

上海紧缺人才培训工程教学系列丛书

英语口语译基础能力证书考试

基础口译教程

A Preliminary Course of Interpretation

主 编 齐伟钧 孙万彪

副主编 罗杏焕 吴建国



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外教社

上海外语教育出版社

SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

Interpretation

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前 言

“上海市英语口译基础能力证书”是经上海市紧缺人才培训工程联席会议办公室审核、确认的上海市英语口译岗位资格证书配套培训和考试项目之一。通过该项目市统考者可获得上海市委组织部、上海市人事局、上海市教育委员会、上海市成人教育委员会统一印制的“上海市英语口译基础能力证书”。

英语口译基础是通向英语中、高级口译技能的初级阶段，为的是使学员通过学习，在较短的时间里为今后进一步参加英语中、高级口译培训奠定良好的基础，掌握基本的口译能力。为从事口译工作，学员需要在听、说、读、写、译等基本语言技能全面发展的基础上，强化英语口语和口译能力的培训。在实施英语中、高级口译资格证书考试项目的过程中，我们发现，不少考生未能通过第一阶段的笔试，主要是因为他们在听、读、写、译等方面的能力欠缺，而且知识面较窄；而未能通过第二阶段的口试的考生则大多是因为英语口语表达不畅，缺乏相应的口译技能。为使广大英语爱好者切实有效地全面提高英语水平，今后能够从事口译工作，上海市外语口译考试委员会于前年开始试行《上海市英语口译基础能力证书》考试，使之与英语中级、高级口译考试形成一个由低到高的完整系列，从而为这三个不同层次的培训和考试搭建了相应的平台。这样的设计，有利于全面、系统、科学地提高学员的英语综合水平和口译能力。

与英语中级、高级口译培训要求不同的是，参加基础口译培训的学员应具有基本的英语知识和应用能力，即相当于重点中学高中毕业生或大学一年级学生的英语水平。经过培训，学员的英语应用能力可望达到大学英语四级的要求，而且在英语听说和口译方面也可奠定良

好的基础。在此基础上经过进一步深造，学员就可以达到英语中级口译资格证书所要求具备的能力，即能够独立从事生活翻译、陪同翻译、涉外导游、外贸业务洽谈翻译等工作。

根据考试大纲，“上海市英语口语译基础能力证书”考试分为笔试与口试两个部分。笔试部分以听力考试的形式举行；口试包括口语和口译两部分。为此，我们设计并编写了三本基础教材，分别针对听力、口语和口译，把侧重面放在听、说、译三项技能上。我们知道，长期以来大多数学校的英语教学对这三个方面不够重视，在一定程度上造成了人们所说的“哑巴英语”（基本上不会说英语）和“聋子英语”（听不懂原汁原味的英语）。而这样的弱点若不能克服，要想从事口译工作是根本不可能的。因此，在基础口译阶段，培训的重点应该是提高学员的听、说能力，并在此基础上掌握一些口译的基本要领。

考虑到英语教学应该是一个由浅入深、循序渐进的过程，我们在教材中除了编写针对性较强的教学内容外，还根据培训要求增加了类似预备练习的相关项目，以帮助学员和考生获得理想的学习效果。教材内容活泼多样，难度适中。所选用的材料以口语体为主，如对话、讲座等。题材具有时代性，紧扣现代社会与经济发展、贴近人们的日常生活与工作。教学安排有较强的可操作性，能使学员在听和说两方面进行大量的操练和实践。正文之后，各本教材还配备了相关背景介绍、英语听力、英语口语以及口译技能讲座，目的在于扩大学员的知识面，以便更好地发展听、说、译的技能。

《基础听力教程》、《基础口语教程》和《基础口译教程》作为一套综合性教材，所涵盖的三项技能培训是相辅相成的，既有统一的要求，又有各自的重点。在教学安排上，这三个方面的训练应该齐头并进。同时，基础教材又是与英语中、高级口译教材配套的系列教材，在诸多方面是和中、高两级相衔接的。通过基础阶段培训后，学员能比较容易地适应中、高级口译教材的教学要求，为以后进一步接受口译培训打下扎实的基础。

现在推出的这套基础口译教材，是以过去两年间所试用的胶印本为基础重新编写的。我们希望经过修订的新教材能更好地适应培训的需要，达到我们所设想的目的。当然，限于我们的学识，这套教材可

能还有不尽如人意之处，甚至存在各种差错。在此，我们恳请专家、学者、使用教材的教师和学员提出宝贵意见，以便编写者及时修正。

主编 **齐伟钧 孙万彪**

编者的话

《基础口译教程》属“上海市英语口语资格证书”应试培训系列教材之一，以拟参加“上海市英语口语基础能力证书考试”的学员为主要对象，同时也适用于各类基础阶段的英语口语和口译课的教学。但由于种种原因而无法参加口译培训却又有志参加口译考试者，本教程也可用作应考自学教材。

口译是一项实践性很强的语言交际活动。译员是否具有良好的语感，是否具有对英、汉语句较为熟练的处理能力，往往决定了口译质量的高低，或直接影响到口译的成败。换言之，译员的口译能力往往就体现在对各项语言技能综合掌握和运用的程度上。因此，译员必须在听、说、读、写等诸方面都具有较为扎实的基础，尤其具有较好的口头表达能力和耳听会意能力，即具有所谓“良好的语感”，这样才能保证口译得以顺利进行。当然，良好的语感和各项语言综合技能的掌握也可以在整个培训期间通过其他相关科目的学习和训练，加之平日的勤学苦练，得到不断的提高和完善。此外，口译工作的涉及面往往是多元庞杂的，因而也要求译员应具有较为宽广的知识面，并能不断摄入新的文化信息，了解新的发展动态，不断扩充语言知识和词汇量，从而达到在整体上提高自身的综合素质和语言能力的目的。

《基础口译教程》即以上述观点为指导，根据口译工作的特点进行选材和编写，体现了口译工作的基本要求以及当代中国改革开放的时代特征。本教程涉及范围较宽，每一单元均有其相对独立的主题，各单元之间又互有内在联系，构成一个有机整体，旨在全面提高学员的综合能力，从而为口译实践打下良好的基础。每一单元在布局设计上均分为五个层面，即：I. Vocabulary Preview; II. Background

Knowledge; III. Warming-up Practice; IV. Passage Interpretation; V. Useful Sentences and Expressions;“对话口译”和“篇章口译”均附有参考译文,便于学习者检测自己的口译能力和准确度。每一单元的注释部分用于讲解课文中的重、难点,并介绍常用的口译技巧和难点的处理方法,能帮助学习者突破语言上的障碍,准确掌握各项口译的特点和技巧,从而顺利达到有效学习的目的。

口译是一项很特殊的语言操作活动,是视、听、说、读、写等各项语言知识和技能的即席、综合运用过程。因此,口译教学自有其不同于其他课程的特点和方法,即:既要重视语言能力的培养,又要根据教学内容和口译特点加强对口译技能的训练,更要注重教与学之间的互动关系。编者认为,口译教学惟有通过精讲多练,积极参与双向、双语思维活动,才能有所收效。

《基础口译教程》在正式付梓之前,已在有关院校和培训机构试用过几年,收效颇好,受到了使用者的欢迎和好评。编者在此基础上又对部分内容进行了调整、更新和充实,使之更趋合理、完善,更符合教与学的实际要求。

本教程在编写过程中得到了有关专家、学者的支持和指导,并参考了有关教材的内容,编者谨在此向他们致以诚挚的谢意。书中若存在不足或差错,祈望同行专家和广大学员批评、指正。

吴建国

2004年春

使用说明

《**基**础口译教程》按照《上海市英语口译基础能力证书考试大纲》而编写，用以培养和提高已具有一定英语水平，且有志从事英语口语译工作人士的口译能力，使学习者能通过短期培训达到参加“上海市英语基础口译资格证书考试”，或从事一般口译工作所需具备的英汉/汉英口译水平，并为参加中、高级口译资格证书的考试奠定坚实的基础，做好铺垫和准备。

《基础口译教程》作为一本主要用于课堂教学的教材，在整体结构上分为16个单元，是根据一学期16周，每周3课时的培训计划而设定、编排的，也就是说，本教程所需课堂教学时数不宜少于48课时。

本教程强调读者、编者以及本书之间的相互作用和相互影响，从培养学员的综合语言知识和英/汉口译表达能力出发，经过为期16周的培训，力求使学习者的综合运用语言的能力，交际能力，特别是口译能力得到明显的提升，并能大体掌握口译的若干基本技巧。教师和学习者使用本书时，可根据实际情况对本教程的内容灵活掌握，有所侧重，变通处理。教师也可根据具体教学对象的要求，适当补充一些相关内容和练习。必须指出的是，本课程在教与学的过程中，应注重精讲与勤练，才能达到预定的目标。

如何增强英、汉两种语言的口头表达能力和逻辑思维能力，掌握和运用口译技巧，如今已成为英语教学和研究领域普遍关注和重视的一个课题。编者希望各位同行勇于探索并创出英/汉口译教学的新途径。同时，也欢迎使用本教程的教师和学员对本书提出批评和建议，以便我们在今后的教材修订和口译教学工作中加以改进和提高。

CONTENTS 目录

UNIT 1	SCHOOLS AND EDUCATION 学校与教育	1
UNIT 2	WORK AND LIFE 工作与生活	18
UNIT 3	TRAFFIC AND ACCIDENTS 交通与事故	33
UNIT 4	HUMANITY AND ENVIRONMENT 人类与环境	46
UNIT 5	SOCIAL PROBLEMS 社会问题	59
UNIT 6	SCIENCE, TECHNOLOGY AND PROGRESS 科技 与进步	72
UNIT 7	SANITATION AND HEALTH 卫生与健康	85
UNIT 8	SPORTS 体育运动	98
UNIT 9	CITIES AND COUNTRYSIDE 城市与乡村	117
UNIT 10	CULTURE AND HISTORY 文化与历史	133
UNIT 11	TRAVEL AND SIGHTSEEING 旅游与观光	149
UNIT 12	ENTERTAINMENT AND MASS MEDIA 娱乐与大 众传媒	163
UNIT 13	BUSINESS AND NEGOTIATIONS 商务与谈判	181
UNIT 14	TRADE AND INVESTMENT 贸易与投资	194
UNIT 15	ECONOMY AND DEVELOPMENT 经济与发展	207
UNIT 16	FOREIGN RELATIONS 对外关系	219

UNIT 1

SCHOOLS AND EDUCATION

学校与教育

TEXT

I. VOCABULARY PREVIEW

prestigious	scholarship	Olympiad
master	interact	participant
major	circus	breakthrough
expect	rural	accelerate
humanity	audience	electromagnetism
placement	guardian	aspiration
intermediate	interview	make a contribution
communicate	amazing	mentor
recommend	clap	impart
enroll	milestone	curiosity
wishful	freshman	

II. BACKGROUND KNOWLEDGE

1. 在美国, 中学毕业生有举行毕业演说的习俗, 参加者有学生、老师和学生家长等。学生们身穿毕业服, 头戴毕业帽, 就自己所选择的话题举行讲演。讲演可采用散文体, 也可采用诗歌体。
2. 奥林匹克运动会是体育界的盛会, 而在学科竞赛领域, 也有数学奥林匹克竞赛、物理奥林匹克竞赛、化学奥林匹克竞赛等, 我国中学

生在此类竞赛中屡有出色表现。

III. WARMING-UP PRACTICE

1. **I finally made it.**

A: I finally made it. I'm now a student of the University of California.

B: Congratulations! You must have worked very hard.

A: Yes, I had to work very hard to be successful, and I'm proud to be a student of such a prestigious university. Were you proud to graduate from UC?

B: Yes. I have a Bachelor of Arts degree and I'm going on for my master's degree. What do you plan to major in?

A: I expect to teach history or geography in a high school, so I think I'll major in one of those.

2. **What course are you going to take?**

A: I'd like to do an English course. I've already done the placement test and I'm at the intermediate level, but I'd really like to be able to communicate more fluently with other English speakers.

B: Well, I can recommend the Oral Skills course — it's excellent.

A: Hmm, but it costs more than \$2,000, which is far too expensive.

B: How about this General English course — the class size is the same as that of the oral skills course and it's cheaper.

A: Yes, that sounds better. OK, I'll enroll in that one then.

3. **Have you ever thought of going abroad to study?**

A: Hi, David, have you ever thought about going abroad to study?

B: Never crossed my mind. What about you?

A: All the time but ... I know it's just wishful thinking. My parents are only farmers. The only way is to get a scholarship and, well, you know I'm not brilliant.

B: Hey, don't give up on your dream so easily. Remember the old saying, "Where there is a will, there is a way." Anyway, why do you want to go abroad to study? Aren't our local universities good enough?

A: No, no, don't get me wrong. I've got nothing against our local universities. It's just that I want to experience what it's like studying in a different country, living in a different climate, interacting with people from a different culture.

IV. PASSAGE INTERPRETATION

PART A: ENGLISH-CHINESE INTERPRETATION

Passage 1

To tell the truth, it was never in my dream to graduate from an American high school. Three years ago I was working in different restaurants in Ohio, New York, and Pennsylvania, and I only wished one day to learn how to speak English. But now I am here giving a speech in English. What's more, I am going to college in the fall. However, I will never forget where I have come from.

I was born in a little village. At that time my family was very poor. I remember when I was young I used to ask my mother for just one egg a day, but she wasn't able to do it.¹ When I was eight my father sent me to a circus school. Sometimes we went to rural areas to perform for farmers.² Audiences who came for the show were often without shoes and sat on the floor to watch us. Most of the children in the countryside didn't go to school at all because their parents were too busy worrying about where the dinner for tomorrow would come from. Of course we also performed for wealthy people.

Last summer vacation I went to visit my guardian. We lived in

a little hotel in downtown L. A. We had some friends who lived in the wealthy areas, and sometimes we were invited as guests to their homes. But every time when we came back to our little hotel, we would see homeless people sleeping on the street next to it. It was a strange feeling to see those people there in a city that seems so rich.

Last week I went to a college interview, and I told the woman interviewer there that because I had received many people's help getting an education, I wished one day to help other people, too. I had said this in other college interviews, but this time she asked in return how I planned to help other people.³ I was very surprised by the question, and I was unable to answer it because I never really thought about how. People always want to help others, but they are usually too busy reaching the goals they set for their own lives.

Maybe one day we should all sit down and ask ourselves, "how can we help other people?" Many people think that they only help when they can change the world. No, you don't have to because it is improbable for one person to do the whole job. If you can help one little thing, then you are amazing already. But we need every one of us to do one little thing.

Passage 2

Friends, parents, families and the 2000 graduating class of the Beacon School, welcome!

Four years ago, you started as 9th graders at Beacon School when I was a new teacher. I am amazed at what you have accomplished both in and out of the classroom over the last four years.¹ You all have so much to be proud of today. And as we take so much pride in you today, let us also make sure that we recognize the family and friends who have supported you, pushed you, and today who have come to celebrate this day with you.² So please, seniors, take a moment to clap your hands for your parents and families who have helped you get to this milestone day ...

You are a special class to me. You all were my first class. You

were freshmen when I was a new teacher. You were my first computer students, my first English students ... and as I have said to so many of you, I cannot even begin to imagine Beacon without you, because you, in so many ways, are Beacon for me.³

I stand here now, and I look at the young men and women sitting in front of me in their caps and gowns. I think of four years of struggles and triumphs ... of friendships ... of dance shows and basketball games ... of research you performed and Web sites you built ...⁴ I can imagine nothing better than having been able to have shared the last four years with all of you.

In closing, I want to let you know that my life has been changed for the better as a result of the time that I have spent with you.⁵ And I thank you all for that. And I wish you all of the best that life has to offer you, for you all deserve it.

Passage 3

Distinguished guests,
Participants of the 3rd Asian Physics Olympiad,
Ladies and gentlemen,

It is with much pleasure that I welcome all the young participants from all over Asia to Singapore for this 3rd Asian Physics Olympiad.

The 20th century which has just ended was a remarkable period of scientific breakthroughs and achievements. In the field of physics, we have seen many key discoveries. The pace of scientific progress, and the speed in which scientific discoveries have been turned into useful applications, have also been accelerating.¹ I am told that it took 65 years between the discovery of the theory of electromagnetism to the invention of the television, 18 years for X-ray, 5 years for radar, and only 2 years for laser.

You represent some of the best young minds in Asia. You embody the hope and aspiration of your family, your country, and of Asia.² Many of you will have that special talent for scientific research and discovery. I urge you to make a contribution to the field

of science and to the well-being of society.³

To the mentors and teachers who are here today, an equally heavy responsibility rests on your shoulders. Your role in guiding the young is more than just the imparting of knowledge.⁴ Indeed, your role is to help these young physicists view the world with curiosity, open-mindedness, and a healthy sense of doubt.

I am certain you will have a very good time interacting with one another in this Asian Physics Olympiad. I hope that the bonds of friendship formed over the course of the week will be a starting point for further exchanges.⁵ Perhaps, one day, I will read about some of you making scientific breakthroughs and competing for the Nobel Prize in Physics.

It is with much pleasure that I now declare open this 3rd Asian Physics Olympiad.

PART B: CHINESE-ENGLISH INTERPRETATION

各位，下午好：

很高兴来前进中学参加这样一次会议。先简单作一下自我介绍。我以前也是一名教师，在一所中学教了16年英语。我在大学学的是历史，但学校缺英语教师，校长就让我教英语¹。离开学校以后，我仍一直从事着与教育有关的研究工作。

前两天在报纸上看到一则报道，说中国有超过 $\frac{1}{3}$ 的中小學生通过补习以取得更好的成绩。² 其实，这一现象在亚洲其他一些国家也十分普遍。这些国家有一个共同点，家长十分重视子女的学习和教育。他们希望孩子能取得更好的成绩。如果能让孩子进入本地或海外大学，他们愿意作出任何牺牲。³

依我看，这种做法弊大于利。⁴ 实际上，这种做法已经给学生带来许多不必要的压力。⁵ 为了应付课外补习的负担，学生的学校生活质量受到影响。他们无法在下课后或假期去做自己感兴趣的事情。对于一些学生，这种做法可能会造成健康问题。因此，我希望在座的各位能与我一起想办法解决这一问题。

V. USEFUL SENTENCES AND EXPRESSIONS

1. How many courses are you going to take this semester?
2. You must finish registration today, since it's the last day for completing your schedule and paying your bill.
3. You have no assignments for the weekend, but don't forget your composition for next week.
4. The results of the final examinations will be released next Tuesday, two days before we are off for summer vacation.
5. I had a tough time with English Grammar — I got a C plus in the final examination.
6. It's a famous university, but it doesn't offer courses I'm interested in.
7. I think I'll apply to Yale University first and see if they have any scholarships.
8. Extracurricular activities are important, because young people learn lessons about life outside the classroom.
9. A recent survey found that 57% of 3,479 students feel that our education system is too examination-oriented.
10. As the examinations are coming closer, senior students feel increasing pressure from teachers and parents.

NOTES

PASSAGE INTERPRETATION

PART A

Passage 1

1. I remember when I was young I used to ask my mother for just one egg a day, but she wasn't able to do it. 记得小时候我要妈妈

一天给我吃一个鸡蛋，但她没能做到。

used to 意为“过去常常”，be used to 意为“习惯于做某事”。如：

It used to be believed that sugar could decay the teeth. 过去人们认为糖会导致蛀牙。

Our company used to do business with theirs. 我们公司过去和他们的公司常有业务往来。

Now I am used to getting up early. 我现在习惯早起。

2. Sometimes we went to rural areas to perform for farmers. 有时候我们会去农村为农民演出。

(1) rural 意为“农村的”。如：

I do love quiet, rural England. 我确实喜欢安静的英格兰乡村。

(2) perform 意为“表演”，有时也解释为“履行，做”。如：

The troupe performed a three-act play. 剧团演出了一出三幕剧。

The surgeon performed the operation. 医师做了手术。

They are required to perform their contractual obligations. 他们需要履行合同规定的义务。

3. I had said this in other college interviews, but this time she asked in return how I planned to help other people. 我去其他大学参加面试同样也讲过这句话，但这一次她反过来问我我准备怎样去帮助别人。

Passage 2

1. I am amazed at what you have accomplished both in and out of the classroom over the last four years. 在这四年中你们在课堂内外所取得的成绩令我惊叹。

(1) amaze 意为“吃惊，惊叹，佩服”。astonish 表示“使人大吃一惊，几乎无法使人相信”，但没有“惊叹”的意思。surprise 语气较上述两词弱，只表示“出乎意外地惊异”。如：

We were amazed at the ingenuity with which they solved their difficulties. 他们在解决困难中所表现的智慧使我们惊叹[佩服]。