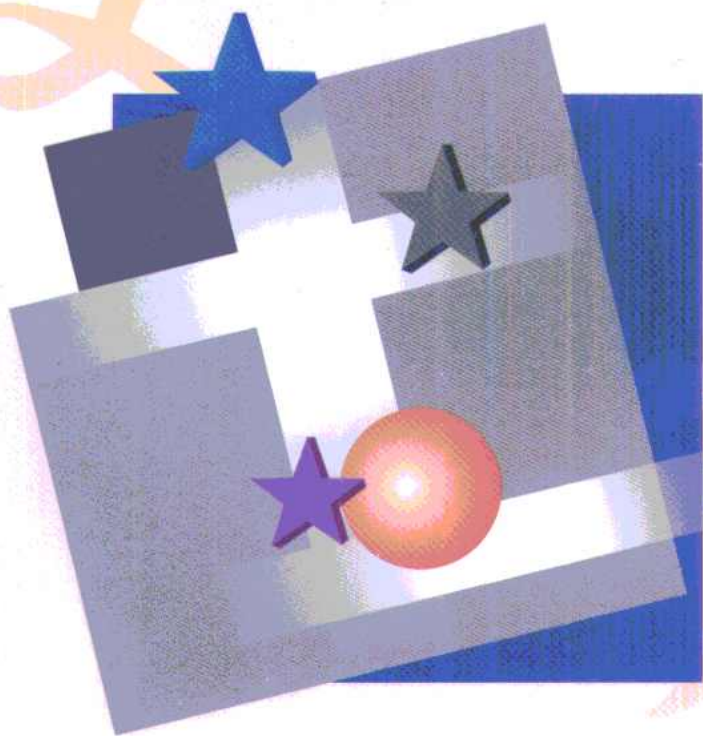


英汉汉英段落 翻译与实践

◎ 蔡基刚 编著



复旦大学出版社

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英汉·汉英
段落翻译与实践

A Study of Paragraph Translation
from Chinese into English and Vice Versa

蔡基刚 编著

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前 言

段落是一个能够比较完整地反映某个主题意义的片段。段落翻译与单句翻译不同:在单句翻译中由于没有上下文,没有特定的语境,某一个词的词义或语法结构较难确定;而在段落中,由于它有自己的中心思想或主题内容,就形成了比较完整的语境。在这样的语境中,翻译才有意义。正由于这个原因,现在许多英语考试都废弃了单句翻译,而转向段落的语篇翻译。当然段落翻译和整篇文章的翻译是一样的,都有中心议题,但它更紧凑、短小,因此更适合学生作练习和大规模考试。

从理论研究的角度来说,翻译理论和技巧的解说也只有在完整的上下文中才有可能进行。许多介绍翻译技巧的书,说到英译汉,必说长句如何拆开,重新组织。但句子顺了,放到上下文中,不一定和上文连贯得起来。同样,说到汉译英,必定要介绍如何增添主语,主语添出了,从篇章的角度看可能破坏了句子在文章中的信息中心,等等。所以翻译理论与技巧的介绍只有在段落、篇章中进行才有现实的意义。

本书的构思和编写就是基于上述两点考虑。为使理论研究方面的书写得轻松活泼,更贴近现实,本书采用了理论和实践结合的方法。给出英译汉、汉译英各 50 个篇章段落,一来可以供学习者练笔,二来可以作为翻译理论和技巧讲解的实例。而 50 种翻译技巧的介绍也以独立成篇的讲座形式出现。此外,为了帮助读者理解,本书不少地方采用了直译的方法,这一点还请读者注意。

本书是继笔者《英语翻译高分指导》、《大学英语翻译技巧》后,

翻译方面的又一专著。读者对象除了翻译学习者和研究者外,主要是参加口译资格证书、硕士研究生入学及学位考试、英语专业四、八级考试的考生。还可用来作大学英语四级后和研究生的教材。

由于本书是个人研究的心得,其中有不成熟的观点,乃至谬误,恳请读者指正。协助编写的还有竹君、荷子、苡兰、谢蕙、于方、申秋。

蔡基刚

2000年9月1日

上 篇

英 译 汉

理解与表达是翻译过程中的两个基本环节。但是,就英译汉而言,运用翻译来测试一个人的语言水平,考察的重点还是在理解上。汉语是母语,只要准确地抓住原文的词义和句法关系,搞懂了句子的意思,用自己的语言表达出来在语言上是不会有有多大问题的。因此,英译汉的关键是理解。

UNIT 1

1. Lexicography**

(30 minutes)

1) Lexicography provides at its best a joyful sense of busyness with language. 2) One is immersed in the details of language as in no other field. 3) Sometimes the details are so overwhelming and endless they sap the spirit and depress the mind. 4) Often at the end of a hard day's work one realizes with dismay that the meager stack of finished work one has accomplished has an immeasurably slight impact on the work as a whole. 5) As I hope the readers of this work will come to understand, dictionary-

ies do not sprint into being. 6) People must plan them, collect information, and write them. 7) Writing takes time, and it is often frustrating and even infuriating. 8) No other form of writing is at once so quixotic and so intensely practical. 9) Dictionary making does not require brilliance or originality of mind. 10) It does require high intelligence, mastery of the craft, and dedication to hard work. 11) If one has produced a dictionary, one has the satisfaction of having produced a work of enduring value.

2. Pollution *

(30 minutes)

1) Pollution is a problem because man, in an increasingly populated and industrialized world, is upsetting the environment in which he lives. 2) Many scientists maintain that one of man's greatest errors has been to equate growth with advancement. 3) Now "growth" industries are being looked on with suspicion in case their side effects damage the environment and disrupt the relationship of different forms of life. 4) The growing population makes increasing demands on the world's fixed supply of air, water and land. 5) This rise in population is accompanied by the desire of more and more people for a better standard of living. 6) Thus still greater demands for electricity, water and goods result in an ever increasing amount of waste material to be disposed of. 7) The problem has been causing increasing concern to living things and their environment. 8) Many believe that man is not solving these problems quickly enough and that his selfish pursuit of possessions takes him past the point of no return before he fully appreciates the damage.

〔注释〕

lexicography 词典编纂

翻译讲解(1): 直译还是意译

在英译汉中,碰到的第一个问题是:把每一个词都译出来,还是只要把意思译出来就可以了?这就牵涉到是直译还是意译。所谓直译,是基本上按照原文的结构进行翻译,而意译,则是不拘泥原文的形式,注重把原文意思表达出来。由于翻译的目的不同,侧重也有所不同。作为一种测试语言的手段,是为了追求准确而非优雅,因此我们的原则是强调直译,也就是说,能直译就尽量直译,不能直译才意译。但直译不是死扣原文结构,如题1的第4)句:

1.1 Often at the end of a hard day's work one realizes with dismay that the meager stack of finished work one has accomplished has an immeasurably slight impact on the work as a whole.

往往一天辛苦工作结束时,一个人会灰心地意识到他所完成的少量的一堆工作对整个工作产生无限小的影响。

这样译虽然形式上与原文似乎一致了,但意思不仅难懂,而且和原文意思也有出入。这种译法不是直译,而是死译。请比较:

往往一天辛苦工作下来,发觉所完成的薄薄几页草稿只是全部工作的九牛一毛,好不令人沮丧。

英语和汉语毕竟是两种不同的语言,完全直译是不可能的。在直译难于表达清楚原文意思时,要采取一定的意译。如:

1.2 (It's a gloomy thing, however, to talk about one's own past, with the day breaking.) Turn me in some other direction before I go.

把后一句译成:(不过,在天亮时谈个人的往事,真扫兴。)在我离开以前,把我转到别的方向吧。这是死扣原文,结果令人摸不着

头脑。实际上根据上下文,用意译法译出意思,就明达:我走以前,谈点别的吧。

1.3 They were discussing this question, and were almost building up some weak structure of hope on his prolonged absence, when they heard him on the stairs.

他们议论着这个问题,几乎在他们迟迟不归上建起了结构脆弱的希望,这时,他们听见他上楼的声音。

按上面这种译法完全按原文的结构,追求形式的等值,结果译得无人能懂。抛开原文结构,体会其意思,采用意译意思就清楚了:

……并且对他迟迟不归,几乎产生了一线希望,这时突然听见他上楼的脚步声。

特别是带有比喻性形象的词语更不能死译。如:

1.4 Young women are heading for an early grave through smoking and lack of exercise.

青年妇女由于抽烟加上缺少锻炼,正在走向早期的墓地。

“早期的墓地”,什么意思?这还不如放弃这个形象:

青年妇女由于抽烟加上缺少锻炼,正在缩短自己的寿命。

当然意译也要讲适度,能够保持原来形象就尽量保持。如:

1.5 ...and as she considered, the light came again, and she saw two dark figures lying in the path ahead of her. She leaped forward and saw that one was Kino and the other a stranger with dark shiny fluid leaking from his throat.

正当地考虑的时候,月光又出来了,于是她看到前面路上躺着两个黑影。她纵身往前一跳,看到一个是奇诺,另一个是陌生人,黑亮黑亮的鲜血正从他的喉头往外流。

把 fluid 译成鲜血是意译,意思也清楚,但是这里保留原来形象,译成黑亮的黏液更符合当时的情况,因为是黑暗中,借着月光,不可能一下子断定是血。作者这里用 fluid 不用 blood 是有道理

的。

1. 6 Political views expressed in the editorials, initially pacifist and then more radical, went down as sugar-coated bitter pills.

表现在这些社论中的政见,起先是一团和气,后来措辞激烈,像被糖衣炮弹击中一样。

这个意译是过分了,还是直点好:

这些社论的政治观点,起初还是偏向和平主义的,但后来越来越激进,使读者好像吞下糖衣药丸。

特别注意不要为了通顺甚至追求语言的漂亮而牺牲意思的准确。如:

1. 7 The pendulum is swinging with energetic regularity from one point to the other.

钟摆从这端摆向那端,又从那端摆向这端,摆动有力,周而复始。

说钟摆“周而复始”是事实。但这个句子并没有说到这一点,就不能任意夸大,应译为:

钟摆有规律地来回有力摆动。

参考译文(1)

1) 词典编纂的绝妙之处是给人一种与语言打交道的快乐感。
2) 不像其他领域,编词典的人整天都钻在语言材料中。
3) 有时碰到的语言材料浩如烟海,令人耗神。
4) 往往一天辛苦工作下来,发觉所完成的薄薄几页草稿只是全部工作的九牛一毛,好不沮丧。
5) 正如我希望这部著作的读者会逐渐明白的那样,词典并非是一蹴而就的。
6) 必须先制定计划,收集材料,然后方能编写。
7) 编写词典不仅耗费时间,而且常让人受挫,甚至恼怒。
8) 没有其他的写作像编纂词典那样,既要有空想又要脚踏实地。
9) 词典编纂并不

需要横溢的才华或独创的思维,10)但却要求很高的智力,对词典编纂的精通,和甘于吃苦的精神。11)一个人编写出一部词典,就会因它的长久价值而得到一份快慰。

参考译文(2)

1) 污染已成为问题,因为在当今人口越来越多,社会越来越工业化的世界上,人类正在污染他们居住的环境。2) 许多科学家认为人类最大的错误是把发展和进步等同起来。3) 现在人们以怀疑的态度看待“发展性”的产业,因为它们的作用会破坏环境,破坏各种生命之间的关系。4) 人口的增长导致对世界上有限的空气、水和土地的需求不断增长。5) 伴随着人口增长的是越来越多的人渴望更高的生活水平。6) 于是对电、水和商品的更大需求必然造成有更多的废物要处理。7) 这个问题已经引起人们对生物及其环境的日益关注。8) 许多人认为,人类没有尽快地解决这一问题,却只顾谋求私利,以致于到了无可挽救的地步以后才充分认识到这种损害。

UNIT 2

3. Intelligent Test***

(30 minutes)

1) There is more agreement on the kinds of behavior referred to by the term “intelligence” than there is on how to interpret or classify them. 2) But it is generally agreed that a person of high intelligence is one who can grasp ideas readily, make distinctions, reason logically, and make use of verbal and mathe-

mathematical symbols in solving problems. 3) An intelligence test is a rough measure of a child's capacity for learning, particularly for learning the kinds of things required in school. 4) It does not measure character, social adjustment, physical endurance, manual skills, or artistic abilities. 5) It is not supposed to—it was not designed for such purposes. 6) To criticize it for such failure is roughly comparable to criticizing a thermometer for not measuring wind velocity. 7) Now since the assessment of intelligence is a comparative matter we must be sure that the scale with which we are comparing our subjects provides a “valid” or “fair” comparison.

〔注释〕

velocity *n.* 速度

4. Bureaucracy * *

(30 minutes)

1) Most ironic was the image of government that was born of these experiences. 2) As any scholarly treatise on the subject will tell you, the great advantage bureaucracy is supposed to offer a complex, modern society like ours is efficient, rational, uniform and courteous treatment for the citizens it deals with. 3) Yet not only did these qualities not come through to the people I talked with, it was their very opposites that seemed more characteristic. 4) People of all classes—the rich man dealing with the Internal Revenue Service as well as the poor woman struggling with the welfare department—felt that the treatment they had received had been bungled, not efficient; unpredictable, not rational; discriminatory, not uniform; and, all too often, insensi-

tive, rather than courteous. 5) It was as if they had bought a big new car that not only did not run when they wanted it to, but periodically revved itself up and drove all around their yards.

〔注释〕

the Internal Revenue Service 税收部门

bungle v. 把……搞糟

rev up v. 运转加速

翻译讲解(2): 上下文——理解的关键

翻译当然要根据词典,要靠语法分析。但更为重要的是对上下文的分析,也就是看这个词或句子与其他词或句子的语义关系。离开了上下文,一个词就可以有几个甚至几十个释义,一个结构就可以有好几种分析。如: John is looking his glasses. glasses 既可作“杯子”解,也可作“眼镜”解: 约翰在找他的杯子。约翰在找他的眼镜。 Workers can fish. 把 can 看成助动词,就是: 工人能钓鱼。如把 can 看成动词,作“给……装罐头”,就是: 工人在装鱼罐头。 Mary showed her baby pictures. 既可分析为 showed some pictures to her baby 马莉给她孩子看照片; 也可分析为 showed her sister some baby pictures 马莉给她看孩子的照片; 还可分析为 showed her baby pictures to sb. 马莉给人家看她小时候的照片。如题 3 第 2) 句:

2.1 But it is generally agreed that a person of high intelligence is one who can grasp ideas readily, make distinctions, reason logically, and make use of verbal and mathematical symbols in solving problems.

句中的 in solving problems 从语法来分析,作为状语既可修饰 make use of 一个动词; 在处理问题时能利用语言和数学符号; 也可以修饰 grasp, make, reason, make use of 四个动词; 在处理

问题时能抓住要点,善于区分,能进行逻辑推理,和利用语言和数学符号。两种分析从句法和语义上讲都可以,但放到这个上下文中,后者的分析似乎更好。

再如题 4 第 4)句:

2.2 People of all classes—the rich man dealing with the Internal Revenue Service as well as the poor woman struggling with the welfare department.

the poor woman 不放到更大的上下文中,可以译成“贫穷的女人”,也可以译成“可怜的女人”。

2.3 He began his musical career as a violinist.

没有上下文,as a violinist 可以作定语修饰 career,译作:他开始了小提琴的音乐生涯。但如作状语修饰 began,译作:他的音乐生涯是从小提琴开始的。

2.4 In many countries, laws have been passed to prevent factories from sending out poisonous gases and polluted water.

句中的不定式短语 to prevent ... 可以作 laws 的定语,译成:

a) 许多国家制定了制止工厂排放有毒气体和污水的法令。

也可作全句的目的状语,译成:

b) 许多国家制定了法令,以制止工厂排放有毒气体和污水。

没有上下文,无法说哪个译文正确。

2.5 The fear of street crime is forcing our citizens to change their traditional living patterns, to stay off the streets at night, to shy away from helping strangers.

a) 对马路犯罪的恐惧迫使市民改变传统的生活方式。晚上不上街,不帮助陌生人。

这里是把 helping 分析为分词,修饰 strangers。但 helping 也可分析为动名词。不同的分析就有不同的译文:

b) 对马路犯罪的恐惧迫使市民改变传统的生活方式。晚上不

上街,避开前来帮助的陌生人。

从这一句的上下文看,这两个分析和译文都可以。

2. 6 The tourists were so fascinated by China that they wanted to prolong their stay and to visit more interesting places.

a) 旅游者被中国吸引住了,他们想延长逗留时间,看些更有趣的地方。

b) 旅游者被中国吸引住了,他们想延长逗留时间,看更多有趣的地方。

这两个译文不仅意思上通,语法上也没有问题。把 more 看成形容词修饰 interesting,把它看成副词修饰 places,从语法分析都可以。

当然,像这种歧义句在上下文中会清楚的。

2. 7 Careers officers complain about our educational system that presents them with school-leavers without ideas for employment.

这个句子可以有两种译文:

a) 负责就业的官员抱怨我们现在的教育制度在向社会提供毕业生时根本没有就业观念。

b) 负责就业的官员抱怨我们现在的教育制度向社会提供的毕业生根本没有就业观念。

前者是把 without ideas for employment 当作状语,修饰动词 presents;而后者是把 without ideas for employment 看作定语,修饰名词 school-leavers。没有上下文,孤立地来看,这两个译文都对,但原文中这个句子后面一句是:Employers deplore the fact that teenagers are unable to spell and write and calculate. 显然是说年轻人,问题出在他们身上。这样后一种译文是符合上下文的。

2. 8 I had always felt a vast distance separating me from the boss, and now I felt closer to him, though still distant.

就 now I felt closer to him 可以译成:现在我离他更近了,也可译成:我离他近了些。但是读整个句子,只能译成:

过去我一直感到我和老板之间相隔千里,现在我感到离他近了,尽管我们之间还有一定的距离。

如果说离他更近了,就是说原来已经近了,但上下文说以前觉得是离他相隔千里,有什么基础说离他更近了?同样在下面这个上下文中, faster, smarter 就应译成“更”而不是“较”,因为计算机原来就快,装上了集成电路,就更快了:

2.9 Computers with ICs not only were faster but were in a sense much smarter.

有了集成电路,电子计算机不但算得更快,而且从某种意义上说,更聪明了。

由此可见,上下文是决定准确与否的关键。

参考译文(3)

1) 人们对智力所指的有那些不同表现看法比较一致,而对这些表现如何进行解释和分类,意见就不那么一致了。2) 但人们一般认为智力高的人在处理问题时能抓住要点,善于区分,能进行逻辑推理,和利用语言和数学符号。3) 智力测试只能很粗地衡量孩子的学习能力,尤其是学习学校要求的东两的能力。4) 智力测试并不能衡量一个人的个性,社会适应力,耐力性,劳动技能,或艺术才能。5) 人们不认为能做到这些,当初也不是为这些目的设计的。6) 批评智力测试不能做到这一些,就如同批评温度计不能测风速一样。7) 既然对智力的评估是相对而言的,那么我们必须确保,在对我们的对象进行比较时,我们所使用的尺度能提供“有效的”或“公正的”比较。

参考译文(4)

1) 这些经历给人们的政府形象是最有讽刺意味的。2) 任何一篇论述这个问题的学术论文都会说, 对一个像我们这样复杂的, 现代化社会, 官僚机构应当提供的一大优点是在和公民打交道时表现出富有效率, 合乎情理, 公平一致和文明礼貌的办事方法。3) 但是, 和我谈过话的人并没有感觉到这些品质, 倒是恰恰相反的情况似乎更具有代表性。4) 各阶层的人, 从与税收部门打交道的富人到与福利部门交涉的可怜的妇人, 都觉得他们受到的对待是糟糕的, 而不是有效的, 是捉摸不定的, 而不是合情合理的, 是带有歧视的, 而不是公平的, 而且经常是冷漠的, 而不是礼貌的。5) 就像是买了一辆新的大轿车, 不仅要它走的时候不走, 而且不时会自行加速, 在院子里到处乱跑。

UNIT 3

5. Problem with Educational System * * *

(30 minutes)

1) There are 39 universities and colleges offering degree courses in Geography, but I have never seen any good jobs for Geography graduates advertised. 2) Or am I alone in suspecting that they will return to teach Geography to another set of students, who in turn will teach more Geography undergraduates? 3) Only ten universities currently offer degree courses in Aeronautical Engineering, which perhaps is just as well, in view of the speed with which the aircraft industry has been dispensing