



四川外国语学院成都学院

Chengdu Institute Sichuan International Studies University

教 案

2014~2015 学年第一学期

系	英语外事管理系
教研室(组)	大三教研室外台口译组
课程名称	口译
授课年级	12 级
授课教师	陈玉生
职 称	讲师

四川外国语学院成都学院教务处制

二〇一四年八月

教 案（首页）

课程名称	口译	授课专业	英语	班级	2012 级外管 1-6 班
授课方式	课堂讲授 (√) 实践课 ()		考核方式	考试(√) 考查()	
课程类别	必修课	公共必修课 () 专业必修课 (√)			
	选修课	公共选修课 () 专业限选课 () 专业任选课 ()			
课程总学时	36		周学时	2	
学时分配	课堂讲授 36 学时；实践课 学时				
教 学 目 标	通过讲授口译基本理论、口译背景知识以及对对学生进行口译基本技巧的训练，使学生初步掌握口译程序和基本技巧，初步学会口译记忆方法、口译笔记、口头概述、公众演讲等基本技巧和口译基本策略；培养学生关心时事、把握信息的意识；教授学生积累知识、掌握文献检索、资料查询的基本方法；培养学生的话语分析能力；提高学生的逻辑思维能力、语言组织能力和双语表达能力；提高学生跨文化交际的能力和英、汉两种语言互译的能力，为进入下一阶段讨论式、分语类对学生进行口译综合训练打下扎实的基础。				
使用教材	教材名称	口译教程			
	编(著)者	雷天放			
	出版社及出版时间	上海外语教育出版社，2006 年			
指定参考书	<p>《挑战口译——听辨》，卢信朝主编，上海交通大学出版社，2007 年。</p> <p>《英汉口译技能教程：听辨》，卢信朝编著，北京语言大学出版社，2012 年。</p> <p>《英汉口译技能教程：口译》，卢信朝主编，旅游教育出版社，2009。</p> <p>《突破英语听说要塞 连读与音变》，张卓宏，清华大学出版社，2006。</p> <p>《实战口译》，林超伦，外语教学与研究出版社，2004。</p> <p>《英语口语笔记法实战指导》，吴钟明，武汉大学出版社，2008。</p>				

教 案

周 次	第 2 周, 第 1 次课	授课时间	2014 年 9 月 8 日
授课章节	Listening in Interpreting(口译听辨) I		
本(章)节 授课方式	课堂讲授 (√) 实践课 ()	教学时数	2
授 课 要 点	本 (章) 节 教 学 目 标	1. Brief review 2. Active listening 3. Liaison & Sound Change 4. Different accent of English	
	教 学 重 点 和 难 点	1. Liaison & Sound change 2. Different accent of English	
思 考 题 或 作 业	参考书目: 张卓宏. 《突破英语听说要塞——连读与音变》. 北京: 清华大学出版社, 2006. 朱巧莲, 汤倩. 《英语各类口音听译突破》. 北京: 人民教育出版社, 2011.		

教学内容与组织安排

Teaching Objectives:

This class aims to emphasize the importance of listening in oral interpretation to students. After today's class the students should be able to: Be familiar with the most essential skills related to listening in oral interpretation. These include: active listening, liaison & sound change and different accents of English.

Teaching Allotment

- 1st period: Brief Review (10 minutes)
- 2nd period: Active Listening (15 minutes)
- 3rd period: Deverbalization (20 minutes)
- 4th period: Concentration (10 minutes)
- 5th period: Liaison and Sound Change (15 minutes)
- 6th period: Different Accent (20 minutes)

Teaching Procedures

I. Brief Review (10 minutes)

1. What's interpreting?

Interpreting is a form of translation. It means to convey the meaning of source language to target language instantaneously and accurately by spoken language.

2. What's the difference between interpreting and written translation?

Four aspects

3. What are the criteria of interpreting?

Accurate, smooth and quick response.

4. Types of Interpreting

Ask students read part two and retell it.

What's the consecutive interpreting?

In consecutive interpreting, the interpreter listens to a speech segment for a few minutes or so, takes notes, and then delivers the whole segment in the target language; then the speaker resumes for a few minutes, the interpreter delivers the next segment, and the process continues until the end of the speech.

Tell us something about simultaneous interpreting.

In simultaneous interpreting, the interpreter sits in an interpreting booth, listens to the

speaker through a headset and interprets into a microphone while listening. Delegates in the conference room listen to the target-language version through a headset.

Whispered interpreting is a form of simultaneous interpreting in which the interpreter does not sit in a booth but in the conference room, next to the delegate who needs the interpreting, and whispers the target-language version of the speech in the delegate's ears.

Simultaneous interpreting is also done by signed languages interpreters (or interpreters for the deaf) from a spoken into a signed language and vice versa. Signed language interpreters do not sit in the booth; they stand in the conference room where they can see the speaker and be seen by the other participants.

5. Process of Interpreting:

Ask students read this part and retell it.

Daniel Gile's Effort Model

Interpreting mainly includes 1) Receiving the message in the source language, 2) Message restoration 3) Reproducing the message in the target language. A more complicated model is Daniel Gile's Effort Model. It consists of two stages. Stage 1 includes the listening and analyzing the incoming message, store the message in the short-term memory until it is noted down. (Or $I = L + M + N$, I=interpreting, L= listening and analyzing, M= working memory and N= note-taking) Phase 2 refers to the remembering of the message with the aid of notes and reproduce it in the target language. (Or $I = \text{Rem} + \text{NR} + \text{P}$, Rem= remembering, NR=note reading, and P= production of speech in the target language) (Gile, D, 1995)

Basic Skills for Interpreters

1) Memory; 2) Note-taking; 3) Public speaking; 4) Figure switching; 5) Coping tactics; 6) Paraphrasing; 7) Summary; 8) Logical coherence; 9) Cross-cultural awareness;

6. Interpreters' Qualifications

Ask students read this part and retell it.

7. *Role of the Interpreter.*

Now let's watch a video clip which will make you know what is the role of an interpreter. At the beginning of the video clip there is a short drama and then there are several experts talking about the role of interpreter. After watching and listening the clip I need you tell us what is the role of an interpreter according to the experts.

An interpreter is: a bridge between 2 parties; an impartial bridge between 2 cultures. To fulfill such a role, an interpreter has to: convey the exact meaning of the speaker; avoid any confusion of the role.

II. Active Listening (15 minutes)

1. The importance of active listening

During consecutive interpreting, interpreters give their interpretation immediately after the speaker has finished a part of his speech. The essentials of consecutive interpreting include the processes of listening, understanding, analysis and re-expression. To re-express ideas clearly and effectively, interpreters must, first of all, understand them correctly. The basic "understanding" is not one of words but of meaning, for it is meaning that is to be interpreted, and the pure understanding of words alone is not sufficient for interpreters to re-express ideas effectively in the target language. Interpreters must be able to seize meaning when they listen to the speaker, and must therefore listen actively.

2. How to make an active listening? --Listening for meaning!

To listen actively, the interpreter's brain must be active. Not only must it perceive the sounds correctly, but it must also constantly focus on the information conveyed by the sounds. There are several guidelines for active listening.

- (1) to listen to meaning instead of words.
- (2) to listen for both content and attitude, for the total meaning of any message consists of both idea and feeling.
- (3) to listen with ears, eyes, heart, undivided attention, and the intention to receive the intended message.

III. Deverbalization (20 minutes)

1. 言义分离：迅速脱离英语语言外壳摄取意义的能
离英语语言外壳摄取意义的能言义分离的强化方式是学员在英语和汉语间作快速地无须记录的连续转译练习，即将听到的主要的英语语言信息通过口头迅速传达出。

如：由于中国政府出台诸多投资优惠政策，中国成为投资热土。

- 1) Thanks to the preferential investment policies put forward by the Chinese central government, China has become one of the hottest countries for international investment.
- 2) China has been attracting vast sums of foreign investment as it has put forward many preferential investment policies.
- 3) Chinese central government's preferential policies have made China one of the hottest country for foreign investment.
- 4) Chinese central government's preferential policies have led to/given rise to/contributed to/ushered in/witnessed/invited... vast sums of foreign investment.

在听辨以上句子时，精力不用放在不同的语言形式（如画线部分），而是透过它们直接摄取意义即“政策使得投资上升”或“政策→投资↑”。

2. Exercises: 听下列
英文句子或段落，听完立即用中文说出其大意。注意：不必拘泥于原来的句子结构等语言形式，抓住主要内容即可。

- 1) The Chinese mainland recorded USD1.4 trillion in foreign trade volume(外贸总额) last year, helping China to remain the third largest trader in the world.
- 2) A member of the US Senate Finance Committee (美国参议院财政委员会), warned that Washington was likely to take measures to reduce imports from China to narrow the gap in bilateral trade.
- 3) Chinese central government plans to abolish agricultural tax (取消农业税), which will help unify the tax system between rural and urban areas and greatly encourage the rural farmers to grow more crops.
- 4) Abolition of agricultural tax does not necessarily mean that farmers will pay no tax. Rural residents will gradually be moved to other tax categories (税目) similar to their urban counterparts.
- 5) As local revenues (地方税收, 收入) will decrease with the abolition of agricultural tax, major grain producing areas and central and western regions will receive assistance from the central government which will set aside (留出) some special fund to subsidize (补贴) those areas.

IV. Concentration (10 minutes)

(精看视频 concentration and memory 的第一部分。)

V. Liaison and Sound Change (15 minutes)

连读

1. 相邻辅音与元音之间的连读，如：

I'll be back in half an hour.

Take it away.

She's an American writer.

That is a right answer.

2. 前一个词以字母 r 或 re 结尾，后一个词以元音开头，这两个词往往连读，中间加一个 r 音。如：

Take care of the babies.

I bought a pair of trousers.

Far away.

For example

3. 有时词尾虽然没有字母 r 或 re，但以□□ 或□等音结尾时，也往往加上 r 音与后一个以元音开头的词连读。如：

Go away.

What about your idea of it?

4. 如果前一个词以元音结尾，后一个词以元音开头，这两个词也往往连读。如：

We must try again.

They are deeply interested in it.

My only son.

Very interesting.

Day in and day out.

同化：新单词或听成一个词，造成听力理解暂时中断。

1 辅音浊化或清化

元音或浊辅音后的 s 浊化为 z，如 bags, apples, teachers, bribes

清辅音后的 d 清化为 t，如 wished, cooked, slipped, kissed

S 后的清辅音浊化，如 sport, stock, skate.

2 n 在 b, p, m 前容易同化为 m, 如 in bed, in my pocket

3 辅音 s, z 后跟□时，同化为□，如 this shop kiss show Does she?

4 辅音 t, d, s, z 后跟半元音 j 时，常被软化成□□, □□, □, □. 如 last year, won't you go? Did you? Education this year as usual

省音

1. 两个爆破音相邻时的不完全爆破，如：

Stop, please.

Tom has a bad cold today.

Ripe pear

Soap bubble

Bob came.

Good girl

2. 爆破音与破擦音或摩擦音相邻时的不完全爆破，如：

义分离”，通过技能讲解、演示、练习及作业使学生能把握这一项口译基本技能。