



PNU University

Interpretation 2

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پیشگفتار ناشر

کتاب‌های دانشگاه پیام نور حسب مورد و با توجه به شرایط مختلف یک درس در یک یا چند رشته دانشگاهی، به صورت کتاب درسی، متن آزمایشگاهی، فرادرسی، و کمک درسی چاپ می‌شوند.

کتاب درسی ثمره کوشش‌های علمی صاحب اثر است که براساس نیازهای درسی دانشجویان و سرفصل‌های مصوب تهیه و پس از داوری علمی، طراحی آموزشی، و ویرایش علمی در گروه‌های علمی و آموزشی، به چاپ می‌رسد. پس از چاپ ویرایش اول اثر، با نظرخواهی‌ها و داوری علمی مجدد و با دریافت نظرهای اصلاحی و متناسب با پیشرفت علوم و فناوری، صاحب اثر در کتاب تجدیدنظر می‌کند و ویرایش جدید کتاب با اعمال ویرایش زبانی و صوری جدید چاپ می‌شود.

متن آزمایشگاهی (م) راهنمایی است که دانشجویان با استفاده از آن و کمک استاد، کارهای عملی و آزمایشگاهی را انجام می‌دهند.

کتاب‌های فرادرسی (ف) و **کمک درسی** (ک) به منظور غنی‌تر کردن منابع درسی دانشگاهی تهیه و بر روی لوح فشرده تکثیر می‌شوند و یا در وبگاه دانشگاه قرار می‌گیرند.

مدیریت تولید محتوا و تجهیزات آموزشی

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IN THE NAME OF GOD

Preface

This volume is written for English Translation Majors who are expected to increase their practical skills in interpreting. Although it can be used independently for the enhancement of interpreting skills, this book is accompanied by four audio cassettes that are intended to improve your listening comprehension skill, and to help you promote your consecutive interpreting ability.

The cassettes are specially recorded for this purpose: you will hear a couple of sentences followed by individual statements of the same piece with a pause after each sentence to allow you to interpret it consecutively. You should render these sentences into Persian as soon as you hear them.

Introduction

Interpretation is the prompt and proper rendering of an oral message into another language so as to bring out the meaning or particular conception of it. In other words, it is the auditory perception of a message in a language and the prompt and proper transferring of the concept of that message in another language.

Consecutive interpreting is widely used at international meetings: conferences, congresses, symposiums, seminars, forums, etc. In consecutive interpreting, the speaker states one, two or several sentences. Then the interpreter renders these statements into another language. Obviously, there exists some time lags between the speaking and interpreting, which may range from a few seconds to a few minutes. The quality of rendering is affected by the number of sentences uttered by the speaker. Bowen (1993: 6-7) maintains that the interpreter should be endowed with certain potentials in order to be able to render the statements in an acceptable way. In other words s/he must:

- a. be willing to listen.
- b. reduce the number of detrimental distortions through developing the protective listening device.
- c. make efforts over the speaker's chain of thought.
- d. have full control over the speakers anomalies and ideas widely different from those of his/hers.
- e. put into use all his sensual capacities.
- f. immediately figure out who the speaker is, what the subject is that he is about to talk on, who the audience is, and whether the speech would be informative, persuasive or commemorative.

Prospective interpreters are required to improve their notetaking skill to the extent that they can cope with fast speakers during the process of consecutive interpretation. They should also enhance their memory span by concentrating on concepts rather than words. Miremadi (1993: 226) states that the major problems of interpreters include:

- a. Not being able to write as fast as the speaker delivers his/her speech and not being able to read what one writes.
- b. Not being able to remember all portions of the speech delivered.
- c. Not being able to make pace with the speaker's speech delivery.

It is also well-known in language community that there are numerous interpreters who are incapable of performing written translation, and it is just as well known that there are numerous translators capable of translating from several languages who are unable to speak any one of them

with fluency or fluidity. There is a distinct difference between a translator and interpreter, notwithstanding the fact that within the language community they are called "sister professions". Bierman (1994: 165) argues that:

The differences between the two reside in the fact that the processing of written language occurs in a different part of the brain from where the processing of oral language takes place.

Study Guide

The first unit of this volume is a selection of a seminar held by a prominent professor from Australia. The second unit focuses on a paper presented by an academic from New Zealand in an international conference. These two units along with Tape 1 acquaint you with some frequently used terms and concepts as well as the typical accent of an Australian and a New Zealander.

The third unit is a part of a lecture delivered by a Nobel Laureate in a meeting in Tehran. The topic of the speech is air pollution, which is one of the major challenges of the 21st century. The fourth unit covers the issues pertaining to natural resources in general. Units 3 and 4 along with Tape 2 familiarize you with different scientific accents of native speakers as well as others.

The fifth unit embraces the scientific reports prepared by distinguished experts and specialists about a pandemic and the attempts that are being made for its prevention. The sixth unit covers two other epidemics that have heightened the sense of alarm of people from different walks of life. Units 5 and 6 are complemented by Tape 3, the content of which demands more skill in interpretation.

The seventh unit is devoted to a very popular technology, its strengths and drawbacks. The eighth unit deals with the pioneering technology of the current age. Units 7 and 8 are mostly recorded on Tape 4. In terms of interpretation, this tape is at a more advanced level as compared with the other three tapes.

Part 1 Vocabulary

This part includes the definitions and exemplifications of the terms that are assumed to be popular among native speakers with respect to the topic of the relevant unit. You are advised to learn the meanings of these terms and render the statements that follow them into Persian.

Parts 2 and 3 Vocabulary Practice

One of the virtues of the book is that it contains plenty of exercises, so that you are forced to be active in your use of language as prospective interpreter through the use of other special terms introduced in this part and in the multiple choice exercise. After the completion of exercises, render each statement into Persian.

Part 4 Oral Translation of Key Terms

The main purpose of this part is to check and improve your overall ability to tell the meaning of underlined words or phrases in your own language. The statements presented in this part are equally useful for interpreting practice.

Part 5 Interpretation: English-Persian

The sentences provided in this part should be rendered into Persian. Although the statements are numbered, they are usually related to one another or at least to the topic of the same unit.

Part 6 Interpretation: Persian- English

In contrast to the preceding part, the sentences introduced here should be rendered into English. Iranian interpreters usually have more difficulty in rendering the oral expressions into English. As a result, this part of each unit is of paramount significance.

Answer Key

You may find the answers to the questions of every unit in Appendix 1.

Glossary

The English-Persian Glossary in Appendix 2 includes all the key terms used in this volume.

Audio Tapes

The improvement of listening comprehension skill is of prime significance in interpretation courses. A little practice every day is more valuable than a lot of practice concentrated in a short time. You should improve your listening comprehension by intensive and extensive practice.

Intensive practice for the improvement of both listening comprehension and interpretation consists of reports presented in the four audio tapes accompanying this book. The tapes include the scientific and technological topics discussed in the book.

Extensive practice may include listening to and watching IRIB English radio and television programs, English radio programs of other countries as well as online resources. You should record some parts of these programs and render them into Persian later. This book is so designed as to improve your interpreting skills. Nevertheless, only with continuous extensive practice you are likely to become a successful interpreter.

1

Higher Education in the 21st Century

General Aims

This unit is designed to familiarize you with some educational terms frequently used in academic circles; to increase your communication skills; and to improve your practical skills in interpreting similar sentences.

Behavioral Objectives

After carefully reading this unit, you are expected to:

1. Define the meanings of the words or phrases presented in Part 1.1 and then render the sentences following the words or Phrases into Persian.
2. Do Exercises 1.2 and 1.3 and render the sentences in these parts into Persian.
3. Define the meanings of the underlined words and phrases in Part 1.4 and then render the sentences into Persian.
4. Render the sentences provided in Parts 1.5 and 1.6 into Persian and English respectively.

2 Interpretation 2

1.1 Vocabulary: Definitions and Exemplifications

hold

v

organize and have a meeting, seminar, conversation

Dr. Michael Parer from Monash University of Australia is going to **hold** a seminar on "Higher Education in the 21st Century and the Critical Role of Distance Education".

open

adj

free from limitations, boundaries, or restrictions

This is a seminar, and all I can do is to offer you some ideas from my experience in Australia, and in working in many international **open** universities.

nourishment

n

the act of allowing a feeling, an idea, etc., to develop or grow stronger

I hope that some of the ideas will find seed and **nourishment**, and will grow.

situation

n

all the circumstances and things that are happening at a particular time and in a particular place

But the ideas that I offer you are those that you must consider whether they are appropriate to your **situation** in Iran.

for a time

idiom

a period of time, either long or short, during which you do sth or sth happens

I will speak **for a time**, and then, hopefully, there will be some questions, discussions and comments.

curriculum

n

the subjects that are included in a course of study or taught in a school, college, etc.

We in the West look to higher education into its beginnings with Socrates in Greece and the Socratic method, which was not one where you had a **curriculum** and you would have lectures.

sit at the feet of

idiom

attend upon as a disciple or follower

The Socratic method was the one in which students would **sit at the feet of** the wise person, and ask questions, and then the wise one would ask questions of the students.

academic world

n ph

the world of learning, teaching, research, etc. at schools and universities, and the people involved in it: academia

It was a method of dialog to develop the mind and the intellect, so that people would be equipped to make good, quality, public decisions. And that to us is the beginning of the **academic world** in the West.

sweep

n

the range of an idea, a piece of writing, etc. that considers many different things

If we are to look at the broad **sweep** of higher education of the West, we would next consider the growth of monasteries, ecclesia, and churches.

monastery

n

a building in which members of a male religious community live together

Monasteries became the center of learning, and people would come to monasteries to learn and to gain experience in reading, writing and the traditions of the past.

tradition

n

custom or way of doing sth

This **tradition** of higher education continued in the West and moved to the East for over a thousand years.

revolution

n

a great change in conditions ways of working, beliefs, etc. that affects large numbers of people

The next great development came with what we call the ‘scientific **revolution**’ when people like Galileo, Copernicus, Newton and Descartes began to realize that there were physical laws behind the universe.

over and above

idiom

in addition to sth

Physical laws began to enter the academies of learning **over and above** the philosophy and the theology of the monastic schools.

4 Interpretation 2

follow on

phr v

to go somewhere after sb or sth else has gone there

Following on this scientific, this physical understanding of the world, we had the French Revolution with its political freedom of people, of the growth of democracy and the cry of liberty, quality and fertility.

seat of learning

idiom

a place where people are involved in learning

So we began to have in the higher education, **seats of learning** that challenge again the philosophy and theology and bring in political thoughts, political curriculum and political study along with that of the physical sciences.

dramatically

adv

greatly and surprisingly

Quite suddenly and **dramatically**, about a hundred years ago, in the West we had universities changing again their role in our society.

vocational study

n ph

study connected with the skills, knowledge, etc. that you need to have in order to do a particular job

So the universities that we inherited at the beginning of this century were primarily seats of **vocational study**.

humanities

n

the subjects of study that are concerned with the way people think and behave, for example literature, language, history and philosophy

The universities had turned from being centers of philosophy, of theology, of literature, of **humanities**, to centers where we trained people in law, in medicine, in engineering, and in science.

sum sth up

phr v

to state the main points of sth in a short and clear form; summarize

If I were to **sum it up**, I would see the seats of learning of the past were places in which philosophy and the development of the intellect and the understanding of the past and of history and of previous generations have given way to universities which seek to train problem-solvers.

challenge

n

a new or difficult task that tests sb's
ability and skill

To train people who can find the problems in advance before they become problems is our greatest **challenge** in universities.

1.2 Fill in the blanks with the correct form of one word or phrase from the list below using each word or phrase only once.

challenge, vocational study, nourishment, over and above, curriculum, dramatically, humanities, sum up, situation, revolution, open, follow on, hold, tradition

1. There are similar trends in the development of the ————— of open universities.
2. In the developing countries there is increasing demand for ————— centers.
3. Higher education has grown ————— in most parts of the world.
4. In higher education, meeting the shortage of physical resources is a ————— that will require cheaper methods for education and training.
5. Many ————— learning universities have created opportunities for study for those deprived from it for different reasons.
6. The history, structure and ————— of higher education in Iran are different from those in western countries.
7. The school was faced with a ————— in which 40 percent of the teachers were professionally untrained.
8. The term ————— refers to those branches of knowledge, such as philosophy, literature and art, that are concerned with human thought and culture.
9. After the meeting, they ————— what they had agreed.
10. There may be other factors ————— of those we have discussed.

6 Interpretation 2

11. The next conference will be _____ in London.
12. The research team went to the laboratory and Prof. Smith _____ when he had completed his report.

1.3 Select the choice (A, B, C, or D) that best completes the meaning of each sentence.

1. I have tried to paint a picture for you that universities over the past _____ have changed; they have not been static.
- | | |
|----------------|------------|
| A. races | B. decades |
| C. generations | D. grants |
2. The question we must ask, and the question at this university, which is so _____, is what will the universities of tomorrow be like?
- | | |
|-------------|-----------------|
| A. modal | B. traditional |
| C. critical | D. conventional |
3. what will universities be like in 10 years, _____ 100 years?
- | | |
|-------------------|------------|
| A. let alone | B. besides |
| C. not to mention | D. further |
4. Higher education is a major issue for politicians, and in Australia over the last few years, and indeed in the last week, politicians have made decisions that will affect higher education in Australia in a very _____ way.
- | | |
|-----------------|-------------|
| A. academic | B. popular |
| C. transitional | D. dramatic |
5. For example, the Australian government has just _____ Monash University a \$ 53 million contract to set up an open learning program in which university degrees will be offered by public television and supported by staff , study centers and study guides.
- | | |
|--------------|-------------|
| A. awarded | B. led |
| C. inherited | D. situated |
6. Politicians are powerful, because they have _____ to public money.
- | | |
|------------------|----------------|
| A. revolution | B. destruction |
| C. embarrassment | D. access |

7. Their decisions can be _____ quickly.
A. caught B. implemented
C. credited D. industrialized
8. Politicians _____ higher education for such issues as access, making it available to many more people.
A. account B. maintain
C. graduate D. extend
9. They also extend higher education for such issues as _____, making it available to people who have not had it before, particularly women and people in rural areas.
A. equity B. grant
C. elite D. sentiment
10. Politicians are interested in extending higher education to serve their national_____.
A. eras B. borders
C. interests D. particulars
11. Politicians have their power and their _____
A. industrialization B. extention
C. agenda D. expansion
12. We academics must _____ them (politicians) and discuss these matters to ensure that the pedagogical quality of the courses we offer, remain at the highest quality and the highest standard.
A. institutionalize B. link
C. transcend D. enlighten
13. Today we are in a _____ at universities that government decisions can implement some of these changes over night.
A. community B. barrier
C. lecture D. situation
14. They could have satellite programs and computer links if their government had the _____, and chose to commit the resources to make it happen.
A. will B. consideration
C. term D. collaboration

8 Interpretation 2

15. Some of these things are out of our control and depend on government _____.
A. colleague B. intervention
C. suit D. presentation
16. Another thing that would bring about the change at universities in the next ten years is that governments recognize that people are a national _____.
A. disaster B. interaction
C. resource D. shoulder
17. People are the greatest natural resource, and highly trained and skilled people _____ greatly to the national economy.
A. state B. rise
C. present D. contribute
18. Politicians recognize that it is economically _____ to train their people.
A. interactive B. worthwhile
C. experimental D. traditional
19. Our government has made a major _____ of resources to the development of our people in education.
A. consultant B. administrator
C. preparation D. commitment

1.4 Define the meanings of the underlined words or phrases in Persian.

1. Keegan speaks of distance education as a mode which permits the delivery of lectures by media and print.
a b
c d

الف..... ب..... ج..... د.....

2. In the outback Australia has had distance education with higher education for more than a century.
a b

الف..... ب.....

3. We are now recognizing that there is a vast potential in women which have
been neglected in higher education in the past, and distance education is
one way in which we are tapping in this resource of women.

الف. ب. ج. د.

4. I want to highlight the point that we found about preparing
lectures in conventional education.

الف. ب. ج. د.

5. It would take three hours to prepare a one-hour lecture, that is for an
academic fully trained, the university allows three hours preparation time.

الف. ب. ج. د.

6. With the development of study materials, we have an investment in a
product that we look on as having a shelf life of three to five years.

الف. ب. ج. د.

7. Let me spend a few minutes just spelling out the onerous responsibilities
which the university places on the shoulders of its administrators.

الف. ب. ج. د.

10 Interpretation 2

8. If you have an on-campus university, you have to look to buildings, class sizes, amenity for students, laboratory, library and a centralized system of traditional university.
- a
b
- الف. ب. ج. د.
9. With a distance university you have got to look to a different planning and different costs; you have got academic staff who do not have face-to-face teaching; you have to be able to write, to develop study guides; you have got to develop student administrative network scattered around the country.
- a
b
c d
- الف. ب. ج. د.
10. The planning for a distance education university is different from a conventional niversity and the costs and expenditures, while equally important, are different.
- a b
- الف. ب. ج. د.

1.5 Render these sentences into Persian.

1. University education will change in the next ten years.
-
2. Let me highlight a few of the reasons that I believe will show why this will occur.
-
-
3. Firstly, our people are demanding a greater participation in university education.
-
-

4. When I was a student at university, about 5 percent of Australians went to university.
.....
5. Today 40% of school leavers go to university and 60% want to go.
.....
.....
6. There is a great demand among people who want university training in Australia, in Iran and around the world.
.....
.....
7. Secondly, the second reason that will change university education is the growth of technology.
.....
.....
8. Let me mention but a few: the satellite. Australia has three satellites above it.
.....
.....
9. Computers: with this new TV open learning project I mentioned, the government is putting computer terminals and centers in libraries, in schools, in shops throughout the country, as well as enabling students directly to tap into a database through modem.
.....
.....
.....
.....
10. It (the government) is investing millions of dollars in an electronic database link throughout the country.
.....
.....
11. And the third technology, which is already here, is the CD ROM, that on a small disk we can place a quarter of million pages of data that can be searched within a few seconds, and downloaded to students' home personal computers.
.....

12 Interpretation 2

-
.....
12. It is technologies such as these that are already impacting and changing university education.
-
.....

1.6 Render these sentences into English.

-
۱. آموزش خوب صرفاً ترکیبی از محتوا و روش است.
-
۲. در یک کلاس متعارف فیزیک، محتوای مطالب و آزمایش‌هایی در آزمایشگاه داریم.
-
۳. در آموزش از راه دور محتوا مانند محتوای آموزش متعارف است، اما روش متفاوت است.
-
۴. ما از مواد چاپی و فناوری‌ها استفاده می‌کنیم و با دادن مسئولیت به دانشجویان، روش تدریس را تغییر می‌دهیم.
-
.....
۵. بسیاری از منتقدین آموزش از راه دور می‌گویند که این شکلی از آموزش درجه دوم است، اما برخلاف انتظار، تحقیقات در شمال اروپا، در انگلستان و در استرالیا نشان داده است که دانشجویان آموزش از راه دوری که فارغ التحصیل می‌شوند متخصصین بهتری هستند.