-to-date materials for class practice.

The Progression of Skills chart, which is also in the SB, offers both you and the students the chance to monitor progress in each skill area. You may want to encourage the students to prac-

tise certain skills on their own or with other students. It is easy to imitate the techniques by transferring them to other texts, especially the texts which students choose themselves to read (magazines), listen to (radio) or view (television).

At the end of each unit there is a revision lesson. These are deliberately structured rather loosely, in order to encourage you and the students to take the opportunity of deciding which of the skills need further practice most. Revision from the preceding lessons or units can then be based on that decision.

Throughout the course, the combination of SB, TB, student's participation and teacher's guidance should ensure success in working with *Interpreting for Tomorrow*. The next section explains briefly the theoretical basis for producing this course, with practical examples to illustrate the theory.

## **Introduction to the theory and practice of interpreting and interpreter training**

It is generally recognized that interpreting requires more than just a knowledge of two languages. It is also well established among interpreter trainers and theoreticians that comprehension of the source language discourse goes beyond the simple recognition of words and linguistic structures. However, there have been few efforts to investigate scientifically the nature and extent of comprehension in interpretation before Daniel Gile's *Basic Concepts and Models for Interpreter and Translator Training*. Daniel Gile describes the relationship between the knowledge of language, the extra-linguistic knowledge and analysis in the following way:

$$C = KL + ELK + A$$

C stands for comprehension

KL stands for knowledge of the language

EKL stands for extra-linguistic knowledge

A stands for analysis

= does not mean "equality" but refers to the result of the interaction between KL, ELK and A  
+ means addition by interaction, rather than arithmetic addition.

The basic relationship shown in Gile's formula is one of complementarity between knowledge of the language (KL) and extra-linguistic knowledge (EKL). EKL can be pre-existing: this is the knowledge which the interpreter has before this assignment; and it can be acquired: this is knowledge which the interpreter takes from the context and the communication situation. Analysis (A) refers to the interpreter's analysis of the whole communicative scenario or discourse, leading to the insights of comprehension. Gile suggests that if one component in the formula is weak, then another may compensate. In other words, it may be possible to obtain a given level of comprehension (C) even with a relatively low level of extra-linguistic knowledge (EKL) if the level of knowledge of the language (KL) is high and sufficient Analysis (A) is applied, and *vice versa*.

This issue of complementarity is particularly important for interpreters to understand, for the general level of extra linguistic knowledge of the interpreter is on the whole poorer than that of the speaker in a specialist field. Acquisition by assignment is important, and this means that the development of EKL is dynamic and ongoing. We address this point in more detail in Unit 2, Lesson 6.

However, comprehension alone is not enough to enable interpretation. The interpreter needs to comprehend, but then to reproduce the message contents in the target language applying the skills and techniques of interpreters. The result must also conform to professional stan-

dards and ethics, in terms of faithfulness to the message, to the client and to the audience. We could incorporate the Gile formula in an extension such as this:

$$I = S + C + P$$

Where I stands for the act of successful interpreting, S refers to the skills and techniques involved in interpreting what is comprehended, C stands for comprehension as described by Gile, and P suggests that the whole is carried out to a professional standard. Such an analysis can be taken further, and we, the authors of *Interpreting for Tomorrow*, feel that it needs to be. Much of Gile's account is relevant to high-level conference interpreting, at the level of European Union meetings. This is of course a vital area, and at United Nations level China also plays a part, as in relations with other international bodies. However, the situation facing many teachers of interpreting is that the class consists of well-educated trainees whose work might well be primarily in business or commerce. Day-to-day interpreting is far removed from the specialist conditions associated with several members of an interpreting team occupying a booth at an international conference, with prepared documentation to hand.

Therefore we have developed a model which we think is appropriate for training new interpreters, equipping them with sufficient skills to enter the profession. Once they have started their careers, they can join all the interpreters of the world on a life-long quest of improvement.

### **Towards a model for interpreting and interpreter training**

In *Interpreting for Tomorrow* we recognize that those preparing to become interpreters require a broad approach in which their training will include all elements related to the task. Adapting the Gile conventions to our own needs we can use (S) to refer to those interpreting techniques and skills specific to the profession, which distinguish an interpreter from somebody who happens to know two or more languages. Reflecting the lifelong learning aspects of an interpreter's development we can replace Gile's language knowledge with our own (L) to stand for language knowledge and enhancement, and use a simple (K) for the development of extra-linguistic or encyclopaedic knowledge. If we retain (A) for the analysis and reflection which the interpreter brings to the communication and discourse, we appear to have everything necessary in order to enable comprehension (C).

This would give a simple expression  $S + C(K + A)$ . However, the whole task must be performed in accordance with professional ethics and according to professional standards, which we shall designate with (P). All of these are necessary in order to be a successful interpreter (I). We could therefore reformulate the process as follows:

$$S + C\{L + K + A\} + P \rightarrow I.$$

This is to be read as follows: the skills and techniques (S) of an interpreter are applied to comprehension (C) in a professional manner (P) to produce a successful act of interpreting (I). The comprehension (C) is informed by language knowledge (L), extra-linguistic knowledge (K), and an analysis of the whole situation (A).

This formulation has the merit of emphasizing that comprehension alone is not sufficient for interpreting; there must be the application of specific interpreting skills, to a professional standard. However, we see that this formula omits any reference to the fact that interpreting is between two languages. This brings two major considerations: the source language and the target language; and cross-cultural communication.

As far as the two languages are concerned, we must expand (L) language to (SL) source language and (TL) target language. Having done this we can see that (C) Comprehension is inadequate for TL. The message in SL is comprehended, yet the message in TL is not comprehended, but reconstructed by the interpreter for others to comprehend. We shall propose (R) for Reconstruction.

Earlier we had (A) representing the analysis of communication and discourse. However, (A) must apply to both SL and TL; after much discussion, we felt that what is required of analysis has two dimensions. One concerns analysing and understanding the message at a discourse level, and the other means appreciating the value of the discourse act in a cultural context or between cultures. If discourse analysis is designated as (D), and cross-cultural understanding as (CC), we have  $A = (D + CC)$ .

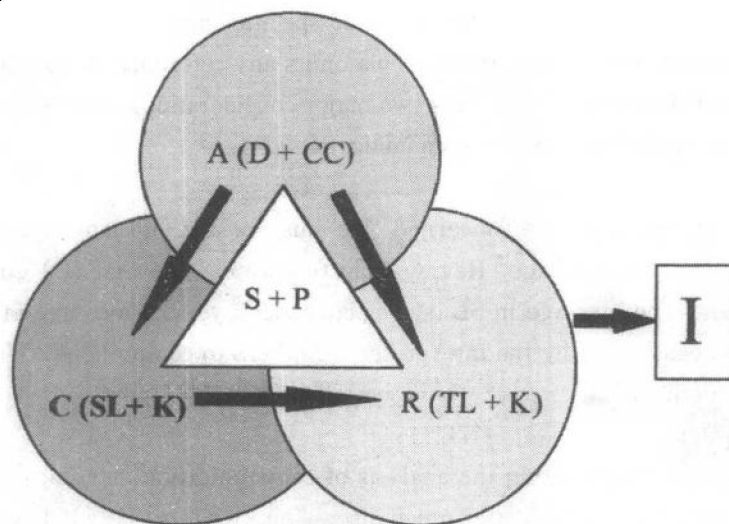
In the Gile model with which we started, the sign + was to be interpreted as meaning interaction, just as the sign = was not meant to mean equals but rather a result. We prefer an arrow  $\rightarrow$  to point to a result, but keep + to signify an interaction. However, where a concept is made up of components, then we prefer juxtaposition, as in this example:  $A(D + CC)$  means that analysis (A) is the product of the interaction between discourse analysis (D) and cross-cultural understanding (CC).

A further consideration is the fact that interpreting is not a linear act. There is a wealth of scientific literature concerning the psychology and psycholinguistic aspects of interpreting, especially simultaneous interpreting. However, that is not the concern here. Our aim is to produce a model which reflects the reality of interpreting, albeit in a stylised form; and which can serve as a theoretical underpinning to a course in interpreting skills.

### **The XiaDa Model for interpreter training**

The Xiada Model for Interpreter Training is a non-linear approach. Its main aim is to show

that interpreting requires comprehension of the SL and reconstruction of the message in the TL. Furthermore, this is made possible by an analysis of the discourse and cultural factors in the scenario, and all is undertaken using the skills and professionalism of interpreters. Our model must therefore show the interaction of analysis (A) on SL and TL, with Skills (S) and Professionalism (P) in evidence, all leading to Interpreting (I). These factors are taken into account in the diagram below.



The XiaDa Model for Interpreter Training

**Key**

A(D + CC) represents the analysis (A) which the interpreter uses in both comprehension of the message and reconstruction of the message. The analysis has two main components, discourse analysis (D) and cross-cultural understanding (CC). The circle overlaps the other two circles because A(D + CC) applies to both the other circles, as is indicated by the downward arrows.

C(SL + K) represents comprehension (C) of the source language (SL) which is aided by extra-linguistic or encyclopaedic knowledge (K). The circle is underneath the others because the source language message initiates the whole interpreting act. The message moves in the direction of the horizontal arrow.

R(TL + K) represents reconstruction in the target language (TL), which is also informed by extra-linguistic or encyclopaedic knowledge (K). The circle overlays the source language circle because the target language message must follow from the source language message.

S+ P represents the skills and techniques (S) which an interpreter uses in a professional way and to a professional standard (P) in performing the interpreting. The triangle is superimposed on all circles because the special skills of an interpreter, and the professional standards required, differentiate what is achieved from other types of bi-lingual activity.

I stands for Interpreting, our goal, to which we are led by an arrow.

## **The XiaDa Model in *Interpreting for Tomorrow***

This course offers a training programme which reflects the XiaDa Model for Interpreter Training. We can look now at each component in the model to see how they are realised in the course.

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**A(D + CC)**

### **A Analysis**

The interpreter must fully appreciate what the communicative situation involves, must understand the nature of the discourse, and be aware of the cultural elements involved. The interpretation must also be accessible to the audience, who may not share many of the linguistic, cultural or knowledge assumptions of a native speaker audience.

### **D Discourse analysis**

From the very first lesson, the students are told that meaning is more important than words. In Lessons 2 and 3 this simple idea is broadened to look at discourse analysis in both the SL and TL. In Lesson 6 it is again a major theme. Students learn that the interpretation must match the original message in matters of vocabulary, register and appropriacy, and genre, and perhaps also in matters of tone or emotion. In the course we make clear to the trainee interpreters that effective communication is at a level of discourse which is analysed at a level above the phrase or sentence.

### **CC Cross-cultural communication**

There are cross-cultural references throughout the early part of the course, for example, in Lesson 4, the importance of eye-contact is established. However Unit 4 (Lessons 16 – 20) provides the major focus for cross-cultural communication.

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**C(SL + K)**

### **C Comprehension**

Comprehension is achieved by the synthesis and interaction explained above. The course leads the students to an understanding of what this entails by gradually introducing different aspects of comprehension. The topic occurs throughout the course, but there is a special emphasis in some lessons, such as Lesson 3, where comprehension of the Source Language (SL) has a major focus, and also in Lesson 6.

### **SL Source language**

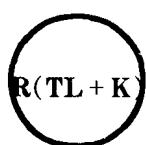
Interpreters improve their language knowledge all through their careers. For those new to the profession, there must be focused language enhancement. In this book, there are glosses to difficult words and expressions specific to the texts. More importantly, there are sections de-



voted to language issues in which examples of language use, frequently based on a contrastive analysis of Chinese and English, are explained in terms of principles which can be applied to other situations.

### **K Knowledge**

The detailed list of *Contents* in the SB shows how this course introduces the trainee interpreters to a wide range of topics, situations and cultural considerations. The topics and subject matter covered by professional interpreters are wide ranging in variety and often detailed in content. The principal speakers will of course know more about the subject matter than the interpreter; but the interpreter gains an encyclop(a)edic working knowledge of the world during his or her career. It is the job of those training new interpreters to expose them a wide range of subject matters and to enable them to embark on a programme of lifelong accumulation of knowledge. Lesson 5 and Lesson 7 focus on this topic particularly. See below for more on Knowledge.



### **R Reconstruction**

Reconstruction is, of course, the manifestation of the interpreting. But it is a process as well as an output. The topic is touched on in Lesson 1 and is a major theme in Lesson 11 of Unit 3.

### **TL Target language**

Note that the students must move away from the concept of mother tongue and foreign language, and adopt the interpreting terms SL and TL.

### **K Knowledge**

The development of thematic and worldwide knowledge by the students is carried out systematically in the course. Each unit has an overall theme, each lesson within the unit has a sub-theme, and each text within a lesson has a specific topic or focus.

For example, the theme of Unit 2 is *Economic development*, Lesson 8 is called *Business and foreign trade*, and the texts offered are as follows:

Practice texts	Text 8.1 Global service trade
	Text 8.2 五年成就
Interpreting texts	Text 8.3 1997 年中国外贸战线所取得的成就
	Text 8.4 China and world trading system
Liaison interpreting	Talks on improving bilateral trade

We also acknowledge that the interpreter needs more than just facts and figures for knowledge, and this course addresses this by explicitly including matters such as cross-cultural is-