

English-Chinese Simultaneous Interpretation English-Chinese Simultaneous Interpretation English-Chinese Simultaneous Interpretation English-Chinese Simultaneous Interpretation

① 高等学校英语翻译系列教材

# 英汉同声

## 传译教程

主编 江晓梅

*English-Chinese  
Simultaneous  
Interpretation*



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# 前 言

《英汉同声传译教程》和《汉英同声传译教程》是一套重点传授同声传译技能的口译教材，主要供高等学校翻译专业、英语专业和社会其他对同声传译感兴趣的学习者使用。

《英汉同声传译教程》和《汉英同声传译教程》遵循同声传译教学的基本原则，以突出同声传译技能训练为指导，以培养同声传译学习者的译员素质为基础，以提高同声传译学习者的同声传译能力为重心，从而帮助学习者掌握基本的同声传译技能，具备从事一般同声传译工作的基本能力。

《英汉同声传译教程》和《汉英同声传译教程》具备如下几个特点：

(1) 突出同声传译训练的技能化特点。该套教材重点传授同声传译的基本技能，如跟读、注意力分配、重述、顺句驱动、简化、概述、综述、预测、等待等技能，以提高学习者的同传能力。

(2) 突出同声传译训练的实战性特点。本套教材选材主要为全真会议材料和最新时事专题材料，涉及政治、经济、文化、教育、环境保护、气候、卫生、医疗保险等热点专题，操作性强，有利于提高学习者同声传译实战能力。

(3) 原则与技巧有机结合。本套教材的每一课都由同声传译基本原则讲解和同声传译技巧训练组成，旨在帮助学习者较为深入地认识同声传译基本原则与技巧运用的关系，促进同声传译技能的习得。

(4) 针对性强。本套教材每一课都配有难点分析，针对课文中的训练难点提出参考建议，帮助学习者提高学习效率。

(5) 自学材料丰富。本套教材每一课都配有课外补充练习材料，为学习者提供大量自学材料，以帮助学习者进一步巩固课堂所学知识。

(6) 课外知识丰富。本套教材每两课配有同声传译相关知识介绍，重点介绍同声传译的发展历史、同声传译类型、同声传译黄金准则、同声传译团队合作原则等相关知识，以帮助学习者更加全面地认识同声传译，提高译员素养。

(7) 《英汉同声传译教程》和《汉英同声传译教程》既有相似点，又各有侧重点，为教学提供多种选择。除了一些基本的同声传译技能相似外，两本

教材各自针对英传汉和汉传英的特点，对不同的同声传译技能进行较为详细和全面的讲解，有助于学习者提高同声传译能力。两本教材既可配套使用，也可单独使用。口译教师可根据具体教学实践灵活处理。

(8) 教材配有 MP3 光盘，其中包括课文 MP3 和经典同声传译实录 MP3。

(9) 本套教材的训练材料均配有参考译文。参考译文尽可能体现同声传译的特点，即以顺句驱动、切分、增补、重复等技巧翻译选文。因此，与笔译文本比较，在句式安排上存在较大差异，仅供学习者参考。

《英汉同声传译教程》和《汉英同声传译教程》分别由十六课组成，每一课主要包括“同声传译原则与技巧”、“同声传译技能课内训练”、“难点分析”和“课外补充练习”等内容。本套教材可供口译教师和学习者一学年使用，我们建议一周课堂教学时数不少于两课时，每周可完成一课内容。当然，口译教师应根据学习者在训练中的学习进度灵活处理。

江晓梅负责本套教材的框架设计、具体课文编写和修改定稿。在《英汉同声传译教程》中，江晓梅负责第一课、第二课、第三课、第四课、第五课、第十四课、第十五课、第十六课的编写工作，熊俊负责第六课、第七课、第八课、第十三课的编写工作，江晓梅、罗莹、胡德香共同参与第九课、第十课、第十一课、第十二课的编写工作，江晓梅、熊俊共同负责“同声传译相关知识介绍”和附录部分的编写工作。孙瑜、桂鹤、杨月粉、张林、李发超参加了部分选文的翻译，在此表示感谢。

本教材选文大多出自编写者收集的会议或演讲录音材料，也有极少部分选文由于种种原因没有找到出处，教材编写者对于注明出处和没有注明出处的选文作者均表示感谢。

在本书的策划、写作和出版过程中，得到了武汉大学出版社叶玲利编辑的大力支持，在此表示衷心的感谢。

由于编者水平有限，书中难免出现疏漏和缺憾，诚望教材使用者批评指正，以帮助我们进一步改进。

江晓梅

2010年6月

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# 第一课 跟读练习

## 一、英汉同声传译原则与技巧:跟读练习

同声传译的工作原理由同步听、理解、分析和目标语转述源语信息组成,用公式可表达为“同传 = 听力+理解+分析+转述”。“同步”要求译员耳、嘴、脑同时工作,即多任务工作。跟读练习是培养同声传译学习者具备完成多任务能力的一种重要练习。跟读练习,也称为影子跟读(shadowing),是用同一种语言同步跟读源语发言人的讲话,它能有效地训练学习者的听说同步技巧和注意力分配能力,是同声传译的基础训练方法。

影子跟读练习的基本方法包括源语跟读、源语跟读与源语概述、源语跟读与目标语概述。源语跟读,即用源语同步跟读练习材料。源语跟读包括逐字跟读和延后跟读。逐字跟读一般在跟读练习初期使用,即逐字跟读源语材料。延后跟读一般在跟读练习中期使用,视学习者的听说差(Ear Voice Span,听和说的时间距)而定,一般以意群跟读为最佳听说距。以延后跟读为例,“In this regard, // my delegation takes note of the activities // that have been undertaken throughout the world //for achieving the goal of sustained economic development, // as proved by the continuing process of // the implementation of Declarations and Programs of Action // adopted in many international fora // such as the Rio Earth Summit // and Seventh Session of the Commission on Sustainable Development. //”学习者在进行延后跟读练习时,应该以意群形式跟读(如短文中的标记所示),增强逻辑性和流畅度,提高理解能力。

源语跟读与源语概述是指学习者在同步跟读时,须即时理解所跟读的源语信息,并在跟读结束时,立刻用源语概述跟读内容。源语跟读与源语概述重点训练学习者的同步理解能力和注意力分配,学习者须全神贯注,同步动用耳、嘴、短时记忆、理解能力等,合理分配注意力,在跟读的同时,尽可能准确理解跟读的信息,并概述源语信息。以如下句子为例,“To the same end, // all unilateral economic sanctions should be eliminated immediately // in conformity with the spirit

of the UN General Assembly resolution 53/10 // and other relevant documents of the international fora // and due attention be paid to // the sustained economic development in conflict resolution. //”学习者在完成延后跟读后,须立刻用源语概述该句的内容:“For the same purpose, all one-sided economic sanctions are to be removed following the UN GA resolution and other relevant documents. The sustained economic development should be given proper importance in conflict resolution.”注重对源语文本的理解,用意群形式进行跟读练习,是源语跟读与源语概述的重点,源语跟读与源语概述能有效地提高学习者的理解能力,增强表达的逻辑性,提高注意力分配效率。

源语跟读与目标语概述的操作过程与源语跟读和源语概述基本一致,只是在完成跟读后,用目标语概述跟读内容。该练习进一步增加注意力分配难度,学习者须听、理解和分析源语信息,用源语跟读信息,并用目标语转述源语信息,该练习帮助学习者进入双语转换阶段,为正式开始同声传译做好进一步的准备。例如,“On the other hand, // it is equally important // that developing countries should intensify further the south-south cooperation // on the principle of collective self-reliance // and take joint actions // aimed at establishing fair and equitable international economic order. //”学习者全神贯注,调动多方面精力,在完成跟读后,即刻用目标语概述该句内容为“另一方面,发展中国家应该在坚持自力更生的基础上,加强南南合作,共同行动,建立一个公正、平等的国际经济秩序”。

跟读练习是学习同声传译的一种最基本的练习形式,高质量的跟读练习能够有效地帮助学习者提高语速、短时记忆能力和理解力,并能在一定程度上完善学习者的语音和语调,并使其语言表述更加富有逻辑性。

## 二、英汉同声传译技能课内训练

1. 听录音,用源语跟读短文。第一遍逐字跟读,第二遍延后跟读。

### 📖 词汇提示

the International Day of the World's Indigenous People      世界原住民国际日  
(1994年,联合国大会决定每年8月9日为世界原住民国际日)

the UN Permanent Forum on Indigenous Issues      联合国原住民问题常设论坛

the UNESCO Universal Declaration on Cultural Diversity      《联合国教科文组织文  
化多样性世界宣言》

Atlas of the World's Languages in Danger of Disappearing      世界濒危语言地图册

the UN Decade of Education for Sustainable Development(2005-2014) “联合国  
教育促进可持续发展十年(2005—2014)”

**Speech by Mr. Koïchiro Matsuura, Director-General  
of the UNESCO, on the International Day of the  
World's Indigenous People(excerpt)**

August 9, 2009

This theme, selected for the 9th session of the UN Permanent Forum on Indigenous Issues in May 2010, is directly linked to the 2007 UN Declaration on the Rights of Indigenous Peoples, which recognizes the right of indigenous peoples to development in accordance with their own aspirations, needs and interests. It is therefore fitting, on this International Day, to reflect on the linkages between culture, development and identity. //

The UNESCO is convinced that development must be based on the diversity of cultures, “one of the roots of development, understood not simply in terms of economic growth, but also as a means to achieve a more satisfactory intellectual, emotional, moral and spiritual existence” as stated in the 2001 UNESCO Universal Declaration on Cultural Diversity. //

Throughout history, indigenous peoples, who represent 5 percent of the world's population, have demonstrated a capacity to adapt to change while continuing to sustain their unique values and ways of life. Yet, many indigenous individuals and communities are marginalized, deprived of basic human rights, and confronted with the destruction of their ecosystems and their cultures. //

The concept of “development with culture and identity” underpins the UNESCO's development strategy. In its work to promote linguistic diversity, the UNESCO launched in 2009 the electronic version of its Atlas of the World's Languages in Danger of Disappearing. The Atlas shows that within a few generations, more than 50 percent of the estimated 7,000 languages spoken in the world today may disappear. This situation is particularly critical for indigenous peoples, who account for more than 5,000 languages in over 70 countries on 6 continents; that is nearly 75 percent of all languages believed to exist. The UNESCO is now seeking new responses

to address the urgency of indigenous language endangerment; notably by assessing the technical and legal aspects of a possible standard-setting instrument for protecting indigenous and endangered languages. //

In line with Article 14 of the UN Declaration on the Rights of Indigenous Peoples, the UNESCO emphasizes the role of linguistic and cultural diversity in education, including the need to facilitate knowledge transmission and skills that enable indigenous peoples to participate fully and equally in the national and international community. Among the current priorities of the organization are the development of mother-tongue-based multilingual education to attain the Education for All (EFA) goals, the integration of indigenous knowledge into school curricula, and the promotion of dialogue with indigenous peoples as stakeholders of the UN Decade of Education for Sustainable Development (2005-2014). //

Despite broad recognition that many indigenous communities stand on the frontlines of climate change, their voices have remained largely on the sidelines of international debates on the issue. The UNESCO has therefore launched a grass roots Internet forum “On the Frontlines of Climate Change” as a space for local and indigenous voices to contribute to decision-making, notably in the lead up to the UN Climate Change Conference in Copenhagen in December 2009. //

These initiatives are founded on a belief that indigenous peoples’ cultures and worldviews, but also the enjoyment of their human rights, are linked to the preservation of their ecosystems and livelihood systems and require more holistic approaches to development. //

On International Day of the World’s Indigenous People 2009, I call upon the international community to engage in genuine dialogue with indigenous peoples to build an international partnership for development relevant to all communities everywhere. //

(摘自 [www.un.org](http://www.un.org))

2. 听录音,用源语跟读短文,在停顿处,用源语概述跟读内容。

#### 📖 词汇提示

reckoning 处理,清算

Dayton 代顿市(美国俄亥俄州)

prerequisite 首要事物;必要条件;前提  
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## Senator Obama's Remarks on 21st Century Education (excerpt)

September 9, 2008

Every four years, we hear candidates talk about the vital importance of education; about how improving our schools is key to the future of our children and the future of our country. Every four years, we hear about how this time, we're going to make it an urgent national priority. //

Well, the day of reckoning is here. Our kids and our country can't afford four more years of neglect and indifference. At this defining moment in our history, America faces few more urgent challenges than preparing our children to compete in a global economy. The decisions our leaders make about education in the coming years will shape our future for generations to come. They will help determine not only whether our children have the chance to fulfill their God-given potential, or whether our workers have the chance to build a better life for their families, but whether we, as a nation, will remain in the 21st century the kind of global economic leader that we were in the 20th century. //

The rising importance of education reflects the new demands of our new world. In recent decades, revolutions in communications and information technology have broken down barriers that once kept countries and markets apart, creating a single, global economy that is more integrated and interconnected than ever before. In this economy, companies can plant their jobs wherever there's an Internet connection and someone willing to do the work, meaning that children here in Dayton are growing up competing with children not only in Detroit, but in Delhi as well. //

What matters, then, isn't what you do or where you live, but what you know. When two-thirds of all new jobs require a higher education or advanced training, knowledge is the most valuable skill you can sell. It's not only a pathway to opportunity, but a prerequisite. Without a good pre-school education, our children are less likely to keep up with their peers. Without a high school diploma, you're likely to make about three times less than a college graduate. And without a college degree or industry certification, it's harder and harder to find a job that can help you support your family and keep up with rising costs. //

But it's not just that a world-class education is essential for workers to compete and win, it's that an educated workforce is essential for America to compete and win. Without a workforce trained in math, science, and technology and the other skills of the 21st century, our companies will innovate less, our economy will grow less, and our nation will be less competitive. //

If we want to out-compete the world tomorrow, we must out-educate the world today. //

If we want to keep building the cars of the future here in America, we can't afford a future where our high school students rank near the bottom in math and science, and our high school drop-out rate is one of the highest in the industrialized world. //

If we want to build a 21st century infrastructure and repair our crumbling roads and bridges, we can't afford a future where a third of all 4th graders and a fifth of all 8th graders can't do basic math, and black and Latino students are even further behind; where elementary school kids are only getting an average 25 minutes of science each day when over 80% of the fastest-growing jobs require some knowledge in math and science. //

If we want to see middle-class incomes rising like they did in the 1990s, we can't afford a future where so many Americans are priced out of college; where only 20 percent of our students are prepared to take college-level English, math, and science; where millions of jobs are going unfilled because Americans don't have the skills to work them; and where barely one in ten low-income students will ever get their college degree. That kind of future is economically untenable for America. It is morally unacceptable for our children. And it is not who we are as a nation. //

I know that if we can just bring our education system into the 21st century, not only will our children be able to fulfill their God-given potential, and our families be able to live out their dreams; not only will our schools out-educate the world and our workers out-compete the world; not only will our companies innovate more and our economy grow more, but at this defining moment, we will do what previous generations of Americans have done and unleash the promise of our people, unlock the promise of our country, and make sure that America remains a beacon of opportunity and prosperity for all the world. //

(根据讲话录音整理)

### 📖 难点分析

- 1) “In recent decades, // revolutions in communications and information technology have broken down barriers // that once kept countries and markets apart, // creating a single, global economy // that is more integrated and interconnected than ever before. //” 在跟读该长句时,学习者应该学会在瞬间辨识意群,以文中标示的意群标记为基本逻辑线索进行跟读,这样既可帮助学习者及时跟读源语内容,又能迅速理解源语文本,从而有助于概述,可将该句概述为“*In recent decades, advances in communication and information technology has connected the whole world together and created an ever integrated global economy*”。
- 2) “But it’s not just that a world-class education is essential for workers to compete and win, // it’s that an educated workforce is essential for Americae to compte and win. // Without a workforce trained in math, science, and technology and the other skills of the 21st century, // our companies will innovate less, our economy will grow less, and our nation will be less competitive. //” 在跟读该长句时,学习者应学会适当延长听说差,以意群为跟读基础,准确理解源语文本,提高语速,可将该句概述为“*An educated workforce is essential for America to compete and win in the 21st century. An educated workforce in math, science and technology and other skills will help American companies to gain a lot in the competition*”。

### 三、课外补充练习

1. 听录音,用源语跟读句子,在停顿处,用目标语复述跟读内容。

- 1) China’s 600-year-old Forbidden City is renovating its website in a move to improve its offerings of Chinese culture.
- 2) The site will include quiz games, suitable for children, that teach basic knowledge about ancient China. The museum has created a cartoon figure as its image ambassador, a young emperor clad in a bright yellow royal robe adapted from Emperor Kangxi, one of the most famous emperors of the Qing Dynasty.
- 3) Shanghai will start the next phase of its campaign to eradicate Chinglish in public signs next month to ensure an intelligent linguistic landscape for millions of visitors

coming to town for the 2010 World Expo.

- 4) Local universities will be paired with district governments to help wipe out badly translated signs. When glitches are discovered by the volunteers, government authorities will inform the responsible department to work out a change.
- 5) Naadam Festival is very popular in Inner Mongolia. In Mongolian the word “naadam” means “amusement and entertainment.” It is said that for centuries the festival has been held as a sacrificial ritual honoring celestial beings with music, dancing and sports competition. It usually lasts three days in July or August, with the main events being three Mongolian games: horse racing, archery and wrestling.

2. 听录音,用源语跟读短文,在停顿处,用目标语概述跟读内容。

### 词汇提示

the First Session of the General Assembly of the UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage 联合国教科文组织保护非物质文化遗产公约大会第一届会议

the UNESCO the United Nations Educational, Scientific and Cultural Organization, 联合国教科文组织

the Intangible Cultural Heritage 非物质文化遗产

the World Summit Outcome 世界高峰论坛决议

## Remarks by Mr. Zhang Xincheng, Chairman of the Executive Board of the UNESCO, on the Safeguarding of the Intangible Cultural Heritage (excerpt)

June 23, 2007

Excellencies, dear colleagues, ladies and gentlemen,

This first session of the General Assembly of the UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage indeed has a very special meaning. It symbolizes the fruit of long-lasting efforts by the UNESCO's member states to protect and safeguard the intangible cultural heritage. //

Over 60 years of reflection, debates, innovative programs and projects, and pioneering standard-setting activities, I am so happy to see our organization has



worked out a holistic vision of our heritage, first developing the tangible heritage and from there on moving to the intangible heritage, now defining the role of both these forms of heritage, which often are interlinked, in terms of the protection and promotion of cultural diversity and human creativity. //

The rich diversity of cultures is increasingly recognized as a source of mutual enrichment and innovation in a globalizing world, and was mentioned in the World Summit Outcome document last year. Much is done to promote and protect the cultural heritage; the UNESCO should continue to promote a better understanding of the contribution of each culture, as well as the benefits which can be derived from intercultural exchange. As the oriental philosophy believes, “HE ER BU TONG (和而不同).” That means “Mono makes things unsustainable, while diversity in harmony makes things productive.” The development of respect for the values and the history of other cultures and societies are essential in our struggle for peace, reconciliation and harmony. //

On this occasion, I would like to congratulate the member states and the secretariat for the joint efforts which have led to the exceptionally rapid entry into force of this convention. It is another testimony of the great interest aroused by intangible cultural heritage throughout the world and of the urgent need to contribute to its viability through an appropriate international instrument that takes into account the threats with which our living heritage is confronted. Particularly in today's world of globalization, more and more people express their worries about the extinction of our cultural heritage. //

In the 21st century, information technology shortened the physical distance of different countries, but without real understanding of one another, not only understanding “what” but also understanding “why”—its context and underlying reasons—people close at hand will still feel far apart. Then, the interpretation of the term “Global Village” will seem to be much too farfetched. //

The convention states that the safeguarding of intangible cultural heritage is of general interest to humanity and underlines its invaluable role in bringing human beings closer together and ensuring exchange and understanding among them. Let us work together to make this come true, and thus return to the fundamentals of the UNESCO's mandate: building peace in the minds of men, through common efforts and understanding, the very reason for the creation of the organization 60 years ago. This assembly shows the importance of the UNESCO in mandates such as standard