八分钟英语合成输入 中英逐字稿

原创合成练习视频 英语逐字稿与中文对照

00 00—02 00 先讨论练习展台

Welcome. This is an original synthetic practice video for reviewing meeting chapters. The pictures, narration, and events are authored exercise material. This is not a real team meeting, a Teams recording, or an automatically generated recap. In this first chapter, we discuss only the layout of a practice display booth. Imagine a community paper craft activity. A visitor approaches from the entrance, reads an introduction, looks at a finished example, and then moves toward the practice area. The entrance sign should explain the theme. It should not include information that has not been confirmed. Across the table, we propose three zones: display, practice, and return. Finished paper examples belong in the display zone. Materials that visitors will use belong in the practice zone. Used tools should go back to the return zone. This is a layout proposal. It does not show that a booth has already been assembled. Keep the passage beside the table open. Do not place objects across the passage boundary. For the explanation, start with the entrance, describe each table zone, and finish with the tool return process. When taking notes, separate a suggestion from an event that has actually happened. We have not yet checked participant numbers, material quantities, or purchasing. Look again at the diagram and identify the purpose of each zone. A recap that says we are discussing a booth layout would match this section. A recap that says the activity has already been completed would need correction. Use the full recording to verify that difference. Only after this chapter will we move on to counting the materials.

中文对照：大家好，这是一段由作者制作的合成讲解视频，用来练习会议章节回顾。画面、声音和事件都是原创练习材料，不是真实团队会议，也不是 Teams 的录制或回顾结果。现在进入第一段，我们只讨论练习展台的布置。请把场景想成一次社区纸艺体验：来访者从入口走近桌面，先看说明，再观察纸样，最后到体验区域动手。入口标识需要说明活动主题，不写尚未确定的信息。桌面从左到右分为展示、体验和归还区域；展示区摆放完成的纸样，体验区放置待使用材料，归还区放置已使用工具。这样的划分是讨论草案，不能写成现场已经搭建。画面右侧的通道需要保留，物件不要跨过通道边线。我们继续检查讲解顺序：先指出入口，再说明桌面分区，最后提醒工具归还。记录时把讨论意见和已发生事实分开。此时只形成布局建议，

还没有确认参与人数、材料库存或采购情况。本段结束前，请再次观察展台草图，记下每个区域的用途。回顾工具如果把本段概括为正在讨论展台，是符合内容的；如果写成活动已经执行完毕，就需要回到完整视频核对。接下来才进入材料数量的检查。

02 00—04 00 30 人，需要 30 套

We now begin chapter two and check the quantities. In this fictional practice plan, there are thirty participants. At one material set per participant, the activity needs thirty sets. The author has defined a current inventory of twenty four sets for this exercise. Thirty minus twenty four equals six. Six sets are still missing. Keep the roles of these numbers separate. Thirty is the planned number of people. Twenty four is the number of material sets currently counted. Six is the gap. Twenty four is not the participant count, and six is not the number of sets already purchased. The diagram shows thirty positions. Filled positions represent the twenty four available sets. The six outlined positions represent the shortage. This is an author illustration of the exercise data. It is not an inventory system screenshot. Write the calculation together with its units: thirty people, one set for each person, minus twenty four existing sets, leaves a shortage of six sets. If someone counts the materials again later, record the new time and result separately. Do not overwrite the numbers discussed in this chapter. This section establishes a quantity gap. It contains no order, payment receipt, or delivery record. When reviewing a generated chapter summary, look for the shortage and return to this time range to verify it. If the summary mentions purchasing, that wording alone still does not show that six sets have been bought. We know the amount that is missing. We have not established the status of a purchase. The next chapter will check that status. Please do not turn a quantity calculation into an unsupported claim that the purchasing task is complete.

中文对照：现在进入第二段，开始讨论材料数量。练习计划中的参与者是三十人，按每人一套材料计算，需要三十套。作者为这个练习设定的清点结果是二十四套，因此材料差额是三十减去二十四，等于六套。请注意这三个数字的角色：三十表示计划人数，二十四表示当前材料套数，六表示缺口。不能把二十四写成参加人数，也不能把六写成已经补到的套数。画面中的格子对应三十个预期名额，实心格表示目前能够配套的二十四套材料，轮廓格表示尚缺的六套。这里的图是作者对练习数据的可视化，不是某个业务系统的库存截图。为了让回顾结果可以核对，我们把算式和单位一起记录：三十人乘以每人一套，减去现有二十四套，仍缺六套。若后面重新清点，应当另记时间和新数量，不覆盖本段的原始记录。本段只确认练习中的数量差额，没有展示订单、付款凭证或到货记录。请在章节回顾里寻找材料不足的事实，并跳回这个时间范围验

证。即使回顾文字提到了采购，也不能由此推出六套材料已经购入。到这里，我们知道缺口是多少，但还需要检查流程状态。下一段会专门讨论采购是否获批；不要把下一段尚未确认的事项提前当成已经完成。

04 00—06 00 采购尚未审批

Chapter three checks the purchasing process. The previous chapter identified a shortage of six material sets. A shortage does not automatically authorize an order. In this original exercise, the purchase has not been approved. Its approval status needs confirmation. Keep the words pending confirmation in the record. Do not change them into approved, paid, purchased, or delivered. We can prepare a request draft that explains the reason for additional materials. The draft should include the quantity requested, the existing count, and the person who needs to verify the request. A useful draft supports a decision. The existence of a draft is not itself an approval decision. On screen, the process distinguishes a request draft, an approval result, purchasing, and delivery verification. We are discussing preparation. The later stages do not have completion evidence. No formal order has been shown. No payment record has been shown. No delivery confirmation has been shown. If an automatic recap fills those gaps with a complete success story, a person must correct it. The next action is to check the relevant authorization conditions with the responsible person in the practice process. Record a clear response when one is actually available. A missing response must not be interpreted as consent. Knowing that six sets are needed is not a reason to skip approval. A useful summary of this section should retain both facts: the purchase is not approved, and confirmation is still required. Open the surrounding recording as well as a short chapter clip, because a short extract can omit a condition. At this chapter boundary, the shortage remains and the approval status remains unresolved. The final chapter will turn that information into pending tasks. It will not announce a completed purchase.

中文对照：现在进入第三段，专门检查采购流程。前一段发现缺少六套材料，但是这不等于可以直接下单。在这段原创练习中，采购尚未审批，需要进一步确认。请把待确认三个字保留在记录里，不要把它改写成已通过，也不要改写成已购买。我们可以准备申请草稿，写明为什么需要补充材料、申请多少套、现有数量是多少，以及由谁核对。草稿可以帮助沟通，但草稿本身不构成审批结果。画面中的清单把准备申请、等待审批、执行采购和核对到货分成不同阶段。只有第一项是本段正在讨论的准备工作，后续阶段没有完成证据。我们没有出示正式订单，也没有支付记录，更没有到货签收。如果回顾把这些空白补成一条完整的成功流程，就需要人工纠正。接下来应联系练习流程的负责人核对授权条件，在获得明确结果后另行记录。请不要把负责人尚未答复解读成默认同意，也不要因为已经知道缺口是六套就跳过确认步骤。对于章节摘要，正确

的表述应当保留采购尚未审批和需要确认这两个要点。点击对应章节后，还要查看前后片段，确保摘要没有漏掉限制条件。本段结束时，材料缺口仍然存在，采购状态仍待确认。下一段会把这些信息整理成待办，而不是宣布采购已经完成。

06 00—08 00 待办保留“待审批”

This is the fourth and final chapter. We will organize the discussion into tasks while keeping the status of each task visible. Task one is to verify the material gap. Check that the plan still says thirty participants, twenty four existing sets, and a shortage of six sets. Do not swap the people count and the material count. Task two is to confirm the purchasing approval. Its status remains pending approval or pending confirmation. Task three is to purchase materials only after an explicit approval and then verify an actual delivery when evidence exists. These are actions that still need to be advanced. They are not completed events in this recording. Pay attention to the verbs and the time implied by them. Preparing a request does not mean the request was approved. Pending approval does not mean a payment was made. Raising a need does not mean the items arrived. The evidence area on screen is deliberately empty for a completed purchase. It reminds us not to invent missing facts. Review the order of the whole video: discuss the booth layout, calculate the shortage, explain the unresolved approval, and list the pending tasks. A chapter recap can help locate these topics quickly. To decide whether work was completed, return to the full recording and inspect the context. This practice video was authored for the lesson and uses locally synthesized narration. It must not be presented as a human meeting or as a recap produced by Teams. To try the real feature, play this input in an authorized test meeting and follow your organization rules for recording. Then inspect the chapters and clips actually provided by the product. At the end of this video, approval is still pending. No purchase or delivery has been established. Preserve that limit in your own review record.

中文对照：现在进入第四段，把前面的讨论整理成待办。第一项任务是核对材料缺口，确认计划三十人、现有二十四套和缺少六套这组练习数据没有被混淆。第二项任务是确认采购审批结果，状态应当写为待审批或者待确认。第三项任务是在获得明确批准以后再按实际流程执行采购，并在未来核对真实到货情况。这些是尚待推进的行动，不是本段已经发生的完成记录。请特别留意语言中的时间和状态：准备申请不等于审批通过，待审批不等于已付款，已经提出需求也不等于物品已经到货。画面右侧把已购买的证据栏留空，目的是提醒回顾时不要补造事实。我们再次复盘本片的顺序：先讨论展台布置，再计算材料差额，随后指出采购尚未审批，最后形成带状态的待办。章节回顾适合快速定位这些主题，但要判断一项工作是否完成，仍需返回完整录制检查上下文。这个练习视频由作者制作，声音是本地合成配音，不能冒充真人发言或 Teams 自动

生成的回顾。若你要练习真实产品功能，应在获准的测试会议中播放，并按组织的录制规则保存会议，再查看实际提供的章节和片段。到本片结束，任务仍待审批，我们没有声称材料已经购买或到货。请把这一限制保留在自己的回顾核对记录中。