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无笔记训练

- 1 听意不听词
- 2 逻辑分析
- 3 短期记忆 -1
- 4 短期记忆 -2
- 5 应对策略

第1章 ▶ 听意不听词

一、技能解说

- 1) 口译中的“听”不同于外语学习中的“听”，前者更复杂、更难。
- 2) 口译中的“听”是“积极地听”(active listening)。
- 3) 口译中的“听”要听意思(message)，先抓大意，再带细节。

二、训练方法

● 源语复述(retelling): 训练初学者抓大意的能力。

1) 如何进行源语复述:

- ✓ 脱离源语外壳
- ✓ 源语转述大意
- ✓ 脑记关键句子
- ✓ 不忘句间联系
- ✓ 运用视觉化等技巧辅助记忆

2) 要点提示:

- ✓ 进行源语复述练习时，应边听边分析，体会如何把注意力集中在听信息、理解信息和记忆信息主干上。
- ✓ 源语复述看似简单，但经常出现信息错置、语言不连贯、大脑突然空白等问题，要注意避免。
- ✓ 可以将源语复述的过程类比为“过电影”，如脑中依次浮现听到的第一句的场景或形象等，接着第二句、第三句……直到最后一句，就像脑中放电影一样把整个语段的意思回顾一遍。

三、练习案例点评

案例1

源 语: **Lisa:** It has changed my life a lot because I have to look after a baby. I don't get out and do stuff like I used to before. It was a safe delivery, but it was very painful.

Interviewer: You miss school?

Lisa: Yes, I do.

Interviewer: You like to study?

Lisa: Yeah.

Interviewer: You'd like to go (to school)?

Lisa: Yeah, but I don't wanna go back to the same school.

学生复述: It changed my life a lot. It was my first delivery, but it was very painful.

You like study?

Yes.

You like to go to school?

Yes, but I don't wanna go back to the same school any more.

📖 点评

- 1) 这段采访内容有杂音和口音，不容易听清，但还是要尽量听，尽可能从糟糕的源语中听出更多的信息，不能放弃。
- 2) 不要有太多的填充词。
- 3) 采访性对话分别以第一人称视角复述每位讲话者的讲话即可，不需要分别切换两个讲话者视角。

教师评分：90。



案例2

源 语:

Host: How creative a person are you?

Michael Michalko: Creativity is the ability to look at the same information as everyone else and see something different.

Host: Michael Michalko, author of the book *Cracking Creativity*, says much of creativity is all in your attitude.

Michael Michalko: (In) one company, we randomly selected employees from different departments and then we told these employees we selected them because we ~~have~~ [had] discovered that they ~~are~~ [were] the most creative employees in the company. Well, within one month the employees that we told they were creative were coming up with and suggesting 90 percent more ideas than the other employees that were told nothing — it was a change in attitude.

学生复述: How creative are you? Creativity is the ability to look at something and come up with information different from others. The author of *Cracking Creativity* says in one case they randomly selected employees from a company and told them they were creative and after a month they were coming up with 90 percent more ideas than employees who were told nothing.

点评

- 1) 这段复述比较完整，大意都出来了，也没有严重的语言错误，比较准确和流畅。
 - 2) 讲话者先讲了定义，可以用反差记忆法记住same和different两个信息。第一个关键词是attitude，为了说明这一点，讲话者用了公司的例子。这个例子可以用视觉化的技巧来形象化地记忆，同时记住一个关键数字90%，整个大意就出来了。
 - 3) 细节信息，如书名和人名的记忆：前者可记为CC这样的缩略词，又押头韵；人名只记姓，用音对音重复的方法（parroting）记忆具体发音即可。
- 教师评分：90。



四、篇章练习

生词表

英文	中文
delivery	分娩
Georgetown	乔治敦（圭亚那首都）
Guyana	圭亚那合作共和国（简称圭亚那，位于南美洲北部）
Coordinator of Adolescent Reproductive Health Services	青少年生殖健康服务协调员
psychological trauma	心理创伤
sexually transmitted infections	性传染病
preconceived	预想的，先入为主的
social niceties	社交礼仪
mediate disputes	调解争端
materialistic	物质享乐主义的

1) Teenage pregnancy

练习说明:

1. This is a WHO podcast episode about the risks and consequences of teenage pregnancies.
2. The episode is divided into six segments. Retell the main idea of each segment at the stop signal and record your retelling. Here's a tip for you: Remember that in interviews, the message of a question matches that of its answer.
3. After retelling,
 - 1) review your recording for quality: Did you get the correct message? Does your retelling contain any language fillers, pauses longer than three seconds, or disorganized information? If so, please try again to address the problems.
 - 2) think about the following questions: What is the format of such a genre? How much information can you retell from the last segment?

Hostess: You're listening to the WHO podcast. In this episode, we talk about the risks and consequences of teenage pregnancies.

Lisa: It has changed my life a lot because I have to look after a baby. I don't get out and do stuff like I used to before. It was a safe delivery, but it was very painful.

Interviewer: You miss school?

Lisa: Yes, I do.

Interviewer: You like to study?

Lisa: Yeah.

Interviewer: You'd like to go (to school)?

Lisa: Yeah, but I don't wanna go back to the same school. I feel real bad and (I) feel embarrassed.

Hostess: Sixteen-year-old Lisa is from Georgetown in Guyana. The life-changing situation she describes is her unexpected pregnancy. In December 2008, she gave birth to a boy. As a result, she has dropped out of school to stay at home to look after her infant son. They now face many challenges.

However, Lisa's life is made easier, thanks to family and community support. Her mother has helped her through her pregnancy and delivery and Lisa plans to return to school soon. Many teenage girls face serious problems, with about 16 million of them becoming mothers every year. Teenage mothers account

for more than 30 births per minute. This is despite the significant drop in teenage pregnancies in most countries in the past 20 to 30 years.

Hostess: Dr. Viviana Mangiaterra from WHO's Department of Making Pregnancy Safer talks about the risks to the health of pregnant teenagers and their babies.

Dr. Mangiaterra: Teenage pregnancy is definitely dangerous for a combination of factors. There are biological factors: The body is not ready; it is a growing body. But also, socio-economic aspects are extremely important as well as the lack of access to services. Children that are born ~~from~~ [to] teenage mother(s) have 50 percent higher risk to die than newborn(s) that are born ~~from~~ [to] older mothers.

Hostess: Pregnancies among teenagers are often unplanned and unwanted. Dr. Elizabeth Mapella is the Coordinator of Adolescent Reproductive Health Services in Tanzania's Ministry of Health and Social Affairs [Welfare]. She tells us more about the consequences for teenage mothers.

Dr. Mapella: A young girl who has been coerced into sex might end up ~~into~~ [with] pregnancy, HIV infection, (and) psychological trauma because this has a long-term impact. Some of them are also not accepted — they are even discriminated.

Looking at those who succeed ~~to go~~ [in going] through that pregnancy, we are also seeing girls after delivery not being able to take care of their children. We are also seeing girls dumping their children because of the social impacts. And looking at their school enrollment and the dropouts, (we find) it is also a social problem for ~~education-ensurement~~ [ensuring education].

Hostess: Unlike older mothers, teenage mothers lack education, experience, and income. Dr. Vicki Camacho from WHO's Department of Adolescent Health and Development tells us what kind of help sexually active teenagers should be given.

Dr. Camacho: We need to offer adolescents, boys and girls, different options. And one important option is dual protection, so they get protected against pregnancy but also get protected against ~~sexual~~ [sexually] transmitted infections and HIV/AIDS.

A very key important issue (is that) girls need space for development. Girls

need to be empowered to make the right decisions at the right time. If they really decide to have sex, they have to think about what it means and what are the implications of having sex. To do so, they need to have the right information. They need to know where to get services, they need to know what it means **having** [to have] a baby, and what are the consequences and the implications.

Hostess: That's all for this episode of the WHO podcast. Thanks for listening. If you would like more information on adolescent pregnancy, you can find links on the transcript page of this episode. Look for the podcast link on the home page of the WHO website.

If you have any comments on our podcast or have any suggestions for future health topics, drop us a line.

2) Developing your creativity

练习说明:

1. This is a broadcast titled “How Creative a Person Are You?” in which Michael Michalko, author of a book about creativity, was interviewed.
2. The talk is divided into two segments. Retell the main idea at each stop signal and record your retelling.
3. After retelling,
 - 1) review your recording for quality: Did you get the correct message? Does your retelling contain any language fillers, pauses longer than three seconds, or disorganized information? If so, please try again to address the problems.
 - 2) think about the following questions: Did you retell the title of the book and people's names correctly? If not, how can you solve this problem?

Host: How creative a person are you?

Michael Michalko: Creativity is the ability to look at the same information as everyone else and see something different.

Host: Michael Michalko, author of the book *Cracking Creativity*, says much of creativity is all in your attitude.

Michael Michalko: (In) one company, we randomly selected employees from different

departments and then we told these employees we selected them because we ~~have~~ [had] discovered that they ~~are~~ [were] the most creative employees in the company. Well, within one month the employees that we told they were creative were coming up with and suggesting 90 percent more ideas than the other employees who were told nothing — it was a change in attitude.

Host: Michael says real creative thinking isn't just coming up with that one great idea.

Michael Michalko: One of the most common characteristics of creative thinkers is quantity. All geniuses produce. They produce incredible quantities of ideas. And one way to get yourself to produce that quantity of ideas is to give yourself an idea quota. Whenever you're looking for an idea, give yourself an idea quota of, say, 50 ideas. Thomas Edison, when he hired his assistant, would always give him an idea quota and an invention quota. His own invention quota was one major invention every six months and one minor invention every 10 weeks.

3) Characteristics of Americans

练习说明:

1. This is a talk about characteristics of the American people. Brainstorm before listening: If you are asked to describe Americans, what would you say?
2. The talk is divided into five segments. Retell the message at the stop signals and record your retelling.
3. After retelling,
 - 1) review your recording for quality: Did you get the correct message? Does your retelling contain any language fillers, pauses longer than three seconds, or disorganized information? If so, please try again to address the problems.
 - 2) think about the following questions:
 - What is the main idea of this talk? What are the subordinate arguments?
 - Did you find any words difficult to understand but finally figure them out by putting them back into the context?

You certainly have heard stories, good or bad, about American people. You also probably have preconceived ideas from having met Americans before or from films and television programs

that color your impression of what Americans are and what they do. However, American society is enormously diverse and complex and cannot be reduced only to a few stories or stereotypes. Important differences exist between geographical regions, between rural and urban areas, and between social classes. In addition, the presence of millions of immigrants who came to the United States from all corners of the world with their own culture and values adds even more variety and flavor to American life.

There are certain characteristics that represent typical Americans. The first is individuality.

Individuality

Probably above everything else, Americans consider themselves individuals. There are strong family ties and strong loyalties to groups, but individuality and individual rights are most important. If this seems like a selfish attitude, it also leads Americans to an honest respect for other individuals.

Related to this respect for individuality are American characteristics of independence and self-reliance. From an early age, children are taught to “stand on their own two feet,” an idiom meaning to be independent. Most U.S. students choose their own classes, select their own majors, follow their own careers, arrange their own marriages, and so on, instead of adhering to the wishes of their parents.

Honesty and frankness are two more aspects of American individuality, and they are more important to Americans than personal honor. Americans may seem direct at times, and in polite conversations they may bring up topics and issues that you find embarrassing, controversial, or even offensive. Americans are quick to get to the point and do not spend much time on social niceties. This directness encourages Americans to talk over disagreements and to try to fix up misunderstandings themselves, rather than ask a third party to mediate disputes.

Again, “individuality” is the key word when describing Americans, whether it is their personalities or their style of dress. Generally though, Americans like to dress and entertain informally and treat each other in a very informal way, even when there is a great difference in age or social standing. Students and professors often call each other by their first names. International students may consider this informality disrespectful, even rude, but it is part of American culture. Although there are times when Americans are respectful of, and even sentimental about, tradition, in general there is little concern for traditional social rules.

Competitiveness

Americans place a high value on achievement, and this leads them to constantly compete against each other. You will find friendly, and not-so-friendly, competition everywhere. Americans can also be obsessed with records of achievement in sports, in business, or even in more ordinary

things. Books and movies, for example, are sometimes judged not so much on quality but on how many copies are sold or on how many dollars of profit are realized. In the university as well, emphasis is placed on achievement, on grades, and on one's grade point average, GPA.

On the other hand, even if Americans are often competitive, they also have a good sense of teamwork and of cooperating with others to achieve a specific goal.

Measuring success

Americans are often accused of being materialistic and driven to succeed. How much money a person has, how much profit a business deal makes, or how many material goods an individual accumulates is often their definition of success. This goes back to American competitiveness. Most Americans keep some kind of appointment calendar and live according to schedules. They always strive to be on time for appointments. To international students, American students seem to always be in a hurry, and this often makes them appear rude. However, this attitude makes Americans efficient, and they usually are able to get many things done, in part, by following their schedules.

Many Americans, however, do not agree with this definition of success; they enjoy life's simple pleasures and are neither overly ambitious nor aggressive. Many Americans are materially successful and still have time to appreciate the cultural, spiritual, and human aspects of life.

五、补充阅读

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