

# 高级 汉英 英汉 口译教程

下 册

王桂珍 主编

华南理工大学出版社

21 世纪英语语言文化系列丛书

# An Advanced Course in Interpreting

## 高级<sup>汉英</sup><sub>英汉</sub>口译教程

(下册)

王桂珍 主编

方凡泉 傅冰 编

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## 总 序

21 世纪正在以惊人的速度演变成这样一个新时代:国际政治多极化、经济全球化、社会信息化、文化多元化。毫无疑问,它将给我国外语教育,尤其是英文教育带来新的机遇和挑战。也就是说,新时代将迫使我们修正英语人才的培养目标和规格。我们认为,未来的英语人才不仅要具备扎实的听、说、读、写、译基本功和较广的知识面,而且还要具备适应知识经济时代的三种能力:强劲的获取并运用知识、处理信息与通信的能力,独立分析问题、提出见解的能力,热爱科学、极具个性、大胆创新的能力。简而言之,21 世纪的英语人才要有一流的综合素质和深厚的文化底蕴。于是,我们诚邀各路同仁,精心策划了这套《21 世纪英语语言文化系列丛书》。

中国教育部于 1999 年 4 月决定进一步演化高考制度改革,其改革方案不仅包括高考科目、高考形式、录取方式的改革,更重要的是“高考内容”的改革。这一改革更加注重对考生能力和素质的考察,因此高考命题把以知识立意转变为以能力立意。这无疑向我国高等院校的人才培养提出了更高的要求。而英语专业人才的培养教育则应在加强宏观战略研究的同时,把关照重心放在课程的优化设置、教材的精心选编、课堂的人文管理和能力的充分提高等方面,从而发展学生的跨文化交际能力和继续学习、不断发展的能力。作为“人类灵魂的工程师”,我们应在社会转型、价值速变的今天带领我们的莘莘学子,抵制利禄,放弃窘迫,在市井的嘈杂与喧嚣中呼唤文化素质,呼唤艺术品味,呼唤高尚人格。于是,我们认真选编出版了这套《21 世纪英语语言文化系列丛书》。

本系列丛书的策划、选编和出版得到了华南理工大学出版社的积极响应和中华传动网的热情支持,在此一并表示衷心的感谢!丛书中一定有许多不足之处,诚望同行专家和广大使用者赐教。

广东外语外贸大学英语语言文化学院 毛思慧博士

## 前 言

《高级汉英/英汉口译教程》分上、下两册，是一本集口译理论与实践为一体，以培养学生汉英、英汉口译能力为主的口译教程。教程以题材为线索，课文与练习内容围绕我国政治、经济、文化、教育、社会、金融、保险、科技、人口、环境、航天事业的发展等方面，题材广泛，形式多样。使用对象为高校英语专业学生，以及从事外交、外贸、对外文化交流、对外宣传、外事服务和旅游等的涉外工作人员。

英语是世界上最重要的国际语言，是我国的第一外语。随着我国与世界各国交往的日益频繁，口译作为对外联系的纽带与桥梁的作用日渐重要，学生汉英、英汉口译能力的培养已成为本科英语教学的重要内容，口译课也因此受到学生的普遍欢迎。广东外语外贸大学自1978年起在高校本科高年级率先开出“英语口语译”课程以来，现已发展成为以“高级翻译”专业为龙头的“英语口语译”系列课程，并被评为广东省高校省级“重点课程”。本教程供英语本科三年级“英语口语译”课使用。学生通过本课程的学习，将大大提高汉英/英汉口译能力，同时对从事外事工作，宣传我国经济与文明建设成就，弘扬中国传统文化传统，进行国际交流，都有极大的帮助。

教程含20个单元，分上、下两册，供两个学期使用，每个单元需3~4个课时。每个单元包括阅读文章、相关词汇、围绕课文题材的讨论话题、汉英/英汉口译练习、口译技巧练习、练习参考译文等六个部分。

阅读文章：2~4篇，围绕某一题材介绍我国的基本情况，旨在提供背景资料与语言表达的方式，为围绕本题材进行的口译练习作准备。

相关词汇：列出与课文直接相关和间接相关的词汇，帮助学生扩大词汇量，学会相关的语言表达方式。

讨论话题：根据课文所介绍的内容进行讨论，有助于学生熟悉有关题材，锻炼学生就某一题材进行讨论，发表个人看法的能力，同时也是锻炼学生演讲能力的练习。

口译练习：以汉英口译练习为主，英汉口译练习为辅，使学生通过专项训练提高口译能力。

口译技巧练习：介绍一些对口译质量产生重要影响的口译技巧，每个单元将围绕某一技巧进行练习，以便帮助学生更好地掌握并提高口译的能力。

练习参考译文：仅供参考，鼓励学生多动脑筋，不到万不得已不要看参

考译文。建议在教学中注意培养学生自己解决问题的能力。

教程的“口译概论”介绍了口译的历史与现状、口译的种类与标准、口译的过程与特点、口译员的素质与训练等涉及口译的理论与实践的问题，目的在于帮助学生从理论的角度来认识口译这门学科，为学生指出努力的方向。教师可以配合课堂训练的需要对学生加以指导，尤其是技巧训练的指导，以便收到更好的效果。

鉴于口译笔记在口译工作中的重要性以及所包含内容之广泛性，教程将其独立放在附录中，供师生们参考。

参加本教程编写工作的有从事多年高校英语本科高年级口译教学并出版多本高校英语专业教材的教授、具有丰富口译实践并出版多本专著的副译审、经过专门训练并获口笔译学硕士学位的青年学者。编写人员和具体分工如下：

黄跃文：英国西敏斯特大学口笔译学硕士，从事口译教学工作多年，执笔教程第一、二、四、五、六单元以及第一至第八单元的口译技巧练习的编写工作。

王丹：从事口译教学多年，多次担任省内大型国际会议口译，执笔教程第三、七、八单元的编写工作。

傅冰：英国西敏斯特大学口笔译学硕士，从事口译教学工作多年，多次担任省内大型国际会议口译，执笔教程第十一、十二、十三、十四单元以及第九至第十四单元的口译技巧练习的编写工作。

方凡泉：英国萨塞克斯大学国际关系硕士，10多年来出色完成多种领域的即席翻译与同声传译工作，担任过国家和省市领导人译员，出版多本关于翻译与口译的专著，执笔教程第十五、十六、十七、十八、十九、二十单元的编写和附录中“口译笔记”的撰写工作。

王桂珍：从事口译教学工作20余年并出版多本高校英语专业教材，其中包括广东省“七五”、“九五”规划重点教材以及普通高等教育“九五”国家级重点教材，执笔教程“口译概论”的撰写，第九和第十单元的编写，第十五、十六、十七、十八、十九、二十单元的口译技巧练习的编写以及全教程的统筹、增补和定编工作。

教程中的疏忽错漏在所难免，祈望专家、同行和读者不吝指正。

本书配有录音磁带，可供学生自学使用。

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## UNIT 11

### Education

#### Part I Reading Passages

##### *Passage A*

#### Population to be Turned into Human Resources

Turning the burden of a large population into a human resources advantage is set as a major goal of the Ministry of Education in the new century. To achieve this goal, the Ministry of Education has worked out a series of measures to popularize various education programmes which cater to people of different ages and from various sectors.

##### **Higher Education**

The enrollment of higher learning institutions will be further enlarged in the next few years, to cultivate more skilled people for the country's economic development. In its long-term education development plan, the ministry said that the number of students attending colleges and universities will increase to 15 per cent, from the present 9 per cent.

The State began to widen the recruitment scope of colleges and universities in 1999 aiming to provide students with more opportunities to receive higher education and help drive economic development through educational consumption. Expanding on college recruitment will be continued in the next few years.

To give students more opportunities to enter colleges and universities, the country will hold another college entrance examination in spring in the cities of Beijing and Shanghai and Anhui Province. The biannual system of college entrance examinations is expected to be expanded into other areas in the future.

##### **Vocational Education**

To raise the education level of those who fail to enter colleges and universities, the State will develop vocational and adult education programmes. These education programmes, ranging from industry, agriculture, finance to tourism and public security, will play a supplementary role in training specialized workers for all economic sectors.

## Basic Education

China is expected to basically eliminate illiteracy among people aged 15-50 this year. To achieve this goal, the ministry has mobilized educational administrations in more developed provinces to help spread preliminary education programmes in the mountainous, rural, remote and border areas with underdeveloped economies. This includes a new post-rotating system between urban and rural areas to help reduce the disparity in teacher quality.

The Ministry of Education will also concentrate on developing long-distance education systems, such as televised and computer-aided teaching programmes, to bring training in basic education and agricultural skills to the 900 million strong farming population. To further raise the skills of workers, further-education schools will offer more pre-job, professional and re-employment training courses for young and middle-aged people.

Illiteracy and poor education have together constituted a bottleneck in China's move from a traditional agrarian nation to a modern industrial one. Eradicating illiteracy and popularizing basic education are important in upgrading labourers' skills. In China, anti-illiteracy is mainly targeted at people aged 15 to 50.

## Minority Education

Although ethnic groups account for only 7.6 per cent in China, educational blueprints never forget to improve learning climates for them.

Higher learning institutions in better developed provinces will recruit more students from ethnic groups. Primary and middle schools in educationally advanced provinces will continue to run special classes or schools for ethnic group students, to help ease the shortage of teachers in remote and border areas.

## Special Education

Education for the disabled is also a priority for the ministry. The ministry has signed contracts with regional educational administrations to spread the work about special education programmes for physically disabled and mentally retarded children.

## *Passage B*

### Project Hope

In 1989, the decision-makers of the newly established China Youth Development Foundation (CYDF) set their eyes on basic education in the poverty-stricken areas. At

that time, 80 million people in China still lived below the poverty line. For a long time, China's education expenditure was allocated by the government, lacking support from the people and society. As a result, schools in poor areas were far from adequate. Each year a million students dropped out of school due to poverty. A project aimed at helping school dropouts and improving school conditions was initiated and named Project Hope. It is a non-governmental public welfare undertaking with the widest participation and the greatest influence in the 1990s. On the Chinese mainland, six out of ten have given donations to the project. In HKSAR, Macao, Taiwan and abroad, with overseas Chinese and foreign nationals of Chinese origin as the mainstay, individuals, social organizations and enterprises are also making donations to the project. China Today recently interviewed the CYDF to ask about the achievements and future plans for Project Hope.

Q: Project Hope has been implemented for ten years. What are its achievements? What active roles has it played in society?

A: By the end of last year, the various implementation organizations of Project Hope had received over 1.6 billion yuan in donations, which have been used to help 2,098,700 dropouts back to school and to build 7,111 hope primary schools.

Project Hope has improved the school conditions in poor areas and stimulated educational development. It has also changed the fate of hundreds of thousands of rural children, bringing them back to school. They are reserve forces to bring China's poor areas out of poverty. Project Hope raises social education consciousness and promotes the traditional Chinese virtue of taking pleasure in helping others. Meanwhile, it has also built up bridges between the poverty-stricken areas and the outside world. Most of these areas are remote and closed to the outside world. With the implementation of Project Hope, they have gained much information from their donators about modern development and progress. Some donators even helped poor families find economic projects suitable to the local conditions. Some cooperative partnerships have been formed between the poor and rich regions. Besides, the project has rationalized the allocation of social resources to bring about social fairness. To summarize, Project Hope has played active roles in many aspects of Chinese society, and it is beneficial to both economic and ideological development of China.

Q: How is Project Hope supervised?

A: In May 1997, 32 members of the National Committee of the Chinese People's Political Consultative Conference (CPPCC) investigated the implementation of Project Hope in four Chinese provinces. In their report, they fully affirmed the achievements of and supervision over the project, regarding it as a trusted project.

The ultimate aim of Project Hope is to stop Chinese children from dropping out of school. This cannot be achieved in a short period of time. Rather, it requires frequent and long-term social supervision. Every donator and recipient are supervisors of our

work. We also asked for government supervision by announcing our annual auditing results. The news media played supervisory roles as well. In addition, our project has the national supervisory committee and provincial level supervisory committees which frequently inspect our work. We have a public supervision and consultation telephone hot line, and have fixed a social supervision day every year to announce our financial and management situation, and at the same time, to listen to people's ideas and suggestions.

However, harmful acts have occurred during the implementation of Project Hope. Some individuals and work units have used the name of Project Hope to make profits for themselves. We have sought legal protection. The State Administration for Industry and Commerce made rulings about using the name of Project Hope in business activities in 1996, and in 1997, Project Hope became the first Chinese charity organization to register trade marks authorized by the State Trade Mark Administration.

Q: The CYDF recently announced that it would shift its focus starting from this year. What changes are you going to make and why?

A: The CYDF will not hold large scale activities to solicit donations, and will not receive donated funds for school dropouts. Our main tasks are, firstly, to follow the two million Project Hope recipients, and choose those with potential to further their studies. Secondly, we will train teachers in the over 7,000 Hope primary schools, so that they can play a leading role in improving educational levels in their local areas.

The shift of our focus is a major issue for Project Hope. The Chinese government has engaged great effort to popularize nine-year compulsory education, to alleviate poverty and eliminate illiteracy. Our mission of helping dropouts go back to school and raising the social education consciousness has basically been fulfilled, and that is one of the main reasons for us to shift our focus.

With the decline in the number of dropout students, the improvement in the quality of teachers and school conditions has become our most important task. Meanwhile, the rapid development of the rural economy requires more educated people. We have established the Hope Star Scholarship to assist 500 excellent students to receive help from Project Hope to continue their secondary and college education. We have also made experiments to combine teaching with agricultural science in Hope primary schools.

As requested by donators and recipients, we have also changed our donating approach. The one-to-one donating pattern has been widely accepted. With the traditional donating approach, the donated funds have to go through the national, provincial, municipal, county, township governments and the school before they reach the children.

With the shifting of our focus, we will also develop some new projects related to Project Hope, such as the Protecting the Yellow River Act and the Chinese Ancient Poetry and Literature Reading Project. We hope that people from all walks will continue to support our extensive projects.

---

(adapted from the *China Today*, June 1999, Li Fugen & Zhang Hua)

### *Passage C*

## Quality-oriented Education

The National Conference on Education, the third of its kind since China began its reform and opening policies in the late 1970s, was hosted in Beijing in June by the central government and the State Council. It endorsed a blueprint for promoting quality-oriented education that highlights the cultivation of independent thinking, creative spirit and the practical ability of the nation. Convening at the turn of the century, the conference's endorsement paved the way for the development of a vigorous socialist educational system with Chinese characteristics as the country enters the 21st century. It also pointed out the need to enhance the quality and the competitiveness of Chinese people in the new century.

The promotion of quality education and the fostering of originality are in line with the trend of the times and conducive to China's social, economic and scientific development. The world is about to enter a new era of knowledge-based economy. In developed countries, statistics indicate intelligence and knowledge factors already contribute to 60 to 80 percent of economic growth. Since knowledge-based economy will prevail, we have reason to believe that in the new century an individual who possesses talents, innovative spirit and comprehensive knowledge will wield an upper hand in international competition. Education is the base for knowledge acquisition, popularization and application, as well as a cradle for nurturing people with innovative spirits.

The past few years saw healthy advancement and forceful reforms in China's education sector. Significant headway has been made in different education fronts especially in the implementation of the nine-year compulsory education — six years in primary school and three years in middle school, the elimination of illiteracy and the enhancement of higher education and vocational training. According to statistics released by the Ministry of Education (MOE), more than 73% of the country's population had gone through nine-year compulsory education by 1998. Some 98.93% of children of primary school age attended classes, whereas 87.3% of children attended middle schools. Last year, China's 1,022 regular colleges and universities enrolled 1.08 million students for bachelor degrees, while its 962 adult higher learning institutions enrolled more than 1 million students. These institutions were set up more than a decade ago specially for those who failed the entrance exams for regular colleges and universities. They have helped train millions of people with specialized skills in

agricultural, industrial, educational, medical, financial, public security and other economic sectors. More will be done within the next few years to promote on-the-job and reemployment training programs.

However, much is still to be desired. The traditional examination-driven education system has bridled young people's thinking and has made them mere passive learners with little practical abilities and innovative spirits. The promotion of quality education will offset shortcomings of the old system. It will foster modern talents, creative spirit and expertise in order to better shoulder the responsibility of rejuvenating the Chinese nation.

The Chinese Government promises to increase its education expenditure gradually to reach 4% of the GDP in the near future. Local governments should prioritize funding for education when drafting fiscal budgets. With concerted efforts from the government, the education sector and society as a whole, we believe quality education will progress smoothly and contribute to China's modernization drive.

(Adapted from the *China Daily*, May 19, 1999 and June 19, 1999, Cui Ning)

## ***Passage D***

### **Some Problems of Chinese Education as Seen through the Eyes of a Foreigner**

I hope I shall not sound negative in focusing on problems. Chinese education over the past decades has achieved great successes. I focus on problems for the sake of still greater successes in the future — above all on the need to cultivate in students: self-reliance, creativity, independent thought.

First, spoon-feeding, or as the Chinese idiom has it, duck-stuffing.

The evils of duck-stuffing are recognized by Chinese and western teachers alike. But getting rid of it is another thing. Drawing language — and ideas — out of students, instead of cramming them in, calls for more time, effort and command of the language on the part of the teacher. A teacher with a limited command of a foreign language, unless he/she tries to teach it in Chinese (which also is often the case), can cope only by preparing every word in advance and sticking word for word to a text. If students are encouraged to use their brains, they may come up with awkward questions, which teachers may be unprepared to answer. This means that we urgently need better educated teachers, with a better command of their subject.

Secondly, the problem of plagiarism.

Accessibility of books facilitates independent study. It also brings with it the danger of over-reliance on books and even resort to plagiarism. There's a saying in Chinese:



“All the writing in the world is copied.” That may be true, for the whole of human knowledge all over the world, all through history, hangs together. But in scholarship, if we knowingly use another scholar’s ideas, we should give him/her credit by citing the source of quotations. Failure to do so is plagiarism, an outstanding problem in many countries, China among them. When I supervised graduation papers at the Institute, I found they contained pages of perfect English — obviously copied word for word, with never a quotation mark or footnote — interspersed with occasional sentences in rather imperfect English, obviously the student’s own. This copying did show that the writer of the paper had read some books and organized extracts into a coherent whole. But they showed no sign of original thinking.

Thirdly, seminars.

Today’s students have entered college straight from middle school, where they have been subjected to teacher-centered education and duck-stuffing. They have not been encouraged ( I don’t say they are unable ) to think and speak for themselves. So the silence has often prevailed with the students during a discussion. In spite of welcoming divergent views, I find that getting a good discussion going is harder than drawing teeth. Sometimes discussion flags for lack of preparation by the students. This is partly because their programs are overcrowded. Some juniors and even seniors have, until recently had as many as 26, even 28 class hours a week. Now more and more elective courses are becoming available and students have been signing up for more than they can cope with. They have no time to think, to “read, mark, learn and inwardly digest”. But young people are understandably in a hurry. It is hard for them to grasp the principle that learning should last a lifetime.

(Adapted from a speech presented by Mr. David Crook, a British expert in Beijing Foreign Language Institute, at the International Symposium on the Teaching of English in the Chinese Context)

## Part II Words and Expressions

### 1. Useful Words and Expressions Based on the Reading Passages

国家教育部	Ministry of Education (MOE)
在德育、智育、 体育、美育都得到发展	to develop morally, intellectually, physically and aesthetically / to develop one’s morality, intelligence, physique as well as artistic appreciation
初等教育	primary education
中等教育	secondary education
高等教育	tertiary education / higher education
成人教育	adult education