

翻译资格考试必备

● 英语翻译核心课程系列 ●

BUSINESS INTERPRETING

商务口译

■ 刘建珠 主编



口译·精品

INTERPRETATION BOUTIQUE

- ◆ 本书内容涵盖商务口译的常见任务
- ◆ 将多元评估理念引进口译教学，构建立体化评估体系
- ◆ 配备录音光盘，让学生在模拟现场的教学环境中真正掌握商务口译技巧



WUHAN UNIVERSITY PRESS

武汉大学出版社

英语翻译核心课程系列

商务口译

Business Interpreting

主 编 刘建珠
副主编 吴文梅 李 娜
编 者 肖桂芳 丁鹭鹭
奚 璐 李琴美

武汉大学出版社

图书在版编目(CIP)数据

商务口译/刘建珠主编. —武汉: 武汉大学出版社, 2010. 4
翻译资格考试必备
英语翻译核心课程系列
ISBN 978-7-307-07587-0

I. 商… II. 刘… III. 商务—英语—口译—高等学校—教材
IV. H315.9

中国版本图书馆 CIP 数据核字(2010)第 015794 号

责任编辑: 谢群英 责任校对: 黄添生 版式设计: 马 佳

出版发行: 武汉大学出版社 (430072 武昌 珞珈山)
(电子邮件: cbs22@whu.edu.cn 网址: www.wdp.com.cn)

印刷: 湖北恒泰印务有限公司

开本: 720 × 1000 1/16 印张: 20.75 字数: 403 千字 插页: 1

版次: 2010 年 4 月第 1 版 2010 年 4 月第 1 次印刷

ISBN 978-7-307-07587-0/H · 686 定价: 34.00 元(随书配 MP3 光盘一张)

版权所有, 不得翻印; 凡购我社的图书, 如有缺页、倒页、脱页等质量问题, 请与当地图书销售部门联系调换。



编写使用说明

本教材采用基于口译工作过程的“Preparing—Performing—Packaging”口译教学模式安排单元体例。根据商务口译的工作任务，全书依次设“商务接待”(Business Reception)、“商务陈述”(Business Presentation)、“商务会谈”(Business Talks)、“商务合作”(Business Cooperation)和“商务拓展”(Business Development) 5个任务模块。每个模块各设3个情景单元，共计15个单元。每个单元的编排体例基本一致，分为单元目标(Objectives)、学习准备(Preparing & Learning)、项目实训(Performing & Working)、评估总结(Packaging & Assessing)、课后作业(Assignments)、单元附录(Appendix) 6个部分，其中学习准备、项目实训、评估总结三个部分构成每一单元的主要教学内容。每一部分的具体使用说明如下：

一、单元目标

本部分以言简意赅的文字说明每一单元所要实现的教学目标，包括相关情景下的文化背景知识、基本词汇、常用句型以及口译技能。

二、学习准备

该部分系整个单元的学习准备阶段，包括“文化沙龙”(Cultural Salon)、“词汇扩展”(Glossary Development)以及“句子口译”(Sentences Interpreting)三个环节。首先通过跟主题相关的文化背景知识的阅读与讨论导入单元主题，然后是10个中文和英文短语及句子的双语转译练习，让学员在进入项目实训阶段之前熟悉跟主题相关的文化背景知识、基本词汇和常用句型，引导学员自觉收集和整理相关主题的背景知识、词汇和句型，为课文口译、项目模拟和现场实战做好热身准备。

三、项目实训

该部分系整个单元的工作演练阶段，包括在相关主题情景下的“课文口译”



(Text Interpreting)、“项目模拟”(Project Simulation)和“现场口译”(Field Interpreting)三个环节。其中“课文口译”和“现场口译”提供工作情景、讲话以及口译录音，“项目模拟”则提供项目情景以及模拟台词，供学生分组模拟演练。通过不同形式的口译练习，让学员加强对专题知识、基本词汇和常用句型以及口译技能的应用。

四、评估总结

该部分系整个单元的效果评估与总结阶段，由“项目模拟评估”(Project Simulation Assessment)、“现场口译评估”(Field Interpreting Assessment)、“单元学习评估”(Unit Learning Assessment)三个评估表格构成。在项目模拟评估阶段，评估人员从内容、语言、团队、仪态四个指标模拟评价小组各个成员的表现。在现场口译评估阶段，评估人员依据口译的“准确”、“通顺”、“快捷”三个标准，结合具体的评价指标对译员的现场表现进行评价。单元学习评估表是用来检测学员完成单元学习后是否基本实现了单元目标，评价学员在文化背景知识、专题词汇、基本句型、项目模拟和口译技能五个方面的学习效果。

五、课后作业

该部分布置了跟主题相关的文化背景阅读、词汇句型收集、双语语篇口译、项目情景模拟四个方面的具体练习，用以指导学员课后的自主性学习。

六、单元附录

该部分包括“译员贴士”(Interpreter's Tips)、“练习参考答案”(Reference Answers for Exercises)、“听力原文”(Listening Scripts)几项内容，供本教材使用者参考使用。



前 言

随着经济活动日趋全球化，国际交往日趋频繁，我们迫切需要培养一大批既通晓国际商务知识、熟悉国际商务环境，又能掌握基本口译技巧、善于跨文化交际的商务口译人才。《商务口译》教材旨在为全国的经贸发展培养出更多合格的商务口译人才，以适应不断扩大的市场需求。

目前，以技能训练为核心、辅以不同语篇题材开展项目实训的口译教学模式已经得到了越来越多高校的认可。另外，英国职业资格证书制度(NVQ)、“工学结合”教育理念以及“项目教学法”也正在引起国内众多院校的共鸣。《商务口译》正是在借鉴了这些理念的基础上编写而成的。

基于商务口译实践的“工作任务”，本教程依次设置了“商务接待”、“商务陈述”、“商务会谈”、“商务合作”和“商务拓展”5个任务模块。每个模块设3个情景单元，共15个单元。每个单元主要由“学习准备”、“项目实训”和“评估总结”3个部分构成。其中“学习准备”部分由“文化沙龙”、“词汇扩展”、“句子口译”3个环节构成，让学员在进入口译工作环节前熟悉跟主题相关的文化背景知识、基本词汇和常用句型。“项目实训”部分由“课文口译”、“项目模拟”、“现场口译”3个环节构成，让学员通过不同形式的口译练习，提高相关主题和情景下的口译技能。“评估总结”部分由“项目模拟评估”、“现场口译评估”、“单元学习评估”3个评估表格构成，供学员为项目模拟、现场口译以及单元总结打分使用。“学习准备”(Preparing)、“项目实训”(Performing)和“评估总结”(Packaging)3个环节构成了一个完整的口译教学体系。我们称为“3P”模式。

另外，我们还在每一单元的开头和结尾设置了单元目标和课外作业，并以附录的形式补充了“译员贴士”、“练习参考答案”、“听力原文”，供学员课后学习使用。

本教程可作为普通本科和高等职业院校商务英语专业《商务口译》课程教材使用，尤其适合作为商务口译实训教材使用。本教程也可以供高校非英语专业国



际商务方向的教师和学生以及其他商务口译从业者参考使用。

由于水平有限，教材中的疏忽错漏在所难免，祈望专家、学者、同行批评指正！

刘建珠

2010年 于深圳桃源村教师公寓



目 录

CONTENTS

Project One Business Reception 商务接待	1
Unit One Protocol Routine 迎来送往	2
Unit Two Banquet Remarks 宴会致辞	20
Unit Three Escort Visit 陪同参观	38
Project Two Business Presentation 商务陈述	57
Unit Four Enterprise Introduction 企业介绍	58
Unit Five Products Promotion 产品推介	76
Unit Six Policy Presentation 政策说明	95
Project Three Business Talks 商务会谈	117
Unit Seven Business Meeting 商务会议	118
Unit Eight Business Negotiation 商务谈判	137
Unit Nine Profile Interview 人物访谈	157
Project Four Business Cooperation 商务合作	185
Unit Ten Joint Venture 合资企业	186
Unit Eleven Trade Organization 贸易组织	209
Unit Twelve Economic Forum 经济论坛	232
Project Five Business Development 商务拓展	253
Unit Thirteen Investment Introduction 招商引资	254
Unit Fourteen International Exhibition 国际会展	276
Unit Fifteen Marketing Strategy 营销策略	296

Project One Business Reception

商务接待

Unit One Protocol Routine



Unit Two Banquet Remarks



Unit Three Escort Visit



Unit One

Protocol Routine

迎来送往



Objectives

- *Know the proper ways to receive foreign guests;*
- *Establish the glossary bank for protocol routine;*
- *Master the basic sentence patterns about protocol routine;*
- *Improve the interpreting skills for protocol routine.*



1. Preparing & Learning

1.1 Cultural Salon

Directions: Read the following passage and have a discussion on how to receive foreign guests.

How to Receive Foreign Guests?

Before the foreign guest arrives, you should reserve a room at a hotel for him. Usually the hotel must be comfortable, air-conditioned and the most important is that each room must be equipped with a private bathroom, because western guests usually insist on having a shower every day. When the foreign guest arrives, you can either meet him at the airport or at the train station in person or send a representative to meet him.

Upon the arrival, foreigners usually like to go to their hotel rooms right away, so you should send your guest to his hotel room immediately. On the way to the hotel, you can have some casual and friendly talks with him, but you should never try to get down to business right away. At the hotel, help him go through formalities and tell him about the next day's program.

Usually you should let the guest walk on the right. It is polite for you to open the door for him and let him go through the door first. It is offending to call a young lady "madam", and you should not ask her about her age, salary, and some other private matters. You can't smoke unless you are permitted. Make sure that you're clean and tidy. Don't be humble or pushy, but show respect for him and his customs. You must be punctual and keep your promise. When shaking hands, you can use a little strength, but not too tightly. You should always use "please", "thanks" in your talks. Get ready to help your guest whenever he has troubles.

The following elements should be considered when hosting a foreign delegation:

a) Knowing of your visitors' background and prepare to meet them as soon as they arrive;



- b) Make sure you understand your visitors' objectives and their desired itinerary;
- c) Contact the departments and persons to be visited;
- d) Make suggestions to enable your visitors to best use their time;
- e) Draft a reception proposal.

1.2 Glossary Development

Directions: Read the following terms and interpret them into English and Chinese respectively.

1.2.1 Chinese-English

时差 _____
 贵宾 _____
 荣幸 _____
 纪念品 _____
 停车场 _____

日程 _____
 名片 _____
 专程 _____
 代表团 _____
 免税店 _____

1.2.2 English-Chinese

heartfelt thanks _____
 on behalf of _____
 pleasant flight _____
 accommodations _____
 welcoming address _____

warmest regards _____
 pay tribute to _____
 reception dinner _____
 hospitality _____
 farewell speech _____

1.3 Sentences Interpreting

Directions: Listen to the recordings and interpret them into English and Chinese respectively.

1.3.1 Chinese-English

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____



1.3.2 English-Chinese

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

2. Performing & Working

2.1 Text Interpreting

Directions: Listen to the recording based on the following situation and work as the interpreter. Then listen to the recording of the interpreted version and check your interpretation.

Situation: Daniel Moore, Executive Director of the Marketing Department of GE Import and Export Company, goes to the airport to meet Mr. Wang, General Manager of Shanghai Fusheng Trading Company. Mr. Moore and Mr. Wang are talking about the flight, accommodation and itinerary.

2.2 Project Simulation

Directions: Work in groups and role-play the following situation: Seeing off at the Airport.

Situation: Carl Smith, sales representative from Willa Company, has just concluded his business visit to Shenzhen Zhong'an Technology Company. Zhu Hua, the representative from Zhong'an, goes to the airport to see him off. Smith and Zhu are talking about the visit. Xiao Liu works as their interpreter.

2.3 Field Interpreting

Directions: Listen to the recording based on the following situation and work as the interpreter. Then listen to the recording of the interpreted version and check your interpretation.



Situation: *An American delegation, headed by Daniel Moore, is going to conclude their business visit to Shanghai Fusheng Trading Company and leave for their next stop, Shenzhen. Mr. Wang, General Manager of the company, is making a farewell speech to express his thanks.*

3. Packaging & Assessing

3.1 Project Simulation Assessment

Directions: *Work as the assessor and assess the performance of the candidates for project simulation according to the criteria and elements as stipulated in the following form.*

Project Simulation Assessment Form			
Criteria	Elements	Grades	
Content 30 %	Is the speech closely related to the topic?	10	9 8 7 6 5 4 3 2 1
	Are the terminologies properly used?	10	9 8 7 6 5 4 3 2 1
	Is the speech informative enough?	10	9 8 7 6 5 4 3 2 1
Language 30 %	Are the expressions clear and idiomatic?	10	9 8 7 6 5 4 3 2 1
	Is the delivery smooth and coherent?	10	9 8 7 6 5 4 3 2 1
	Is the voice convincing and pleasant?	10	9 8 7 6 5 4 3 2 1
Teamwork 20 %	Is the work well-prepared and well-organized?	10	9 8 7 6 5 4 3 2 1
	Is the cooperation harmonious and tacit?	10	9 8 7 6 5 4 3 2 1
Posture 20 %	Are the gestures natural and well-conducted?	10	9 8 7 6 5 4 3 2 1
	Are the stage properties properly used?	10	9 8 7 6 5 4 3 2 1
Total Score 100 %			
Project			
Venue		Date	
Candidate		Assessor	
General Comments			



3.2 Field Interpreting Assessment

Directions: Work as the assessor and assess the performance of the interpreter for field interpreting according to the criteria and elements as stipulated in the following form.

Field Interpreting Assessment Record			
Criteria	Elements	Grades	
Faithfulness 40 %	Are there any significant omissions?	10	9 8 7 6 5 4 3 2 1
	Are there any unjustified additions?	10	9 8 7 6 5 4 3 2 1
	Are there any changes of message?	10	9 8 7 6 5 4 3 2 1
	Is the voice unconvincing or unpleasant?	10	9 8 7 6 5 4 3 2 1
Smoothness 30 %	Are there any excessive repairs?	10	9 8 7 6 5 4 3 2 1
	Are the expressions unidiomatic?	10	9 8 7 6 5 4 3 2 1
	Is the speech delivery incoherent?	10	9 8 7 6 5 4 3 2 1
Timeliness 30 %	Are there any long pauses?	10	9 8 7 6 5 4 3 2 1
	Are there any exaggerated fillers?	10	9 8 7 6 5 4 3 2 1
	Are there any significant hesitations?	10	9 8 7 6 5 4 3 2 1
Total Score 100 %			
Project			
Venue		Date	
Candidate		Assessor	
General Comments			

3.3 Unit Learning Assessment

Direction: Go over this unit and assess what you have learned with the following form. Mark your grades and write down your comments and feedbacks.



Unit Learning Assessment Form			
Criteria	Elements	Grades	
Cultural Salon 20%	In-class Performance	10	9 8 7 6 5 4 3 2 1
	After-class Work	10	9 8 7 6 5 4 3 2 1
Glossary Bank 20%	In-class Performance	10	9 8 7 6 5 4 3 2 1
	After-class Work	10	9 8 7 6 5 4 3 2 1
Sentence Patterns 20%	In-class Performance	10	9 8 7 6 5 4 3 2 1
	After-class Work	10	9 8 7 6 5 4 3 2 1
Project Simulation 20%	In-class Performance	10	9 8 7 6 5 4 3 2 1
	After-class Work	10	9 8 7 6 5 4 3 2 1
Interpreting Performance 20%	In-class Performance	10	9 8 7 6 5 4 3 2 1
	After-class Work	10	9 8 7 6 5 4 3 2 1
Total Score 100%			
Unit			
Candidate		Date	
Candidate's Feedbacks			
Teacher's Comments			
	Signature		Date

Assignments

- *Read more introductions about the etiquette of protocol routine;*
- *Collect more bilingual expressions about protocol routine;*
- *Find more speeches about protocol routine and work as the interpreter;*
- *Find more situations of protocol routine and act them out with your partners.*



Appendix

Interpreters' Tips

Directions: Read the following passage and know the definition of interpreting.

What Is Interpreting?

Interpreting activities can be dated far back in the past. There have been interpreters since ancient times when people knew how to use language to communicate. Interpreting is an oral translation activity. It is the faithful reproduction in one language of what is said in another language. In the professional circle, when the term interpreting is used, it usually refers to conference interpreting. 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) and simultaneous interpreting (SI) . Both CI and SI have their own advantages and disadvantages and they are favored in different situations.

In the consecutive mode, the interpreter gives his interpretation immediately after the speaker has finished a speech segment. 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 the segments, the interpreter has the time to take notes and analyze the message as a whole so that he can understand the message more easily. However, CI is too time-consuming, and the audience has to listen to the same message in both the source language (SL) and the target language (TL) . Moreover, the speaker has to wait for a segment to be interpreted into the target language before he can deliver the next segment.

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, both the SL audience and the TL audience get the message nearly at the same time as the speaker speaks continuously and the interpreters almost concurrently give the interpretation of the message. 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.