

求知高等学校英语专业系列教材

英 语 口 译 教 程 2

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内 容 提 要

《英语口译教程》是《求知高等学校英语专业系列教材》之一。本教材分为 1、2 两分册, 2 册由 7 个单元组成, 每个单元根据其内容由 1 ~4 课组成, 共 19 课。每课由口译相关理论或技能介绍、技能练习、口译练习和课后作业等部分组成。本教材以口译技能为单元编写, 练习形式多样, 练习材料覆盖面广、时效性强。

本书可作高等学校英语专业高年级的口译教材, 亦可作为非英语专业人员和口译爱好者的自教材。

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英语口译教程 2

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总 序

进入 21 世纪,我国高等教育呈现快速扩展的趋势。为适应社会、经济的快速发展,人才的培养问题已经比我国任何一个历史时期都显得更为重要。当今,人才的能力和素质的衡量越来越多地采用国际标准,人才的外语水平自然地也越来越受到培养单位和用人单位的重视,由此引发了对大学外语教学模式、教材和检测机制的新一轮讨论,掀起了新一轮的大学英语教学改革。作为外语师资队伍和外语专业人才培养的高等学校英语专业,相比之下,在教学改革思路、新教材开发和新教学模式探讨等诸方面均显得滞后。尽管高等学校外语专业教学指导委员会英语组针对当前高校发展的新形式和外语专业人才培养的新规格、新模式和新要求,修订出了新的《高等学校英语专业英语教学大纲》,并结合 21 世纪外语人才培养和需求的新形势,制定了由教育部高等教育司转发的《关于外语专业面向 21 世纪本科教育改革的若干意见》,就英语专业的建设提出了指导性的意见,但在实际工作中这两个文件的精神尚未落实。

为此,重庆大学出版社和外语教学界的专家们就国内高等学校英语专业建设所面临的新形势做了专题讨论。专家们认为,把“大纲”的设计和“若干意见”的思想和理念变为现实的一个最直接的体现方式,就是编写一套全新理念的英语专业系列教材;随着我国教育体制的改革,特别是基础教育课程标准的实施,适合高等学校英语专业教学需要的教材也应做相应的调整,以应对中小学英语教学改革的新要求;高等学校学生入学时英语水平的逐年提高和就业市场对外语人才需求呈多元化趋势的实际,对高等学校英语专业的人才培养、教学模式、课程设置、教材建设等方面也提出了严峻挑战,应对这些挑战,同样可以通过一套新的教材体系来实现。

迄今为止,国内尚无一套完整的、系统的英语专业系列教材;目前已有的教材出自不同的出版社,编写的思路和体例不尽相同;现有的教材因出版时间较早,内容、知识结构、教学方法和手段已经不能适应新的发展要求;传统的教材设计多数基于学科的内在逻辑和系统性,较少考虑学习者的全面发展和社会对人才需求的多元化。

自 2001 年开始,在重庆大学出版社的大力支持下,我们成立了由华中、华南、西南和西北地区的知名专家、学者和教学一线教师组成的《求知高等学校英语专业系列教材》编写组,确定了系列教材编写的指导思想和总体目标,即以《高等学校英语专业英语教学大纲》为依据,将社会的需求与培养外语人才的全面发展紧密结合,注重英语作为一个专业的学科系统性和科学性,注重英语教学和习得的方法与规律,突出特色和系列教材的内在逻辑关系,反映当前教学改革的新理念并具有前瞻性;锤炼



精品, 建立与英语专业课程配套的新教材体系, 推动英语专业的教学改革, 培养高素质人才和创新人才。

系列教材力求在以下方面有所突破和创新:

第一, 教材的整体性。系列教材在课程类型上分为专业技能必修课程、专业知识必修课程、专业技能选修课程、专业知识选修课程和相关专业知识课程等多个板块。在考虑每一种教材针对相应课程的特性和特色的同时, 又考虑到系列教材间相互的支撑性。

第二, 学生基本技能和实际应用能力的培养。在课程的设计上充分考虑英语作为一个专业来培养学生的基础和基本技能, 也充分考虑到英语专业学生应该具备的专业语言、文学和文化素养。同时, 教材的设计兼顾到社会需求中对英语专业学生所强调的实际应用能力的培养, 除考虑课程和英语专业的培养目的, 课程或课程体系应该呈现的学科基本知识和规范外, 充分考虑到教材另一方面的功用, 即学生通过教材接触真实的语言环境, 了解社会, 了解文化背景, 丰富学生的实践经验。在教材编写中突出强调“enable”, 让学习者在实践中学习语言、文学、文化和其他相关知识, 更多地强调学习的过程, 强调学生的参与, 以此提高学生的实际应用技能。

第三, 学生的全面发展。对高等学校英语专业学生而言, 英语不仅是一门工具, 更重要的是一个培养学生人文素质和跨文化意识的学科专业。系列教材强调合作性学习、探索性学习, 培养学生的自主学习性, 加强学习策略的指导。通过基础阶段课程的学习, 使学生在语言知识、语言技能、文化意识、情感态度和学习策略等方面得到整体发展; 在高年级阶段则更多地注重学生的人文精神、专业理论素养、中外文学及文化修养的培养。

第四, 教材的开放性。一套好的教材不应该对课堂教学、老师的施教和学生的学习拓展有所制约, 应给使用教材的教师和学生留有一定的空间, 要让学生感到外语学习是一件愉快的事, 通过学习让人思考, 给人以自信, 引导人走向成功。系列教材的总体设计既考虑严密的学科系统性, 也考虑独具特色的开放性。不同地区、不同类型的学校, 可以根据自己的生源和培养目标灵活地取舍、选用、组合教材, 尤其是结合国内高等学校中正在探讨的学分制, 给教与学一个多维度的课程体系。

我们希望通过这套系列教材, 来推动高等学校英语专业教学改革, 探讨新的教学理念、模式, 为英语专业人才的培养探索新的路子, 为英语专业的学生拓展求知的空间。

《求知高等学校英语专业系列教材》编委会

2004 年 8 月



To t h e L e a r n e r

The objectives of this course book

A Course Book of Interpreting between Chinese and English is intended for the third-year or the fourth-year college students who major in English, or anyone whose English-skills and Chinese-skills are at a comparable level. The objective of this course book is to introduce the basic theories and training skills of conference interpreting, including consecutive interpreting and simultaneous interpreting. With a good knowledge of the nature of conference interpreting and the requirements of conference interpreters illustrated in this book, through an intensive practice of the tremendous amount of materials of skill and interpreting training provided by the book, the learner can expect to achieve a good command of the basic skills of conference interpreting, which will result in accurate and fluent interpreting between Chinese and English.

An Overview of the structure of this course book

A Course Book of Interpreting between Chinese and English consists of two parts, Book I and Book II, each including 7 units. Each unit, except for Unit 1, deals with a specific skill or strategy of conference interpreting. Most units are further divided into lessons. In Book II, each lesson starts with an Introduction, which introduces the particular skill or tactic that the learner is expected to practice. The second section is the Skill Practice, which usually offers two to six Activities for the learner to practice the skill or tactic that has been introduced. The third section in each lesson is the Interpreting Practice. Most lessons in this section include two to four Activities. They are comprehensive exercises that provide the learner with opportunities to apply the underlined skill or strategy in interpreting practice. The last section is the Homework, which gives the learner assignments to reinforce the skill that has been learned in the lesson and to make preparations for the following one. Most lessons end with the Scripts of Recording, otherwise Homework if no audio material is provided in the lesson.



Suggestions for the teacher and learner

The Introduction in each lesson is intended to be a reading task. Alternatively, teachers of this course may choose to lecture on it with questions to check the students' comprehension.

Depending on the students' linguistic competence and/or the amount of time available in classroom teaching, teachers may choose to shorten or leave out certain Activities in Skill Practice and Interpreting Practice. Self-study learners may also decide to complete this section or to omit certain activities according to their linguistic proficiency.

Teachers may choose to read the Scripts of Recording to the students or reproduce the recordings with them if the recordings are not available or if the speaking rate and/or the length of pause are not compatible with the students' competence.



A c k n o w l e d g e m e n t s

Our book has greatly benefited from the ideas and expertise of many experts in the field of conference interpreting. Their works have inspired us throughout our writing. Our hearty gratitude goes particularly to Roderick Jones, Robin Setton, Zhong Weihe, Xiao Jiewen, and Fang Fanquan.

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Contents

Unit 1	Interpreting Figures	1
Lesson 1	Cardinal Numbers	1
Lesson 2	Fractions and Decimals	10
Lesson 3	Trends and Percentages	19
Unit 2	Coping Tactics of Consecutive Interpreting	29
Lesson 4	Obscuring	29
Lesson 5	Obscuring and Parrot Repetition	41
Lesson 6	Skipping	49
Lesson 7	Asking	61
Unit 3	Cross-cultural Communication	72
Lesson 8	Cultural Difference Awareness	72
Lesson 9	Idioms	82
Lesson 10	Humor and Jokes	92
Unit 4	Professional Standards	106
Lesson 11	Professional Codes of Conduct	106
Unit 5	Shadowing	117
Lesson 12	Single-tasking Shadowing	117
Lesson 13	Multi-tasking Shadowing	128
Unit 6	Simultaneous Interpreting Skills	136
Lesson 14	When to Start Speaking	136
Lesson 15	Reformulation	143
Lesson 16	Simplification, Generalization, and Omission	152
Lesson 17	Recapitulation, Explanation, and Anticipation	163
Unit 7	Coping Techniques in Simultaneous Interpreting	175
Lesson 18	Remediation	175
Lesson 19	Avoiding Committing Yourself	187



Unit 1

Interpreting Figures

Lesson 1

Cardinal Numbers



Introduction

Figures may cause problems to interpreters because they are very often unpredictable, and there is a huge difference in measuring units between Chinese and English. It is likely that an interpreter expects some figures on certain occasions, but it is impossible for the interpreter to predict the exact form in which figures will be used. During consecutive interpreting, the unpredictability of figures puts great pressure on interpreters, especially in such settings as business negotiations when an accurate interpretation of figures bears extreme importance. Starting with this lesson, we will explore ways to cope with figure interpreting. Let 's begin with cardinal numbers.

Cardinal numbers are also called natural numbers. The problematic part of cardinal number interpreting originates from the different counting units in English and Chinese. Cardinal numbers of 3 or fewer digits are relatively easy for interpreters, and it is those “ big numbers ” that cause difficulties. We can find equivalents for ones, tens, hundreds,



and thousands in Chinese, but the Chinese “wan” (万), and “shiwan” (十万) and numbers bigger than those are often difficult for interpreters to convert into English immediately. The reason lies in the different counting and measuring units of cardinal numbers between the two languages. In Chinese, cardinal numbers increase every digit with designated measure words while in English they increase every three digits to acquire a matching measure word if greater than the thousand unit. For example, the cardinal number 54,328,790,987,876 should be read in Chinese: 54 兆 3,287 亿 9,098 万 7,876. The number is read so simply because in Chinese we break the number every four digits. In English, the number is read: fifty-four trillion, three hundred twenty-eight billion, seven hundred ninety million, nine hundred eighty-seven thousand, eight hundred seventy-six. A better understanding of different ways of writing and reading big cardinal numbers in English and Chinese may help interpreters. Take the above number, for example, and compare:

Chinese: 54, (zhao) 3,287, (yi) 9,098, (wan) 7,876

English: 54 (trillion), 328 (billion), 790 (million), 987 (thousand), 876

Obviously, it would help an interpreter if she could break cardinal numbers every four digits from the end when working from English into Chinese, and every three digits from the end when working from Chinese into English. In order to interpret big cardinal numbers accurately and efficiently, it is very important for interpreters to get sufficient practice. It is time-consuming and the goal is to familiarize the interpreter with the correct way of breaking up big cardinal numbers.

As for coping tactics for interpreting cardinal numbers, there are two ways: obscuring and note taking. The interpreter could provide an approximate number if it does not hinder the conveying of ideas. Or, if the number is of vital importance, say, very important figures in negotiations and meetings, she is supposed to jot down the number and then break the number up in such a way that the number could be easily reproduced in the target language.



Skill Practice

Activity 1: Work in pairs of A and B. Student A reads the symbol, the high, low, and close prices, volume, and value of each stock in English to student B (dollar for prices and value, share for volume) . Student B notes down all the figures she hears. After each stock, Student A makes a pause, during which Student B breaks up each big number in the volume and value sections every four digits from the last digit with an apostrophe, and then interprets all the figures of each stock into Chinese. Student A makes comments on the accuracy of Student B 's interpretation. (Note: read the stock symbols the same way people read telephone numbers or zip codes.)

SYMBOL	HIGH	LOW	CLOSE	VOLUME	VALUE
600001	7.910	7.800	7.810	5051693	39636183
600002	5.880	5.700	5.760	15310227	88451144
600009	10.100	9.960	9.980	6608790	66211818
600051	16.500	15.180	15.800	3114278	49738539
600052	9.200	9.100	9.120	587730	5374942
600053	11.680	11.280	11.300	530977	6084010
600054	12.650	12.320	12.580	441890	5543680
600055	15.990	14.000	14.280	6869731	101868579
600056	16.650	16.210	16.300	709139	11633775
600057	15.610	15.240	15.500	367976	5667203
600058	14.600	14.360	14.380	757900	10964832
600059	15.400	15.010	15.050	917079	13865017
600060	21.760	19.980	20.220	3489984	72120476
600061	11.870	11.300	11.540	2134449	24784092
600062	15.370	14.800	14.850	1635654	24583443
600063	12.040	11.300	11.800	2140232	25223007



600064	16.100	15.670	15.870	1418146	22681263
600065	22.400	21.680	21.750	523087	11477956
600066	22.100	21.300	21.350	221200	4787334
600067	9.930	9.500	9.540	1473544	14322609

Activity 2: Work in the same pair again. This time Student B reads the name, close, value, volume, high and low prices of each stock in Chinese to Student A (yuan for prices and value, gu for volume) . Student A notes down all the figures she hears. After each stock, Student B makes a pause, during which Student A breaks up each number in the value and volume sections every three digits from the last digit with a comma, and then interprets all the figures into English. Student B critiques Student A on the accuracy of the interpretation. (Note: use pinyin for stock names.)

NAME	CLOSE	VALUE	VOLUME	HIGH	LOW
方兴	13.38	270603200	1954300000	14.50	13.36
杭州解百	6.78	25533500	377670000	6.95	6.56
铜峰电子	18.41	12805900	69730000	18.65	18.00
汉商集团	13.86	21304500	153830000	14.21	13.52
东风汽车	13.10	11411700	88010000	13.11	12.85
宁沪高速	12.05	40991700	340810000	12.11	11.85
双鹤药业	12.71	6835600	54040000	12.78	12.50
爱建股份	12.27	55424500	448480000	12.70	12.13
乐山电力	8.26	5387200	65820000	8.28	8.15
航天机电	8.30	4847800	59020000	8.40	8.06

Activity 3: Work in pairs of A and B. Student A reads Passage One, paragraph by paragraph, to Student B. While listening, Student B should take notes and refer to Activity 1 for the way of breaking up big numbers. At the end of each paragraph, Student B interprets the message into Chinese.



Passage One

State-owned textile mills in Liaoning Province, one of the oldest industrial bases in northeast China, saw a total profit of 21 million yuan (2,530,120 US dollars) last year, putting an end to the nine-year deficit. Though it is not a large sum of money, it does bring people confidence and hope that the state-owned enterprises will have a bright future because of their reform. After years of deficit, China's textile industry, along with the coal industry, became a burden to Liaoning's economic development.

In 1998, under the central government's general plan, Liaoning started reform of the industry. So far, the province has discarded 439,000 outdated textile spindles, optimized the industrial structure, and strengthened the competitiveness. This year's profit is only the beginning. The demand of the domestic and international markets is expected to rise this year, which will offer a special opportunity for Liaoning textile producers, especially those in the fields of garments and related materials.

Activity 4: Work in the same pair again. This time Student B reads Passage Two, sentence by sentence, to Student A. While listening, Student A should take notes and refer to Activity 2 for the way of breaking up big numbers. At the end of each sentence, Student A interprets it into English.



Passage Two

据海关统计,今年上半年我国进出口总值达 2 707.1 亿美元,其中出口 1 420.6 亿美元,进口 1 286.5 亿美元。美国是我国最大的出口市场,上半年我国对美国出口 289.7 亿美元。日本、欧盟分别为我国第一和第三大贸易伙伴,今年上半年,中日双边贸易为 447.8 亿美元,其中我对日出口为 216.3 亿美元,进口 231.5 亿美元。与欧盟的双边贸易总额为 385 亿美元,其中对欧盟的出口为 210 亿美元,自欧盟进口 175 亿美元。

Activity 5: Work individually. Listen to the recording. During the pause between segments, interpret the message into Chinese, with due attention to big numbers. Listen again and check your work.



Interpreting Practice

Activity 6: Work in pairs of A and B. Student A reads Passage Three, paragraph by paragraph, to Student B. During the pause between paragraphs, Student B interprets the message into English.



Passage Three

2000 年 11 月 1 日进行的第五次全国人口普查的结果表明: 全国总人口为 12 亿 9533 万人。

其中: 祖国大陆 31 个省、自治区、直辖市和现役军人的人口共 12 亿 6 583 万人。香港特别行政区人口为 678 万人。澳门特别行政区人口为 44 万人。台湾省和福建省的金门、马祖等岛屿人口为 2 228 万人。

同 1990 年 7 月 1 日进行的第四次全国人口普查时的 11 亿 3368 万人相比, 全国人口在十年零四个月内共增加了 1 亿 3 215 万人。

祖国大陆 31 个省、自治区、直辖市共有家庭户 3 亿 4 837 万户, 其中男性人口为 6 亿 5 355 万人, 女性为 6 亿 1 228 万人。

第五次全国人口普查的结果表明: 汉族人口为 11 亿 5 940 万人, 各少数民族人口为 1 亿零 643 万人。

和第四次全国人口普查相比, 汉族人口增加了 1 亿 1 692 万人, 各少数民族人口增加了 1 523 万人。居住在城镇的人口 4 亿 5 594 万人, 居住在乡村的人口 8 亿零 739 万人。

Activity 7: Work in the same pair. This time Student B reads Passage Four, paragraph by paragraph, to Student A. During the pause between paragraphs, Student A interprets the message into Chinese.



Passage Four

In 1998, the performance of the national economy in general was encouraging, and



the targets of reform and development for the year were basically met. The national economy, reversing the once downward trend of growth rate in the first half of this year, kept fairly fast growth.

Preliminary statistics indicated that the gross domestic product (GDP) of the year was 7,955.3 billion yuan, up by 7.8 percent over the previous year. Of this total, the value-added of the primary industry was 1,429.9 billion yuan, up by 3.5 percent.

The value-added of the secondary industry was 3,915.0 billion yuan, up by 9.2 percent, and that of the tertiary industry was 2,610.4 billion yuan, up by 7.6 percent. The overall productivity across all sectors of the economy was 11,401 billion yuan for the year, up by 6.9 percent over 1997.

Work on employment was strengthened. By the end of 1998, the total of employed people in China numbered 699.57 million, or 3.57 million more than that at the end of 1997.

Of this total, 206.78 million were workers and staff in urban areas, an increase of 4.71 million persons over that at the end of 1997; another 32.32 million people were employed in private enterprises or self-employed in urban areas, an increase of 5.63 million.

Progress was made in the implementation of reemployment program, and 6.09 million laid-off workers found new jobs through various measures.

Activity 8: Work individually. Listen to the recording. During the pause between segments, interpret the message into Chinese.



Homework

1. Find appropriate material in both English and Chinese to practice interpreting cardinal numbers.
2. Work in pairs or small groups of three or four. Take turns reading and interpreting the material.



3. To prepare for Lesson 2, familiarize yourself with frequently-used Chinese and English vocabulary about international trade.



Scripts of the Recording

1. Scripts of the recording for Activity 5:

There are more than 6 billion human beings on the Earth. According to the population estimates released by the United Nations, the 6 billion mark was reached on October 12, 1999. //

Every second five people are born and two people die, a net gain of three people. At this rate, the world population is doubling every 40 years and would be 12 billion in 40 years, 24 billion in 80 years, and 48 billion in 120 years. // However, the United Nations estimates that there will only be 12 billion in 120 years. By studying the figures listed below, you will understand why the world's population has exploded in recent years and why it might stabilize during the next century. // Did you know that every day, 200 million couples make love, 100 million billion sperms are released, 50 million ovules are produced, 800,000 are fertilized and 400,000 babies come to life? // Most women could potentially have 15 babies, but practically never achieve this number. Why? The main reasons are:

- A. marriage, which delays the first birth;
- B. breastfeeding, nature's way to delay the next birth;
- C. birth control. //

Representatives, the future of the earth entirely relies on how we, the human beings, behave. Let's do what we can now so that our offspring will have a space for them to stand on. //

2. Scripts of the recording for Activity 8:

Of the people enumerated in the 31 provinces, autonomous regions and municipalities and servicemen of the mainland of China, 289.79 million persons were in the age group of



0 - 14, 887.93 million persons in the age group of 15 - 64, and 88.11 million persons in the age group of 65 and over. //

Of the people enumerated in the 31 provinces, autonomous regions and municipalities and servicemen of the mainland of China, 1,159.40 million persons or 91.59 percent were of Han nationality, and 106.43 million persons or 8.41 percent were of various national minorities. // Compared with the 1990 population census, the population of Han people increased by 116.92 million persons, while the population of various national minorities increased by 15.23 million persons. //

Of the 31 provinces, autonomous regions and municipalities and servicemen of the mainland of China, 45.71 million persons had finished university education (referring to junior college and above), 141.09 million persons had received senior secondary education (including secondary technical school education), 429.89 million persons had received junior secondary education and 451.91 million persons had had primary education (the educated persons included graduates and students in schools). //