

博雅 英语专业博雅教育课程系列教材



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财经听译

LISTENING TO FINANCIAL
AND ECONOMIC NEWS
FOR TRANSLATION PURPOSE

清华大学出版社



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内 容 简 介

本教材展示了听译活动的完整过程以及其中涉及各个要素,并将学生的积极行动与思考贯穿于整个教学活动。教材的内容以真实的国内外财经新闻为基础,涉及财经新闻几大常见主题:个人理财、税务、货币、银行。本教材以听力策略、翻译技巧为手段,以财经新闻内容和主题意义的挖掘为目标,将财经专业知识、听力知识和翻译知识融于—本教材之中。

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前言

《财经听译》，顾名思义，关注的是针对财经文本“听(listen)”与“译(translate)”。“听”是将语音信号转化为语言单位的过程，“译”通常指不同形式的语言转化，包括语内转化(如: paraphrase和summary)以及语际转化(如各种形式的translation和interpretation)。“译”中的interpretation还可表“阐释”，指代个人对文本内容的意见与看法：对于同样的文本，不同文化背景和知识背景的听者可能会有完全不同的理解。由此可见：(1) “听译”中“译”的内涵要大于听力理解中的“理解(comprehension)”；(2) 各种各样的“译”是伴随着“听”的自然行为，是听力任务真实性的重要构件。之所以选择财经文本作为听译的对象主要是因为作为媒体报道重要组成部分的财经新闻背后，隐藏着系统的财经内容知识，而内容知识的掌握是听力理解的先决条件之一。

基于上述两点认知，我们编写了这本教材，取代传统的听力理解教程，为进阶的口笔译学习奠定语言理解、翻译认知以及内容知识的基础。与传统的听力理解教程相比，《财经听译》在理论和实践层面均有所展延和创新。

在理论层面，这本教材突出了“听译促学”和“听译结合”的理念。首先，听译促学。人们很少为了“听”而“听”，听总是伴随着一定的目的，而其中一个很重要的目的就是为了“获取信息”，从而“获得成长”。促进听者成长的信息不是随着时间变化而变化的碎片化信息，而是不会随时间变化的“内容知识”。内容知识，不仅为听和译提供了认知基础，而且为“听译”学习提供了动机：学生在完成真实的语言任务同时获得真实的“内容知识”。简言之，本教材不仅致力于帮助学生提高听和译的能力，而且致力于帮助学生通过听和译

的任务习得相关内容知识。其次，听译结合。“听”与“译”的结合主要体现在以下几个方面：(1)为“译”而听的认知过程不同于一般的听力理解过程，而这种为“译”而听的能力是将英语类专业学生和非英语类专业学生区别开来的重要方面；(2)为译而“听”不仅培养了“译”的能力，而且有助于提升学生“听”的动机(motivation)和“听”的专注度(engagement)；(3)“译”作为听的“结果”，为不可视的、无形的听力过程，提供了可视的有形产品。教师可以这种有形的“译”的产品为基础，结合课堂提问，发现学生在“听”和“译”的过程中出现的问题，提供相应的反馈，将形成性评价落到实处。

在实践层面，本教材在文本选择和任务设计上均有所创新。在文本选择上，本教材将财经新闻中最常出现的几大主题(个人理财、税务、货币、银行)定为四个单元的主题。每个单元选择相关主题的真实听力文本五篇。每篇文本的选择力图做到听力知识、翻译知识和内容知识并重，以期学生在学习完一个单元之后，不仅听与译的能力有所提升，而且能获得听与译所需的专业内容知识。在任务开发上，除多项选择(目的是为学生参加听力测试做准备)外，其余所有听前、听中以及听后任务均为为“译”展开或具有“译”的性质的输出型任务(如discussion, report, summary, dictation, paraphrase, interpretation, translation, self-reflection writing等)。这些任务不仅忠实地再现了听译活动的完整过程，而且要求学生在任务实施过程中综合运用各种知识和技能，为学生发展和师生课堂互动提供了丰富的抓手。

《财经听译》希望通过上述理论和实践层面的创新为听与译的学习和教学提供新的思路和参考，提升学生学习和教师教学的积极性。同时，由于编者水平有限，本教材必有局限、不足之处。对此，希望同行教师批评指正，促进编者学习成长。诚谢！

黄剑

2019年5月20日

Task Clarification



1 Pre-listening Part

Pre-listening Part consists of two major tasks: Brainstorming Task and Vocabulary Task. These two tasks are developed to prepare students in terms of both language and skills and relevant information for the During-listening Part as well as to train students on such skills as quick searching for and organizing ideas, listening (one-way and two-way), speaking (one-way and two-way), note-taking, reporting and interpreting, etc.

1.1 Brainstorming Task

Discuss with your deskmate about the following questions and report to the class his or her answers.

In this task, students need to complete the following steps:

- (1) Search online or their minds for relevant information about the task. (3-5 minutes)
- (2) Organize the information collected into an answer about 1 minute. (3-5 minutes)
- (3) Report to his or her deskmate and try to memorize the answer reported by his or her deskmate (note-taking is allowed). (3-5 minutes)
- (4) Discuss with his or her deskmate about the report for clarification. (1-2 minutes)

- (5) Two students are singled out for reporting his or her deskmate's answer. (2-4 minutes)

In completing the above-mentioned steps, a wide range of listening and interpreting skills are trained, such as listening, speaking, reporting, note-taking, information clarifying and memorizing. In the textbook, questions are offered for the teacher to use for this task and the teacher is also encouraged to develop questions as he or she sees fit for the particular contexts and respond to students' answers.



Vocabulary Task

Acquaint yourself with the following words swiftly in the ways that you find most comfortable and efficient and explain them in English when appropriate.

In this task, students need to complete the following steps:

- (1) Memorize the following words as soon as possible. (2-3 minutes)
- (2) Explain the words in English when it is appropriate. (2-3 minutes)

In completing the two steps, students will be prepared for the following tasks in terms of vocabulary and be made aware of the difference between understanding a word and expressing it in another language via word interpretation. The teacher can suggest ways of memorizing words in the beginning and check students' mastery of these words in the end.

2 During-listening Part

During-listening Part consists of four major tasks. These tasks are developed to train students on such skills as listening, summarizing, writing, paraphrasing, interpreting, dictation and translation, etc.



Listening Comprehension

Listen for the first time to answer the following questions. In this task, students need to complete the following two steps:

- (1) Take a quick look at the five tasks. (30 seconds)

- (2)** Listen to the whole piece of news to select the right answer. (3-9 minutes)

In completing these two steps, students will get a glimpse of what the news is about and practice the listening and testing skills from answering the questions. The teacher can discuss with the students about how to answer questions where he or she finds it appropriate.



Listening for the Main Idea

In this task, students need to complete the following steps:

- (1)** Listen to the news for the second time and write down the main idea as he or she understands. (3-9 minutes)
- (2)** Check with his or her deskmate for any logic mistakes or language errors in the main idea written down and correct them accordingly. (2-3 minutes)
- (3)** Two students are singled out for reporting their summary to the whole class. (3-5 minutes)
- (4)** The reporter interacts with the teacher and the students about the summary. (2-3 minutes)
- (5)** The students work out a structure for the news together with the teacher. (2-3 minutes)
- (6)** Listen to the news for the third time led by the teacher and polish the summary accordingly. (3-9 minutes)
- (7)** Compare the polished summary with the reference version. (2-3 minutes)

In completing the above-mentioned steps, students will get an accurate idea of what the news is about via a wide range of listening, speaking, negotiating, writing and reporting exercises. The teacher can walk around the classroom as the students are writing down their answers and talking to their deskmates in order to give relevant hints and instructions or initiate an educational talk. At the end of the above-mentioned steps, the teacher is expected to share with the students his or her idea of what a quality summary is like.

2.3 Paraphrasing and Interpreting

In this task, students need to complete the following three steps:

- (1) Listen to the selected sentences carefully. (2-4 minutes)
- (2) Paraphrase and/or interpret the sentences played. (3-4 minutes)
- (3) Interact with the teacher about the product and the process of (1) & (2). (2-3 minutes)

In completing the above steps, students will get trained on their listening, paraphrasing and interpreting skills. The teacher can raise questions and negotiate with students about the relevant product and the process.

2.4 Dictation and Translation

In this task, students need to complete the following three steps:

- (1) Listen to the selected sentences carefully. (2-4 minutes)
- (2) Write down the sentence and translate it into Chinese. (3-5 minutes)
- (3) Interact with the teacher about the product and the process of (1) & (2). (2-3 minutes)

In completing the above-mentioned steps, students will get trained on their listening, dictating and translating skills. The teacher can raise questions and negotiate with students about the relevant product and the process.

3 Post-listening Part

This part consists of two major tasks: Self-reflection and Self-checking. These two tasks are developed to connect what the students have learnt about the text with the real world and review what they've learnt in terms of knowledge, skills and strategies as well as critical thinking process.

3.1 Self-reflection

In this task, students need to complete the following three steps:

- (1) To search for information and opinions regarding the question. (2-4 minutes)
- (2) To form his or her own idea based on the information and opinions collected. (2-4 minutes)

(3) To write down his or her answers in a clear and convincing way. (2-4 minutes)

In completing the steps above, students will get trained on their skills of information-searching, reflecting and writing. The teacher can use the question offered in the textbook or formulate his or her own self-reflection questions. And the teacher can also organize discussion about the question.

3.2

Self-checking

In this task, students need to do the following steps:

- (1)** To check the content knowledge learnt. (2-4 minutes)
- (2)** To check the language knowledge learnt. (2-4 minutes)
- (3)** To check the skills and strategies learnt. (2-4 minutes)
- (4)** To check the critical thinking (CT) processes used. (2-4 minutes)

In completing the steps above, students will go through again what they have learnt from what is done above and develop self-autonomy in learning. The teacher can check from time to time how the students have done the self-checking tasks.

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Unit 1

Personal Financing



学院内部使用



The Objective of Unit 1

Content Objectives

- (1) To understand the essence of financing and personal financing.
- (2) To understand the regular ways of doing personal financing.
- (3) To understand the cultural difference of doing personal financing.

Language Objectives

- (1) To master the key vocabulary involved.
- (2) To master the key sentence structures involved.
- (3) To master the key discourse features identified.

Skill Objectives

- (1) To acquire relevant listening skills.
- (2) To acquire relevant interpreting skills.
- (3) To acquire relevant translating skills.

CT Objectives

- (1) To cultivate CT via reflection over content knowledge.
- (2) To cultivate CT via reflection over language knowledge.
- (3) To cultivate CT via reflection over skill knowledge.

Lesson 1

Value of Studying Personal Financing



Pre-listening Part



Brainstorming Task

Discuss with your deskmate about the following questions and report to the class his or her answers.

- (1) How much money have you spent since you came to the university?

(2) What have you done with the rest of your money?

1.2 Vocabulary Task

Acquaint yourself with the following words swiftly in the ways that you find most comfortable and efficient and explain them in English when appropriate.

Noun	
literacy	English: Chinese: 素养 / 知识
independence	English: Chinese: 独立
finance	English: Chinese: 金融
business	English: Chinese: 商务
Verb	
budget	English: Chinese: 预算
save	English: Chinese: 储蓄
invest	English: Chinese: 投资
use	English: Chinese: 使用
supervise	English: Chinese: 监控
Adjective	
free	English: Chinese: 免费的
available	English: Chinese: 可获得的
financial	English: Chinese: 金融的, 理财的
personal	English: Chinese: 个人的



During-listening Part



Listening Comprehension

Listen for the first time to answer the following questions.

- (1) According to the report, many people are _____ personal financing.

A. good at	B. ignorant of
C. familiar with	D. tired of
- (2) Who are target students of financial literacy education?

A. Young people.	B. Adults.
C. Both A&B.	D. Old people.
- (3) How many states require students to take personal financing course?

A. 13.	B. 99.
C. 25.	D. 22.
- (4) Which of the following statements about personal financing is true?

A. Textbooks are offered to pupils free of charge.	B. Teachers have to pay for teaching materials.
C. Parents seldom give their kids financial advices.	D. Parents can learn how to teach kids on the Internet.
- (5) By what means do many young people get their first taste of financial independence?

A. Summer jobs.	B. Scholarship.
C. Bank savings.	D. Investment.



Listening for the Main Idea

- (1) Listen to the passage for the second time and try to write down its main idea as you understand.
