

Unit 1 口译专题：教育

口译听辨（一）

单元学习目标：

1. 明确口译听辨与一般听力的区别，通过源语单句重述熟悉听辨方法，提升听辨技能。
2. 掌握教育专题相关知识。

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一、技能介绍

1. 交替传译简介

交替传译是在发言人讲完部分内容或全部内容后，由口译员进行翻译，即发言人与口译员交替工作。这种口译方式在很多场合下采用，如会议发言、宴会致辞、个别谈话、参观访问等。

在交传中译员需要几乎同时完成多重任务，包括听、析、记（忆）、写（笔记）及协调以上各任务，这对口译员的精力是非常大的挑战。在口译中如果一项任务占用的精力太多，分配到其他任务上的精力就相应减少，从而可能影响口译工作的顺利进行。

译员需要科学地管理和分配自身精力，这种管理能力是译员口译能力的组成部分。口译能力还包括扎实的双语基本功以及丰富的百科知识。译员应掌握的百科知识既包括口译任务所涉及的专题知识，也包括常识性的知识。对某个主题知识的了解越多，意味着储备的已知信息越多，在接收信息的过程中，新信息的含量相对减少。这有利于译员分配更多精力用于写（笔记）和译，从而降低口译任务的难度，提高口译质量。

2. 交替传译中的听辨

译员听辨的状态与日常谈话中的听力理解有所不同。在日常的交流中，人们一般不需要全神贯注，只需听个大概就行了，甚至可以一边做着手头的工作一边交谈。做听力练习的时候经常只需要以完成题目为导向，捕获关键信息点，就足以完成练习。在交替传译中，译员不仅要听、还要记（短时记忆）、还要写（记笔记），与此同时还要考虑如何组织信息，在发言人停顿的时候迅速进行传译。译员在听辨时精神必须高度集中，否则无法做到完整、准确、连贯地传达信息。

1 在听辨对象方面，一般日常交流中，人们可以只选择自己感兴趣的信息，忽视其他自己认为无关或不重要的信息，而“翻译的特殊性恰恰在于译员在信息搜寻的同时还要产生另一言语的表述动机，形成语义初迹，为随后的言语表述做准备”。¹因此口译中的听辨必须要全面而且详尽。

概括起来，译员的听辨具有主动 (active)、专注 (attentive) 和持续 (constant) 的特点。所谓主动，指的是译员要对听取的信息进行加工和分析。译员要听的不是词，也不是句，而是要透过词句，经过自己的主动加工获得词句所承载的信息和逻辑，也就是说要听的是意思，而不是意思的“外包装”。在听取信息的过程中，译员还必须持续地保持专注，稍有分心或走神，就会造成信息的遗漏，影响口译质量。

另外，听辨的制约因素有很多：听辨与信息重组、短时记忆同时进行，会受到干扰；发言人用词或句式复杂，捕获信息的难度增加；译员对发言主题不熟悉，新信息量加大；专业术语多，听力理解难度增加；源语本身逻辑复杂或逻辑不清；发言人口音较重；现场音量小或噪音多等等。这些都会影响到听辨的质量，进而影响口译的质量。学习者在听辨训练中，既要面对现实，知道这些制约因素的存在，也要努力实现“得意忘形”，尽量减少这些因素的负面影响。

听辨训练的主要方法就是重述，这种重述不是简单机械地重复源语的形式，而是主动聆听，获取语义和逻辑。重述训练可以锻炼记忆、加深理解，可以帮助我们逐渐摆脱源语字眼的束缚，专注于要传递的“意思”。重述练习可以从单句开始，然后到段落，再到篇章。具体做法是：学习者听取一定单位的信息量，在无笔记的情况下，抓取大意，按照去陌生化和概括的原则，将信息进行重组，用源语表达出来。重述练习的去陌生化原则，指的是在听

1 《口译理论与教学》，刘和平编著，北京：中国对外翻译出版公司，2005年。

到源语的字词形成理解后，再根据自己的理解重新组织表达方式。概括的原则主要是培养学习者注意宏观意义结构的习惯，听取信息的时候抓大放小，注意总结信息。随着听辨技能的加强，接下来逐渐由大到小，由粗到细，要求提供更多的细节。重述时不必深究语言表达的完美，只强调意思的完整和逻辑的连贯。

3. 听辨练习：源语单句重述

听辨训练的第一步是学会断句，找出每句话的意义单位，以及意义单位之间的逻辑关系，从而简化句子结构，将复杂的源语句子结构化整为零。学习者要努力打破语法思维惯性，建立意义思维的习惯。形成新的思维习惯后，无论是听到简单句还是复杂句，都可以从意义结构上着手理解、翻译，不再关注源语中个别的字词，从而摆脱源语表层结构的束缚。

重述的重点是 what, when, how, where 和 why 这些关键信息，并注意意义单位之间的关系。例如：

This approach is not suitable to these companies/which have to perfect their corporate governance/before their businesses can take off.

这句话里有三个意义单位（由斜线标出）。在做源语单句重述练习时，我们在听到源语后，应该尽量挣脱语言形式的束缚，将意义加工出来：

- 1) Mismatch between the method and the companies/the solution is no good for the companies;
- 2) Top priority of the companies is good corporate governance/the companies need to start with sound corporate governance;
- 3) Good corporate governance is the precondition of business success/sound corporate governance is essential for new businesses.

以上三个意义都分别用了两种方法去表述，但是内容是一样的。学习者在完成此练习的时候，只要不偏离源语意思，各种表述方式皆可接受。在完成听辨后，进行源语单句重述练习时，还需要加入连接词，对听辨的结果进行逻辑整理，然后再表达出来：

The solution is not good for these companies, because they need to improve their corporate governance first. Only then will their businesses succeed.

源语重述练习的篇幅由短及长，随着学习听辨思维习惯的养成，逐渐加大听取信息的长度，增加难度。最终的目标是，听辨达到自动化反应的程度，不会再消耗过多的认知资源。

二、译前准备

1. 平行文本阅读

请阅读以下中英文材料，完成两个任务：1) 以材料中粗体关键词为出发点，自主进行平行文本拓展阅读，丰富自己对于本专题的认识；2) 在阅读过程中，总结中英两个版本的材料中可以互为译文的表达方法，并记录下来。

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中国教育概况

义务教育

1986年，第六届全国人民代表大会通过了《中华人民共和国义务教育法》，规定国家实行九年制义务教育。2007年之后农村及城市相继实施完全免费的义务教育。义务教育涵盖的是小学六年加初中三年的教育，学前教育不属于此范畴。义务教育在扫除文盲、提高国民素质方面发挥了重要作用。但是，随着义务教育的不断发展，其存在的问题也越来越引起社会的重视：因学校师资差异所产生的教育差别；有一些师资较好的学校以赞助费等理由违规收取费用；一直为人们所诟病的过重的课业负担。许多地方为减轻学习者过重的课业负担，采取了多种措施，但由于教师考评重点以学习者成绩为主，学习者面临中考压力，学校生源竞争等多种现实困境，课业负担过重这一问题一直难以解决。

目前很多城市的小学升初中一般可以通过四种方式：**大排队**、**电脑派位**、**择校**和**按区划分**。“大排队”是指根据学习者在—个地区的排名决定上这个地区或者地区外的某所初中。“电脑派位”是指通过电脑将学习者随机地指派到其就读小学所属区域的初中。大多数时候，由于所在小学附近没有师资较好的初中，家长通常会“择校”，向学校缴纳“择校赞助费”或通过学校的入学考试以进入学校。“按区划分”则是按照学习者的住址来指派初中，也就是学习者家住哪个初中所在的区域，就被指派到哪个初中。

高等教育

1999年，中国高校开始**扩招**。扩招给大学教育发展带来的最大影响，就是高等教育从**精英阶段**迈入了**大众化发展阶段**。对一个国家和社会来说，发展高等教育事业的意義不仅仅在于让更多的人上大学。高等教育的重要使命，是以高质量的教学培养高素质的人才。如果失去了质量这个核心和前提，大学教育的任何外在繁荣都将失去意义。

当前大学教育中存在一些问题，如学风浮躁、教学质量下降、毕业生就业难等等，很多人不分青红皂白将这些问题通通归咎于扩招，这其实是不公平的。以就业难为例，造成这一现象的原因是多重。一方面，近年来中国正处在人口总量、劳动就业人口总量的高峰期，劳动就业人口总量几乎已经达到峰值。另一方面，当高等教育进入大众化阶段，大学毕业生就业的大众化趋势也就不可避免，大学毕业生就业方式也必然走向大众化。在中国，这个转变过程与经济转轨、社会转型和就业人口高峰交织在一起，从而使大学毕业生就业问题显得格外突出。此外，就业难的原因还包括用人机制、供需结构、择业观念、户籍限制等方面的问题。

从制度上来看，长期以来，我国高等教育领域实行的仍是带有较强计划经济色彩的教育管理措施，如统一高考、集中招生、分批次录取、大学行政级别等，这在某种程度上限制了大学之间特别是不同级别大学之间的竞争。从大学内部管理来看，核心的问题在于大学办学自主权还有待进一步提高，现代大学制度尚未建立。

针对高等教育中存在的困难，中国政府也在积极探索、寻求出路，措施之一是逐步推行普通高校基于统一高考和高中学业水平考试成绩的综合评价多元录取机制，到2020年基本形成新的考试招生制度，实现改革总体目标。2003年，教育部批准部分高校开展自主招生试点，作为高考招生改革的重要尝试，自主招生确实一定程度上弥补了高考“一考定终身”的不足，为那些具有学科特长和创新潜质的学习者提供了更多进入优秀大学学习的机会。但是，随着自主招生高校规模的扩大，高校对生源的争夺日趋激烈，以及自主招生制度自身的内生性和结构性因素，越来越多的问题也暴露出来。

职业教育

职业教育是以学习者就业为导向、以技能培养为主导的一种教育模式。中国的职业教育分为中等职业教育和高等职业教育。中职教育是在高中教育阶段进行的职业教育，也包括部分高中后职业培训，目前我国职业教育的主体。高职教育则包括本科和专科两个教育层次，以专科院校居多。

办好职业教育，对提升劳动者就业创业能力、产业素质和综合国力，意义重大。我国的职业教育从规模上而言，已经是全世界最大的职业教育体系，但是论其发展程度，仍无法与普通教育相提并论。究其原因，应该是多方面的：传统观念对职业教育的轻视、资源投入的不足、师资力量缺乏、职业教育体系的封闭等等。这些不足进而制约着职业教育的发展，导致职业教育的吸引力不强，形成恶性循环。

要改变我国职业教育所处的困境，最重要的是提升职业教育的内生生命力，也就是建立一个完善的中职和高职协调发展、逐级衔接的职业教育体系。通过制度层面的设计实现发展“本科高职”和培养“本科技师”的目标，让中职与技术本科对接，让中职技能专长通过继续深造得到延续和发展，实现职业教育体系中各层次的连贯性。其次，就是提升职业教育的办学能力，真正做到产业导向型的人才培养，满足产业对人才的需求。

另外，在一个完善的教育体制中，普通教育与职业教育应该纵向两轨并行，横向互相沟通、形成立交。人才既可以按类型分轨发展，但又允许个体根据需求和能力跨轨发展。也就是说，当学习者完成义务教育后，可以按照自己的意愿，选择职业教育或普通教育两个不同途径继续学业，并且这一选择不是一锤定音式的，学习者仍然可以通过考试在两种教育之间实现互通。

英美教育概况

英国教育概况

在英国，英格兰、威尔士、苏格兰和北爱尔兰均有自己相对独立的教育体系，各自的法规和做法不尽相同，其中苏格兰的教育体系与其他三个区别最大。这里的英国教育概况主要指英格兰的教育体系。总体而言，英国的教育年龄结构为：3—5岁为学前教育，5—11岁为小学教育，11—16岁为初中教育，16—18岁为高中教育（含继续教育及职业教育），18岁以上为高等教育和终身教育。每学年包含三个学期：秋季（9—11月），春季（1—3月），夏季（4—6月）。

英国学前教育主要涉及5岁以下儿童。学前教育不属于义务教育，需付费，符合条件的家庭可以申请每年最高38周、每周最高30小时免费的保育服务。从1997年开始，英国政府就围绕学前教育的可获得性（accessibility）、可承受性（affordability）与质量（quality）开始探索和部署其早期保育教育政策目标与手段。2006年，英国历史上第一个专门针对0—14岁所有儿童保育服务的法案《儿童保育法案》出台，将0—5岁儿童的保育与教育定义为“早期奠基阶段”，强制要求所有在教育标准局早期教育注册处注册的学校和机构实施该阶段的教育标准。

英国儿童5岁起开始接受义务教育。英国小学一般是男女同校，中学则有一些是单性别学校。90%以上的中小学学习者就读于公立学校。政府鼓励儿童就近入学，学校也由地方政府统一安排，采取就近入学的原则，但私立小学的招生不受地域限制。

英国教育标准局是英国国家教育、儿童服务和技能培训机构的官方监管机构，定期对中小学、幼儿园及在家受教育者进行督察，督察结果体现在其报告中。理论上讲，教育标准局无权处罚学校，其报告也无法定约束力，但校董事会、家长都十分关注督导报告，巨大的社会舆论会迫使学校不断改进，提升教学质量。

在前教育大臣迈克尔·戈夫倡议下，英国政府于 2010 年开始推行自由学校项目。自由学校是由政府出资建立的非营利性独立学校，享有较大的预算控制权，更重要的是，它有权改变学校的学期长短和教学日程，甚至不必依照英国现有的中小学教学大纲来安排课程。此举旨在帮助不同背景的学习者提高学习水平。但所有的“自由学校”都和其他学校一样，接受英国教育部门的督察并参加各项全英统一考试。

按英国法律规定，年满 16 周岁的学习者可以离开学校开始工作。继续教育是指学习者在 16 岁考完普通中等教育证书考试 (GCSE) 之后所接受的教育和培训。实施继续教育的机构多种多样，包括中等学校和第六级学院 (Sixth Form College, 指只有最后两年的高中学校)、继续教育学院、农学和园艺学院、艺术和设计学院，以及其他专业学院如海洋学院等。继续教育学院的规模和课程门类不尽相同。规模较大的学校课程门类齐全、学习形式灵活多变、学习者年龄跨度较大，同时开设学术性、普通职业教育和专业培训的证书课程，甚至有大学学位课程。

在高等教育方面，英国拥有世界上最古老的高等学府。牛津和剑桥大学分别创立于 12 和 13 世纪，为英国乃至世界培养出许多杰出的科学家和政治家。英国的大学联盟罗素集团 (The Russell Group) 素有“英国常春藤联盟”的美誉，其成员包括剑桥大学、牛津大学、帝国理工学院等 24 所英国名校。发展至今，英国共有 100 余所大学，全部为公立大学，私立大学只有一所，即白金汉大学。

英国的高等院校大体可以分为四类：综合性大学，有权授予各级学位；大学分校，这些学校一般都提供非学位类的高等教育文凭课程，少数此类院校可以自行授予学位，大多数需要通过所属的大学授予学位；高等教育学院，这些院校一般没有学位授予权，主要开设高等教育文凭 / 证书类课程，大体相当于中国的大专或职业技术学院；专业化高等院校，如艺术设计类、影视类学院。

从 2012 年秋季起，英国政府允许大学将英国当地本科生每年的学费由 3290 英镑提至最高 9000 英镑。这一学费上限的上调，引起了国内外的广泛

争议。支持者认为英国高等教育向学费市场化移动是大势所趋，这种形态对顶尖大学和付得起学费的人有好处；而且除了上涨学费，英国政府高等教育改革的重点还包括允许大学自由竞争——热门的大学可以自由扩张，冷门大学则可能就要缩小甚至关门。反对者则指出高等教育市场机制可能导致学费越来越高，使社会阶级差距越来越大。

另外一个引发公众热议的问题是大学毕业生日趋严重的“高学低就”现象。英国经济和商务研究中心的调查发现，在2014年的大学毕业生中，毕业半年后仍有20%的人没工作，40%的人被迫从事低技能工作。这份调查显示，“高学低就”正成为一个困扰大学生的普遍现象。究其原因：一是生源多、岗位少，即人才的供需链条出现结构性不合理；二是经合组织国家尚未走出经济低迷的阴影，经济复苏整体乏力，就业形势不佳，导致用人需求不旺；三是教育体制，即“顶层设计”本身存在诸多问题，如学制短、教育产业化严重等，造成大学生供过于求，就业压力大。

美国教育概况

美国的教育基本可分为初等教育、中等教育、高等教育三个层次。初、中等教育主要是由各州教育委员会和地方政府管理，学校分公立、私立两类。各州学制不一，大部分为小学六年、初中三年、高中三年。高等教育有两年制的初级学院和技术学院教育，四年制的大学本科和二至四年的研究生教育。

美国的初等教育包括一至两年的学前幼儿教育，一年的幼儿园，五至六年的小学教育。中等教育包括七年级开始的初级中学教育，以及九至十二或十至十二年级的高级中学教育。美国大多数州实施从幼儿园到高中十二年级公立学校的免费义务教育，被习惯性地称为K-12教育，经费主要来源于州和地方政府。美国各州都允许开展私立中小学教育，但必须经州政府许可，取得办学执照，并接受政府的监督。

相较于美国的高等教育，其K-12教育（主要指公立学校提供的基础教育）质量一直饱受争议。很大的原因是各州的教育分立，缺乏统一标准。2010年，美国全国州长协会和各州教育长官委员会公布了共同核心（州立）标准（the Common Core State Standards）。2014年，联邦政府推出“力争上游”（Race to the Top）计划，并将共同核心标准纳入该计划的支持对象。

美国的高等院校大致分为四类：职业或技术院校、初级或社区学院、四年制学院、大学或理工学院。职业或技术学院主要培养专门人才，如商业会

计、护士、工程技术人员等，学制两到三年，一般只授予副学士学位。初级学院或社区学院招收高中毕业生，学制多为两年，主要提供高等技术教育和职业教育，并为所有愿意接受高等教育的人提供普通教育，同时为四年制高校输送人才，一般授予副学士学位。学院和大学的学制一般为四年，学习者毕业后可获学士学位，随后再修完一年或两年研究生课程可获硕士学位，三到五年可获博士学位。

美国的高等教育主要分为三种类型：公立大学、私立大学和私营大学。公立大学由州政府或地方政府资助，由州政府领导。私立大学由私人团体、宗教组织、企业公司等资助，由主办者领导，并接受州政府的指导。

在美国的公立教育和私立教育（private education）之外，还存在另一种高等教育，即私营教育（proprietary education）。私立教育和私营教育有其共同点，都是独立法人，追求特色，努力保持竞争力。二者最大的不同是私立教育是非营利性教育，不能营利；私营教育是营利性教育，可以营利。为了鼓励高等教育的进一步发展，促进高等教育的多样化，满足各种年龄、各类人群、各个工种对进一步学习的需要，美国各级政府积极鼓励包括营利性高等教育机构在内的各类高等教育机构的发展，因而营利性高等教育机构数量很多。

Education in China

China promulgated the Compulsory Education Law in 1986. Since then the nine-year **compulsory education** has been implemented by governments at various levels and made significant progress. In urban areas, schools are divided into districts or zones and the government's general policy on **school assignment** for both elementary and junior secondary education is that students go to the government-funded schools in their **districts of residence**. In China, by now, junior secondary education has been basically universalized. Graduates from junior secondary schools seeking to continue their education in senior secondary schools have to sit for and pass locally organized entrance examinations before admission.

Since the early 1990s, the focus of educational policy in urban China has gradually been shifted toward the expansion of upper secondary education and the improvement of **all-round educational quality** at various levels. There are large differences in quality and in **rate of admission to the next level of schools** between

key schools and regular schools. Parents not only want their children to get into a school, they also want their children to get into a key school. The high cultural value on education and the large gap in quality among schools constitute the driving force for school choice.

Although increased **school choice** has gathered some momentum, it has not had a smooth sailing. Many parents and educators are seriously concerned about increased educational inequity arising from income-based school choice. In 2006, the government revised the Compulsory Education Law to ban school choice in government elementary and junior secondary schools. But the ban cannot work off the concerns of parents which have led to school choice in the first place. Because schools in China, both government and non-government ones, are driven by the same competitive examination system. To most parents, a good school is one that has high student academic achievement and high admission rate.

So far, education in China is still mostly exam-driven. Chinese educators have encountered a stiff challenge in promoting an all-round education within the confines of an examination-oriented system. Of course, both educational tradition and limited resources have limited the adoption of more **student-centered pedagogy** (instead of **teacher-centered pedagogy**) in the classroom. Innovations in instruction must be in line with reform in educational assessment.

Besides the dependence on exams, the education system is also often criticized for its **segmented management**. The compulsory education is carried out by local governments and follows a **system of top-down administration**. The distribution and scale of schools are based on the distribution of permanent residents in the localities. **Resident Registration** thus gives citizens different social status. Until recently, state-run and public schools were closed to families without permanent residency, forcing them to pay for their children to attend private but poor institutions. Efforts integrating these children into the local mainstream education have been nonstop. But the invisible barrier still exists in most cities. On the other hand, the influx of large numbers of migrant children exerts great pressure on local primary education too. The number of planned admissions is greatly exceeded, thus increasing the local financial burden.

To sum up, on both efficiency and equity grounds, the focus of policy at this level should be the expansion of access to quality government compulsory education

in rural areas and the improvement of the low-quality government schools in all areas. The government has to ensure that adequate resources from various sources are available to support compulsory educational development.

Under the current system, potential college-goers have to pass a **national college entrance exam** and then choose their majors before they are admitted by a university. The test is solely based on textbook knowledge. In fact, calls for reform with the exam have been going on for a long time. Both educators and parents worry that the system may miss talents who are not good at taking exams. Along the time, there have been some marginal changes, like the subjects that students are tested for, but the fact that students' chance to access higher education depends only on the entrance exam result remains unchanged.

Recently, there is news about the likelihood of China unveiling its reform plan on the college entrance examination soon. The plan is said to consist of **two separate test modes** for technical and academic students. The first mode, targeting the technically inclined students such as those who want to be engineers, senior mechanics and high-quality laborers, will assess the candidates' technical skills and textbook knowledge as a combination. The second mode, which is basically the current practice throughout the country, tests only textbook knowledge. The mode applies to the academically inclined students.

Other reforms on higher education have never ceased. Since 1999, China's higher education has expanded at an unprecedented pace, generating the much-needed momentum for China to complete **the transition from elite to mass higher education**. However, the explosive enrollment expansion has also produced many structural and financial strains, forcing China to rethink its **expansion policy**. In 2006 the government decided to slow down the expansion, and shift the priority from the growth of tertiary enrollment to the improvement of educational quality.

Part of the problem has to do with the pace: China's higher education has expanded so quickly in a too short period of time to the extent that the labor market and educational resources available cannot keep pace with the expansion. The rise of **educated unemployment** suggests that job shortage now shifts to the higher end of the labor market. Creation of jobs for college graduates has displaced creation of jobs for rural migrants and urban laid-off workers as a top concern for the government.

Educational quality becomes another concern. **The student-teacher ratio** has deteriorated as universities expand student enrollment much faster than they expand their faculty. To worsen the situation even further, there is a declining share of government spending on higher education and increased tuition fees. Many universities have to turn to banks for loans to facilitate their expansion.

China's higher education will continue to expand as the number of secondary school graduates continues to increase. But the pace of expansion will be considerably slower and a period of consolidation will be ahead. In the long run, the growing government revenue and the rising household wealth will help mitigate the aforementioned problems. The issue of educational quality, however, will come to the fore.

Vocational education in China is delivered through **higher vocational education institutes, secondary vocational schools, high vocational schools and adult education Schools**. Initially, graduates from vocational education institutes were not awarded degrees, which was probably due to the Chinese government's tight control over the scale of higher education. After a series of educational system reforms, graduates from vocational education institutes are now awarded non-degree diplomas. In addition, some vocational education institutes have the capability to award a degree equivalent to a bachelor's degree for four-year program graduates.

Most vocational institutes in China are locally administered and financed at the city level. Institutional policies and development plans are constructed **in conjunction with local social and economic needs**. Vocational training schools have dynamic relations with employers and the flexibility to respond to rapidly changing and competitive environments.

Along with China's decision to enlarge its higher education, the number of both secondary and tertiary vocational schools/institutes has grown remarkably as well. Since 2004, the new focus of higher vocational education has been changed to curriculum and instructional model reform. The goals of vocational education should be realized through its curriculum. Even higher weight has been placed on practical training, which transcends the limitations of subject-based curricula.

Reforms to increase the quality of vocational education institutes have

generated some success, yet problems still remain: curricula and training methods are outdated and can barely keep pace with the evolving market's needs; teachers often lack practical skills themselves; students don't get enough hands-on training and workplace experience as they hope.

China's industries are **shifting from low-skilled, labor-intensive to a more capital- and skill-intensive pattern**, so the need for skilled workers is rising. Naturally, there is a greater demand for continuing education, like **VET (vocational education and training)**, and quality VET would meet the needs of these workers.

China has invested much in its 9-year compulsory and higher education systems, but VET, especially secondary VET, is a weakness within the education system. In order to have a high-quality, comprehensive education system, VET must be developed. And vocational education's close relationship to the economic prosperity of the country also indicates that China will continue to make reforms to address problems that still remain.

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Education in the UK and US

Education in the UK

In the United Kingdom, there are two educational systems: one covering England, Wales and Northern Ireland and the other Scotland. We will focus on the former because it represents the majority.

In this system, children are required to be in full-time education between the ages of 5 and 16. Children start their primary education at a primary school at the age of 5. At about 11 they begin their secondary education at a comprehensive school, a grammar school or a high school.

Since 1988 the subjects to be taught in state schools have been laid down in the National Curriculum, which also sets the standards to be achieved. Children do **standard assessment tests (SATs)** at ages 7, 11 and 14. At 16 students take exams for **General Certificate of Secondary Education (GCSE)**. Some may take GNVQ (General National Vocational Qualification) in work-related subjects. Some students go on to study for **A-Level (General Certificate of Education Advanced Level)** in three or four subjects.

Those who choose to stay on at school to study for A-level move up into **the sixth form**. A large proportion of English secondary schools no longer have an

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integral sixth form. Sixth formers must take AS exams at the end of the first year and then A2 exams at the second year. Together AS and A2 level exams form the A-Level qualification, which is needed for entrance to universities. If students want to study full-time for a first degree at a British university, they don't apply directly to the university. Instead, they apply through **the University Central Admissions Service (UCAS)**. UCAS does not make any decisions about the application. It just acts as a messenger between students and the university.

Standards at individual schools are watched closely by parents and the government. Schools are visited regularly by **Ofsted (Office for Standards in Education)** inspectors. School performance tables are published annually. These **league tables** enable parents to compare one school with another, but many people feel that it is unfair to base a comparison on exam results alone.

The UK has the second strongest university system in the world after the United States. **The Russel Group**, which is made up of 24 research-intensive and world-class universities, plays an important part in the intellectual life of the UK.

Further education is provided through colleges, where students are trained in a particular skill through combined periods of study and work experience. These may also be known as vocational, technical or community colleges, depending on their specialism. Further education in the UK has developed **strong links with industries** and industrial advisory groups. These links help to ensure its relevance to the world of work and, in turn, help to **improve students' future job prospects**.

It is noteworthy that a smaller percentage of British students go on to further or higher education than in any other European countries. In the academic year 2013, around one in eight students enrolled in UK higher education institutions was from outside the EU. These international students are far more likely to be studying at postgraduate level than undergraduate. Around one in four postgraduate students—both in taught and research programmes—are non-EU.

The ongoing reform with UK's higher education is marked by significant changes for institutions, including **ongoing transition to a new undergraduate funding system, reductions in public funding for higher education, and the impact of the economic downturn**.

Education in the US

In the United States, it is up to the state government to manage its education. The federal government provides some money for education through the Department of Education. But state and local governments have direct control and are responsible for the education of students between the ages of 5 and 18. These years are together referred to as **K—12**. All laws, policies and standards are set and enforced by the state governments.

Individual states have their own boards of education. Local governments appoint **school boards**, which have control over how individual schools are run. At the primary and secondary levels, most school districts have **Parent-Teacher Associations** which give all parents a chance to take part in making decisions about how the schools are run.

By the early 2000s, every state had developed and adopted its own learning standards that specify what students in grades 3 to 8 and high schools should be able to do. Every state also had its own definition of proficiency, the level at which a student is determined to be sufficiently educated in each grade and upon graduation. This lack of standardization was one reason why states decided to develop **the Common Core State Standards** in 2009.

Postsecondary education is broadly divided into two different sectors: postsecondary vocational education and training, which is non-degree but can produce some transferable credits under certain circumstances; and higher education, which includes studies undertaken in degree-granting institutions for academic credits. Postsecondary education, after 12th grade, is not free but state governments subsidize the cost for people who live in the state.

Known for both its size and quality, the US higher education system is characterized by accessibility, diversity and **autonomy**. Quality assurance is achieved via the system of voluntary accreditation by specific accrediting agencies. Accreditation is a self-regulating process of quality control.

A unique American type of institution—**the community college**—was founded in the 20th century to ensure open access to higher education for individuals of all ages, preparation levels and incomes. Community colleges are primarily two-year public institutions of higher education and were once commonly called junior colleges. After graduating from a community college, some students transfer to a

four-year **liberal arts college** for two to three years to complete a bachelor's degree, while others enter the workforce.

In recent years, the US has made unprecedented cuts to higher education budgets. Tuition in some of the biggest public university systems jumped 50 percent or more in the span of four years, although some universities with rich endowments are quite generous in providing grants. The price of college has been accused of overinflating relative to the cost of living and the life value it provides.

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2. 知识点总结

本单元的专题核心信息及练习材料还包含以下知识点，请仔细阅读并进行译前准备。

素质教育指以培养、提高学习者各方面的素质为目的的教育。这一概念的提出，主要是为了与应试教育进行区分。应试教育主要是指中小学教育过程中的一种不良倾向，由片面追求升学率演化而来。由应试教育向素质教育的转变，是当前教育界的一个热点问题。现在素质教育还没有形成一种科学体系，它只是一种教育思想，一种教育改革的思路。因此，在转轨过程中，许多学校对素质教育存在理解上的误区，以为素质教育就是将百分制改为等级制，就是开办特长班、兴趣小组或举办运动会和艺术节，可以无原则地放松教学要求，不布置作业或无原则地少布置作业，不关注考试分数和升学率。实际上，素质教育与应试教育并不矛盾，是相辅相成的关系。

Quality-oriented Education: Since the 1990s, the concept of quality-oriented education to encourage a student's creative spirit and ability—rather than the centuries-old tradition of teaching and learning for examination—has gradually found its place in Chinese education. Educational departments have adopted a series of measures to introduce quality-oriented education that include encouraging students to take part on their own initiative, be ready for inquiry and try doing things by themselves. Curriculum changes and reform on teaching materials at all educational levels are being made with a grading system favorable to encouraging the goals of a quality-oriented education.

钱学森之问: 著名科学家钱学森曾经感慨现在中国没有完全发展起来，一个重要原因是没有一所大学能够按照培养科学技术发明创造人才的模式去办学，没有自己独特的创新的东西，老是“冒”不出杰出人才。这一观点，后来被人们称为“钱学森之问”，引发公众对高校人才培养模式以及创新型

人才激励机制的思考。

Qian's Question refers to the wistful claim by China's late scientist Qian Xuesen that the Chinese universities have failed to cultivate outstanding talent. It has become known as "Qian's Question".

民工荒指民工短缺现象。“民工荒”既包括“普工荒”，也包括“技工荒”，但无论哪种类型，所反映出的“荒”都可以概括为一种结构性短缺。所谓结构，就是说这个东西是由许多部分组成的，而结构性就是部分的意思。劳工系统的结构性短缺，指的是在综合劳动力系统中，部分劳动力类型的缺乏。

Labor Shortage: As China's economy continues to boom, the country's coastal provinces are facing a labor shortage as the once seemingly endless flow of migrant workers seems to be dwindling. Many migrant workers have chosen to stay in their hometowns for a variety of reasons, including the lower cost of living, new prospects for employment in hometowns, being closer to home and with their children.

结构性失业主要是指劳动者的技能、经验、知识结构与可供的职位空缺不相适应而导致的失业。

Structural Unemployment refers to unemployment resulting from industrial reorganization, typically due to technological change, rather than fluctuations in supply or demand. It occurs because workers lack the requisite job skills or workers live too far from regions where jobs are available and cannot move closer. Jobs are available, but there is a serious mismatch between what companies need and what workers can offer.

《**国家中长期教育改革和发展规划纲要**》于2010年7月29日正式向全社会发布，对未来10年的教育改革做出了全面部署。这一教育规划纲要是我国教育改革史上一个新的里程碑，也是新世纪继科技规划、人才规划之后又一个支撑国家战略的纲领性文件。

Outline of the National Medium- to Long-Term Program for Education Reform and Development points out the strategic goals to be attained by 2020 and addresses major issues facing China's education system, educational development bottlenecks, as well as issues of public concern. It promises greater spending, wider access, improved quality and less corruption. Other working principles include taking talent cultivation as a foundation, reform and innovation, as well as promoting education quality. It also lists a series of specific goals for the country's national education in the next decade.

国际劳工组织是联合国的一个专门机构。该组织的宗旨包括促进充分就业和提高生活水平；促进劳资双方合作；扩大社会保障措施；保护工人生活与健康；主张通过劳工立法来改善劳工状况，进而获得世界持久和平，建立社会正义。

International Labor Organization (ILO) is the international organization responsible for drawing up and overseeing international labor standards. It is the only tripartite United Nations agency that brings together representatives of governments, employers and workers to jointly shape policies and programs promoting decent work for all. This unique arrangement gives the ILO an edge in incorporating “real world” knowledge about employment and work.

《**不让一个孩子掉队法**》也称为《有教无类法》，是美国总统 2002 年初签署实施的法案，核心内容是通过问责制度和灵活性的选择来缩小中小学阶段学习者的成绩差距，确保每一个孩子不掉队。这个法案是针对美国基础教育的重大改革。该法案所涉及的考试只有阅读与数学。法案规定美国的州政府要确定最低标准，要组织考试。到了 2011 年，按照该法案的标准，绝大多数学校被定义为失败，100% 的州不会达成目标。不让一个孩子掉队变成了几乎让所有孩子掉队，法案遇到了前所未有的危机。

No Child Left Behind (NCLB), in full No Child Left Behind Act of 2001, the US federal law aimed at improving public primary and secondary schools, and thus student performance, via increased accountability for schools, school districts, and states. The act was passed by Congress with bipartisan support in December 2001 and signed into law by George W. Bush in January 2002. NCLB introduced significant changes in the curriculum of public primary and secondary schools in the US and dramatically increased federal regulation of state school systems. Under the law, states were required to administer yearly tests of the reading and mathematics skills of public school students and to demonstrate adequate progress toward raising the scores of all students to a level defined as “proficient” or higher by 2014. Teachers were also required to meet higher standards for certification. Schools that failed to meet their goals would be subject to gradually increasing sanctions, eventually including replacement of staff or closure.

STEM 是科学 (Science)、技术 (Technology)、工程 (Engineering)、数学 (Mathematics) 的首字母缩写。2006 年 1 月 31 日，美国总统布什在其国情咨文中公布了一项重要计划——《美国竞争力计划》(American Competitiveness

Initiative, ACI), 提出知识经济时代的教育目标之一是培养具有 STEM 素养的人才, 并称其为全球竞争力的关键。STEM 计划鼓励学习者主修科学、技术、工程和数学等科目, 并不断加大政府对科学、技术、工程和数学教育的投入, 培养学习者的科技素养。

STEM: The term is typically used in the US when addressing education policies and curriculum choices in schools from K—12 through college to improve competitiveness in technology development. It has implications for workforce development, national security concerns and immigration policy. It also addresses concerns that the subjects are often taught in isolation, instead of as an integrated curriculum. Maintaining a citizenry that is well versed in the STEM fields is a key portion of the public education agenda of the United States. It has also become commonplace in education discussions as a reference to the shortage of skilled workers and inadequate education in these areas.

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3. 语言点学习

本单元口译练习涉及以下词汇和表达, 请做好准备。

课程改革 curriculum reform

应试教育 teach to the test/learn for exams/exam-oriented education

素质教育 learning for life/quality education

义务教育 compulsory education

毛入学率 gross enrollment rate

职业教育 vocational education

择校费 fee of school choice

电脑派位 computer-aided admission

扩招 enrollment/admission expansion

自主招生权 enrollment autonomy

城镇登记失业率 registered urban unemployment rate

结构性失业 structural unemployment

社会转型 transformation of the society

城乡二元体制 dual urban-rural system

劳动密集型产业 labor-intensive industry

技术密集型产业 technology-intensive industry

农民工 migrant worker
民工荒 labor shortage
麦卡锡时代 McCarthy Era
常春藤盟校 the Ivy League
industrialization of education 教育产业化
learning society 学习型社会
knowledge economy 知识经济
industrial upgrading 产业升级
tutorial system 导师制
mutual recognition of credits 互相承认学分
to seek out talented individuals 发现苗子/人才
university taxonomy 大学分类法
dual degree 双学位
to confer degrees 授予学位
to narrow the curriculum 缩减课程
culture of education 教育理念
to flourish 茁壮成长

三、练习与提示

单项技能练习

请听练习材料录音，并在停顿的时候用源语重述所听内容。

Passage 1

中国某大学的一位副校长就教育变革和创新的目的发表自己的看法，提出教育改革应该是扬弃式的，并且应该以人为本，不能盲目跟风。

中国的改革开放已经进行了 30 多年了，应该说在过去的这三个 10 年中，我们的教育都各自有它可取的地方。// 教育在不同的时期应该有不同评价。// 比如说 20 世纪 80 年代，当时我们刚恢复高考，社会非常需要快速人才。在那个时候的高中，很多人上三年学就是为了三年以后的那场考试。

我们不能说当时那样做，完全做错了。还是应该看到它有很多可取的地方。// 到了（20 世纪）90 年代，我们国家推进市场经济的时候，我们认识到人才应该是多元的，学习者的知识面应该是要宽一些，于是我们在学校里面开始推进素质教育，给课程一些选择性，同时我们又还保留了对高考的青睐。// 到了新的世纪，我们进一步地认识到人才要有综合的素质，需要有创造力，因此，我们大胆地推进课程改革，培养健全人格的人。//

所以，我认为教育没有绝对的对错。进行教育改革的时候，必须要保留其成功的地方。// 我们作为校长，在领导学校的时候，从时间上的概念来讲，要着眼未来；从空间的概念讲，我们要有国际视野。//

并且，我们不能为了变革而变革，或者为了创新而创新。// 我们始终不能忘记：教育的目的是什么？教育也是制造，它的原材料是人，它最终产生的产品也是人。// 现在，面对未来，我自己认为最大的挑战是教育者的教育理念迷失。// 我们可能被未来的潮流牵着走，然后，被动地应对不确定的未来。// 例如，现在的潮流是全球化，我们就想办法去应对它。但是，我们忘记了这一切都只是手段。// 我们应当回到教育“以人为本”的理念。我们要塑造和坚持端正的价值信念，把人培养成成功的人、有价值的人和能创造社会价值的人。//

事实上，我认为当今社会的成功观是浮躁的，甚至是错误的。因为，人们常常单一地以财富和权力来评判，或者以是否适应社会发展的趋势来评判，我觉得这都是舍本逐末的。// 我们必须回到坚持端正价值信念的创造上面。//

莎士比亚曾经说过：“人是万物的灵长，是宇宙的精英。”// 教育的目的应该时时刻刻回归到这里。只有这样，将来我们的学习者，不管社会地位的高低，他们都有自带的电源，因此都能够发光，都能够彰显人性的美德和道德的光辉。// 这就是教育的使命。我最担心的，就是这个使命的迷失。教育的改革必须回归到这个使命当中。//

练习提示

在做源语重述时，要以便于口译表达为目的，坚持“得意忘形”这一原则。在操作上，学习者要注意两点：不能背诵原文句子；要寻找上下文的逻辑关系。例如：“教育在不同的时期应该有不同评价”这句话出现的时候，我们对它的理解可能仅局限于“评价教育的好坏，要考虑时代

背景”。但是，随着后面“20 世纪 80 年代……90 年代……新的世纪……”发言人按照不同时代的特点，解释了各时期教育改革动力和方向后，我们对“教育在不同的时期应该有不同评价”的理解可以升级为“教育的观念要与时俱进”。这样一来，我们很清楚发言人以 10 年为期，一共讲了三个时期的教育特点。因此，按照便于口译的目的，我们可以将这段话的关键信息围绕 the criteria for education changes with time 来展开，而不是先前所理解的“不同时期、不同评价”。

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Passage 2

一位美国大学校长就大学的全球化发表自己的看法。根据学校全球化的程度，他将大学分为三个等级，并分别阐述它们的特点。他相信教育是 21 世纪的硬通货。

As the forces of globalization keep us more interconnected than ever before, we have a responsibility to improve the quality of higher education available to all young people around the world.// All global citizens must be able to learn about other cultures, languages and international challenges.//

We must redefine what it takes to prepare our students for tomorrow by taking note of how technology allows us to redefine the global university.// This is not just a moral responsibility, but a valuable challenge in preparing tomorrow's leaders for the global knowledge economy.//

Education can bring the world to students—it can also bring students to the world, giving the previously disenfranchised a voice on the world stage.// Technological advances not only augment the quality of education we can deliver, they also increase the accessibility of this education. They allow us to make connections with more and more people.// They allow us the opportunity to seek out talented individuals from distant communities and nurture that spark of scholarship within them to create a culture of educated world citizens.//

While there are many fine models for embracing globalism at universities, I do see a category of university emerging, a global university.// I have proposed a new university taxonomy, with classifications that reflected the degree of complexity and global interconnectiveness a university embraces.//

The lower tiers on the taxonomy chart include “friendship alliances” between institutions, often between professors, from different parts of the world. We sign

agreements, exchange ideas and faculty.//

Moving up the chart, higher up, we offer dual-degree programs, many of us are doing that in this room, and some of us have branch campuses that confer degrees.//

But at the highest level of the taxonomy chart that I propose, is the truly global university that offers one degree and one curriculum at more than one global location.// And the students can move from one location to another, it doesn't matter. This is a new class of university, and I believe it embodies our aspirations for the 21st-century global era.//

At such a university there is going to be an ongoing exchange of students, faculty and ideas without borders.// The outward-looking global university has one set of standards and outcomes worldwide.// It is guided by one administration. Virtual or distance-learning classrooms enrich offerings, enabling rich cross-currents of knowledge...and multilateral perspectives foster global understanding, and lead to “globalized” content.//

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练习提示

在英语重述训练中，训练目的和原则与中文复述相同，但是难点有所区别。首先是意群的划分，英语习惯使用从句，常用长句。以 *As the forces of globalization keep us more interconnected than ever before, we have a responsibility to improve the quality of higher education available to all young people around the world* 为例，如果我们听完整句话再做出反应，“化整为零”，复述的时候就会条理混乱；更合适的做法是“化零为整”，在听信息的时候，对意群进行切割和简化，然后记住信息之间的逻辑关系，待句子结束时进行完整复述。在听到 *As the forces of globalization* 时，我们马上将信息加工为 *globalization develops*，接着 *keep us more interconnected* 转换为 *communications of people*，然后 *than ever before* 转换为 *the strongest*，随后 *we have a responsibility to* 转换为 *our job is to*，最后 *improve the quality of higher education available to all young people around the world* 转换为 *improve university quality for students worldwide*。这样处理过后，我们在整句结束时，可以按照自己的理解重建逻辑，调整语序，使用简短的句子进行复述。本例句可以复述为：*As globalization develops, communications of people worldwide are very frequent. It is our job to improve the quality of universities for all students worldwide.*

口译综合训练

请听以下材料录音，并进行交替传译练习。

Passage 1

一位教授从“钱学森之问”说起，就教育当中的素质教育、高考改革和大学扩招等热点问题，发表自己的看法。他认为教育问题的解决需要社会和政府通力合作才能实现。

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“为什么我们的学校总是培养不出杰出人才？”这是所谓的钱学森之问。“钱学森之问”不是问大学，而是问社会，我想钱学森本人心里也很明白。他是上海交通大学毕业的，但他公开发表的言论中并没有什么具体地肯定他在交大受的教育与他所取得成就的关系。// 他很幸运，当初中美关系非常好，所以他可以进入美国最尖端的军用部门。不管他是否加入了或者加入过美国国籍，却享受着美国的国民待遇。如果是在 1950 年代的麦卡锡时代或者中美对抗的时代，他能有这样的机会吗？根本不可能。钱学森回国之后，国家也为他创造了最好的条件。三年困难时期和“文革”期间，他的工作和生活条件都得到了保证。//

可见教育再好，还需要社会提供发展的空间。中国教育存在的问题，更多是要问社会，而不要仅仅问大学。社会应该为青年创造上大学以外的出路。//

可是中国的情况恰恰相反，绝大多数孩子和家长都将上大学、上名校作为唯一目标，尽管一些人明知自己不具备条件。不能怪他们自不量力，造成千军万马挤上独木桥的根本原因是残酷的社会现实——青年的出路越来越窄，社会阶层的流动性越来越差。用大家常说的一句话，就是不上大学还有什么出路？//

农村孩子只有上了大学才有可能成为城里人，才能拥有城市户口，才有可能有比较体面的职业，过比较舒适的生活。否则他永远只是农民工，即使在城里工作很多年，连他们在城市生的孩子也不能有城市户口，不能在城市参加高考，将来十之八九还是“农民工”。//

城里的孩子也只有上大学一条路，因为现在做什么都讲学历。就是在工厂企业，没有大学学历的人一般当不了管理人员，侥幸当上了也得补一张文凭才能巩固。// 前年我们图书馆要招古籍修补人员，人事处说要本科毕业，我说要本科干什么，中专就可以了，后来我让步改招大专。修补古籍难道博士会修得最好吗？以前不少没有文化的人修补得也很好，并且能在工作过程

中学到文化。当然有点文化更好，但何必一定要本科？ //

有人说现在高考是“一考定终身”，要多考几次才公平。我说过多次，教学的目的是为了应试，但将应试能力与素质对立起来是错误的。为什么素质高的学习者就不应该有很好的应试能力？难道素质高的学习者都考不出好成绩才正常吗？人生不都在应试吗？个人之间、群体之间以至国家之间的竞争往往都是“一考”决定的，奥运会比赛时能因为“发挥不好”要求再来一次吗？ //

其实，高考的“一考”是定不了终身的。少数人认为自己考得不理想，或者发挥得不好，或者的确还有差距，完全可以下一次再考。而且如果认为自己不适合上大学，或者一时考不上大学，为什么不能选择其他出路呢？如果社会本身是健全的，高考指挥棒你可以不听。如果你选择了不上大学，或者考不上就不再考，这根指挥棒就奈何你不得。 //

要从高考的指挥棒中解脱出来，首先得靠学习者本人和家长。比如有些学习者从自己的兴趣爱好、实际能力、职业目标出发，选择不上大学，或者先创业、先工作，或者在大学期间退学创业，有多少家长会支持？ // 请问在座各位家长，如果您的孩子这样做，你会支持吗？如果家长不将自己的意志强加给学习者，对这一部分学习者，指挥棒就起不了什么作用。但更重要的，要靠社会，靠政府。 //

根据《国家中长期教育改革和发展规划纲要》，2020年大学的毛入学率应该是40%。也就是说，到2020年，同龄青年中会有40%的人能够进入大学。 // 如果剩下60%的青年没有出路，或者说与那40%上过大学的人以后的差异会很大，会出现什么情况呢？ // 那是可以想象的。经济和教育都发达的国家如美国、德国，也不是人人都上大学的，它们的毛入学率在50%左右，不会超过60%。 // 就算达到60%，也还有40%的人上不了大学，为什么就没有高考的压力和恶性竞争？ // 因为在义务制教育结束后，学习者就开始分流了，一部分人根据个人的特长、兴趣和职业目标选择不上大学。剩下的人也不会都选常青藤大学或顶级的大学，比如家庭经济条件不太理想，估计自己又拿不到奖学金的，就选所在地的州立大学，学费便宜或基本可免除；不想进一步深造研究的会找实用型的大学；申请失败的学习者也会退而求其次，或者先工作再找机会。 //

高考改革得再好，办法再公正，不能增加毛入学率。到2020年，如果有60%—80%的青年参加高考，就算高考能挑选出40%最合适的考生，总还有20%—40%的人要淘汰。 // 如果青年已经合理分流了，剩下40%多一点

的人准备上大学，而他们又很明确自己是要上应用型大学还是要继续研究等等，不仅高考不会有什么压力，就是名校也会遭遇竞争。在这样的情况下，你就可以实行各种考试的方法，可以自主招生，也可以全国统一招生，连入学后的很多矛盾也能迎刃而解。//

所以，解决青年的出路问题，不是大学也不是幼儿园的事情，而是政府、社会的事，也需要家长的积极引导以及本人的理性选择。// 社会解决好这个大的前提，使青年人能够在不同的阶段找到不同的出路。只要肯努力，今后都有体面的职业和稳定的收入，才能够保证各级学校是良性竞争，也能保证各种人才得到发挥，也能够使学校、老师尽心尽责使孩子成才。// 一味将社会的责任推到学校，这对政府来说是不负责任，对舆论来说是误导，对家长来说加重了不必要的负担，对孩子来说扼杀了个性，迫使他们走这样一条独木桥。我认为这才是中国教育的实质问题。//

练习提示

本练习材料的口译难点主要体现在两个方面：源语表层语法的误导性和大量比喻用法。解决这两个问题，仍要依靠“得意忘形”，我们不能听到什么就生硬照翻，而应去传达讲话人的真实意思。

源语表层语法的误导，以“不是问大学，而是问社会”为例，表面上谓语是“问”，宾语是“大学/社会”，学习者容易受这个语法的干扰，将句子错译为 *we should not ask universities, instead we should ask society*。实际上，“不是问大学，而是问社会”的意思是指“钱学森之问”针对的对象是社会，不是大学。按照英语的表达习惯，可以译为 *Qian's Question was not so much directed at universities as at society*。又如“社会应该为青年创造上大学以外的出路”，表面上“创造出路”容易被理解为 *create a way out*，但是，实际上这个“出路”更多地是指“可能性/机会”。所以，我们可以将这句话译为 *besides going to college, society should provide more opportunities to young people*。

原文中比喻的使用比较多，如果英语有类似的表达，尽量使用；如果没有对应表达，应以达意为目标，不宜严格抠字眼进行口译。例如“千军万马挤上独木桥”我们可以译为 *the one-shot exam is the prerequisite for entrance into universities*。“高考指挥棒”，我们可以译为 *(you are freed from) the baton of the entrance exam*。

Passage 2

一位教授对目前通行的基础教育模式提出质疑，他认为当前的教育模式扼杀了儿童与生俱来的创造力，只培养了应试型的人才。他指出各国必须尽快扭转这种单一死板的教育模式，才能实现人才培养的多元化。

I moved to America 12 years ago, and when I got here, I was told various things, like, “Americans don’t get irony.” It’s not true. I’ve traveled the whole length and breadth of this country. I have found no evidence that Americans don’t get irony. I knew that Americans got irony when I came across that legislation No Child Left Behind. Because whoever thought of that title gets irony, don’t they? Because it’s leaving millions of children behind. In some parts of the country, 60 percent of kids drop out of high school. In the Native American communities, it’s 80 percent of kids. Now I can see that’s not a very attractive name for legislation: Millions of Children Left Behind. I can see that.//

But the dropout crisis is just the tip of an iceberg. What it doesn’t count are all the kids who are in school but being disengaged from it, who don’t enjoy it, who don’t get any real benefit from it.//

And the reason is not that we’re not spending enough money. America spends more money on education than most other countries. Class sizes are smaller than in many countries. And there are hundreds of initiatives every year to try and improve education. The trouble is, it’s all going in the wrong direction.//

There are three principles on which human life flourishes, and they are contradicted by the culture of education under which most teachers have to labor and most students have to endure.//

The first is this, that human beings are naturally different and diverse. Education under No Child Left Behind is based on not diversity but conformity. What schools are encouraged to do is to find out what kids can do across a very narrow spectrum of achievement. One of the effects of No Child Left Behind has been to narrow the focus onto the so-called STEM disciplines. They’re very important. I’m not here to argue against science and math. On the contrary, they’re necessary, but they’re not sufficient.//A real education has to give equal weight to arts, humanities, to physical education. Kids prosper best with a broad curriculum that celebrates their various talents, not just a small range of them. And by the way,

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arts aren't just important because they improve math scores. They're important because they speak to parts of children's being which are otherwise untouched.//

The second principle that drives human life flourishing is curiosity. If you can light the spark of curiosity in a child, they will learn without any further assistance, very often. Children are natural learners. Curiosity is the engine of achievement. Now the reason I say this is because one of the effects of the current culture here, if I can say so, has been to de-professionalize teachers. There is no system in the world or any school in the country that is better than its teachers. Teachers are the lifeblood of the success of schools.// But teaching is a creative profession. Teaching, properly conceived, is not a delivery system. You know, you're not there just to pass on received information. Great teachers do that, but what great teachers also do is mentor, stimulate, provoke and engage. You see, in the end, education is about learning. If there's no learning going on, there's no education going on. And people can spend an awful lot of time discussing education without ever discussing learning. The whole point of education is to get people to learn.//

The role of a teacher is to facilitate learning. That's it. And part of the problem is, I think, that the dominant culture of education has come to focus on not teaching and learning, but testing. Now, testing is important. Standardized tests have a place. But they should not be the dominant culture of education. They should be diagnostic. They should support learning. They shouldn't obstruct it, which of course they often do. So in place of curiosity, what we have is a culture of compliance. Our children and teachers are encouraged to follow routine algorithms rather than to excite that power of imagination and curiosity.//

And the third principle is this: that human life is inherently creative. It's why we all have different résumés. We all create our own lives through a restless process of imagining alternatives and possibilities, and one of the roles of education is to awaken and develop these powers of creativity. Instead, what we have is a culture of standardization. There is wonderful work happening in this country. But I have to say it's happening in spite of the dominant culture of education, not because of it. It's like people are sailing into a headwind all the time.//And the reason I think is this: that many of the current policies are based on mechanistic conceptions of education. It's like education is an industrial process that can be improved just by having better data, and somewhere in, I think, the back of the mind of some policy

makers is this idea that if we fine-tune it well enough, if we just get it right, it will all hum along perfectly into the future. It won't, and it never did.//

练习提示

此篇口译练习的难点在于其幽默的表达方式及学习者对美国教育现状的了解程度。例如，I knew that Americans got irony when I came across that legislation No Child Left Behind. Because whoever thought of that title gets irony, don't they? 这两句话综合体现了以上两个难点。发言人是英国人，英美人之间经常互相调侃，互相认为对方傻笨。所以，在开篇之初，讲者才会在初到美国之时，被告诫“美国人听不懂讽刺”。他顺着这个思路，开始嘲讽 No Child Left Behind 这一法案。要理解这个嘲讽，我们必须知道该法案已经失败，实际效果与名字 No Child Left Behind 南辕北辙。发言人嘲笑美国人，认为他们是故意这么做的，以取得讽刺效果，所以才有了这句话。如果仅知道该法案对应的英文怎么说，而对法案内容没有一个基本的了解，是无法理解发言人的意思的。因此在平时的积累中，接触到新概念的时候，除了对应的表达方法，还要了解概念的大概内涵。

此外，发言人在进行批评的时候，经常使用扬弃论调，既有否定又有肯定，学习者如果听得不够仔细的话，容易混淆论点。例如这几句话：
 1) They're very important. I'm not here to argue against science and math.
 2) You know, you're not there just to pass on received information. Great teachers do that, but what great teachers also do is mentor, stimulate, provoke and engage.
 3) Now, testing is important. Standardized tests have a place. 学习者在听辨过程中要特别注意上下文之间的连接词，抓住讲话人的逻辑主线，理解其实质观点。

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四、单元小结

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源语单句重述训练的关键在于避免简单重复，要抓住源语的意义内核并用自己的语言表达出来。就像吃糖果，包装纸的花色并不重要，重要的是糖果的口味，同样的口味可以用不同花色的包装纸包装。重述练习的目的就是要抛开外包装，细品内里的味道，再用自己设计的包装纸重新包装。因此，在重述时要摆脱源语在词句方面的束缚，用自己的语言表述原意。

以单项技能练习第一篇中几句很简单的话为例，重述可以这样进行：

源语：并且，我们不能为了变革而变革，或者为了创新而创新。

重述：并且，变革的目的不是变革本身，创新也是如此。

源语：我们始终不能忘记：教育的目的是什么？

重述：我们总是要牢记教育是为了什么。

源语：教育也是制造，它的原材料是人，它最终产生的产品也是人。

重述：可以把教育比作制造，教育的原材料和最终产品都是人。

口译听辨过程中难免会遇到不熟悉的词或表达，在很多情况下可通过上下文判断意思；重述时如果鹦鹉学舌，到真正的口译阶段理解障碍仍未扫除，就无法进行语言转换。因此，在听辨重述训练阶段，要注意把脑海里为真正的口译转换做准备的信息处理过程呈现出来。

以单项技能练习第二篇中的一句话为例：Education can bring the world to students—it can also bring students to the world, giving the previously *disenfranchised* a voice on the world stage. 这句话中的 *disenfranchised* 乍一听可能不知道意思，上下文来看是 give...a voice on the world stage，省略号代表的群体是以前没有这种 voice 的人，而 voice 有 the right to express opinion 的意思，因此这里就可以重述为 so that those who used to be deprived of the right to express their opinions can now be given that right.

在主题准备方面，教育是个很大的主题，学习者可通过观看“两会”期间教育部部长答记者问（双语），阅读政府工作报告（双语）、中外教育部网站上的政策信息等进一步拓展背景知识。并根据练习内容中的关键词展开双语搜索，进行更有针对性的双语阅读，如教育改革、应试教育、以学习者为

中心的教育、素质教育、高考改革、大学的角色等等，不断累积梳理相关词汇和知识。主题知识准备的内容多少取决于多个因素：译员已有的背景知识、会议主题范围、主题专业程度等。在时间允许的前提下，译员应尽可能地拓展背景知识。对相关知识掌握越多，译员在听辨、笔记、信息处理和输出的环节压力就越小，从而保证口译输出质量。

以知识点中的“钱学森之问”为例，尽管这不是一个复杂的知识点，学习者仍可根据自己已掌握的知识判断是否需要继续扩展，比如钱学森的主要成就，钱学森在什么情况下发出了这样的感慨，什么叫创新型人才等。主题扩展就像一个滚雪球的过程，为了了解一个概念看了一篇文章，文章中可能又出现其他相关概念和知识点，可以以它们为关键词继续搜索阅读，雪球越滚越大，主题知识越积累越多。

编者在一个中学校长圆桌会议的口译任务中，就曾经遇到过“钱学森之问”。当时，与会的北京 35 中的校长说：

“在中国有一个‘钱学森之问’，不知道外方嘉宾是否知道钱学森先生是我们的‘两弹一星’之父。其实当时的‘钱学森之问’是在 35 中，当时是 2009 年 9 月 4 号，时任国务院总理温家宝到 35 中为国家中长期教育规划做调研。在下午的座谈会上，温家宝总理提出了中国教育的一个非常深层次的问题。他说他五次去看望钱学森，五次都是去向他汇报科技工作。但是五次钱学森都说你们科技工作做得不错，但是五次都话锋一转，问温家宝总理为什么我们的学校老是培养不出拔尖创新型人才，这被称为著名的‘钱学森之问’。”

如果学习者对“钱学森之问”已有了充分认识，那么，对这一段话的理解、记忆和输出就不会感到有什么压力了。