

新编研究生英语系列教程



北京高等教育精品教材

BEIJING GAODENG JIAOYU JINGPIN JIAOCAI

研究生英语写译教程

(基础级/第二版)

北京市研究生英语教学研究会

主编 袁锡兴 杨若东 编者 段平 吴青 李莉 冯玉红 戴云



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第二版前言

《新编研究生英语系列教程/研究生英语写译教程》(基础级/第二版)由中国人民大学出版社和北京市研究生英语教学研究会共同组织编写。根据最新《非英语专业研究生英语教学大纲(试行)》以及近年来研究生英语教学的实际需要,确定编写原则是理论与技巧相结合,既包括基本理论的讲解和范例,也有丰富的实例和技巧方面的指导;既有常规的课堂教学内容,也有实践中实用的写译内容。该教程适合高等院校文、理、工、医、农、林等各学科的非英语专业的硕士研究生使用。

写作部分由三部分组成:段落写作(Paragraph Writing)、短文写作(Essay Writing)和实用写作(Practical Writing)。

段落是写作的关键,因而本书在段落方面着力较多,列举了九种展开段落的主要方法;在短文写作方面,重点论述了文章的构思、段落的过渡和不同题材(体裁)文章的处理技巧等;实用写作部分重点论述了生活和工作中常用文体的写作方法和技巧,包括通知、留言、备忘录、公函、申请信、简历、总结、感谢信、广告、合同书和说明书等。

翻译部分包括翻译概论、英译汉和汉译英三部分。

翻译概论部分讲述翻译的定义、翻译的标准和释译的过程;英译汉部分介绍了翻译过程中经常使用的九种方法,并针对英译汉中的难点,即长句和科技英语的翻译作了重点讲解;汉译英部分重点分析了汉译英过程中容易出现的问题,同时列举了汉译英八种常用技巧。

《新编研究生英语系列教程/研究生英语写译教程(基础级/第二版)》全书贯彻精讲多练的原则,每个章节后都精心设计了有针对性的练习,使学生及时复习巩固该章节的理论和技巧。

限于作者的水平,敬请读者对书中不足之处不吝赐教。

编 者

2007年4月

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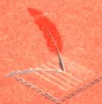
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研究生英语写译教程(基础级/第二版)

Progressive Writing 写作篇



Part One Paragraph Writing

Chapter One The Paragraph

I. Introduction

A paragraph is a basic unit of organization in writing, in which a group of related sentences develops one main idea. A paragraph can be as short as one sentence or as long as ten or more sentences. No matter how long a paragraph is, it should develop the main idea clearly and completely.

A paragraph may stand by itself. In academic writing, a paragraph is often used to answer a test question or to serve as the summary of an article. A paragraph may also be one part of a longer piece of writing such as an essay or a chapter of a book. You will first learn how to write good paragraphs, and then you will learn how to combine and expand paragraphs into essays.

1. Pretest

The following model contains all the elements of a good paragraph. Read it carefully two or three times, and try to answer the questions that follow at the end of the paragraph.

Gold, a precious metal, is prized for two important characteristics. *First of all*, gold has a lustrous beauty that is resistant to corrosion. *Therefore*, it is suitable for jewelry, coins, and ornamental purposes. Gold never needs to be polished and will remain beautiful forever. *For example*, a Macedonian coin remains as untarnished today as the day it was minted twenty-three centuries ago. *Another* important characteristic of gold is its usefulness to industry and science. For many years, it has been used in



hundreds of industrial applications. The most recent use of gold is in astronauts' suits. Astronauts wear gold-plated heat shields for protection outside spaceships. *In conclusion*, gold is treasured not only for its beauty but also for its utility.

(Source: Alice Oshima and Ann Hogue, *Writing Academic English*, p. 17)

- (1) What is the function of the first sentence?
- (2) What is the function of the last sentence?
- (3) What is the function of the sentences between the first and the last sentences?
- (4) What is the function of the italicized parts in the paragraph?
- (5) How many main ideas are expressed in the paragraph?

2. Three Parts of a Paragraph

A paragraph has three major structural parts: a topic sentence, supporting sentences, and a concluding sentence.

The **topic sentence** states the main idea of the paragraph. It not only names the topic of the paragraph, but also limits the topic to one or two areas that can be discussed completely in the space of a single paragraph. The specific area is called the controlling idea. For example, in the topic sentence of the model “Gold, a precious metal, is prized for two important characteristics”, the topic is “gold” and the controlling idea is “two important characteristics.”

Supporting sentences develop the topic sentence. They explain the topic sentence by giving reasons, examples, facts, statistics, and quotations. Some of the supporting sentences that explain the topic sentence about gold are:

First of all, gold has a lustrous beauty that is resistant to corrosion.

For example, a Macedonian coin remains as untarnished today as the day it was minted twenty-three centuries ago.

Another important characteristic of gold is its usefulness to industry and science.

The most recent use of gold is in astronauts' suits.

The **concluding sentence** signals the end of the paragraph and leaves the reader with important points to remember:

In conclusion, gold is treasured not only for its beauty but also for its utility.

3. Unity and Coherence

In addition to the three structural parts of a paragraph, a good paragraph should also



have the elements of unity and coherence.

Unity means that you discuss only one main idea in a paragraph. The main idea is stated in the topic sentence, and then each supporting sentence develops that idea. For example, in the model, the topic sentence announces that two important characteristics of gold are going to be discussed, and therefore, any other ideas, such as the price of gold or gold mining are not discussed in the paragraph.

Coherence means that your paragraph is easy to read and understand because your supporting sentences are in logical order and your ideas are connected by the use of appropriate transition signals. For example, in the paragraph about gold, there are two supporting ideas: gold is beautiful, and gold is useful. These supporting ideas are discussed one after the other, and an example is given for each. This is one kind of logical order. Furthermore, the relationship between the ideas is clearly shown by using appropriate transition words and phrases such as *first of all*, *for example*, *another important characteristic*, and *in conclusion*.

In summary, a well-written paragraph contains five elements: a topic sentence, supporting sentences, a concluding sentence, unity, and coherence.

EXERCISES

1. Read the following paragraph and answer questions.

Synonyms, words that have the same basic meaning, do not always have the same emotional meaning. *For example*, the words stingy and frugal both mean “careful with money.” *However*, to call a person stingy is an insult, while the word frugal has a much more positive connotation. Similarly, a person wants to be slender but not skinny, and aggressive but not pushy. *Therefore*, you should be careful in choosing words because many so-called synonyms are not really synonymous at all.

- (1) What is the function of the first sentence?
- (2) What is the function of the last sentence?
- (3) What is the function of the sentences between the first and the last sentences?
- (4) What is the function of the italicized parts in the paragraph?
- (5) How many main ideas are expressed in the paragraph?

2. Rearrange the following sentences in their logical order to form a complete paragraph.

- A. They did this with simulations of listening typewriters that recognized either a limited vocabulary or an unlimited vocabulary.
- B. Isolated word speech with large vocabularies may provide the basis for a useful listening typewriter.



- C. The aim of our experiments was to determine if an imperfect listening typewriter would be useful for composing letters.
- D. Results indicated that some versions, even upon first using them, were at least as good as traditional methods of handwriting and dictating.
- E. Participants dictated letters, either in isolated words or in consecutive word speech.

II. The Topic Sentence

1. Pretest

Read the following sentences and tell which can be used as a topic sentence.

- (1) The environmental protection is necessary.
- (2) Smoking is harmful to smokers' health.
- (3) For example, water changes into vapor by heating.
- (4) The irrigation project is to be completed in three years.
- (5) Beijing is different from Shanghai in two aspects.
- (6) A kind of pure protein was isolated at the end of the experiment.
- (7) I am going to make a speech on science and technology.
- (8) High blood pressure may lead to heart attack.
- (9) Driving on freeways requires skill and alertness.

2. Three Important Points

Every good paragraph has a topic sentence, which clearly states the topic and the controlling idea of the paragraph. It is usually (but not always) the first sentence in the paragraph. A topic sentence is the most important sentence in a paragraph. It briefly indicates what the paragraph is going to discuss. For this reason, the topic sentence is a helpful guide to both the writer and the reader. The writer can see what information to include and what to exclude. The reader can see what the paragraph is going to be about and is, therefore, better prepared to understand it.

There are three important points to remember about a topic sentence.

2-1 A topic sentence is a complete sentence.

It contains a subject, a verb, and usually, a complement. The following are not com-



plete sentences.

Driving on freeways.

The importance of communication.

How to register for college classes.

2-2 A topic sentence contains both a *topic* and a *controlling idea*.

It names the topic and then limits the topic to a specific area to be discussed in the space of a single paragraph. The following examples show how a topic sentence states both the topic and the controlling idea in a complete sentence:

Driving on freeways requires skill and alertness.

Gold, a precious metal, is prized for two important characteristics.

Registering for college classes can be a frustrating experience for new students.

2-3 A topic sentence is the most general statement in the paragraph.

It gives only the main idea. It does not give any specific details.

The following is an example of a general statement that could serve as a topic sentence:

The Arabic origin of many English words is not always obvious.

The following sentence, on the other hand, is too specific:

It is warmer in Guangzhou than in Beijing because Guangzhou is in the south while Beijing is in the north.

Sentences such as the following are too general:

English is a difficult language to learn.

3. Position of Topic Sentences

The topic sentence is usually the first sentence in a paragraph, so that the reader can see what the paragraph is going to be about and is better prepared to understand it.

It is not possible for television news to be completely objective. For one thing, some judgment is required even to determine what the facts are. Reporters who are not eyewitnesses must draw conclusions from eyewitness accounts about what happened. Moreover, deciding what is newsworthy requires judgment. The limits of time make it necessary to select only what is most important to viewers. That selection process is inevitably affected by the preferences and biases of editors and producers. Furthermore, television lends itself better to action scenes than to “talking heads,” so we are more likely to see a demonstrator who gets violent than the orderly problem-solving discussion of a group of experts.

(Source: 转引自陈汉芳等, *Writing Skills for Career Success*, p. 31)



The topic sentence may also be the last sentence of the paragraph, which also serves as a concluding sentence. For example:

By the year 2009, a vaccine against the common cold will have been developed. By the same year, the first human will have been successfully cloned. By the year 2014, parents will be able to create designer children. Genetic therapy will be able to manipulate genes for abilities, intelligence, and hair, eye, and skin color. By 2020, most diseases will be able to be diagnosed and treated at home, and by 2030, cancer and heart disease will have been wiped out. *These are just a few examples of medical miracles that are expected in the next few decades.*

(Source: Alice Oshima and Ann Hogue, *Writing Academic English*, p. 21)

Sometimes, the topic sentence is not stated explicitly but is implied. In the following paragraph, all the details contribute to one theme—what the room looks like. Though without a topic sentence, the paragraph is unified.

The room is located on the third floor of the South Building. One third of its total floor space is taken up by a double bed. Facing it, in the corner behind the door, stands a cupboard loaded with pots, bowls, dishes, bottles, and bags of rice and flour. A desk completely fills the gap between the bed and the wall with the window. Behind the desk is a chair, the only one in the room; and it almost touches the boxes and trunks piled against the wall on the opposite side.

(Source: 转引自丁往道等, *A Handbook of Writing*, p. 83)

EXERCISES

Recognize the topic sentence in each of the following paragraphs and arrange the sentences in their logical order.

Paragraph 1

- A. It enables customers to do several banking transactions twenty-four hours a day.
- B. In addition, a customer can transfer funds between accounts or get a cash advance on a credit card.
- C. An automated teller machine (ATM) is a convenient miniature bank.
- D. For example, a customer can use an ATM to deposit money and withdraw a limited amount of cash.



Paragraph 2

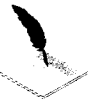
- A. After an attack by a great white, 462 stitches were required to sew up an Australian scuba driver.
- B. With their razor-sharp teeth and strong jaws, great white sharks are very dangerous.
- C. Nevertheless, one did just that near a public beach in Australia in 1985.
- D. Even when they attack humans, however, great whites do not usually eat them.
- E. In 1997, a great white shark bit a man surfing at a beach in California and left three shark teeth in his leg.
- F. It bit in half and totally devoured a young female swimmer.
- G. Great whites do not usually attack humans, but when they do, they always cause serious injury and even death.

Paragraph 3

- A. Another important change was that people had the freedom to live and work wherever they wanted.
- B. The earliest significant change was for farming families, who were no longer isolated.
- C. The final major change brought by the automobile was the building of superhighways, suburbs, huge shopping centers, and many theme parks such as Disney World in Florida.
- D. The automobile revolutionized the American way of life.
- E. The automobile enabled them to drive to towns and cities comfortably and conveniently.
- F. In fact, people could work in a busy metropolitan city and drive home to the quiet suburbs.

Paragraph 4

- A. In time, this melted part rises as a magma.
- B. The formation of a volcanic eruption is a dramatic series of events.
- C. As the plate sinks, friction and the earth's heat cause part of it to melt.
- D. The magma produces heat, steam, and pressure.
- E. First of all, most volcanoes are formed where two plates collide.
- F. Then one of the plates is forced under the other and sinks.
- G. When the heat, steam, and pressure from the magma finally reach the surface of the Earth, a volcanic eruption occurs.



4. The Two Parts of a Topic Sentence

A topic sentence has two essential parts: the topic and the controlling idea. The topic names the subject, or main idea, of the paragraph. The controlling idea makes a specific comment about the topic, which indicates what the rest of the paragraph will say about the topic. It limits or controls the topic to a specific aspect to be discussed in the space of a single paragraph.

TOPIC CONTROLLING IDEA
Convenience foods are easy to prepare.

In this example, the topic is named: convenience foods. A specific comment is then made about the topic: They are easy to prepare. From this sentence, the reader immediately knows that the supporting sentences in the remainder of the paragraph will explain or prove how quick and easy it is to prepare convenience foods and perhaps give some examples (frozen dinners, canned soups, etc.).

CONTROLLING IDEA TOPIC
The native foods of America's immigrant population are reflected in American cooking.

In this example, the topic is American food. The controlling idea of this topic sentence is that the Americans eat many foods from other countries. Therefore, the reader should expect the paragraph to give examples of popular ethnic foods such as fried rice (Chinese), tacos (Mexican), sauerbraten (German), sukiyaki (Japanese), spaghetti (Italian), and so on.

TOPIC CONTROLLING IDEA
The average American teenager consumes enormous quantities of junk food.

In this example, the topic is the average American teenager. The controlling idea about the topic states that the American teenager eats junk food. Thus, the rest of the paragraph should discuss the quantities and types of junk food that American teenagers eat (soft drinks, potato chips, candy bars, etc.).

EXERCISES

Circle the topic and underline the controlling idea in each of the following sentences.



- (1) Driving on freeways requires nerves of steel.
- (2) Driving on freeways requires an aggressive attitude.
- (3) The Caribbean Island of Trinidad attracts tourists because of its calypso music.
- (4) Spectacular beaches make Puerto Rico a tourist paradise.
- (5) Living in an American college dormitory can be a stressful experience for newly arrived international students.
- (6) Many religious rules developed from the health needs of ancient times.
- (7) The spread of AIDS can be slowed by educating the public.
- (8) A major problem for international students is taking essay examinations.
- (9) Participating in class discussions in English is a problem for international students.
- (10) In my opinion, many television commercials for cosmetics lie to women.
- (11) Owning an automobile is a necessity for me.
- (12) It is an expensive luxury to own an automobile in a large city.

5. Writing Topic Sentences

When you write a sentence, remember these two points:

5-1 A topic sentence should be neither too general nor too specific.

If a topic sentence is too general, the reader cannot tell exactly what the paragraph is going to discuss. If it is too specific, the writer may not have anything left to write about in the rest of the paragraph.

Think of a topic sentence as being like the name of a particular course on a restaurant menu. When you order food in a restaurant, you want to know more about a particular course than just “meat” or “soup” or “salad.” You want to know generally what kind of salad it is. Potato salad? Mixed green salad? Fruit salad? However, you do not necessarily want to know all of its ingredients.

Similarly, the reader of a paragraph wants to know generally what to expect in a paragraph, but he/she does not want to learn all of the specific details in the first sentence.

Too general: American food is terrible.

Too specific: American food is tasteless and greasy because Americans use too many canned, frozen, and prepackaged foods and because everything is fried in oil or butter.

Good: American food is tasteless and greasy.