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商务活动口译

主 编 黎振援 王黎明

Interpretation
for Business
Activities



ZHEJIANG UNIVERSITY PRESS
浙江大学出版社

高职高专

英语专业规划教材



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前 言

根据教育部制定的教育方针, 高职高专是一种旨在培养一线的劳动者、操作者、服务者或管理者, 而不是致力于向本科过渡的教育模式, 因此高职高专院校所使用的教材也理应瞄准自己的终端出口, 而不应该是本科教材的压缩饼干。按照以职业能力为本位, 以学生为主体的办学思想, 教育部要求我们以“工学结合、校企合作”为办学方向, 将教学内容从知识导向变为行动导向, 积极创新, 大胆推出项目课程。

《商务活动口译》便是在这一大环境下应运而生的。它是浙江工商职业技术学院国际交流学院项目课程建设团队在华东师范大学高职教育研究所徐国庆博士的精心指导下, 根据高职教育的发展趋势, 最新开发的一本项目课程教材; 是专门为全国高职院校陆续开出一门必修课——“商务活动口译”而编写的一本示范性教材。根据我们的调查, 一些曾开设过类似口译课程的高职院校没有专门的教材, 都是临时节选部分本科院校教材的相关内容来组织教学的。截至目前, 还没有一本专门适用于本门课程的教材。

“商务活动口译”是高职高专院校应用英语专业的核心技能课程, 直接对应于应用英语专业商务洽谈中的口译工作岗位, 是培养学生将所学的英语专业知识与商务操作实践有机结合的桥梁课程。

作为一门项目课程的专用教材, 《商务活动口译》在编写过程中, 始终贯穿了以实践技能为主体的结构, 设计了以学生为中心的活动, 推出了以任务为引领的教学模式:

- 在教学内容选择上, 以各种商务活动的口译范围及内容为依据; 在编排次序上, 以外贸谈判内容及经济技术合作的工作流程为依据, 由浅入深, 从简到难。
- 在系统知识处理上, 把相关重点和难点分解在相应的口译训练章节中。
- 在教学设计上, 以模拟的或真实的会谈现场为背景, 采用视、听、学、教、练循序结合, 以练为主的教学方式; 对于专题教学内容, 通过学生直观认知、教师引导布置、学生课前准备、课堂现场检验、模拟会谈口译、实战应用练习等步骤来实现。

●在教学手段上,将录音、录像、课前预习、课外阅读、课堂练习、课后巩固及自我检测有机地结合在一起。

●在评价体系中,将学生自我评价、相互评价与教师抽样评价相结合,将期末终结性评价的传统评价机制改为形成性评价——按项目完成质量分项评价,综合平均。

●在授课场所的选择上,把五分之一的课时安排在相对固定的校外实训基地。

本教材在整个教学过程中始终渗透一种概念——激励学生以自主的态度,以灵活多变的方式来处理口译中的疑难问题。

本教材的主要特色是无论从内容还是从形式上都充分体现了“工学结合、校企合作”的理念。编写思路以工作任务为引领,以实践技能为主体,突出了引导学生“用多少、学多少”的使用理念。既考虑到确保完成工作任务的必需能力,又兼顾到学生的后续发展。其创新之处在于鲜明地突出了实践技能的比重,合理地集学生可持续发展的能力与职业迁移能力于一体。



使用说明

《商务活动口译》是浙江工商职业技术学院项目课程建设团队在教育部确定的“工学结合、校企合作”方针指引下,经过小面积反复实践、不断总结、逐步完善,首次推出的创新教材。教材的适用对象是高职高专院校应用英语专业及相关专业的学生。教材的对口课程为“口译能力实践”类课程。本课程的前置课程包括:综合英语、英语口语、英语听力、英语语法、国际贸易实务。同步或后续课程包括:商函笔译、技术资料翻译、会展英语等。课程的开设时间为大二第二学期。

本书的总体思路是:以学生毕业后即将承担的工作任务为主线,围绕这条主线引导学生首先寻找出自己目前实际水平与未来工作要求之间的差距,然后鼓励学生在老师的指导下根据自己对相关活动的知识缺口与技能缺口作相关补充,继而进行实战演练,通过课后自测练习加强巩固,最终达到培训目的。

本书的计划学时为 68 学时,每个项目大体上需要 6 个学时。建议项目活动的时间分配如下:

在第一节课,首先让学生通过观看录像直观地了解未来工作的基本内容、具体要求以及自己的奋斗方向。教师可根据学生的知识及能力水平与综合素质,组织学生观看两到三遍录像片,然后鼓励学生在观看抹去了口译译员声音的录像时,做同步口译服务。该项活动结束后,教师可组织学生以小组为单位相互交流实践体会,通过交流确定出自己目前的知识盲点及技能盲点。学生根据自己的这些盲点,对于后续的补充性活动必然会产生极大的兴趣,表现出高昂的热情。

在第二节课,教师可组织学生听相关句型的录音,在听的过程中作必要的讲解,听若干遍后,要求学生达到同步口译的水平。下课前布置学生在课后完成关键性专业知识与信息的阅读任务。

第三节课重点操练精选句型的尝试性口译。教师既可利用录音材料,也可即席口述。为了避免死记硬背,培养灵活使用的口译能力,教师在备课时可作必要的增删或修改。

第四节课的活动主要以消化关键性专业知识与信息为核心。从小组到全班,



从学生代表演讲到教师的总结性点评，可由教师与学生进行商讨共同决定，以便调动学生的参与热情。

第五节课以小组实战演练为主。

第六节课以项目的抽样检测和评价验收为主要内容，方式方法可以灵活多样，由项目参与者自行决定。

编者建议本教材的使用教师始终坚持以学生为中心、以任务为引领的原则，把整个项目教学的过程作为出征前的一个战前准备工作来完成。若如此便可望达到事半功倍的效果。编者同时恳请各位同仁、同行及广大读者就不足之处提出宝贵意见，以便我们再版时进一步改进质量。



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Introduction of Project Performance

Project course, a popular up-coming new fashion in advanced professional education, put in a simple way, is one that trains the learners to be immediately qualified for the correspondent task they will be faced with as soon as they leave their classrooms. Just as the course is featured by a task-led student-centered ability-orientation, so the textbook to go along with is in essence a blueprint or a project design according to which all the tasks assigned in the project are accomplished, all the activities devised for the purpose are organized and all the skills or the ability-training system are passed on to the participants therein involved.

Interpretation for Business Activities, one of the first set of textbooks for the project course may seem queer or peculiar to a traditional eye. It might not look exactly like a textbook in our accepted mind, but once you have put it into practice, you will find the teaching a lot easier and the learning more fruitful, which in fact has been more than once proved effective by innovative teachers and is more often referred to as a task-based approach. The following points may give users an absolutely new perspective:

1. The book is not aimed at the passing on of a complete system of knowledge, but focused on the immediate practical ability and interpretation skill that the learners will indispensably need.
2. All projects are so designed that learners are from beginning to end playing the leading role, while the teacher remains a participating director or activity organizer.
3. Each project starts with a visual presentation of the detailed specific task to be accomplished by the learners in their future job and encourages them to find out by themselves what they lack so that they will be ready to seek for the correspondent skills and related knowledge on their own initiative.
4. For a fruitful achievement of skill acquisition, a scoring evaluation is placed at the end of every project and the change from the decisive end-of-term evaluation to the average of each project will be more stimulating and productive.
5. Though most of the projects are designed for student-centered in-class training activities under the flexible guidance of the teacher, after-class autonomous learning is not overlooked. As you will find, Task Four, a knowledge expansion task of all projects directs students to find for themselves related knowledge in their spare time. And Task Six offers some additional material for self-test and consolidation.

Demonstration on Project Performance

Being a completely new phenomenon to both teachers and learners, a project course may arouse plenty of curiosity among those closely concerned and at the same time arrive at various imaginations. Needless to say, a textbook so oriented will undoubtedly stir up some bewilderment or even trigger an unconscious feeling of resistance. To familiarize new users with the overall idea and the designed system of this unprecedented project-course-oriented textbook, the author initiated some suggestions here in order to stimulate some more and better ideas for our common task of making the project course an absolute success in our advanced professional education.

In this textbook, there are a total of ten projects, each aimed at the interpretation of a specialized topic in international business. To achieve the best possible result in the training, we have designed an outlined guidance for each task as follows.

Task One Project Recognition (工作任务认知)

I. Guideline for task performance

1. Purpose of performing the task

Through the performance of the task, learners are expected to have a visual idea of the true picture of the task they are going to be faced with after graduation.

2. Criteria for task accomplishment

Learners are considered to have passed the evaluation of the task performance as long as they have realized the existing factors that result in the gap between their future job and their present ability.

II. Approach to recognize the task

To help learners get a visual idea of the true picture of their future task, we have designed a task called "Watching and Imitation", which invites learners to take a visual look at what their future task is all about through two video films. Though the video scripts are provided in written forms for their reference, they are well advised not to look at the scripts while watching the films.

III. Suggested activities for learners' watching and imitation

1. Watch the videos for two or three times as is necessary.
2. Watch the videos again and play the role of the interpreter.
3. Have a discussion in groups of four and find out why you have difficulty in interpretation.
4. Tell your teacher what training you expect of him or her.
5. When you are sure of what you lack, move on to do the strengthening tasks that follow.



Task Two Preparation of Related Expressions (相关用语准备)

I. Guideline for task performance

1. Purpose of performing the task

Through the performance of the task, learners are required to learn by heart and proficiently interpret the expressions suggested in the task performance.

2. Criteria for task accomplishment

Learners are considered to have passed the evaluation of the task performance if they can make sure that they understand all the expressions when hearing any of them.

3. Suggestion for performance

It is known to all that in a business negotiation, we may use a lot of different expressions according to different surroundings, which is certainly too tough a preparation for any interpreter (even experienced ones) to make in advance, but actually it is unnecessary for us to worry too much about that, for all interpreters are supposed to have the right not to know everything. As long as we have mastered some most essential ways of expression, that will be more than enough. So in this task learners are required first to have a glimpse at the various ways of expression to pave the way for their easy understanding while listening and later on, when needed, to pick whichever way they think is easy for their own use.

II. Suggested activities for skill mastery

1. Listen to the recording and interpret each statement into Chinese. Should there be any doubt, stop to discuss with your teacher in whatever way you think is necessary.
2. Listen to the recording again and repeat to deepen your memory.
3. Mutual check in pairs to further deepen your memory.
4. Get ready to receive sample test from your teacher for a good performance score.

Task Three Tentative Interpretation of Related Expressions (摘要口译尝试)

I. Guideline for task performance

1. Purpose of performing the task

Through the performance of the task, learners are required to have a good command of the related expressions.

2. Criteria for task accomplishment

Learners are considered to have passed the evaluation of the task performance if they can give a spot interpretation of the expressions suggested to them in the project.

3. Suggestion for performance

After accomplishing the second task, every student is at least able to understand all those related expressions through listening. And at this stage, it will be high time they tried their mouths in interpretation from English into Chinese or vice versa. The exercises will test learners' accomplishment in Task Two.

II. Suggested activities for skill mastery

1. Listen and interpret individually.
2. Listen and interpret in chorus and report to your teacher the scores from your own evaluation.

of your skill level.

3. Get ready to be selected by your teacher for truth check.

Task Four Preparation of Indispensable Knowledge (要点概念准备)

I. Guideline for task performance

1. Purpose of performing the task

Through the performance of the task, learners are expected to get familiar with some indispensable knowledge that they can't do without in the interpretation for business negotiation.

2. Criteria for task accomplishment

Learners are considered to have passed the evaluation of the task performance if they can give an outlined report better in English about such knowledge at the end of this assignment.

3. Suggested activities for performance

This task is to be performed as an after-class assignment better in groups for two simultaneous harvests—teamwork spirit and a higher efficiency in task performance.

II. Suggested activities for a clear awareness of the task to be accomplished

As the fourth task in this project, every learner is expected to write an outline of what he/she has already known first and then report his/her knowledge to the whole class for mutual complement.

If what you know in this field is too limited or practically nil, you are sincerely supposed to move on to read the remedial information.

III. Suggested activities for knowledge consolidation

1. Representatives from each group give an oral report about ABCs and/or musts in Chinese, briefing the main ideas included.

2. Teacher makes a conclusion, briefing the main points closely connected with the interpretation of the subject.

3. Students summarize the concepts learned about international business interpretation in their after-class assignment.

Task Five Field Trials (实战技能演练)

I. Guideline for task performance

1. Purpose of performing the task

Through the performance of the task, learners are expected to prove themselves proficient interpreters for the context.

2. Criteria for project accomplishment

Learners are considered to have passed the evaluation of the task performance if they can give a spot sight interpretation of the two-way conversation in the project.

3. Suggestion for performance

With the preparation of related expressions and relevant knowledge accumulation as well as the indirect participation in the semi-real interpretation practice in the previous tasks, learners are all armed with enough knowledge and skill to challenge the task for a real interpreter. In this task, they'll receive a test of their interpretation ability in groups of four. In each group, the four participants will



act respectively as the buyer, the seller, the interpreter from Chinese into English and the interpreter from English into Chinese. The acting of each learner will be changed so that every one will have a chance to interpret. Finally a sample group will be chosen to repeat the performance and each learner's performance will be graded as either pass or fail. The average grade one gets in the whole semester will be his/her grade for the semester.

II. Suggested activities

1. Dramatize the cases in groups of four.
2. Get ready to be selected as representatives for a sample-check.

Task Six Self-test and Consolidation (自测巩固练习)

I. Guideline for task performance

1. Purpose of performing the task

Through the performance of the task, learners are expected to consolidate their achievement.

2. Criteria for project accomplishment

Learners are considered to have passed the evaluation of the task performance if they can fluently interpret for the negotiation.

3. Suggestion for performance

This task is to be accomplished after class without the teacher's supervision. But the performers are strongly advised to bring to the teacher afterwards the version that they think correct in their interpretation but different from the reference key.

II. Suggested activities

1. Dramatize the cases in groups of four.
2. Discuss with the teacher the possibilities of different versions you are in doubt of.

