

研究生英语 口语口译教程

A Graduate Course of
Oral Communication
and Interpretation

主编 付晓燕 王雪
编委 刘著妍 姜以超 杨莉

研究生·英语 口语口译教程

A Graduate Course of Oral
Communication and Interpretation of English

主编 付晓燕 王 雪
编委 刘著妍 姜以超 杨 莉

 天津大学出版社
TIANJIN UNIVERSITY PRESS

图书在版编目(CIP)数据

研究生英语口语口译教程/付晓燕,王雪主编. —天津:天津大学出版社,2011. 12

ISBN 978-7-5618-4222-5

I. ①研… II. ①付…②王… III. ①英语-口语-研究生-教材②英语-口译-研究生-教材 IV. ①H31

中国版本图书馆 CIP 数据核字(2011)第 239803 号

出版发行 天津大学出版社

出版人 杨欢

地址 天津市卫津路 92 号天津大学内(邮编:300072)

电话 发行部:022-27403647 邮购部:022-27402742

网址 www.tjup.com

印刷 昌黎太阳红彩色印刷有限责任公司

经销 全国各地新华书店

开本 169mm × 239mm

印张 16.75

字数 452 千

版次 2011 年 12 月第 1 版

印次 2011 年 12 月第 1 次

印数 1-3 000

定价 39.00 元(含光盘)

凡购本书,如有缺页、倒页、脱页等质量问题,烦请向我社发行部门联系调换

版权所有 侵权必究

前 言

《研究生英语口语口译教程》是编者根据多年的教学实践,针对高等院校非英语专业的研究生英语学习而编写的。本教程汇聚了此领域中教学经验丰富的师资力量,并吸取了多方意见。编者借鉴了当前国内外口语口译研究的最新成果,以教育学原理、心理学原理、交际理论等为指导,遵循学生的学习规律,按照“由浅入深、循序渐进”的模式来编写。内容涵盖了英语演讲、英语辩论及英语口语三个部分共十五个单元,将视听输入、内容理解、话题讨论、互动参与等环节有机地融为一体。通过多元化的主题和大量的拓展练习,使学生能够提高运用英语准确表达、分析问题的能力,实现有效的交际与沟通。教程取材广泛,内容丰富,题材涉及众多学科领域,同时附送配套光盘,满足不同专业研究生英语学习的要求,并可作为社会各界英语爱好者的口语口译培训、训练教材使用。

本教程具有如下特点。

1. 编写思路与题材新颖:主题涉及创业成功、美国梦、诺贝尔奖、环境保护、核危机、外交、奥运、科学与宗教、爱情与婚姻、网络利弊等诸多方面,实时性强。本书选取了 Bill Gates, Steve Jobs, President Obama, Tony Blair 等名人名家的的重要演说以及 *The Devil Wears Prada*, *The Da Vinci Code*, *Dead Poets Society* 等相关影音视频和卡梅伦首相就职演说及希拉里·克林顿访谈等资料,使读者感受鲜活纯正的英语语言的同时进行信息知识的储备和积累。

2. 拓展训练多样化:通过 interview, discussion, presentation, debate, role play, live interpreting, Model United Nations 等多种拓展训练,营造逼真的学生交际学术氛围,扩大训练内容的覆盖面,最大限度地使学生直接参与并融入到课堂活动中去。该方法可有效地调动学生自主训练的能动性与创造性,培养学生系统、连贯、得体地阐述自己见解的能力,并潜移默化地提高英语综合素质。

3. 知识结构完整:教程集理论性、实践性、知识性、教育性、趣味性于一体,学生不仅可以掌握演讲、辩论、口译的基本理论框架,更重要的是通过各种练习与实践,提高适应能力,为今后的继续深造及工作打下坚实基础。

由于篇幅有限,例句出处恕不逐一注出,仅将主要参考资料开列于后,供读者进一步研究,并表达笔者对各作者的敬意。最后,感谢天津大学研究生院和天津大学出版社的大力支持,特别是出版社高亚洲老师的认真审阅,才使本书得以顺利出版。今

后,编者一定会对本书进一步完善与充实,使其在研究生英语教学中发挥更大的作用。书中错讹在所难免,敬请专家读者批评指正。

编者

2011年5月

Contents

Part One: Learning Objective—Presentation	(1)
Unit One Secrets to Success	(2)
Section One: Warm-up Discussion	(2)
Section Two: Learning from the Speeches	(2)
Section Three: Presenting Skills	(12)
Section Four: Follow-up Activities	(17)
Unit Two American Dream	(20)
Section One: Warm-up Discussion	(20)
Section Two: Learning from the Speeches	(20)
Section Three: Presenting Skills	(29)
Section Four: Follow-up Activities	(32)
Unit Three Man and Nature	(35)
Section One: Warm-up Discussion	(35)
Section Two: Learning from the Speeches	(35)
Section Three: Presenting Skills	(42)
Section Four: Follow-up Activities	(44)
Unit Four Winning the Nobel	(48)
Section One: Warm-up Discussion	(48)
Section Two: Learning from the Speeches	(48)
Section Three: Presenting Skills	(54)
Section Four: Follow-up Activities	(58)
Unit Five Olympics and the World	(61)
Section One: Warm-up Discussion	(61)
Section Two: Learning from the Speeches	(61)
Section Three: Presenting Skills	(66)
Section Four: Follow-up Activities	(72)

Part Two: Learning Objective—Debate	(75)
Unit Six Fashion	(76)
Section One: Information Input	(76)
Section Two: Information Output	(84)
Section Three: Debating Techniques	(87)
Unit Seven Science and Religion	(90)
Section One: Information Input	(90)
Section Two: Information Output	(100)
Section Three: Debating Techniques	(102)
Unit Eight Love and Marriage	(109)
Section One: Information Input	(109)
Section Two: Information Output	(121)
Section Three: Debating Techniques	(123)
Unit Nine Internet	(127)
Section One: Information Input	(127)
Section Two: Information Output	(140)
Section Three: Debating Techniques	(143)
Unit Ten Education	(146)
Section One: Information Input	(146)
Section Two: Information Output	(155)
Section Three: Debating Techniques	(157)
Part Three: Learning Objective—Interpretation	(160)
Unit Eleven Interpreting: Memory Training	(161)
Section One: Interpretation and Interpreters	(161)
Section Two: Interpreting Techniques	(164)
Section Three: Interpreting Practice	(172)
Unit Twelve Interpreting: Note-taking	(175)
Section One: Interpretation and Interpreters	(175)
Section Two: Interpreting Techniques	(177)
Section Three: Interpreting Practice	(185)
Unit Thirteen Interpreting: Figures and Titles	(188)

Section One: Interpretation and Interpreters	(188)
Section Two: Interpreting Techniques	(190)
Section Three: Interpreting Practice	(204)
Unit Fourteen Interpreting: Cross-cultural Communication	(207)
Section One: Interpretation and Interpreters	(207)
Section Two: Interpreting Techniques	(209)
Section Three: Interpreting Practice	(220)
Unit Fifteen Consecutive Interpreting	(223)
Section One: Interpretation and Interpreters	(223)
Section Two: Interpreting Techniques	(225)
Section Three: Interpreting Practice	(237)
Transcripts for Part Three	(241)
References	(256)

Part One: Learning Objective

—Presentation

Unit One Secrets to Success

Section One: Warm-up Discussion



1. Compare the three persons in the pictures (Steve Jobs, Bill Gates, and Warren Buffet), and find out their achievements and personalities.
2. What are the most important qualities for a successful businessman?
3. How do you define success?

Section Two: Learning from the Speeches

A. Vocabulary Preview

1) The words below are from the lecture. Read the part of speech and meaning for each word in the chart and learn them by heart.

1	dropout	n.	someone who quits school before graduation
---	---------	----	--

续表

2	valedictorian	<i>n.</i>	the student with the best grades who usually delivers the valedictory address at commencement
3	orientation	<i>n.</i>	an integrated set of attitudes and beliefs
4	validate	<i>v.</i>	prove valid; show or confirm the validity of something
5	exhilarating	<i>adj.</i>	making lively and cheerful
6	inequity	<i>n.</i>	injustice by virtue of not conforming with rules or standards
7	disparity	<i>n.</i>	inequality or difference in some respect
8	subsidize	<i>v.</i>	to aid or support with a subsidy
9	open-ended	<i>adj.</i>	without fixed limits or restrictions
10	vaccinate	<i>v.</i>	perform vaccinations or produce immunity in by inoculation
11	hone	<i>v.</i>	make perfect or complete
12	torment	<i>v.</i>	subject to torture

2) Fill in the blanks with the words from part 1) and change the form if necessary.

- The guards were accused of _____ the prisoners.
- There are concerns that the rising _____ between booming cities and villages could trigger social discontent.
- My pen friend from Paris is coming to stay so I had better _____ up on my French.
- Health officials are launching a campaign to _____ eight million children after a case of polio was reported there.
- In the Democrats' weekly radio address, Senator Reed said the Republicans' plan for Iraq is _____ and too expensive.
- The government has refused to _____ the car industry.
- Bill Gates, the Harvard University _____ who ushered in the home computer age and made billions of dollars along the way will have his last official day of work at Microsoft on June 27.
- Some evidence indicates that it will not be enough to overcome educational _____.
- Our first parachute jump was an _____ experience.
- How can we get students to adopt a serious _____ to learning?
- The Supreme Court has _____ the lower court's interpretation of the law.
- Chinese American Jessamine Liu graduated as _____ of her class from the U. S. Military Academy at West Point on Saturday.

B. Retelling

Listen to the speech once and retell the whole speech in your own words, then compare your delivery with the script below.

Commencement Speech at Harvard by Bill Gates

President Bok, former President Rudenstine, incoming President Faust, members of the Harvard Corporation and the Board of Overseers, members of the faculty, parents, and especially, the graduates:

I've been waiting more than 30 years to say this: "Dad, I always told you I'd come back and get my degree." I want to thank Harvard for this timely honor. I'll be changing my job next year... and it will be nice to finally have a college degree on my resume. I applaud the graduates today for taking a much more direct route to your degrees. For my part, I'm just happy that the Crimson has called me "Harvard's most successful dropout." I guess that makes me valedictorian of my own special class... I did the best of everyone who failed.

But I also want to be recognized as the guy who got Steve Ballmer to drop out of business school. I'm a bad influence. That's why I was invited to speak at your graduation. If I had spoken at your orientation, fewer of you might be here today.

Harvard was just a phenomenal experience for me. Academic life was fascinating. I used to sit in on lots of classes I hadn't even signed up for. And dorm life was terrific. I lived up at Radcliffe, in Currier House. There were always lots of people in my dorm room late at night discussing things, because everyone knew I didn't worry about getting up in the morning. That's how I came to be the leader of the anti-social group. We clung to each other as a way of validating our rejection of all those social people.

Radcliffe was a great place to live. There were more women up there, and most of the guys were science-math types. That combination offered me the best odds, if you know what I mean. This is where I learned the sad lesson that improving your odds doesn't guarantee success.

One of my biggest memories of Harvard came in January 1975, when I made a call from Currier House to a company in Albuquerque that had begun making the world's first personal computers. I offered to sell them software. I worried that they would realize I was just a student in a dorm and hang up on me. Instead they said: "We're not quite ready,

come see us in a month," which was a good thing, because we hadn't written the software yet. From that moment, I worked day and night on this little extra credit project that marked the end of my college education and the beginning of a remarkable journey with Microsoft.

What I remember above all about Harvard was being in the midst of so much energy and intelligence. It could be exhilarating, intimidating, sometimes even discouraging, but always challenging. It was an amazing privilege—and though I left early, I was transformed by my years at Harvard, the friendships I made, and the ideas I worked on.

But taking a serious look back... I do have one big regret. I left Harvard with no real awareness of the awful inequities in the world—the appalling disparities of health, and wealth, and opportunity that condemn millions of people to lives of despair. I learned a lot here at Harvard about new ideas in economics and politics. I got great exposure to the advances being made in the sciences. But humanity's greatest advances are not in its discoveries—but in how those discoveries are applied to reduce inequity. Whether through democracy, strong public education, quality health care, or broad economic opportunity—reducing inequity is the highest human achievement.

I left campus knowing little about the millions of young people cheated out of educational opportunities here in this country. And I knew nothing about the millions of people living in unspeakable poverty and disease in developing countries. It took me decades to find out.

You graduates came to Harvard at a different time. You know more about the world's inequities than the classes that came before. In your years here, I hope you've had a chance to think about how—in this age of accelerating technology—we can finally take on these inequities, and we can solve them.

Imagine, just for the sake of discussion, that you had a few hours a week and a few dollars a month to donate to a cause—and you wanted to spend that time and money where it would have the greatest impact in saving and improving lives. Where would you spend it?

For Melinda and for me, the challenge is the same: how can we do the most good for the greatest number with the resources we have. During our discussions on this question, Melinda and I read an article about the millions of children who were dying every year in poor countries from diseases that we had long ago made harmless in this country. Measles, malaria, pneumonia, hepatitis B, yellow fever. One disease I had never even heard of, rotavirus, was killing half a million kids each year—none of them in the United States. We were shocked. We had just assumed that if millions of children were dying and they could be saved, the world would make it a priority to discover and deliver the medicines to

save them. But it did not. For under a dollar, there were interventions that could save lives that just weren't being delivered.

If you believe that every life has equal value, it's revolting to learn that some lives are seen as worth saving and others are not. We said to ourselves: "This can't be true. But if it is true, it deserves to be the priority of our giving." So we began our work in the same way anyone here would begin it. We asked: "How could the world let these children die?" The answer is simple, and harsh. The market did not reward saving the lives of these children, and governments did not subsidize it. So the children died because their mothers and their fathers had no power in the market and no voice in the system.

But you and I have both. We can make market forces work better for the poor if we can develop a more creative capitalism—if we can stretch the reach of market forces so that more people can make a profit, or at least make a living, serving people who are suffering from the worst inequities. We also can press governments around the world to spend taxpayer money in ways that better reflect the values of the people who pay the taxes.

If we can find approaches that meet the needs of the poor in ways that generate profits for business and votes for politicians, we will have found a sustainable way to reduce inequity in the world. This task is open-ended. It can never be finished. But a conscious effort to answer this challenge will change the world.

I am optimistic that we can do this, but I talk to skeptics who claim there is no hope. They say: "Inequity has been with us since the beginning, and will be with us till the end—because people just... don't... care." I completely disagree.

I believe we have more caring than we know what to do with. All of us here in this Yard, at one time or another, have seen human tragedies that broke our hearts, and yet we did nothing—not because we didn't care, but because we didn't know what to do. If we had known how to help, we would have acted.

The barrier to change is not too little caring; it is too much complexity. To turn caring into action, we need to see a problem, see a solution, and see the impact. But complexity blocks all three steps. Even with the advent of the Internet and 24-hour news, it is still a complex enterprise to get people to truly see the problems. When an airplane crashes, officials immediately call a press conference. They promise to investigate, determine the cause, and prevent similar crashes in the future. But if the officials were brutally honest, they would say: "Of all the people in the world who died today from preventable causes, one half of one percent of them were on this plane. We're determined to do everything possible to solve the problem that took the lives of the one half of one percent."

The bigger problem is not the plane crash, but the millions of preventable deaths. We don't read much about these deaths. The media covers what's new—and millions of people dying is nothing new. So it stays in the background, where it's easier to ignore. But even when we do see it or read about it, it's difficult to keep our eyes on the problem. It's hard to look at suffering if the situation is so complex that we don't know how to help. And so we look away.

If we can really see a problem, which is the first step, we come to the second step: cutting through the complexity to find a solution. Finding solutions is essential if we want to make the most of our caring. If we have clear and proven answers anytime an organization or individual asks "How can I help?" then we can get action—and we can make sure that none of the caring in the world is wasted. But complexity makes it hard to mark a path of action for everyone who cares—and that makes it hard for their caring to matter. Cutting through complexity to find a solution runs through four predictable stages: determine a goal, find the highest-leverage approach, discover the ideal technology for that approach, and in the meantime, make the smartest application of the technology that you already have—whether it's something sophisticated, like a drug, or something simpler, like a bed net.

The AIDS epidemic offers an example. The broad goal, of course, is to end the disease. The highest-leverage approach is prevention. The ideal technology would be a vaccine that gives lifetime immunity with a single dose. So governments, drug companies, and foundations fund vaccine research. But their work is likely to take more than a decade, so in the meantime, we have to work with what we have in hand—and the best prevention approach we have now is getting people to avoid risky behavior.

Pursuing that goal starts the four-step cycle again. This is the pattern. The crucial thing is to never stop thinking and working—and never do what we did with malaria and tuberculosis in the 20th century—which is to surrender to complexity and quit.

The final step—after seeing the problem and finding an approach—is to measure the impact of your work and share your successes and failures so that others learn from your efforts. You have to have the statistics, of course. You have to be able to show that a program is vaccinating millions more children. You have to be able to show a decline in the number of children dying from these diseases. This is essential not just to improve the program, but also to help draw more investment from business and government. But if you want to inspire people to participate, you have to show more than numbers; you have to convey the human impact of the work—so people can feel what saving a life means to the families affected.

I remember going to Davos some years back and sitting on a global health panel that

was discussing ways to save millions of lives. Millions! Think of the thrill of saving just one person's life—then multiply that by millions. . . . Yet this was the most boring panel I've ever been on—ever. So boring even I couldn't bear it. What made that experience especially striking was that I had just come from an event where we were introducing version 13 of some piece of software, and we had people jumping and shouting with excitement. I love getting people excited about software—but why can't we generate even more excitement for saving lives? You can't get people excited unless you can help them see and feel the impact. And how you do that—is a complex question.

Still, I'm optimistic. Yes, inequity has been with us forever, but the new tools we have to cut through complexity have not been with us forever. They are new—they can help us make the most of our caring—and that's why the future can be different from the past. The defining and ongoing innovations of this age—biotechnology, the computer, the Internet—give us a chance we've never had before to end extreme poverty and end death from preventable disease.

Sixty years ago, George Marshall came to this commencement and announced a plan to assist the nations of post-war Europe. He said: "I think one difficulty is that the problem is one of such enormous complexity that the very mass of facts presented to the public by press and radio make it exceedingly difficult for the man in the street to reach a clear appraisal of the situation. It is virtually impossible at this distance to grasp at all the real significance of the situation."

Thirty years after Marshall made his address, as my class graduated without me, technology was emerging that would make the world smaller, more open, more visible, less distant. The emergence of low-cost personal computers gave rise to a powerful network that has transformed opportunities for learning and communicating. The magical thing about this network is not just that it collapses distance and makes everyone your neighbor. It also dramatically increases the number of brilliant minds we can have working together on the same problem—and that scales up the rate of innovation to a staggering degree. At the same time, for every person in the world who has access to this technology, five people don't. That means many creative minds are left out of this discussion—smart people with practical intelligence and relevant experience who don't have the technology to hone their talents or contribute their ideas to the world.

We need as many people as possible to have access to this technology, because these advances are triggering a revolution in what human beings can do for one another. They are making it possible not just for national governments, but for universities, corporations, smaller organizations, and even individuals to see problems, see approaches, and measure the impact of their efforts to address the hunger, poverty, and desperation George Marshall

spoke of 60 years ago.

Members of the Harvard Family: Here in the Yard is one of the great collections of intellectual talent in the world.

What for? There is no question that the faculty, the alumni, the students, and the benefactors of Harvard have used their power to improve the lives of people here and around the world. But can we do more? Can Harvard dedicate its intellect to improving the lives of people who will never even hear its name?

Let me make a request of the deans and the professors—the intellectual leaders here at Harvard: As you hire new faculty, award tenure, review curriculum, and determine degree requirements, please ask yourselves:

Should our best minds be dedicated to solving our biggest problems?

Should Harvard encourage its faculty to take on the world's worst inequities?

Should Harvard students learn about the depth of global poverty... the prevalence of world hunger... the scarcity of clean water... the girls kept out of school... the children who die from diseases we can cure?

Should the world's most privileged people learn about the lives of the world's least privileged?

These are not rhetorical questions—you will answer with your policies. My mother, who was filled with pride the day I was admitted here—never stopped pressing me to do more for others. A few days before my wedding, she hosted a bridal event, at which she read aloud a letter about marriage that she had written to Melinda. My mother was very ill with cancer at the time, but she saw one more opportunity to deliver her message, and at the close of the letter she said: "From those to whom much is given, much is expected."

When you consider what those of us here in this Yard have been given—in talent, privilege, and opportunity—there is almost no limit to what the world has a right to expect from us.

In line with the promise of this age, I want to exhort each of the graduates here to take on an issue—a complex problem, a deep inequity, and become a specialist on it. If you make it the focus of your career, that would be phenomenal. But you don't have to do that to make an impact. For a few hours every week, you can use the growing power of the Internet to get informed, find others with the same interests, see the barriers, and find ways to cut through them. Don't let complexity stop you. Be activists. Take on the big inequities. It will be one of the great experiences of your lives.

You graduates are coming of age in an amazing time. As you leave Harvard, you have technology that members of my class never had. You have awareness of global inequity, which we did not have. And with that awareness, you likely also have an