

“十二五”普通高等教育本科国家级规划教材



新世纪高等院校英语专业本科生系列教材(修订版)

总主编 戴炜栋

# 口译教程

## Challenging Interpreting: A Coursebook of Interpreting Skills

教师用书

编 审 / 林郁如 主 编 / 雷天放 陈 菁



“十二五”普通高等教育本科国家级规划教材

新世纪高等院校英语专业本科生系列教材(修订版)

总主编 戴炜栋

# 口译教程

## Challenging Interpreting: A Coursebook of Interpreting Skills

教师用书

编审 / 林郁如

主编 / 雷天放 陈 菁

编者 / (以姓氏笔画为序)

庄鸿山 肖晓燕 陈 菁

林郁如 杨柳燕 雷天放

**W** 上海外语教育出版社  
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

## 图书在版编目(CIP)数据

口译教程教师用书 / 雷天放, 陈菁主编.

—上海: 上海外语教育出版社, 2013

新世纪高等院校英语专业本科生系列教材. 修订版

ISBN 978-7-5446-3190-7

I. ①口… II. ①雷… ②陈… III. ①英语—口译—高等学校—教学

参考资料 IV. ①H315.9

中国版本图书馆CIP数据核字(2013)第049827号

出版发行: **上海外语教育出版社**

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 江雷红

---

印 刷: 上海新华印刷有限公司

开 本: 787×1092 1/16 印张 13.75 字数 360千字

版 次: 2013年5月第1版 2013年5月第1次印刷

印 数: 2 100 册

---

书 号: ISBN 978-7-5446-3190-7 / H · 1617

定 价: 20.00 元

本版图书如有印装质量问题, 可向本社调换



# “新世纪高等院校英语专业本科生系列教材”（修订版）

## 编委会名单

主任：戴炜栋

委员：（以姓氏笔画为序）

文秋芳	北京外国语大学
王 岚	解放军外国语学院
王立非	对外经济贸易大学
王守仁	南京大学
王俊菊	山东大学
王腊宝	苏州大学
史志康	上海外国语大学
叶兴国	上海对外贸易学院
申 丹	北京大学
石 坚	四川大学
刘世生	清华大学
刘海平	南京大学
庄智象	上海外国语大学
朱 刚	南京大学
何兆熊	上海外国语大学
何其莘	北京外国语大学
张绍杰	东北师范大学
张春柏	华东师范大学
张维友	华中师范大学
李 力	西南大学
李庆生	武汉大学
李建平	四川外语学院
李绍山	解放军外国语学院
李战子	解放军国际关系学院

杨达复	西安外国语大学
杨信彰	厦门大学
邹 申	上海外国语大学
陈建平	广东外语外贸大学
陈法春	天津外国语学院
陈准民	对外经济贸易大学
姚君伟	南京师范大学
洪 岗	浙江外国语学院
胡文仲	北京外国语大学
赵忠德	大连外国语学院
殷企平	杭州师范大学
秦秀白	华南理工大学
袁洪庚	兰州大学
屠国元	中南大学
梅德明	上海外国语大学
黄国文	中山大学
黄勇民	复旦大学
黄源深	上海对外贸易学院
程晓堂	北京师范大学
蒋洪新	湖南师范大学
谢 群	中南财经政法大学
虞建华	上海外国语大学
蔡龙权	上海师范大学



# 总序

“十二五”普通高等教育本科国家级规划教材  
新世纪高等院校英语专业本科生系列教材(修订版)

我国英语专业本科教学与学科建设,伴随着我国改革开放的步伐,得到了长足的发展和提升。回顾这30多年英语专业教学改革和发展的历程,无论是英语专业教学大纲的制订、颁布、实施和修订,还是四、八级考试的开发与推行,以及多项英语教学改革项目的开拓,无不是围绕英语专业的学科建设和人才培养而进行的,正如《高等学校英语专业英语教学大纲》提出的英语专业的培养目标,即培养“具有扎实的英语语言基础和广博的文化知识并能熟练地运用英语在外事、教育、经贸、文化、科技、军事等部门从事翻译、教学、管理、研究等工作的复合型英语人才。”为促进英语专业本科建设和教学质量的提高,外语专业教学指导委员会还实施了“新世纪教育质量改革工程”,包括推行“十五”、“十一五”、“十二五”国家级教材规划和外语专业国家精品课程评审,从各个教学环节加强对外语教学质量的宏观监控,从而确保为我国的经济建设输送大量的优秀人才。

跨入新世纪,英语专业的建设面临新的形势和任务:经济全球化、科技一体化、文化多元化、信息网络化的发展趋势加快,世界各国之间的竞争日趋激烈,这对我国英语专业本科教学理念和培养目标提出了新的挑战;大学英语教学改革如火如荼;数字化、网络化等多媒体教学辅助手段在外语教学中广泛应用和不断发展;英语专业本科教育的改革和学科建设也呈现出多样化的趋势,翻译专业、商务英语专业相继诞生——这些变化和发展无疑对英语专业的学科定位、人才培养以及教材建设提出了新的、更高的要求。

上海外语教育出版社(简称外教社)在新世纪之初约请了全国30余所著名高校百余位英语教育专家,对面向新世纪的英语专业本科生教材建设进行了深入、全面、广泛和具有前瞻性的研讨,成功地推出了理念新颖、特色明显、体系完备的“新世纪高等院校英语专业本科生系列教材”,并被列入“十五”国家级规划教材,以其前瞻性、先进性和创新性等特点受到全国众多使用院校的广泛好评。

面对快速发展的英语专业本科教育,如何保证专业的教学质量,培养具有国际视野和创新能力的英语专业人才,是国家、社会、高校教师共同关注的问题,也是教材编撰者和教材出版者关心和重视的问题。

作为教学改革的一个重要组成部分,优质教材的编写和出版对学科建设的推动和人才培养的作用是有目共睹的。外教社为满足教学和学科发展的需要,与教材编写者们一起,力图全方位、大幅度修订并扩充原有的“新世纪高等院校英语专业本科生系列教材”,以打造英语专业教材建设完整的学科体系。为此,外教社邀请了全国几十所知名高校40余位著名英语教育专家,根据英语专业学科发展的新趋势,围绕梳理现有课程、优化教材

品种和结构、改进教学方法和手段、强化学生自主学习能力的培养、有效提高教学质量等问题开展了专题研究,并在教材编写与出版中予以体现。

修订后的教材仍保持原有的专业技能、专业知识和相关专业知识的三大板块,品种包括基础技能、语言学、文学、文化、人文科学、测试、教学法等,总数逾200种,几乎涵盖了当前我国高校英语专业所开设的全部课程,并充分考虑到我国英语教育的地区差异和不同院校英语专业的特点,提供更多的选择。教材编写深入浅出,内容反映了各个学科领域的最新研究成果;在编写宗旨上,除了帮助学生打下扎实的语言基本功外,着力培养学生分析问题、解决问题的能力,提高学生的思辨能力和人文、科学素养,培养健康向上的人生观,使学生真正成为我国新时代所需要的英语专门人才。

系列教材修订版编写委员会仍由我国英语界的知名专家学者组成,其中多数是在各个领域颇有建树的专家,不少是高等学校外语专业教学指导委员会的委员,总体上代表了中国英语教育的发展方向 and 水平。

系列教材完整的学科体系、先进的编写理念、权威的编者队伍,再次得到教育部的认可,荣列“普通高等教育‘十一五’国家级规划教材”。其专业技能板块的70多种教材更于2012年首批被评为“‘十二五’普通高等教育本科国家级规划教材”。我深信,这套教材一定会促进学生语言技能、专业知识、学科素养和创新能力的培养,填补现行教材某些空白,为培养高素质的英语专业人才奠定坚实的基础。

戴炜栋

教育部高校外语专业教学指导委员会主任委员

国务院学位委员会外语学科评议组组长



# 前言

《口译教程》(*Challenging Interpreting: A Coursebook of Interpreting Skills*)已列入普通高等教育“十五”国家级规划教材,属外教社“新世纪高等院校英语专业本科生系列教材”,由厦门大学口译教研小组集体编写。

厦门大学外文学院英语系是国内较早为英语专业本科生开设口译课程的院系之一,也是国内目前为数不多培养口、笔译研究方向硕士研究生的院校之一。20年前,我们就开始为三四年级学生开设了口译课。1990-1993年间,我们与澳大利亚迪金大学(Deakin University)开展校企合作与交流,举办口译试点班,共同研究口译教学法与教材,并于1996年出版了《英汉/汉英口译教程》(福建人民出版社),填补了国内无系统培训口译技能教材的空白。1994-1998年间,我们参与了原国家教委与英国文化委员会共同主持的“中英合作英语教学项目”,与英国西敏斯特大学(University of Westminster)合作开展口译教学与研究,期间口译小组的所有教师获得机会赴英学习和讲学。作为合作成果之一,我们于1999年出版了《新编英语口语教程》(上海外语教育出版社)。该教材提出了厦大口译训练模式,贯彻以口译技能训练为核心的编写原则,开创了口译教材编写的新思路。该套教材荣获国家教育部2002年全国普通高等学校优秀教材二等奖。该教材自1999年出版以来,已经印刷了14次。

近年来我们与时俱进,不断开拓进取,努力为我国培养更多的口译人员。2002年,“厦门大学口、笔译资格证书考试中心”成立,在为社会培训口译人员和进行口译资格考试认证的同时,我们出版了《英语口语资格证书考试1-4级模拟试题集锦》和《英语口语资格证书考试培训教程》。2002年和2003年,我们两度承接了欧盟“中国—欧盟支持中国加入WTO项目”(EU-China Programme for China's Accession to WTO)的译员培训项目。该项目由欧盟直接资助,学员从全国十几个省份选拔而来,培训成绩合格者获得由该项目和厦门大学口、笔译资格证书考试中心联合颁发的证书。2004年我们代表中国参与了由欧盟“亚洲联系项目”(Asia-Link Programme)资助总经费达25万欧元的亚欧口译(Interpreting Asia Interpreting Europe)培训合作项目。该项目旨在通过培养优秀的口译培训人才,促进亚洲和欧洲,尤其是四个参与国(中国、越南、英国和爱尔兰)的经济、文化和政治



交流。作为该项目的重要内容,小组全体成员分别于2004年5月和2005年1月赴英国和爱尔兰完成国际培训任务。我们高质量的授课得到有关各方的高度评价。

在20年的实践探索中,我们深深体会到,只有突破原有的语言文学培养模式,将外语教学与其他人文学科、自然学科的内容相结合,将知识传授与能力、素质的培养融为一体,外语人才教育才能适应社会主义市场经济的需要。在这方面,口译课有其独特的优势。我们认为:开设并上好口译课,有利于外语人才培养由知识型、专才型向能力型、通才型和复合型方向的转变,有利于最大限度调动学生学习的主动性和创造性,也有利于培养学生的综合素质和能力。

由于与传统的语言、文学类课程相比,口译课兼备了综合性和实用性的特点,口译教材的编写应秉承以口译技能训练为核心的原则,在《口译教程》的编写过程中,我们力求突出以下几个特点:

1. 科学性:吸收口译理论和教学方面的最新研究成果,同时充分注意到我国口译教学和实践的特点。通过这些年的摸索,我们对口译技能训练的内在规律有了较为深刻的认识。教材既遵循外语教学的一般规律;更突出口译教学的特殊性,使之成为操作性强、便于教与学的教材。
2. 前瞻性:在对今后口译工作的新形式、新特点进行正确认识和预测的基础上,力争在口译形式、技巧训练、篇章内容等方面体现出前瞻性。
3. 针对性:教材中所选用的篇章分为两类,技巧练习所用的篇章专为口译技巧训练所设计,内容偏重基本知识的介绍;而口译练习的篇章则侧重模拟真实的口译场景,旨在训练学生应对各种题材的综合口译能力。
4. 多样性:多样性一是指不同的口译形式,二是指在选择口译练习篇章时,尽量选用不同语域,不同风格,不同国家,不同口音的各种讲话。
5. 思想性:口译教学是对学生进行国情教育、政策教育和素质教育的最佳途径,编写教材时我们充分利用了这一有利条件,力争做到“寓思想教育于教学”。
6. 口语化:这是长期以来困扰口译教材编写者的一个问题,我们的教材争取在这方面有所突破。因为只有口语化,与实践密切相关,才能真正体现口译的特点,才能使学生体验到口译课的真实性和实用性。
7. 趣味性:实现愉快教学,是教师与学生的共同追求。教师的经验和教学方法固然重要,而教材的作用也是不可忽视的。本教材力图在技能训练方法、篇章内容、版面设计等方面生动、活泼,以激发学生学习的兴趣。

本教程分《学生用书》和《教师用书》两册。《学生用书》由“口译认识篇”,“交替传译篇”和“同声传译篇”组成,共27课。“口译认识篇”介绍了口译的定义、特点,口译的主要形式、过程以及译员应具备的素质;“交替传译篇”共3单元,每单元7课,介绍交替传译的基本理论和技巧,包括交替传译基本技能的讲解和操练以及口译练习;“同声传译篇”,共6课,包括同声传译的基本理论、技巧和模拟同传练习。

《学生用书》每课的内容包括五个部分:一、理论与技巧,用中文深入浅出地讲解口译基本理论和技巧,为随后的技巧训练奠定理论基础;二、技巧训练,在“理论与技巧”的框架指导下,有针对性地设计技巧练习,以便学生在教师指导下进行相关的训练;三、口译练习,包括形式多样、题材广泛、内容丰富的口译练习篇章,用来在课堂或课后提

高口译综合技能；四、译员须知，既是理论与技巧部分的延伸，又有口译实践经验的总结，可进一步加深大家对口译工作的认识；五、日积月累，采集、整理、归纳了有助于提高口译能力和扩大知识面的精粹集锦，旨在引导大家养成乐于积累、善于总结、勤于思考、勇于创新的好习惯。

《教师用书》包括以下内容：一、课程结构总览；二、教学指南；三、技巧练习参考译文；四、口译练习难点讲评和口译练习参考译文。这些译文仅仅是参考译文。因为口译的形式、工作方法和工作条件都与笔译相差甚远，口译员在极有限的时间内，在无任何外援的条件下，要快速、准确、顺畅地传达原文信息，一般无法像笔译员那样反复推敲原文和译文。尤其是在同声传译中，特殊的工作性质决定其译文的产出具有特殊性。另外，同一个口译员对同样一个信息，面对不同的听众，在不同的工作条件和时间压力下，所采取的表达形式（如遣词造句、语音语调、语速语气等等）都不可能完全相同。正因为这样，要给口译练习做一个标准答案是极其困难的，也是不符合口译实际情况的。但是，考虑到本教材的使用对象是我国高校初学口译的本科生和对口译有兴趣的自学者，参考答案对他们广开思路、答疑解惑会有一定的益处。因此，我们在教师用书中还是提供了口译练习译文。这里我们再次强调我们提供的只是参考译文，仅供本教材的使用者参考。

本教程配有录音光盘，时长约8小时。

《口译教程》以口译技巧作为教材的基本框架，所选篇章有深浅难易之分，教学上可因材施教。同时我们希望任课教师根据本校、本地的实际、形势的发展、热点的转移或涌现，充分利用现代媒体的信息资源，如报纸、杂志、广播、电视、因特网等，来补充、替换、或更新练习用的篇章。

本教程由厦大口译教研小组的全体老师负责编写。林郁如负责全书框架设计和编审，并执笔“口译认识篇”，雷天放、陈菁担任主编。具体分工如下（不分排名）：

林郁如负责全书框架设计和编审，并执笔“口译认识篇”；

肖晓燕执笔第1、2、3、4、7、12、13课；

庄鸿山执笔第5、6、10、11课；

杨柳燕执笔第8、9课和全书各课的“日积月累”部分；

雷天放执笔第15、16、17、18、19、20、21课；

陈菁执笔第14、22、23、24、25、26、27课。

本系任教的英籍专家 Mark Hilton 先生协助审阅了“学生用书”的英文稿，美籍专家 Geoffrey Heller 先生协助审阅了“教师用书”的英文稿。同时本系邓轶老师和口笔译研究方向的硕士研究生郑星煌、陈巧玲、戴乐、谢萍、何爱香、蔡露虹、苏伟、王玉洁、张丽芳、刘建珠等也参与了本书的编写工作，在此一并表示感谢。

厦门大学口译教研小组

2006年3月

# Overview of Interpreting Skills

## ***Consecutive Interpreting***

### **Skills in the Comprehension Phase**

Getting the message through listening

Logical analysis

Memory in interpreting

Note-taking

Coping tactics in comprehension

### **Skills in the Reformulation Phase**

Public speaking

Figure interpreting

Fidelity in interpreting

Reconstruction skills

Coping tactics in reformulation

### **Skills in Analysis**

Discourse analysis

Cross-cultural communication

Enhancement of interpreter's language abilities

Acquisition of extra-linguistic knowledge

Sight translation

Professional code of ethics

## ***Simultaneous Interpreting***

Multi-tasking

Linearity

Anticipation and information retention

Sight interpreting

Simultaneous interpreting with PowerPoint slides

Coping tactics in simultaneous interpreting





## To the teacher

Welcome to *Challenging Interpreting*, a course in interpreting skills. This *Teacher's Book* describes the objectives and the skills-led syllabus of the course, explains how the course is structured and how the course components should be used, and provides suggestions and reference translation texts for your teaching.

The course has been specifically designed for intermediate and upper-intermediate students, i.e. English majors in their third or fourth year who have a fairly good command of Chinese and English. By the end of *Challenging Interpreting*, you will have taught the students the skills and techniques required of professional interpreters. You will also have given them a grounding in the theory underlying the principles and practice of interpreting.

We hope that you find the contents in this book both informative and constructive, and we wish you every success with *Challenging Interpreting*.

**Xiamen University interpreter training team**

## About the course *Challenging Interpreting*

### Course objectives

*Challenging Interpreting* is a course of interpreting skills. Students undertaking this course should already have a good knowledge of Chinese and English, particularly the ability to understand and use spoken language. To be successful, they must not only understand the theory underlying the principles and practice of interpreting but also become proficient in the skills and techniques which are used by professional interpreters in rendering from one language into another. Working as an interpreter demands constant professional improvement, and by the end of the course students will have learned how to sharpen their interpreting skills further, how to expand their knowledge on their own, and how to behave professionally.

## Course structure

The structure of the course reflects the main objective of teaching interpreting skills and the underlying theory. The title of each lesson is designed to emphasise that skills constitute the leading parameter in the course design.

The course begins with an introduction to the definition, characteristics, modes and process of professional interpreting, as well as the requirements for a competent interpreter.

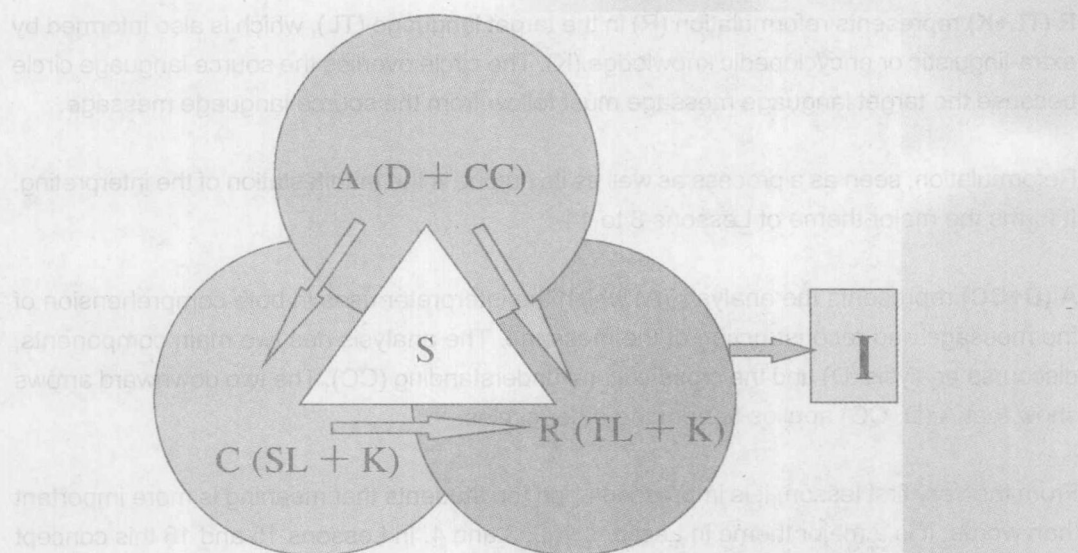
Lessons 1 to 21, which focus on consecutive interpreting, form the main part of the course. Lessons 1 to 7 are concerned mainly with skills related to the comprehension phase of interpreting, while lessons 8 to 14 concentrate on skills involved in the reformulation phase of interpreting. Lessons 15 to 19 consolidate the skills covered before, but are principally devoted to analysis, including discourse analysis, language enhancement, the acquisition of extra-linguistic knowledge and the interpreter's awareness of and competence in cross-cultural communication. Analysis, as shown in the Xiada Model for Interpreting Training, applies to both phases of comprehension and reconstruction. Lesson 20 introduces the skill of sight-translation and Lesson 21 discusses the professional code of ethics of interpreters.

Lessons 22 to 27 deal with simultaneous interpreting and introduce the essential skills employed by the instructor in training simultaneous interpreters.

## Skills-led training based on the Xiada Model

Recognizing that those preparing to become interpreters require a broad training approach which includes all the elements involved in the task, we have long felt the need to develop a model which reflects the reality of interpreting, which can serve as a theoretical underpinning to a course in interpreting skills. That was how the Xiada Model of Interpreter Training came into being.

The Xiada Model for Interpreter Training follows a non-linear approach. Its main aim is to show that interpreting requires comprehension of the source language and reconstruction of the message in the target language. This is made possible by an analysis of the discourse and cultural factors involved in the scenario. The model therefore shows the interaction of analyses of both the source and the target languages, together with bringing to the fore the skills and techniques required of an interpreter, which combine to lead to successful interpreting. These factors are represented in the following diagram:



### The Xiada Model for Interpreter Training

The discussion which follows provides the key to the model and illustrates how each component is realized in the course.

**C (SL+K)** represents the comprehension (C) of the source language (SL) which is facilitated by extra-linguistic or encyclopedic knowledge (K). That circle lies behind the others because the source language message initiates the whole interpreting act. The message moves in the direction of the horizontal arrow.

This course leads the students to a greater understanding of what comprehension entails by gradually introducing its different aspects. The topic of comprehension recurs throughout the course, but special emphasis is placed on it in the first seven lessons.

Interpreters improve their language knowledge throughout their careers. Those new to the profession need focused language enhancement. This book, therefore, provides glosses to difficult words and expressions as found in the texts. Furthermore, Lesson 18 focuses on "the enhancement of the interpreter's language abilities".

This course introduces the trainee interpreters to a wide range of topics, situations and cultural considerations. The topics and subject matter covered by professional interpreters are both wide ranging in variety and frequently detailed in content. It is the job of those training new interpreters, therefore, to expose them to a wide range of subject matters so as to enable them to embark on a programme of lifelong accumulation of knowledge. Lesson 19 in particular focuses on this topic.



**R (TL+K)** represents reformulation (R) in the target language (TL), which is also informed by extra-linguistic or encyclopedic knowledge (K). The circle overlies the source language circle because the target language message must follow from the source language message.

Reformulation, seen as a process as well as its output, is the manifestation of the interpreting. It forms the major theme of Lessons 8 to 14.

**A (D+CC)** represents the analysis (A) which the interpreter uses in both comprehension of the message and reconstruction of the message. The analysis has two main components, discourse analysis (D) and the cross-cultural understanding (CC). The two downward arrows show that A (D+CC) applies to both the other circles.

From the very first lesson, it is impressed upon the students that meaning is more important than words. It is a major theme in Lessons 1, 2, 3 and 4. In Lessons 15 and 16 this concept is stretched to the broader context of discourse in both the source text and the target text. Students learn that the interpretation must match the original message in matters of vocabulary, register and genre, and perhaps also in matters of tone and emotion. During the course it is made clear to the trainee interpreters that effective communication occurs at the level of discourse, above the level of the phrase or sentence.

There are cross-cultural references throughout the early part of the course. For example, in Lessons 1 and 2, the importance of cross cultural awareness is established in the part headed "Get to know". Lesson 17 provides the major focus on cross-cultural communication.

**S** represents the skills and techniques which interpreters in performing their task in a professional manner. The triangle is superimposed on all three circles because the special skills involved differentiate what an interpreter achieves from other types of bi-lingual activity.

This book is built round a skills-led syllabus. The skills and techniques taught are listed in the *Overview of Interpreting Skills*. This gives both you and your students a one-page overview of how the course is structured around the various skills and techniques associated with interpreting. Skills lead the course design.

**I** stands for Interpreting, our goal, to which we are led by an arrow.

### **Course materials**

The course materials provided consist of a Student's Book (SB), this Teacher's Book (TB), and audio recordings in the form of a compact disc (CD). It should be understood that the essence of the course book(s) is a progression through the various skills explained in detail.

Each lesson in the SB is made up of five sections. Section 1 (Theory & skills) is an introduction to the theory and skills to be dealt with in that lesson. Section 2 (Skills practice) provides exercises designed to train the students the skills described in Section 1. Section 3 (Interpreting exercises) provides further texts for training in the specific interpreting skills dealt with in the lesson in question, as well as those covered in previous lessons. Section 4 (Get to know) provides information that we think interpreters need to be aware of as professionals. Section 5 (Bit by bit) includes tips, anecdotes, and background knowledge, intended to help students cultivate their own learning habits and keep them interested in the course.

Each lesson in the TB consists of four parts: I. an overview of the lesson; II. teaching suggestions; III. reference translations, where necessary, for the texts in the Skills practice section; and IV. comments on interpreting and reference translations for interpreting texts.

In preparing and conducting your classes, we recommend that you read the Student's Book and the Teacher's Book in tandem.

The audio recordings on the attached CD provide an alternative voice to yours in the classroom. Of course, many of the texts can be presented by yourself or by a guest in class. Where possible, the audio materials, in conjunction with the printed texts can also be used for self-assessment in after-class or private study.

You should also use other materials, chosen by yourself and / or by your students to reflect the latest developments in local, national and international events. Bringing new materials into the course reinforces the immediate nature of interpreting as an activity in which the professional has to keep up with the times and constantly update their skills.

You should also make use of modern technologies in your efforts to look for appropriate materials. Since more and more information is disseminated via the Internet, it is becoming easier for you to draw on what others have developed and put together. Search engines such as "Google" are an excellent way of finding extensive background information and authentic spoken texts and audio / video clips on a given subject. We suggest that you bookmark websites, categorizing them so that you can visit them easily for specific purposes, for example finding expressions within specific glossaries, checking scientific concepts or downloading a video materials.

Digital voice recorders and DV cameras are useful for recording live speeches, not only speeches by people speaking perfect Chinese or English, but people speaking with distinctive or regional pronunciation features. Furthermore, sound quality does not need to be perfect. Dealing with noise interference will help the students enhance their ability to distinguish and capture meaningful sound signals.

When choosing your materials, you should make sure they meet the following criteria:

- ◆ Appropriate degree of difficulty
- ◆ Appropriate to the practice of the skill introduced
- ◆ Practical: reflecting the latest developments / arousing students' interest / frequent topics in medium-level interpreting tasks

As you use this Teacher's Book, please always bear in mind that the reference translations provided are by no means the ultimate translations; they are for reference only.





# Contents

## Overview of interpreting skills ..... i

## To the teacher ..... iii

### Welcome ..... iii

### Course objectives ..... iii

### Course structure ..... iv

### Skills-led training based on the Xiada Model ..... iv

### Course materials ..... vi

## Lesson 1 Getting the message through listening ... 1

### I. Overview of the lesson ..... 1

### II. Teaching suggestions ..... 2

### III. Comments on & reference translations for interpreting texts ..... 3

#### 1.3 美国副总统复旦演讲 ..... 3

#### 1.4 Speech by Ambassador Wang Guangya at Princeton University ..... 3

#### 1.5 新工厂落成典礼的讲话 ..... 4

## Lesson 2 Logical analysis ..... 6

### I. Overview of the lesson ..... 6

### II. Teaching suggestions ..... 7

### III. Comments on & reference translations for interpreting texts ..... 7

#### 2.3 大提琴家马友友 ..... 7

#### 2.4 CNN interview with Jet Li ..... 8

#### 2.5 实时信息传递狂潮 ..... 9

## Lesson 3 Memory in interpreting ..... 11

### I. Overview of the lesson ..... 11

### II. Teaching suggestions ..... 12