

“互联网+”新形态一体化教材

实用商务口译教程

A PRACTICAL COURSEBOOK
FOR BUSINESS INTERPRETING

主编 靳智博

航空工业出版社

内 容 提 要

本书以口译理论知识和技巧为基础,以商务场景下的口译任务为训练内容,旨在提升学生的商务口译实战能力。本书分为两部分,共十二个单元。第一部分(第一至第五单元)为口译理论与技巧,深入浅出地向学生介绍口译基本理论和常用口译技巧,强化学生短时记忆能力,训练口译笔记和数字口译技巧;第二部分(第六至第十二单元)为口译模拟实战,聚焦职场,帮助学生巩固知识体系,拓展专业技能。本书采用工作手册式设计,突破陈规,实操性强,可供应用英语、商务英语、旅游英语和国际贸易等相关专业的学生使用,也可供外贸、旅游等行业的从业者学习和使用。

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前言

PREFACE

口译能力指口译员在完成口译任务时所需的内在知识、技能体系和综合素质，不仅包括听力理解、口语表达、思维速度、记忆能力、知识储备和心理素质，还包含特定的口译技巧。因此，掌握口译课程知识对于英语专业的学生来说颇有难度。目前国内高校口译课程的教材涵盖内容较广，语料难度颇大，应用性不强，教学形式较为单一，难以适应商务英语专业学生的学习特点和国内中小企业对商务英语人才的需求。基于一定基数的商务英语专业学生对口译课程的反馈结果和近年来对毕业生就职企业的访谈，结合学生校外实训和实习的经历，我们总结出了职场中应用范围最广、实用性最强的口译工作任务，包括机场接待、商务宴请、礼仪致辞、公司介绍、产品推介、展会磋商、旅游观光与文化交流等。

为了贯彻党的二十大报告提出的“办好人民满意的教育”“培养德智体美劳全面发展的社会主义建设者和接班人”，本书紧扣英语专业学生的英语水平和学习特点，以口译理论知识和技巧为基础，以商务场景下的口译任务为训练内容，旨在提升学生商务口译实战能力，引导其树立正确的人生观、价值观，培养其爱岗敬业、科学严谨的工作作风，增强其人际沟通、自主学习、终身学习的能力。同时，本书还注重学生团队合作精神和跨文化交际意识的培养，增强学生的爱国主义情怀，拓宽学生的国际视野，为学生走向职场奠定坚实基础。

本书分为两部分，共十二个单元。第一部分（第一至第五单元）为口译理论与技巧，深入浅出地向学生介绍口译基本理论和常用口译技巧，强化学生的短时记忆能力，训练口译笔记和数字口译技巧；第二部分（第六至第十二单元）为口译模拟实战。该部分聚焦职场，以新员工 Rachel 的口译工作为背景，教学设计基于“支架”（scaffolding）理论，将口译工作分解成若干子任务，各任务环环相扣、逐级递进，为英语基础较薄弱的学生提供充足的语言和能力支撑，夯实其口译实战技能，助力学生顺利完成职场口译工作。第二部分可根据教学实际酌情使用，其中第六至第九单元可供高职高专院校师生使用，第十至十二单元可供本科院校师生使用。本书各单元均设计了类型丰富的口译练习和模拟实战，兼顾英译汉和汉译英两种模式，所选材料由短入长、由浅入深、循序渐进，话语类型丰



富，旨在巩固学生的知识体系，拓展其专业技能。

本书采用工作手册式设计，题材紧扣粤港澳大湾区商务工作场景，以岭南文化为纽带，教学设计突破陈规，活动类型丰富多样、实操性强。此外，本书配有电子课件和影音资源，有需要者可致电 13810412048 或发邮件至 2393867076@qq.com 索取；书后另附影音资源原文及参考答案，供学生课后复习查阅和教师备课使用。

本书由具有多年教学经验的商务英语专业教师倾力编写。各单元编写分工如下：靳智博负责第一、三、四、五、六、七、八、九单元的编写；李萍、樊迪负责第二、十、十一、十二单元的编写。除自编的语料素材外，编者还借鉴并引用了一些国内外网站的多媒体资源，并参考了部分已出版的口译音像资料和影视片段。在此，谨向原作者、原编译者、相关网站和自媒体表示诚挚的谢意。同时，感谢赵蕊华博士、杜洋博士对本书提出的宝贵意见，以及外籍教师 Caleb Mounce 和刘成皓、区燕丹老师的大力支持和帮助。

本书可供应用英语、商务英语、旅游英语和国际贸易等相关专业的学生或从事外贸、旅游等行业的涉外人员学习和使用。由于编者水平有限，书中存在的疏漏还请业内专家和广大师生批评指正，欢迎您将意见和建议发送至电子邮箱：2013100918@szit.edu.cn，我们将不胜感激。

编 者

2022 年 12 月

教材体例说明

本书共分为两个部分，**第一部分**为口译理论与技巧，包括第一至第五单元。每单元包含单元目标 (Unit aims)、课前预热 (Warm-up)、课堂输入 (Knowledge and skills input)、课堂任务 (Tasks)、学习贴士 (Helpful tips)、单元练习 (Exercises)、自我评价 (Self-evaluation) 七个部分。具体使用说明如下。

- **单元目标 (Unit aims)**

主要包括知识目标、技能目标、文化素养等方面的内容。

- **课前预热 (Warm-up)**

引出单元主题内容，激发学生学习兴趣，引发思考。

- **课堂输入 (Knowledge and skills input)**

重点介绍口译基本理论、专题知识、口译技巧和方法等。

- **课堂任务 (Tasks)**

分为单人任务 (Individual work)、双人任务 (Pair work) 和小组任务 (Group work)，配合课堂教学使用，可为学生提供“语言支架”和“技能支撑”。

- **学习贴士 (Helpful tips)**

作为课堂教学的补充材料，供学生阅读和学习，完善知识体系，拓展专业技能。

- **单元练习 (Exercises)**

巩固课堂所学知识，强化技能训练，可在课堂教师引导下或学生课后自主训练时使用。

- **自我评价 (Self-evaluation)**

学生通过自我评价表检测自己学完一个单元后对本单元涉及的基本理论、专题知识、语言知识、口译技巧、文化知识等方面的掌握和表现情况。👍、👍👍、👍👍👍 分别对应不同程度的自我效能情况。

第二部分为口译模拟实战，包括第六至第十二单元，涉及机场接待、商务宴请、礼仪致辞、公司介绍、产品推介、展会磋商、旅游观光与文化交流七个商务场景的口译工作。编写体例基本一致，分为单元目标 (Unit aims)、情景导入 (Scenario)、职场链接 (Reminders for career development)、词汇短语 (Words and expressions)、课堂任务 (Tasks)、学习贴士 (Helpful tips)、口译练习 (Interpreting practice)、模拟实战 (Mock interpreting)、课后作业 (Homework)、自我评价 (Self-evaluation) 十个部分。具体使用说明如下。

- **单元目标 (Unit aims)**

主要包括知识运用目标、文化素养和软技能等方面的目标。

- **情景导入 (Scenario)**

以职场新人 Rachel Wong 收到的口译工作为任务背景，通过情景法将学生快速代入职场角色，为后续口译工作做准备。

- **职场链接 (Reminders for career development)**

针对本单元商务场景的口译任务提供与之密切相关的职场文化和注意事项等，拓宽学生的知识面，助力其顺利适应职场工作。

- **词汇短语 (Words and expressions)**

提供和商务场景相关的单词、短语和基本表达，主要供英语基础较薄弱的学生译前准备使用，帮助学生在巩固英语语言的基础上顺利完成后续口译任务。

- **课堂任务 (Tasks)**

包括单人任务 (Individual work)、双人任务 (Pair work) 和小组任务 (Group work)，配合课堂教学使用，可为学生提供“语言支架”和“技能支撑”，为顺利完成后续模拟口译训练打下基础。

- **学习贴士 (Helpful tips)**

作为课堂教学的补充材料，为学生提供详尽的口译方法和技巧解读等，帮助学生更好地消化新知、巩固旧知。

- **口译练习 (Interpreting practice)**

提供与单元主题相关的句子、短文等口译练习，使学生在课堂上有更多的口译练习和实践机会。

- **模拟实战 (Mock interpreting)**

提供商务场景下的口译工作任务，由学生根据给定场景和角色进行联络口译或接续口译的实操模拟训练，突出口译专题的“商务”特色和口译技巧的综合实战应用。

- **课后作业 (Homework)**

供学有余力的同学课外拓展和巩固提升使用。

- **自我评价 (Self-evaluation)**

学生通过自我评价表检测自己对该单元涉及的专题知识、语言知识、口译技巧、职场知识、职业素养等方面的掌握和表现情况。👍、👍👍、👍👍👍 分别对应不同程度的自我效能情况。

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Part One Interpreting Theories and Skills

第一部分 口译理论与技巧

Unit 1

Introduction to Interpreting 口译介绍



Unit aims

1. To know the definition of interpreting.
2. To tell the differences between translation and interpreting.
3. To get a good understanding of basic types and process of interpreting.
4. To know the qualifications and skills required by a professional interpreter.
5. To develop a good work ethic as a qualified interpreter.



Warm-up



Warm-up Video

Watch a video clip about interpreting activity and share your ideas on interpreting with the class.



Knowledge and skills input

I. What's interpreting?

Interpreting is defined as “a term used to refer to the oral translation of a spoken message or text”^[1]. A more detailed and professional definition is “interpretation consists

[1] SHUTTLEWORTH M. Dictionary of Translation Studies[M]. Abingdon: Routledge, 2014: 1974.

of presentation in the target language the exact meaning of what is uttered in the source language either simultaneously or consecutively, preserving the tone of the speaker”^[1]. To put it simply, interpreting is an activity involving the transmission of information from source language to target language.



Graph 1.1

II. Interpreting vs. translation

As we know, a translation is a piece of writing or speech that has been translated from a different language. A translator reads and writes, while an interpreter listens and speaks. Translators receive a document, read it through, translate and type it out, while what interpreters do is to change the words of source language into meaning, and then convey the meaning immediately in target language.

Besides, translation differs from interpreting in duration of time. Translators usually have enough time to do their task with the help of dictionaries and relevant materials, while interpreters have to be able to interpret immediately when the speaker speaks or pauses on the spot. As a result, interpreting can never be as accurate and precise as translation due to minor mistakes in syntax and diction.

Based on those analyses, we can come to a conclusion that interpreting has three typical features. First of all, interpreting takes place in verbal form. Second, an interpreter needs to be able to interpret immediately after the speaker pauses, which requires tactical skills and repetitive training. Third, it's an on-the-spot activity which happens in a certain context, such as in a meeting, a trade fair, a tourist site, a ceremony, a live show, etc.

III. Types of interpreting

Interpreting can be categorized into different types from different perspectives. Based on different forms, interpreting can be classified into consecutive interpreting, simultaneous

[1] MAHMOODZADEH K. Consecutive Interpreting: Its Principles and Techniques[C]//Dollerup C, Loddegaard A. Teaching Translation and Interpreting: Training Talent and Experience. Amsterdam: John Benjamins Publishing Company, 1992: 231-236.



interpreting, liaison interpreting, whispered interpreting and sight interpreting, etc.

1. Consecutive interpreting (CI)

Consecutive interpreting is a step-by-step interpreting process where the interpreter interprets after the speaker paused or finished every one or two sentences. Sometimes, the interpreter is required to listen to a consecutive speech in the source language for five to ten minutes (the time varies according to the specific situation) , and then interprets or expresses all the contents in the target language accurately. It is widely conducted on many occasions, such as press conferences, welcoming addresses, speeches for banquets, business negotiations, lectures, etc.

2. Simultaneous interpreting (SI)

The interpreter interprets a speaker's words (source language) into target language at almost the same speed as the speaker. For a meeting with more than two working languages, say an international meeting, simultaneous interpreting is a must. It's the most difficult but efficient type of interpreting which demands a high level of interpreting proficiency.

3. Liaison interpreting

In liaison or bilateral interpreting, an interpreter works as a mediator between two or more people by translating each party's speech, and must therefore constantly switch between one language and another. This type of interpreting is usually applied in business trips, trade fairs and product exhibitions when dealing with foreign people in business talks and sightseeing, etc, where the interpreter needs to interpret in two different languages for both parties involved.

4. Whispered interpreting

The interpreter will sit with an individual or a group of people who need interpreting service and whisper in the target language to facilitate communication across language barriers. Whispered interpreting can also be used in business or diplomatic meetings or art performances.

5. Sight interpreting

The interpreter reads a given written text or a visual document material and interprets for the audience without any time for preparation.

What's more, interpreting can be classified into conference interpreting, diplomatic interpreting, business interpreting, media interpreting, guide interpreting, medical

interpreting, escort interpreting and so on, based on themes and contexts. In addition, interpreting can also be categorized into remote interpreting (such as telephone interpreting and remote video interpreting) and live interpreting based on space.



Task 1 Individual work

Watch a video about EIGHT types of interpretation and complete the sentences below with the phrases in the box.

Relay interpreting
In-person interpreting
Consecutive interpretation
Whispered interpreting
Liaison interpreting
Phone or video interpreting
Simultaneous interpretation
Sight translation



Task 1 Video

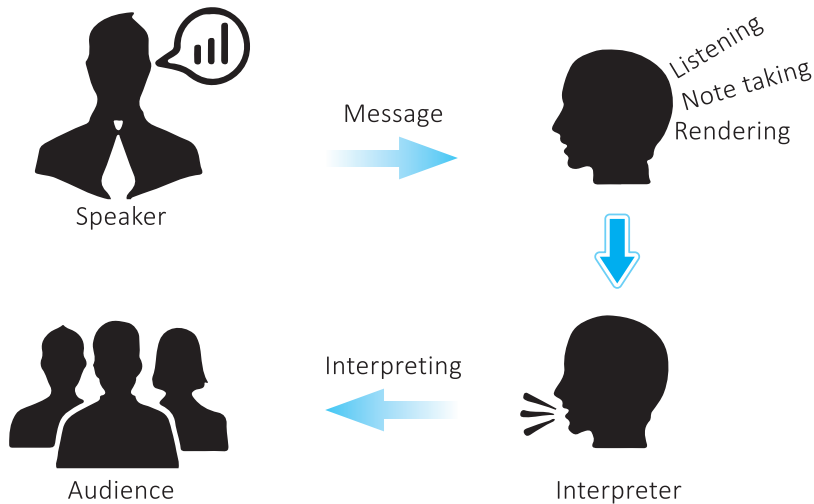
- (1) _____ is great for medical examinations, one-on-one meetings or court depositions.
- (2) _____ is used for conferences, lectures and presentations with a large audience.
- (3) _____ is also known as Chuchotage.
- (4) _____ is used for extremely rare languages.
- (5) _____ is the most informal method of interpreting.
- (6) _____ involves the oral rendition of a written text.
- (7) _____ requires the interpreter to read body language.
- (8) _____ might be your best choice, if you're pressed in time or have a lower budget.

IV. Process of interpreting

Interpreting is a highly demanding task which involves lots of challenges and difficulties. Interpreters first of all need to listen to source language attentively, analyze the

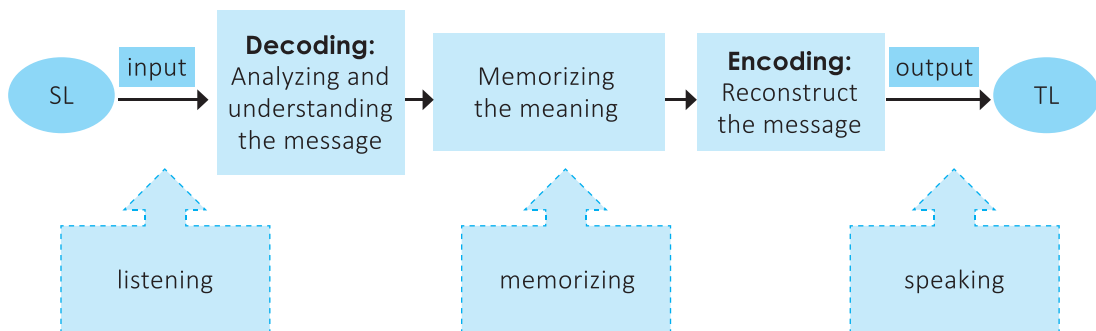


speech to absorb and understand the message completely. Finally, they need to reconstruct it into target language in an appropriate way on the spot, making the audience understand the speaker's message correctly and easily.



Graph 1.2

To put it simply, the whole process of interpreting can be divided into three steps: first, listen to the source language, analyze the message and understand its meaning; second, memorize its meaning; third, reconstruct the message into the target language. In other words, this process can be summarized as “decoding the original message, memorizing its meaning and encoding the message into target language”.



Graph 1.3

V. Qualifications of a good interpreter

Interpreting is a highly demanding profession. Do you know how an interpreter works

every day and what qualifications and skills a good interpreter should possess?

To be a good interpreter, first, you need to have sound bilingual knowledge, a vast vocabulary and sufficient knowledge of typical expressions. Second, you should have extensive general knowledge and subject-specific knowledge, because it's quite likely that an interpreter may encounter various materials such as culture, law, finance, health, business, etc. Third, you should also be empowered by various interpreting skills or techniques, including the ability to listen, to process and to analyze information, and the abilities of short-term memory, note-taking, paraphrasing, figure interpreting, public speaking skills, etc. Apart from the above three basic requirements, a good interpreter should also possess other qualities, such as sound physical and psychological quality and well-prepared mind.

Usually, an interpreter starts to prepare several days in advance before an interpreting task or activity takes place. He or she must look terminologies or other terms up in dictionaries and other reference materials, and read abundant relevant materials to guarantee a successful and smooth interpreting. All in all, the preparation involves a great deal of effort and hard work.



Task 2 Individual work

Watch a video about some examples of how to and how not to work with an interpreter, and decide whether the following statements are true or false.



Task 2 Video

(1) To avoid confusion, an interpreter should not use phrases like “he said”, “she said”, “tell him”, “tell her” when they are doing interpreting tasks. ()

(2) An interpreter should repeat the words the speaker said as exactly as the same. He or she should not add, leave out, summarize or change anything to what the speaker said. ()

(3) An interpreter needs to further explain the question to his or her client if they don't understand it. ()

(4) An interpreter should never give his or her opinion on what is being said or discussed. ()



Exercises



Exercise 1 Video

1. Watch a video entitled “A day in the Life of a Translator/Interpreter”. Fill in the blanks with what you hear.

(1) To be a good interpreter, you have to be _____. But if you are not, you have to _____ you are. You have to show them that you are a/an _____ interpreter.

(2) With translation, you have a text, and you have to _____ on it, and read it over, and then make a first _____, second _____, so it requires a lot of time.

(3) Today is Friday, and our conference is tomorrow. I'll be translating some documents for this conference. I was in charge of translating the _____ and the bios of different speakers, so that's really useful because it gives you a lot of _____ information and you start getting familiar with the _____ you are gonna be using. We are going to be talking about affordable housing in DC and housing properties and things like that.

(4) It's difficult to make people understand that we need to be working _____, that we need to be _____.

(5) We have _____ interpretation and simultaneous interpretation. Simultaneous interpretation is what you're doing simultaneously and it usually requires _____.

(6) Interpreting is really _____, because as you can see, in your thirty-minute interpreting, you are putting a hundred percent _____. You don't even have seconds to _____ or think about other stuff.

(7) You're not empowered. You have to listen to the speaker, you have to assimilate what the speaker is saying, you have to process it, _____ it into another language, say it, and _____ what you are saying, to make sure that grammar is _____ and meaning is there a hundred percent.

(8) The better you are, the more _____ you are.

(9) Actually, I love interpreting, I think it's fun. Every day, you get a different _____, and you work for different people, and you are in group with different people.

(10) I like interpreting better just because it's more fun, more _____.

2. What do you expect from the course? What improvements can you make to keep up with the course? Please share your ideas with your teacher or make an action plan so as to push yourself to make progress.



Self-evaluation

What can you do after learning Unit 1? Think on your own. Tick "✓" in the following table. 👍 means fairly well, 👍👍 means well, 👍👍👍 means extremely well.

My "can-do" List				
What can I do now?	👍	👍👍	👍👍👍	Comment
I can define interpreting in my own words.				
I can tell the differences between translation and interpreting.				
I can understand and distinguish different types of interpreting.				
I can understand the process of interpreting.				
I know the qualifications and skills required by a good interpreter.				
I know the work ethics of a qualified interpreter.				

Unit 2

Basic Skills for Interpreting 口译技巧



Unit aims

1. To get a clear understanding of the differences between Chinese and English in syntax, ways of expression, and logic in narration.
2. To master skills for interpreting, including public speaking, prediction, cross-cultural awareness and translation techniques.



Warm-up

**1. How would you translate the following two sentences as a translator?
Please vote for your choice.**

(1) In this small town, almost everyone knew Mr. Smith, the onetime boss of a prestigious company called Smith & Sons.

A. 在这个小城里，几乎每个人都认识史密斯先生，他曾是一家享有盛誉的公司的老板，公司名叫“史密斯父子”。

B. 这座小城里几乎人人都认识史密斯先生，他曾是著名公司“史密斯父子”的老板。

(2) It's necessary to guarantee women full equality of rights in social life as a whole.

A. 有必要保障妇女充分平等的权利，在整个社会生活中都要保障这样的权利。

B. 在整个社会生活中保障妇女充分平等的权利是很有必要的。

2. If you need to interpret the above sentences on the spot immediately, which version is your first choice?



Knowledge and skills input

I. Comparison between Chinese and English

1. Syntax and ways of expression

There exists great divergences between Chinese and English in their syntax structure and ways of expression. Long and complicated sentences frequently appear in English, but in Chinese, it's not the custom to include long attributives and adverbials, especially in oral speech or daily conversation. That's why we need to rearrange sentence structure on the basis of a clear understanding of the source language structure and its meaning, and then adopt some skills to break away from the original structure so as to produce accurate and easy-to-understand interpretation which suits target language speakers' habits.

Example:

English: Nothing inspired us more [1]// as we watched the breathtaking performances of the gymnasts [2]// than the final jump of Cheng Fei [3]// that put the Chinese girls on the champion's stand[4]//.

Chinese: 当我们观看体操运动员扣人心弦的比赛表演时 [2]//, 最鼓舞我们的莫过于程菲的最后一跳 [1]+[3]//, 正是这一跳使中国队的女孩子们登上了冠军领奖台 [4]//。

2. Logic in narration

One of the major differences between Chinese and English lies in terms of logic in reason and narration. In Chinese, key information does not appear till the end, whereas in English, central information usually comes the first followed by secondary information. In rendering these sentences, we have to take the differences of these two languages into consideration and make some adjustments to the sequence of the sentence.

Example:

Chinese: 在这个美丽的金秋时节 [1]//, 我很高兴 [2]//, 能在古老又充满现代活力的 [3]// 中国古都南京 [4]//, 迎来 [5]// 参加 “2019 年中国东部论坛” 的 [6]// 各位嘉宾 [7]//。

English: In this beautiful golden fall[1]//, I'm extremely happy[2]// to welcome[5]// the distinguished guests[7]// to China East Forum 2019[6]// in the ancient capital of China, Nanjing[4]//, an age-old city full of dynamism of the modern era[3]//.



Helpful Tips

Major differences between English and Chinese

Understanding the differences between Chinese and English will make your interpreting tasks much easier. Below are some major differences between the two languages.

(1) English emphasizes the structure of sentences, while Chinese focuses on the meaning.

In English, it is very common to see one long sentence with long modifiers including pronouns like “we”, “she”, “they”, “that” and “which” to avoid recurrences. The sentence may be long and complicated, but it is still clear enough to understand because it is based on grammar.

In Chinese, the situation is very different. A long sentence in Chinese would be very complicated and extremely difficult to understand. Therefore, in Chinese, we can only find short sentences or long sentences divided into short phrases separated by commas. Chinese emphasizes short and clear expressions so that a listener or a reader will understand the accurate meaning of the idea expressed. English sentences tend to be longer in order to relay specificity. Chinese gives up long and complicated sentences and uses simple and short sentences instead.

(2) English is a form (hypotactic 形合) language, while Chinese is a consensual (paratactic 意合) language.

English is a language, in which logical meaning of a group of sentences is conveyed by using external methods, such as inserting connectives. Various kinds of cohesive ties are applied to make the writing coherent. These cohesive ties include all kinds of relatives (that, which, what, when, where, why, who, whom, whose, how), connectives (and, or, but, yet, so, however, as well as, neither...nor, either...or..., etc.), prepositions, participle phrases and all kinds of transitional words and expressions. While Chinese is a language, in which the logical meaning of a group of sentences is not presented by the use of connectives. Instead, it is conveyed through the context. Therefore, Chinese attaches great importance to covert coherence and contextual meaning.

(3) English is a subject-oriented (subject-prominent) language, while Chinese is a topic-oriented (topic-prominent) language.

This means the “subject” is mostly related to topics in English sentences. The role of the predicate is to make narrative comments about the topic.

(4) English puts more emphasis on the first part of the sentence, while Chinese puts the emphasis on the last part of the sentence.

(5) Chinese shares meaning through word order, adverbial phrases and shared contexts (such as idioms). In Chinese, a typical sentence is SVO (subject + verb + object). Time is expressed in individual words such as “tomorrow”, “yesterday”, “in the past”. However, time expression in English is through different verb tenses and verb forms.

(6) Chinese usually uses the “active” voice and English uses a more “passive” voice.

(7) In Chinese, idioms and short four-character expressions are very widely used to make the expression more vivid, live and compact. In English, idioms are used scarcely because they tend to be more specific and direct.



Task 1 Individual work

Read the following two groups of Chinese and English sentences and make a comparison between their differences in syntax and logic in narration.

Group 1

Chinese: 亚洲是一个有着悠久历史和重要地位的大洲。她是人类文明的摇篮之一，对人类文明的进步和科学文化的发展做出过辉煌的贡献。

English: Asia, a vast continent with a long history and increasing strategic importance, is one of the cradles of human civilization and has made brilliant contributions to human progress and scientific and cultural development.

Group 2

Chinese: 西安为陕西省会，位于陕西省的中心，是我国中西部主要的工业、科技、文化、教育和商业中心。全市辖十一区两县，面积 10,752 平方千米，人口 1,316.3 万。

English: Located in the heart of Shaanxi, Xi'an, the capital of the province, is a major center of industry, science, technology, culture, education and commerce



in central and western China. The city, which covers an area of 10,752 square kilometers and has a population of 13.163 million, exercises jurisdiction over 11 districts and 2 counties.

II. Translation techniques

1. Amplification

Amplification in translation or interpreting means adding some necessary words in order to make the meaning clear and correct. Generally speaking, there are two types of amplification. One is lexical amplification, which means adding words that are “omitted” in source sentences, while its meaning is expressed clearly through the context. The other type of amplification is syntactic amplification, namely adding the syntactic component omitted in the source sentences to complete the meaning.

(1) Lexical amplification. In this part, four types of lexical amplification will be included, namely adding words which indicate the tense, adding concrete nouns after abstract nouns, adding summarizing words and adding words which indicate the plural form.

① **Adding words which indicate the tense.** Unlike English verbs, the form of a Chinese verb never changes, regardless of whether it is present, past, or future tense. Therefore, in E-C translation or interpreting, we add a time adverb or an aspect particle to indicate past, present or future, such as “昨天”, “此时此刻”, “下周”, “曾”, “已经”, “过”, “了”, “正在”, “着”, “将”, “就”, “要”, “会”, “便”.

Example:

English: Lily watched a horror movie with her roommate.

Chinese: 莉莉和她的室友看了一部恐怖电影。

In this example, the aspect particle “了” is added to indicate past tense.

② **Adding concrete nouns after abstract nouns.** Most English abstract nouns express abstract nature, state, degree, characteristics, action process, skills, etc. Therefore, in E-C translation or interpreting, we usually add “化”, “论”, “性”, “现象”, “态度” and category words to concretize the meaning.

Example:

English: Unemployment is very serious due to earthquake and tsunami.

Chinese: 地震和海啸导致失业现象非常严重。

In this example, unemployment is an abstract noun, so “现象” is added after “失业” to concretize the meaning of unemployment in Chinese.

③ **Adding summarizing words.** In both English and Chinese, the idiomatic use of summarizing words are different. Therefore, in E-C and C-E translation and interpreting, summarizing words are added to make the meaning clear.

Example:

English: The advantages of the villa are bright, spacious and fashionable.

Chinese: 这栋别墅有三大优点：明亮、宽敞、样式新颖。

In this example, the summarizing word “三大” is added before “优点” to make the meaning of advantages clearer.

Example:

Chinese: 我们不支持结婚大办宴席。

English: We are against the tradition of giving lavish feasts at weddings.

In this example, to make the meaning of “结婚大办宴席” clearer, “the tradition of” is added before “giving lavish feasts at weddings”.

④ **Adding words which indicate the plural form.** Unlike English nouns, the form of a Chinese noun never changes. Therefore, in E-C translation and interpreting, adding overlapping words, numerals or some other words is a good way to make the meaning clearer, which also has a rhetorical effect.

Example:

English: Flowers bloomed in the garden.

Chinese: 花园里开满了朵朵鲜花。

In this example, to indicate the number of flowers, we add “朵朵” before “鲜花”.



Task 2 Individual work

Interpret the following sentences into Chinese or English.

- (1) The mountains were covered with snow.
- (2) Oxidation will make metals rusty.
- (3) China and the US agreed to push forward full cooperation in the fields of finance and trade.
- (4) We can learn what we did not know.
- (5) We have made some achievements, and we must guard against complacency.
- (6) 要提倡顾全大局。

(2) Syntactic amplification. In this part, two types of syntactic amplification will be included, namely adding the omitted part of the original text and adding connecting words.

① **Adding the omitted part of the original text.** In English, omitting one or several words and phrases is commonly used to avoid repetition and redundancy. Therefore, in E-C translation and interpreting, adding the words omitted in the original text will make the Chinese clearer and more vivid.

Example:

English: They talked of the weather, of movies, of journey—of everything but their academic performance.

Chinese: 他们谈到天气, 谈到电影, 谈到旅途——只是不谈学习成绩。

In this example, “talked” is omitted before “movie” and “journey”. To make the meaning clearer in Chinese, “谈到” is added before “电影” and “旅途”.

② **Adding connecting words.** On the one hand, connecting words are often used in English to indicate the logic between parts of a sentence or between sentences. Therefore, in C-E translation and interpreting, connecting words need to be added to make the meaning clearer.

Example:

Chinese: 西北部地区地域辽阔, 交通不发达, 首要任务是修路。

English: Since the northwest region covers a vast area with poor transport facilities, our top priority is to build roads.

In this example, the cause and effect relation is not indicated in the original Chinese text. Therefore, “since” is added to make the logical relation clearer in English.

On the other hand, in some cases, there are no words expressing logical relations in the original English text, but the implicit logical relations can be judged based on the context. Under this circumstance, in E-C translation and interpreting, adding related connecting words is a good way to indicate logical relations such as concession, assumption and cause and effect.

Example:

English: She has made a mistake, a serious one.

Chinese: 她犯了一个错误，而且还是个严重错误。

In this example, the relation of addition is not indicated in the original English text. Therefore, “而且” is added to explicit the relation of addition.



Task 3 Individual work

Interpret the following sentences into Chinese.

- (1) We won't retreat, we never have and never will.
- (2) Better be wise by the defeat of others than by your own.
- (3) The strongest man cannot alter the law of nature.

2. Omission

As is in the case of C-E and E-C interpreting, though an interpreter is not supposed to subtract any meaning from the original, he or she often finds it desirable to leave out some words to ensure smooth rendition in the target language. As a matter of fact, one of the crucial techniques in SI is to leave out some words without any lessening or weakening of the meaning of the original, as indicated earlier.



English, as a language of hypotaxis, combines different parts of the sentence by lots of functional words, such as connectives, prepositions, relative words, etc. However, as a language of parataxis, Chinese organizes sentence by word order, intonation and so on. Therefore, E-C interpreting, the functional words in English are usually omitted, which can better reflect the characteristics of conciseness and explicitness of Chinese language.

For example, instead of interpreting the sentence “China has greatly increased its overall strength” into “中国极大地增强了它的综合国力”, the interpreter can just omit “its”, therefore the interpreting goes like “中国综合国力大增”.



Task 4 Individual work

Interpret the following sentences into Chinese or English.

- (1) 为了推动中日贸易关系的发展，中国需要进一步了解日本，日本也需进一步了解中国。
- (2) 阅读锻炼人的眼睛，说话锻炼人的舌头，而写作锻炼一个人的思维。
- (3) 应用外语学院的新生报到人数，2018 年为 3,112 人，2019 年为 3,400 人，2020 年为 3,698 人，2021 年为 3,704 人。
- (4) Don't put your hands in your pocket.
- (5) As it is late, you'd better go home.
- (6) I won't go if you are not going.

3. Conversion

The technique of conversion means that a word belonging to a certain part of speech is converted into a different part of speech in the target language to suit the custom of target language.

Conversion is the technique which is frequently adopted in E-C and C-E interpreting. Due to the differences of ways of expression between the two languages, as well as the need of syntactic linearity in sight interpreting and simultaneous interpreting, adopting the technique of conversion properly can attain smoothness in the target language.

(1) Nouns↔Verbs. In E-C interpreting, those non-verbs are usually converted into verbs in Chinese, because Chinese is more inclined to using verbs compared with English, and verbs in Chinese are relatively more abundant. For C-E interpreting, the contrary is the case.

Example:

English: This is an obvious violation of the purposes and principles of the UN Charter.

Chinese: 这显然违反了《联合国宪章》的宗旨与原则。

In this example, we converted the noun “violation” into verb “违反了” in Chinese to suit the custom of Chinese instead of the translation of “这是很明显的违反”.



Task 5 Individual work

Interpret the following sentences into Chinese or English.

- (1) I'm afraid I can't teach you swimming. I think my little brother is a better teacher than I.
- (2) The company gained \$3 million by the sale of the land.
- (3) Such materials are characterized by good insulation and high resistance to wear.



(4) An acquaintance of the past is helpful to the acquaintance of the present, which is in turn helpful to the prediction of the future.

(5) 一想到女儿，她就高兴不已。

(6) 坚持一个中国的原则，是实现和平统一的基础。

(2) Prepositions↔Verbs. Prepositions are very common words in English, but Chinese is deficient in prepositions. To conform to the usage of target language, conversion between Chinese and English interpreting is frequently used.

Example:

English: It's our goal that people in the undeveloped areas will be finally off poverty.

Chinese: 我们的目标是让不发达地区的人们最终摆脱贫困。

In this example, we translated the preposition “off” as a verb “摆脱” to attain the smoothness in Chinese.

(3) Adjective↔Verbs. In E-C interpreting, nouns and non-verbs are usually converted into verbs in Chinese. For C-E interpreting, the contrary is the case.

For example, in rendering this English sentence “She’s a good public speaker”, we usually interpret it as “她很擅长公共演讲” instead of “她是一个好的公共演讲者”. We convert the adjective “good” into a verb “擅长” so as to suit the target language custom.



Task 6 Individual work

Interpret the following sentences into Chinese or English.

(1) We should advice you to get in touch with them for your requirements.

(2) Are you in or against the proposal?

(3) The new contract would be valid for two years.

(4) 他的报告不切要领，我看不懂。

(5) 问题正在讨论中，写字楼也在建造着。

(4) Adjectives↔Nouns. In some cases, the adjectives which indicate nature or features need to be converted into nouns in C-E interpreting.

Example:

Chinese: 事实证明这计划是成功的。

English: The plan has proved to be a success.



Task 7 Individual work

Interpret the following sentences into Chinese or English.

(1) This experiment is an absolute necessity in determining the best processing route.

(2) Without the gas pipe line, the movement of large volumes of gases over great distances would be an economic impossibility.

(3) In his article, the author is critical of man's negligence toward the environment.

(4) 店主热情的款待掩盖了他的窘迫。



III. Public speaking skills

Jean Herbert, a very famous interpreter, says in his book *The Interpretation's Handbook*, “An interpreter must be a well-trained public speaker”. That is to say, you cannot be a competent interpreter until you become a good public speaker.

Speaking in public requires a high level of involvement with the subject and the preparation of adequate delivery, depending on the objective and the occasion.

As interpreters, we face many situations, and we meet a variety of people with different backgrounds and understanding of language exchange, which is challenging and intimidating for beginners in particular.

Interpreters can greatly benefit from speaking skills and strategies on how to manage their nervousness in public. Here are some tips for beginners to overcome stage fright.

- (1) Focusing on the purpose of the meeting—this step helps with staying on track.
- (2) Organizing the ideas or concepts in a logical manner.
- (3) Varying the tone and pace to keep the attention going.
- (4) Providing visuals, if necessary or helpful—this step strengthens the retention degree of the information.
- (5) Interacting and involving others in the conversation—this step helps make sure everyone is on the same page.
- (6) Complying with time limitations.
- (7) Displaying confidence by concentrating on our objective.
- (8) Communicating in an ethical manner—interpreters have a powerful profession and can, therefore, exercise an influence.

Helpful Tips

How to improve public speaking skills during interpreting?

Below are some strategies that interpreters should pay attention to when doing interpreting tasks.

1. Linguistic strategies

Interpreters should avoid the following four problems of English pronunciation.

(1) Omitted syllable.

going: pronounced “goin” doing: pronounced “doin”

(2) Wrong pronunciation of “TH”.

this: pronounced “zis” that: pronounced “zat” three: pronounced “sree”

(3) Redundant syllable or phrases.

poverty alleviation: pronounced “poverty allevigation”

fat: pronounced “fati”

road: pronounced “roada”

(4) Wrong liaison.

that is the way: pronounced “thasaway”

Last but not least, interpreters need to simplify the language and avoid repetitions in the original language. Once we start a sentence, try to finish it and don't make frequent and unnecessary self-correction. What's more, we should also avoid pet phrases, such as “这个这个”, “就是说”, “那么呢”, “uh, well, I mean” and so on.

2. Non-linguistic strategies

Interpreters should pay special attention to their volume, speaking rate, pitch, intonation, as well as dress, body language and eye contact.

3. Overcoming stage fright

Most people will feel some physiological reactions like pounding hearts and trembling hands on the stage. “Will my voice tremble?”, “Will all eyes and ears heavily concentrate on me?”, “What if I forget something?”, “What if they ask me a challenging question?”. Most of us have heard one or more of these little voices inside our heads before walking into an unknown scenario. Do not associate these feelings with the sense that you will perform poorly or make a fool of yourself. There are some techniques you can adopt to overcome anxiety and decrease the level of tension.

(1) The best way to overcome anxiety is to prepare more. Take time to go over your notes several times until you become comfortable with the material. Practice a lot. Videotape yourself, or get a friend to critique your performance.

(2) Utilize relaxing techniques. Prayer, breathing exercises, muscular or mental relaxation are good ways.

(3) Write down your fears. Then, look back at the list and scratch out the fears one by one, until fears will not likely produce a catastrophe or another terribly embarrassing moment.



(4) Engage in opportunities to talk and share with other interpreters. This is one of the most effective ways to realize we have similar concerns and that we can draw strength from one another.

(5) Focus on the moment as an opportunity to learn and grow.

(6) Speed-dial someone who can give you a word of encouragement.



Task 8 Individual work



Task 8 Video

Watch a video clip about an interpreter providing interpreting service for AQA product launch. Bear the following questions in mind while watching.

- (1) How do you think of the interpreter's performance?
- (2) Is she confident?
- (3) Is her voice loud enough?
- (4) What about her eye contact with the audience?

IV. Prediction skills

Prediction, also called anticipation, refers to anticipating the potential information during interpreting. Prediction could allow interpreters to maintain a shorter lag between input and output, reducing burdens on memory and allowing interpreters to focus on their own production. This is why anticipating can really make things easier for simultaneous interpreters.

There are two types of prediction in interpreting: linguistic prediction and extra-linguistic prediction. Interpreters can benefit from linguistic factors, i.e., their knowledge of the source language. Mastering expressions and set phrases and being able to quickly locate important words which give contextual clues are fundamental skills for anticipation.

For example, when hearing "I'd like to extend, on behalf of the municipal government and all the citizens, ...", we can easily anticipate that the following part of the sentence may be something like "our heartfelt gratitude" or "our sincere thanks". Linguistic prediction helps comprehend more easily and maintains the natural flow of communication for the audience.

The so-called “extra-linguistic” factors refer to the speaker’s background, non-verbal communication and the subject of the interpreting event. Any information about the speaker can be helpful for the interpreter to anticipate what will be said. Hence, a full preparation before interpreting events is essential!

Helpful Tips

How to improve predicting skills during interpreting?

As a new learner of interpreting, when you begin to train your predicting ability, you can find some written text on regular subject, read it silently, and predict its genre and the content that may follow as soon as possible. After reading a paragraph or a part with a complete meaning, you can compare your prediction results with the original text to find out the deviations in your prediction, analyze the reasons and make a summary. At this stage, you only need to practice your predicting ability.

In the next stage, you can start using audio materials for paragraph interpreting training, with 1 to 2 minutes as a training unit. While you are listening, you must find a way to judge and adjust its content and logical order in the shortest period of time. And then, pause after listening to the first unit, repeat the general idea of what you hear in the target language and predict what may appear next. At this stage, you mainly rely on your short-term memory, but you can also note down some key words while listening.

It is worth noticing that interpreters’ predictions are not unfounded and not wild speculation. Only when you fully understand the context and genre of the speech can you make an accurate prediction of the original text. The cultivation of predicting ability is of great significance to the improvement of interpreters’ interpretation skills, and it is also an important step to improve interpreters’ professional qualifications.



Task 9 Individual work

Please finish the following sentences based on your prediction.

(1) 随着中国综合国力的 _____ 和国际地位的 _____, 中国
在国际舞台上越来越令人瞩目。



(2) 神舟五号的发射是一次壮举，它显示了中国的太空科技已经_____。

(3) The United States and China have made great progress in building a relationship that can _____ the challenges of our time, _____ global prosperity and _____ the cause of peace.

(4) 与 20 年前相比，人们对全球可持续发展、全球能源效率有了深入广泛的认识。但是，在很多地方，_____。

(5) There are several ways to continue in higher education in the United States. There are universities, colleges, community colleges, and technical and vocational schools. Each of these kinds of higher education will be described below. _____

V. Cross-cultural awareness

Cultural awareness refers to a person's understanding of the differences between themselves and people from other cultures. As interpreters, we act as a bridge of communication and need to focus on both languages and cultures. Interpreters should render and convey the cultural meaning of the source language so as to avoid mistakes and misunderstanding between the speaker and audience. Therefore, it is vital for interpreters to get a good understanding of the speaker's cultural background before interpreting.



Task 10 Individual work

When talking about Chinese Zodiac, is the underlined interpreting appropriate?

Speaker A: I was born in 1996. What about you?

Interpreter: 我出生于 1996 年。你呢?

Speaker B: 我也是。我们都属鼠。

Interpreter: Me too. We're rats.



Exercises

Interpret the following sentences into Chinese or English with the assistance of the skills for interpreting you have learned.

(1) Mr. Smith has combined a distinguished scientific career with considerable experience of the management of scientific projects and organizations.

(2) In travelling around the world, I have seen many people who are similar to my fellow. I suppose people are the same everywhere. They are babies. They are children. They are adults. They grow old. They die.

(3) Too much exposure to TV programs will do great harm to the eyesight of children.

(4) While continuing to improve service capability in traditional areas, e-commerce is also pioneering in new service areas, which in turn creates more burgeoning businesses and job opportunities.

(5) We are ready to update and expand the content and scope of China-ASEAN Free Trade Agreement (中国-东盟自贸协定) under the principle of mutual benefit and common development.

(6) The target to build the China-Africa health community has laid a solid foundation for mutual trust and sincere cooperation between the people of China and Africa, and is also a concrete initiative for China and Africa to build a community with a shared future.

(7) Over the past six decades, China has assisted Africa in its medical and health



undertakings by sending more than 10,000 medical workers to nearly 50 African countries, benefiting more than 300 million patients. Chinese medical team braved the danger to aid western Africa when the Ebola (埃博拉病毒) broke out there in 2014. Supplies were delivered by eight planes to support their anti-pandemic effort, which played a key role in helping African people defeat the outbreak of the disease.

(8) Helping others is also helping oneself. Chinese medical staff had gained experience in combating infectious diseases during their aid missions in Africa. Among dozens of medical teams and technical experts assisting Hubei province and its capital city Wuhan, many used to be medical team members or medical workers who helped Africa to fight against the Ebola virus (埃博拉病毒).

(9) 实行了改革开放政策，我国的综合国力有了明显的增强。

(10) 中国是世界上人口最多的国家之一，人口超过 14 亿，约占世界总人口的四分之一。

(11) 在印度已有生产并且在国际市场上成功打开了销路的产品，可在中国生产并出口。

(12) 中国是世界上最早种植水稻的国家。浙江省余姚市河姆渡遗址 (Hemudu Site) 已有 6,000 多年的历史。在这个遗址中发现的遍及 400 平方米的水稻遗物 (remains), 证明中国是世界上最早种植水稻的国家。



Self-evaluation

What can you do after learning Unit 2? Think on your own. Tick “v” in the following table. 👍 means fairly well, 👍👍 means well, 👍👍👍 means extremely well.

My “can-do” List				
What can I do now?	👍	👍👍	👍👍👍	Comment
I can get a clear understanding of the differences between Chinese and English in syntax, ways of expression, and logic in narration.				
I can master translation techniques, namely amplification, omission and conversion.				
I can master public speaking skills for interpreting.				
I can master prediction skills for interpreting.				
I can be aware of the cultural differences between China and Western countries.				
I can apply those interpreting skills in real-world interpreting practice.				

Unit 3

Memory Enhancement in Interpreting 口译记忆



Unit aims

1. To understand types of memory in interpreting.
2. To know the importance of memory in interpreting.
3. To enhance your short-term memory by ways such as source language recitation, visualization and logic stratification.
4. To improve logical thinking and lifelong learning abilities.



Warm-up

1. Can you complete the following proverbs or poems according to your past knowledge?

- (1) To be or not to be, _____.
- (2) _____, love my dog.
- (3) 但愿人长久, _____。
- (4) 关关雎鸠, 在河之洲。_____。

2. Study graph 3.1 for 30 seconds. Memorize as many details as you can and answer FIVE questions given by your teacher about specific details in the picture. (The Five questions are given on P189.)



Graph 3.1



Knowledge and skills input

I. Process of memory

According to the process of interpreting, we know that a strong memory can facilitate interpreting. But as a matter of fact, not everyone is born with a good memory. Most ordinary people only have an average level of memory. Therefore, it's very necessary to train your memory if you want to be a successful interpreter.

Memory can be defined as “storage of information for later retrieval”, so the three critical phases for memory are encoding, storage, and retrieval. Memory can be defined as “storage of information for later retrieval”, so the three critical phases for memory are encoding, storage, and retrieval. Encoding is processing information so it can be stored, storage is the retention of encoded representation, and retrieval is the active recall of stored information.

II. Types of memory in interpreting

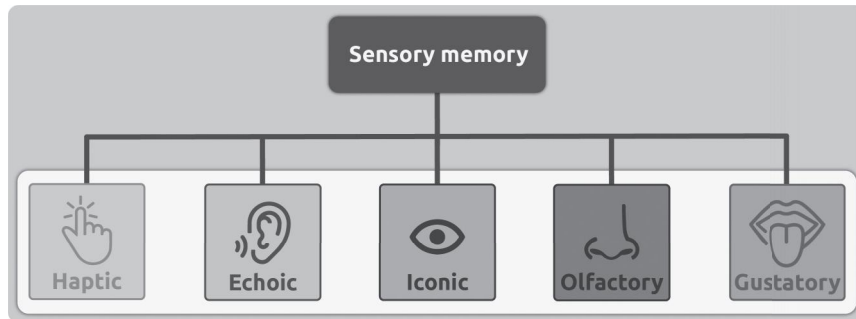
According to different duration, memory can be categorized into instant memory, short-term memory and long-term or permanent memory.

1. Instant or sensory memory

Instant memory (IM), also called sensory memory, is a very brief (about 2 seconds) recall of a sensory experience, such as what we just saw or heard. Some people compare sensory



memory to a quick snapshot of what you just experienced that quickly disappears.



Graph 3.2

2. Short-term memory

Short-term memory (STM) is the capacity to store a small amount of information in the mind and keep it readily available for a short period of time. It has two features.

First, short-term memory is very brief. Most of the information kept in short-term memory will be stored for approximately 20 to 30 seconds. It's very sensitive to interruption or interference. If short-term memories are not rehearsed or actively maintained, they last mere seconds.

Second, short-term memory is limited. According to psychologists, most people can usually hold 7 plus or minus 2 items at once in short-term memory. If over-loaded information needs to be stored in short-term memory, it's suggested to process similar items into one chunk so as to enlarge memory capacity.



Graph 3.3



Task 1 Individual work

You're going to do some tests with your teacher to check how good your short-term memory is! Listen to your teacher's instructions carefully. (Teacher's instruction are given on P189—P190.)

- (1) Watch carefully some figures and letters shown by your teacher for 30 seconds and repeat them.
- (2) Watch carefully 9 colors shown by your teacher. Can you remember them in 30 seconds?
- (3) Watch carefully a shopping list shown by your teacher for 30 seconds and repeat it.

Helpful Tips

Chunking information

If you look at the following digits or items independently, you may find it hard to remember all of them! What about if you organize them differently?

2038675309	05082015
↓	↓
203-867-5309	05/08/2015

Graph 3.4

149162536496481
↓
1 49 16 25 36 49 64 81

Graph 3.5



UN-CHUNKED LIST

Bread
Ice Cream
Milk
Tomatoes
Eggs
Apples
English Muffins
Frozen Veggies
Bagels
Lettuce
Cream
Banana



CHUNKED LIST

FROZEN FOODS

Ice Cream
Frozen Veggies

BAKERY

English Muffins
Bread & Bagels

DAIRY

Milk
Eggs
Cream
Butter

PRODUCE

Lettuce
Banana
Tomatoes
Apples

Graph 3.6

Now you only have to remember the relationship between these items. So short-term memory's capacity is dependent on these chunks, not independent items.

3. Long-term or permanent memory

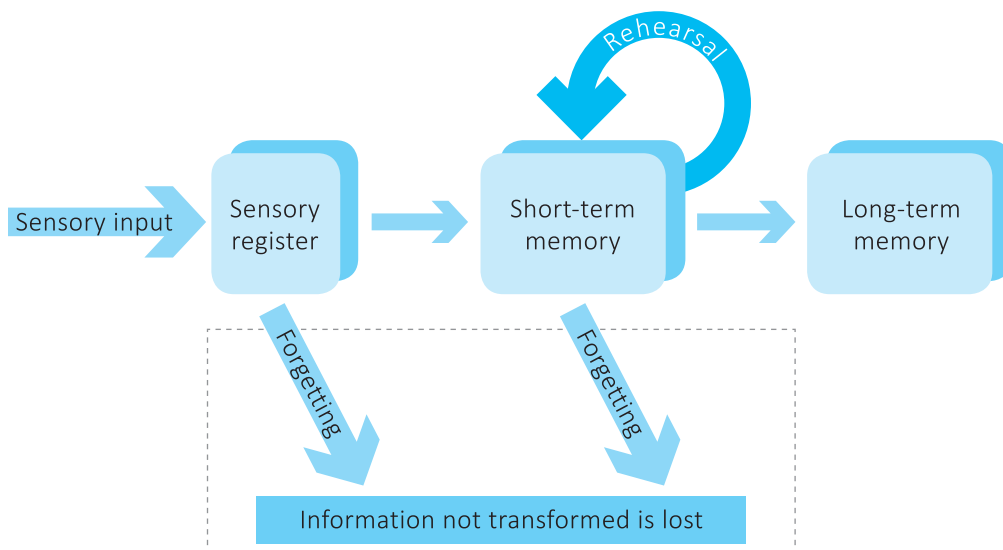
Long-term memory (LTM) occurs when you have created neural pathways for storing ideas and information, which can then be recalled weeks, months or even years later. To create these pathways, you must make a deliberate attempt to encode the information in the way you intend to recall it later. Long-term memory is a learning process. And it is essentially an important part of the interpreter's acquisition of knowledge, because information stored in LTM may last for minutes to weeks, months or even an entire life.

III. Relation of IM, STM and LTM in interpreting

In order for successful learning to take place, information has to move from sensory memory to short-term memory and long-term memory. Interpreter first receives external signals and perceives information by instant memory, and then store it by short-term memory. Repetition turns short-term memory to long-term memory, and long-term memory finally constitutes the interpreter's long-term learning and knowledge acquisition.

Long-term memory needs to coordinate with short-term memory to complete the whole process of interpreting. Long-term memory stores the interpreter's accumulation of past knowledge and experiences, which will be activated at any time on hearing relevant information, thus helping the interpreter better understand the context information. Short-term activates long-term memory of the relevant information and store it temporarily.

Some of the rehearsed short-term memory will eventually become long-term memory to be preserved, and the rest are quickly forgotten.



Graph 3.7

The more knowledge and experience the interpreter's brain stores, the better he or she will perform in interpreting. If the interpreter is familiar with the source language information, it means the information he or she heard can be easily activated and processed, as a result, a successful interpreting can be easily realized.

IV. How to enhance STM?

1. Source language recitation

The skill is mainly about listening to source language and repeating it immediately. What you need to do is to listen to the source language attentively, catch the main idea and take the whole story into consideration, make clear of the speech logic and pay attention to the key information.

Do remember that recitation is not a word-by-word memorizing. You need to be 100% concentrated when you're listening, catching the main idea, making clear of the speech logic, and paying special attention to the key information such as who, what, where, when, which, how, etc.



Task 2 Individual work

Listen carefully to the following 4 Chinese and English audios respectively and repeat what you hear on your own.



Task 2 Audio 1



Task 2 Audio 2



Task 2 Audio 3



Task 2 Audio 4

Helpful Tips

How to practice recitation skills

It's relatively easy when the sentences in source language are not long, but when you encounter long and complex paragraphs, it will be tough and challenging to retell the source language information. How to deal with that? Here are some tips for you.

As beginners, you'd better start with Chinese recitation first, then move on to English recitation, through which your ears will be trained more sensitively to English information. When you're competent enough to do source language recitation, you can shift to target language recitation, which is closer to real interpreting task.

What's more, you can start from short and easy sentences, then gradually expand the length and difficulty of the sentences. When you're able to remember 5 or 6 sentences at a time, it means that your memory capacity has been strengthened and enlarged. In this way, you'll build confidence and can keep going on.

Last but not least, it's highly recommended to do interactive recitation with your peers. When you repeat the source language, your partner notes down the errors and missing information so as to improve accuracy of your recitation.



Task 3 Individual work

Listen to the following 2 Chinese audios. Retell what you hear by catching the main idea and making clear of the speech logic and key information.



Task 3 Audio 1



Task 3 Audio 2

2. Visualization

This skill refers to visualizing what the speaker is saying in interpreting. The cognitive mechanism of visualization is based on people's sensation, experience and knowledge resulting from interaction with people or things around them. Visualization is applicable to the retaining of information in such speech types as narration, description and introduction. For instance, when you hear the information in source language such as trees, rivers, mountains, houses, etc., some of your background knowledge or past experience that are related to the information will be activated, and that information will appear automatically in your mind in the form of vivid images or pictures. Interpreters can transform abstract information into vivid images so as to reinforce memory as humans are more sensitive to visual images or pictures. If you can recall 90% of the source language information with the help of visualization, it means that you have got an excellent visualizing skill.



Graph 3.8



Task 4 Individual work

Listen carefully to a Chinese audio and an English audio respectively, and try your best to visualize the source language and repeat the information with the help of imagery in your mind. Don't forget to make your recitation coherent in meaning.



Task 4 Audio 1



Task 4 Audio 2

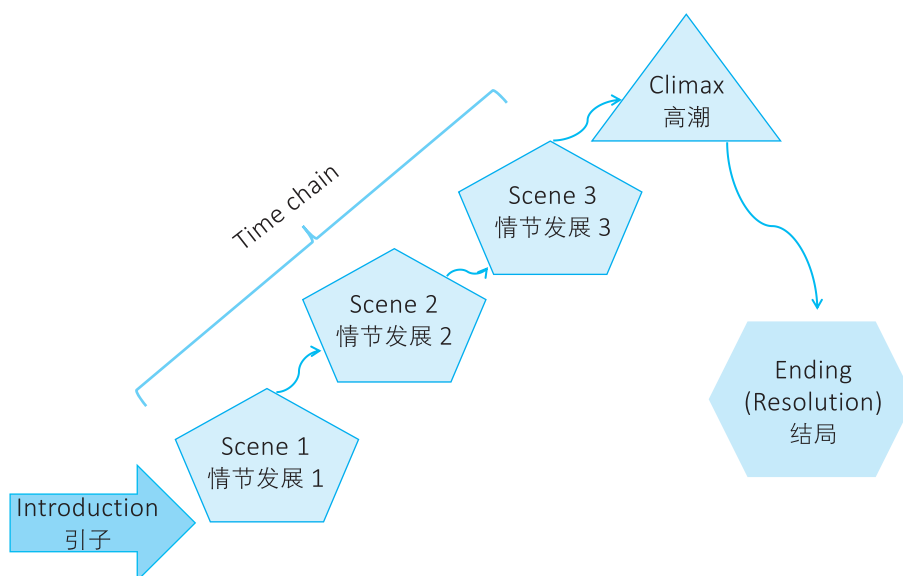
3. Logic stratification

Logic stratification means that interpreters can make full use of the basic structure of the source language and the logic connection within the text, converting the source language information into an outline or framework, through which the source language information can be easily recalled by interpreters immediately. According to scientific research, humans can better memorize texts with clear logical levels and well-organized structure. As beginners, you can start training your skill of logic stratification by listening to simple and well-structured source language materials. As your logical analysis and memory abilities are improved, you can try to memorize informal or spoken language which are not well-structured in logic.

Generally speaking, the discourse of source language in interpreting fall into three types: narrative, informative and persuasive. In following part, the logic structures of these three genres will be introduced to help you better understand and memorize the content of the source language, thus enhancing your short-term memory.

(1) Narrative discourse. Narrative discourse is mainly used by speakers to tell stories or allusions. It generally follows a time chain which connects descriptions of space, landscape, characters, etc. The narrative structure is complete and clear with an “introduction” at the beginning as a lead-in which implies the beginning of the narrative story, such as “I have heard about one thing...”, “There is a legend about...in my hometown”. After the

“introduction”, the development of the story begins gradually, and there is often a climax as the plots develops. Finally, the ending of the story is explained or the conflict of the story is resolved.



Graph 3.9



Task 5 Individual work

Listen to a Chinese audio and an English audio respectively, and then retell the source language information according to the logic structure of narrative discourse. You can also retell the source information in target language as much as you can.



Task 5 Audio 1

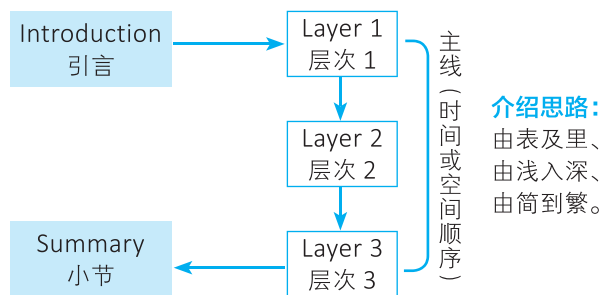


Task 5 Audio 2



(2) Informative discourse. Informative discourse is usually used to introduce products, commodities, scientific and technological achievements, characters or tourist attractions, enterprises or groups, etc. The discourse clues of informative are mainly carried out based on human cognitive patterns for general items.

The introduction at the beginning attracts the audience's attention, and then the informative discourse is developed layer by layer according to either chronological or spatial order, and finally there is a summary at the end.



Graph 3.10



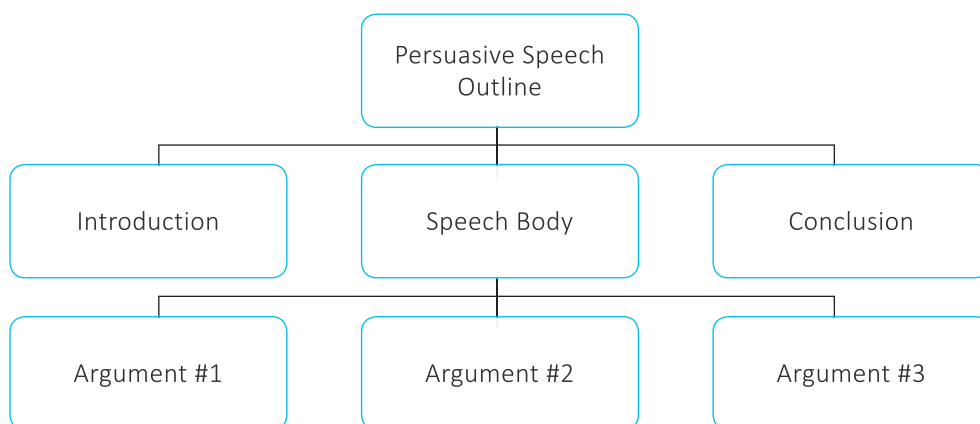
Task 6 Individual work



Task 6 Audio

Listen carefully to a Chinese audio. Try to retell the source language information according to the logic structure of informative discourse.

(3) Persuasive discourse. Persuasive discourse is one of the most typical and commonest discourse structures of interpreting work language. It's well-organized and clear in logic and transition, taking "argument + supporting evidence" as basic structure. The frequent occurrence of transitional words in the speech indicates a logical sequence of argumentation. Therefore, it's usually adopted on formal occasions with a large amount of information.



Graph 3.11



Task 7 Individual work

Listen carefully to a Chinese audio. Try to memorize the source language information according to logic structure of persuasive discourse.



Task 7 Audio



Exercises

Listen to two English and two Chinese audios respectively. Think about what discourse each of them is, and then repeat them in source language.



Exercise Audio 1



Exercise Audio 2



Exercise Audio 3



Exercise Audio 4



Self-evaluation

What can you do after learning Unit 3? Think on your own. Tick “v” in the following table. 👍 means fairly well, 👍👍 means well, 👍👍👍 means extremely well.

My “can-do” List				
What can I do now?	👍	👍👍	👍👍👍	Comment
I can understand the process and types of memory.				
I can recite source language information by catching the main idea, making clear of the speech logic and paying attention to key information.				
I can visualize abstract information into vivid images to enhance my short-term memory.				
I can get a good understanding of logic structures of different discourses, namely narrative, informative and persuasive discourse.				
I can retell the source language information with the logic stratification skill.				
I can apply logical thinking and imagination in source language recitation practice.				