

# 汉英翻译

◎ 王晓农 著

# Applying English for Practical Purpose: Translating from Chinese into English

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*Applying English for Practical Purpose:  
Translating from Chinese into English*

英语应用:汉英翻译

王晓



## 内 容 简 介

本书从英语应用的角度, 主要在句子层次上探讨了汉英翻译实践中的主要问题。全书共分九章, 内容涉及汉英翻译基本程序、汉英语言简略对比、以句子为单位的句法处理法及几种常用翻译技巧、英语短句的翻译、汉语习语翻译、长句的汉英翻译处理、英语交际修辞与汉英翻译等等。另外, 加入了一些篇章翻译的内容。此书每章配有适量的练习材料, 其参考译文附于书后。作者强调英语句法在汉英翻译实践中的重要作用, 以丰富的例证和透彻的分析展示了句法翻译法在汉英翻译中的应用, 讲解与论述深入浅出、通俗易懂, 对于汉英翻译学习者具有很强的实用性。本书既有助于学习者掌握汉英翻译关键技术, 又能帮助学习者提高英语造句能力, 总结自己所学英语知识, 从而提高英语语言造诣。本书用简明英语写成, 可供英语专业高年级学生、研究生及其他具备英语中级以上水平的非英语专业学习者阅读和研习。

## 图书在版编目 (CIP) 数据

英语应用: 汉英翻译/王晓农著. —北京: 中国电力出版社, 2005

ISBN 7-5083-3937-1

I. 英… II. 王… III. 英语—翻译 IV. H315.9

中国版本图书馆 CIP 数据核字 (2005) 第 140113 号

## 英语应用: 汉英翻译

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总策划: 韩波

责任编辑: 刘芸

出版发行: 中国电力出版社

社址: 北京市西城区三里河路 6 号 (100044)

网址: <http://www.sjdf.com.cn>

印刷: 北京丰源印刷厂

开本: 179mm×233mm 1/16

印张: 14.5

字数: 400 千

版次: 2005 年 12 月第 1 版 2005 年 12 月第 1 次印刷

书号: ISBN 7-5083-3937-1

定价: 29.80 元

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*Dedicated to Professor Li Yuchen  
in token of my affection and gratitude.*

谨以本书献给李玉陈教授以表达敬仰和感激之情。

# 序 言

这是一部由中国学者用英语撰写的关于汉英翻译的专著，在国内尚属少见。对中国研习者来说，英语专业是一个应用型的短线专业；汉英翻译作为英语专业的一个科目，既是一门学问，更是一门技艺——汉、英两种语言的技艺，无论是做翻译还是教翻译都要求产生立竿见影的效果。因此，用英语撰写一部切合中国研习者实际需要的专著同做好一名称职的英语教师一样，前提条件是：有关人等的英语必须合格，不能误人子弟，否则一切免谈。除此以外，作者必需具有丰富的汉英翻译经验和对汉英翻译教学的深切感悟；书本中或文章中写的一些关于汉英翻译的时髦理论、方法和技巧都是不足为据的。在这里，我对撰写这样的专著提出了一个宏观标准，简单地说就是一定要“适用”。书要写得“适用”，作者必须尊重实情，分析实况，联系实际，讲求实用，注重实效。其中，讲求实用应是作者追求的直接目标。实用的，也就是能解决实际问题、产生实效的，否则就是一堆废纸。微观而论，一部专著，必须独具特色和新意，也就是“别具一格”，才有产生和存在的理由；作者应当令人信服地告诉读者，他的著作有别于其他同类著作，否则，不是多余的重复产品，就是故意标新立异且华而不实。

从一般意义上讲，构成一部好的应用型专著有以下几个要素：

一、科学性：既有实践又有理论，理论源于实践又进而指导实践；适用于特定层次的教学，且内容准确无误，分量、难易适中，选择、安排得当，环节配置合理。

二、实用性：内容切合特定条件下特定读者的需要；既注重专业基础（长远需要），又兼顾专业特点（直接需要）；用于教学，其教学要求和教学方法适合特定师生的接受能力和操作能力。

三、独创性：即创新性。创新孕育在撰写该著作的缘起之中。“新”可表现为以下某个或几个方面：新视角，新观点，新取向；构思新，形式新，方法新。前三“新”属作者的指导思想，后三“新”具体呈现在著作之中。

有人认为，一部著作如果用作教材，必须具有“趣味性”，这样便于“寓教于乐”。经验证明，“趣味性”和“寓教于乐”不是着意追求就能做到的（越着意追求，越显拙劣），而是高水平教师借本演义、借题发挥产生的效果。因此，不能要求用于教学的文本必须是一个喜剧小品脚本。

如果根据上文提出的一般标准来衡量，我认为，《英语应用：汉英翻译》是达标的。

如果从特殊意义上讲，由于目前国内关于汉—英翻译的专著不多，《英语应用：汉英翻译》本身就是一个具有创新意义的成果，呈现出一系列不同于其他同类著作的特色（最突出的莫过于贯穿全书的“句法挂帅”理念以及附录的400多个英语常用句式翻译的实例），其中不少是原创性的。作者在“前言”特别是“Introduction”部分中对此已有详述。

著书立说不像拍电影，发现毛病和缺陷是可以修订再版的，我这里先提几点建议，供作者参考：

一、应当正面提倡从译例中归纳、提炼翻译的理论、原则、方法、和技巧，而不是通

过援引译例，演示、说明、例解现成的条条框框。

二、应当多一些典型 (typical) 和经典 (classic) 例句，“贴近实际，贴近生活，贴近群众”的“三贴近”例句更不可少，这样可增强例句的权威性和鲜活性，从而很自然地带进趣味性。

三、应当重视对名译的批评性分析研究，而不是一味对名译加以赞美，牵强附会，难以服人；好就是好，不好就是不好，都要说出道理来，这样才能做到真正对读者负责。

祝愿王晓农，积跬步以至千里，越干越好！

祝愿鲁东大学外国语学院，聚人才以致发达，越办越好！

李玉陈

2005 年 8 月 17 日

炎威乍息之际

于山东大学南苑南安楼

# 前 言

近年来,在国内高年级外语学习者(Advanced EFL Students)中出现了英语应用能力下降的现象,突出的表现就是学生翻译能力尤其是汉英翻译能力不强。其主要原因恐怕是由于国内英语教育界强调“交际”教学,而没有充分重视对EFL学生英语应用能力的培养之故。英语的教与学,归根到底是培养学习者的理解能力、表达能力和这两种能力的综合——英汉双语翻译能力。汉英翻译是应用英语的过程,汉英翻译学习也是英语的再学习过程。通过汉英翻译学习,有助于将所学英语知识转化为实实在在的英语应用能力。然而,由于各种原因,国内EFL学生对汉英翻译学习与实践普遍存在畏难情绪。英语专业本科生毕业时有能力译出高质量文字的属于凤毛麟角。学生英语应用能力不强,使其应用英语服务社会、立足社会的本领打了折扣。

我国社会与经济的发展要求大量有较高英语应用能力的人才。对于国内EFL学习者来说,英语应用能力是由多方面的能力构成的,汉英翻译则是英语应用能力的最高体现。对于EFL专业学生而言,毕业后无论是从事使用英语的工作,还是当教师或在本专业继续深造,汉英翻译能力都是不可缺少的。从翻译方面看,目前我国正处于新的翻译高潮中。如果历史上前三次翻译高潮都是以外译汉为主,那么这次翻译高潮正在改变中国在翻译领域的“入超”地位,介绍中国和了解中国的迫切需要,将使汉译外成为这次高潮的主流。英语是目前世界上使用范围最广的语言,汉语是世界上使用人数最多的语言。这两种语言之间的交流是最具有国际性质的交流。所以在新形势下,培养和提高英语学习者的汉英翻译能力无论从学生本身的需要看,还是从宏观发展趋势看,都具有战略意义。

基于这种理解,笔者吸收国内汉英翻译方面理论、实践及教学研究的新成果,并融入笔者本人汉英翻译学习与教学经验及研究成果,从英语应用的角度构思、设计了本书,以期有益于英语学习者英语应用能力的提高以及汉英翻译教学与研究。

本书取名《英语应用:汉英翻译》。顾名思义,所讨论的是将英语应用于翻译汉语的问题。虽然这个问题的涉及面极广,但是问题的核心是如何根据汉语意思造英语句子的问题。本书所探讨的主要是如何在句子层次上应用我们所学英语语言知识来有效地传递汉语原文的信息。本书的设计是基于这样几点认识:

- (1) 汉英翻译既是应用英语的过程,也是提高和体现英语应用能力的主要形式。
- (2) 汉英翻译本质上是一种英语写作实践,受英语写作规则的制约。
- (3) 汉英翻译对一般学习者来说,是实践问题,不是理论问题。
- (4) 汉英翻译教学的任务是训练学习者化汉语信息为英语句子的本领,也就是训练学习者灵活运用英语句式、准确表达汉语原意的本领。
- (5) 汉英翻译研究与教学应以实际工作需要为取向。

与同类著作相比,本书有以下特色:

- (1) 从英语应用的新视角,审视汉英翻译实践问题。句法挂帅,明确提出了以句法翻译法为中心组织材料,打破了历来汉英翻译专著、教材中先词后句的做法。汉译英,说到底就是做英语句子的文章,解决好句子层次上的问题,句群和篇章的翻译就会容易得多。

通过贯彻句法翻译法,促使学习者将英语知识转化为实际技能并加以应用。句法不像词汇,基本上不能现用现学,而应当尽早学好、用好。所以,对学生句法意识与句法能力的培养是学习汉英翻译首先要解决的问题。

(2) 从学习英语的新观点,突出汉英翻译的英语学习功能。实用性强,内容涵盖了实际工作中可能遇到的各类汉语和英语句子类型,特别是加入了英语小句在汉英翻译中的应用部分。附录是400个常用英语句型应用于汉英翻译的实例,可供使用者查阅。从某种意义上说,汉英翻译的过程是一个英语再学习的过程,特别是英语句法再学习的过程。因此,通过探讨汉英翻译,既要让读者在应用英语中学到从事汉英翻译实践的真本领,又要使其英语水平有切实的提高,从整体上认识英语的语言体系及其应用规律。出于同样的考虑,本书用简明的英语撰写。全书内容取舍力求重点突出,而不像翻译手册那样面面俱到。材料选择则力图体现实用性、时代性和代表性。

(3) 以培养英语应用能力为取向,注重方法的探讨。本书针对中国EFL学生学习英语的特点,力图提出一套较为实用的汉英翻译套路。为了更好地适用于汉英翻译教学,本书明确提出了翻译教学与学习中“精译”与“泛译”的区别,有较强的可操作性。书中的练习也有明确的操作要求。如果作为教材,则需根据实际情况对内容有所取舍和补充,作“借本演义”、“借题发挥”之“本”与“题”。

本书主要内容包括:汉英翻译基本程序,汉英语言简略对比,以句子为单位的句法处理法及几种常用翻译技巧,英语短句的翻译,汉语习语翻译,长句的汉英翻译处理,英语交际修辞与汉英翻译;另外,还加入了一些篇章翻译的内容,涉及学术论文摘要和汉语新闻材料的翻译,使翻译“本体”与“变体”有所联系,也使讨论与实际翻译工作衔接起来。

考虑到本书的目标读者,本书没有过多涉及翻译理论问题,基本上属于“技艺性”著作,几乎没有真正意义上的学术探讨。翻译虽有其学术性的一面,但主要还是一门技艺,在高层次翻译实践方面尤其如此。决定翻译成败、优劣的,归根到底是两个因素:译者的外语能力和母语能力。汉语虽然是我们的母语,但据笔者在实际教学中观察,有很多误译是由于学习者未能正确理解汉语原文的意思或未能正确分析汉语原文的结构造成的,所以不能理所当然地认为我们的汉语理解能力没有问题。要培养翻译能力,首先要把精力放在提高自己的双语能力上,同时要通过大量的翻译实践“悟出”汉英翻译的“门道”,而且翻译的原则与方法如果不与实例结合,就缺乏生命力,这就是为什么书中译例较多。本书可供英语专业高年级本科生、研究生及其他具备英语中级以上水平的翻译学习者阅读和研习。

作者在此谨向作者的恩师李玉陈先生表示衷心的感谢,没有李玉陈先生给予作者的灵感、关怀与指导,就没有本书。李玉陈先生还欣然为本书作序,充分体现了先生奖掖后学的精神。鲁东大学外国语学院院长肖德法教授、副院长张福勇教授、苏勇教授以及鲁东大学科研处有关领导给了作者鼓励与支持,作者在此一并表示由衷的感谢。作者感谢常波女士的支持。作者同时向在本书写作过程中提出宝贵建议的、对本书的出版给予无私帮助的老师、同事和同学表示谢意。本书中引用的翻译例句没有一一注明出处及译者,作者在此向有关作者和译者表示感谢。作者诚望专家、同仁及使用本书的学习者指出书中错误、缺点与不足,以便及时补正。

王晓农

2005年8月



# Introduction

*This book is a mind-opener for beginners in learning Chinese-English translation. Amen!*

By translation here is meant specifically translating, the process of translation, in which something is being translated, instead of the result of translating work.

## 1. Significance of learning Chinese-English translation well

Translation is, without any doubt, of great significance to the Chinese EFL students (English-as-a-Foreign-Language learners), for translation is the most frequent and principal form of using the English language for practical purposes. It stands to reason if we say that whatever English-using job a Chinese EFL major may take after graduation is essentially a form of translation, either teaching English or doing research work in English making no exception. Chinese-English translation (hereinafter “C-E translation” for short) differs from English-Chinese translation in that the former means using English, a foreign language to Chinese students, to reproduce as faithfully as possible what is expressed in the original in Chinese. For the advanced EFL students, C-E translation is essentially a process of applying what they have learned of English to solving practical problems, mostly by constructing English sentences out of information in Chinese. It tests their proficiency in English, and embodies their ability to apply English for practical purposes. It also follows that a good command of English is one of the most important preconditions for making a good job of C-E translation. According to this understanding, C-E translation as a subject is justifiably counted as the most important one on the curriculum for developing the ability of EFL students to use English.

In the context of intercultural communication between China and other countries, C-E translation is becoming more and more important. The translation history of China has witnessed three high tides of translation, and now a fourth high tide of translation is gaining momentum in China. In the first three translation high tides, translation from foreign languages into Chinese took a dominant position. With China's rapid social and economic development and ever closer ties with the outside world, the present era requires China's deficit in translation “trade” be changed for surplus and more efforts be made in translating from Chinese into foreign languages for the purpose of promoting cultural communication with other countries and helping more outsiders understand China better. Translation between English, the world's most widely used language, and Chinese, the language used by the largest population in the world, is most internationally significant, and hence the significance of C-E translation to EFL students as individuals and to our people as a whole.

## 2. Some tips on learning C-E translation

The translating process features both the element of science and the element of art, which reflects the essential characteristics concerned with the nature of translation. In the real sense of translation, it features largely artistry, which is based on its scientific nature. One is right when he says that exceptional translators are born, not made, for potential translators must have a high

level of aptitude for the creative use of language, or they are not likely to be excellent in the field of translation. As far as pedagogical purpose is concerned, in the initial stage of teaching, our main attention should be paid to translation as something scientific, which is characteristic of the threshold level of translation learning, and therefore to the inherent laws governing the transformation between the two languages. As for the artistry of translation, which is shown in a translator's making choices and decisions in translating based on his idiosyncrasy, it is, for the most part, something to be felt but not to be told and instructed, and we will take an attitude of appreciating the excellent translation works by veteran translators and try to ascertain what it means in the course of learning. So it follows that what we discuss in the following chapters can only serve as the basis on which a student translator makes his initial learning efforts, and gets some knowledge of his own strength as well as his limitations in translating.

Translation, a tough and sometimes a thankless job, is a matter of practice, especially for the beginners. In some areas, it is more of a technical nature, while in others, it displays more of an artistic character. Translation as an art means that it almost cannot be taught, or at least can not be learned by just listening to a few lectures or reading some course books. Only constant practice will make a good translator. The essentials required in the making of a competent translator are as follows: a good command of the source language and the target language; a quick mind sensitive to the differences between them on various linguistic levels; a wide range of knowledge of social, cultural, and historical events and happenings; and a keen eye to see things with insights in their broader context. This is the right direction in which translation learners make their conscious and conscientious efforts to develop their translating ability. They should cultivate their C-E translation ability through hard work in practical training with the guidance of the instructor. Only hard work in learning translation, as in learning other English subjects, can lead to real attainments and accomplishments and real proficiency, and bring about a virtuous circle of "hard work → enlightening → proficiency" (苦→悟→熟). There is no royal road or shortcut to achieving proficiency in translation as well as in English. This sounds discouraging but it is true. The good of giving a lecture is to warn the students of the possible pitfalls in translation work, and to broaden their vision of translation both as a challenging subject and as a useful pursuit.

According to Mr. Liu Zhongde, a qualified translator must possess the following three qualifications: first, he must be at home in the two languages concerned and quite familiar with their characteristics, similarities and differences; secondly, he must have a thorough understanding of the content, artistic features and style of the original and the historical background in which it was written; thirdly, he must know very well the basic principles and methods of translation and is experienced in practice (Liu Zhongde: *Ten Lectures on Literary translation*, 1991). These qualifications are mainly said of translators of literary works, but they are also true of translators of other types or forms of writing. So we can see that the most decisive factors determining the quality of a translator's work are the translator's accomplishments in both the source language and the target language. And this, every student translator should always bear in mind. The translator's craft lies first in his command of an exceptionally large vocabulary as well as all syntactic resources—his ability to use them elegantly, flexibly, and succinctly. And all translation problems

finally resolve themselves into problems of how to write well in the target language (P. Newmark, 2001). This point is very important for student translators to bear in mind.

Translation as a subject is defined in the current Syllabus for English Majors (2000) as one of practical nature, designed to develop students' language and translation skills. For beginners of C-E translation, training is closely related to their English learning, and study of C-E translation should be taken as an important means of training the students in their basic linguistic skills, especially in their ability to construct idiomatic English sentences of various kinds. This means that on the one hand, teaching English syntax and rhetoric constitutes an integral part of teaching C-E translation, while on the other, practicing C-E translation repeats the process of learning English syntax on an advanced level. In the first stage of teaching, training should be focused on developing students' syntactic awareness and syntax applying ability. It is believed that so long as students can grasp the basic characteristics of English sentence structures, they will lay a solid foundation for their further study and training on higher levels in order to acquire the skills and abilities required, and gradually assimilate the principles and rules governing translation, so that they will be able to develop their own strategy applicable to dealing with various materials to be translated. All this accounts for the emphasis of a syntactic approach to C-E translation, which is unmistakably highlighted in this book.

Students should make efforts to develop their skills of using various sources of information in their learning process, which constitutes a component of their overall translation abilities. The information sources include various dictionaries, books of encyclopedic nature, and the Internet, which is a convenient tool to obtain information, especially of words and backgrounds. It is important for C-E translation students to be able to distinguish different English synonymous words and expressions with similar meanings so as to use "proper words in proper places". And it is also important for them to accumulate by memory work in their daily study a great quantity of English idiomatic expressions and accepted translated versions corresponding to some frequently used phrases and expressions in Chinese. In the author's opinion, the goal of reading English and learning E-C translation is at least twofold for EFL students: they must be observant and pay close attention to the English characteristics in diction and sentence making, text development and communicative rhetoric, which will help them to be in a better position to learn C-E translation.

The author finds good reason to divide translation exercises into two categories: the intensive category and the extensive category. When we learn to translate, it is better to combine them as we do with intensive reading and extensive reading practiced in learning to read in English. Intensive translation study and exercises, stressing quality rather than quantity, means that the learner should try his best to obtain a thorough understanding of what he does—what he translates, how he translates, why he translates, and the effect of his translation. The author thinks that it will be more profitable for them to go all out and translate only a few challenging sentences at a time with each of them adequately done, semantically faithful, idiomatically expressive and syntactically sound, rather than to translate a lengthy text without a single sentence presentable. For the intensive category, students should try their best to produce their best possible English version with the aid of various reference books. This means that the teacher should prepare by himself suitable

materials for the students to translate, to which there should be no "Answer Key" for the learners to turn to for help. And the extensive category should emphasize self-training on the basis of a large amount of translation practice, including reading bilingual materials.

Another point worth mentioning is that when a translator does translation, he can only do that on the basis of his own understanding of the original, and as understanding is subjective, it follows that different translator may have different modes of understanding of the same original text, and thus produce different translation. This is truer of translating literary works than of translating other types or forms of writing such as a business contract.

### 3. Translation theory and practice

Theory is a formal and systematic statement of original ideas, used as principles of explanation for a class of things (Li Yuchen, 2004), and translation theory is the body of knowledge that we have about the process of translating. Therefore, it is "neither a theory nor a science" (P. Newmark, 2001). According to P. Newmark, translation theory is an academic pursuit that is "dependent on and apparently subordinate to a practical exercise. In a sense, it is a third remove. Those who can, write; those who cannot, translate; those who cannot translate, write about translation. However, Goethe and a host of respectable writers who wrote well, translated well, and wrote well about translation are an obvious disproof of this adapted Shavianism." (Ibid)

Translation studies in modern sense in the West have a short history. Some Western scholars examining translation in the perspective of modern linguistics marks the demarcation line between the pre-linguistic pursuits and the traditional pursuits of translation studies in the West, and also between the Western traditions and the Chinese traditions in translation studies, which share a great deal in common: both were prone to vague, impressionistic assertions concerning translation. Since linguistics was established as a branch of science, translation theory has been "slowly developing from a series of rather general reflections and essays on the merits of faithful and free translation—interspersed with clichified epigrams identifying translation with women, carpets, traitors, coats, mirrors, Turkey tapestry (the reverse side), copper coins, false portraits, clear or colored glass, musical transcriptions, wives, heroism and folly—to represent an identifiable and somewhat peculiar discipline" (P. Newmark, 2001).

For several decades, many scholars, including some in China, have worked towards establishing Translatology, a more pretentious term in place of translation studies but still at a moot point as an -ology, treating translation studies as a separate discipline, or as a subject of science. Emphasis on different factors bearing on the translating process leads to emergence of different schools of theoretical translation studies. Findings in linguistics, pragmatics, cognitive linguistics, comparative literature, cultural studies, etc. have been applied to the study of translation, and striking results have been reported.

It should be admitted, however, that the role of Translation Studies is limited as a consequence of these problems: (1) Various theories can be used to explain the same translation fact, thus indicating a deplorable lack of uniqueness or idiosyncrasy; (2) Great controversy exists over the interpretation power and applicability of the theories; (3) No single theory is capable of interpreting the greater part of the translation phenomena, and repetitive researches abound. (Wang

Dawei & Wang Yuewu, 2004)

There exists, indeed, "translation theory", and scholars differ in views on what it means and the extent to which it is relevant to the practice of translation. But it is universally acknowledged that in teaching translation to undergraduate English majors, the most important thing is the learners' large amount of practice under the guidance of the teacher and without the thankless interference of too much theoretical discussion. Some scholars propose that we drop the dichotomy of translation theory and translation practice and instead clarify the three-tier relationship among macro-theory, micro-techniques, and language capabilities. This distinction means a hierarchy of three levels formulated, in which the macro-theory is on the upper level, representing the highest theoretical development of translation studies and playing the role of theoretical guidance, however weak it may be, as to the translation practice. On the middle level is the system of micro-techniques of translating, which is interpretative of most linguistic phenomena in translation practice. The availabilities of language capabilities, or what we call, translation performance is on the lower level, but is the most fundamental factor determining translation activities. Practice-oriented translation teaching should be concerned with the lower and middle levels.

On the question of translation theory and practice, there is, at least at present and probably in future, no theory that can guarantee that we produce translation free from errors. The traditional Chinese theorizing about translation is characterized by its impressionistic nature, and western translation theories are mainly concerned with the translation between languages of the same language family—Indo-European language family, and therefore it is not so effective in dealing with translation problems between Chinese and English, which are so different syntactically and remote culturally. The most important theoretical principle governing translation practice is that translation should be faithful to the original, though the denotation of this faithfulness is also problematic. Prof. Li Yuchen points out rightly that a translator must try his best to be faithful to the original; otherwise he falls short of the target readers' expectation of his translation. But trying to be faithful to the original is a matter of conscience on the part of the translator. Whether really faithful or not depends on how well he can comprehend the original and how well he expresses in the target language what he has comprehended of the original. In reality, cases of unfaithfulness owing to the translator's inadequacy in the two languages involved occur frequently, and the translator himself does not necessarily know that, but believes he is very "faithful". Therefore, being faithful, as a principle of moral nature, is meaningful in translation only when it is based on the translator's solid proficiency and competence, for a moral value must be supported by professional strength (Li Yuchen, 1999). To be able to do a good job in C-E translation, what the learner needs urgently is acquisition of a good command of English and familiarity with the commonly used skills and techniques. But this does not mean theoretical discussions should be completely excluded from the teaching program. The main concern of our theoretical discussion is about choices of and decisions on the appropriate translation approaches and methods. After students' considerable practice in C-E translation, appropriate theoretical considerations will play a positive role and a lecture or two of theoretical summing-up intended to conclude the course, the author thinks, is only too necessary.

#### 4. About this book

Translation as a general umbrella term covers different varieties, for example, full translation, partial translation, editing translation, summarizing translation, etc. In its narrow sense, it refers to full translation, which is what we will discuss and can be the basis for other varieties. As to the content of this book, considering the possible translation need of the students in their future work after their graduation, more attention will be given to translating those materials of functional varieties rather than to those of literary genres, which account for an inappropriately high percentage in most of the general purpose translation books now in use.

The content of this book covers some important questions of C-E translation at the pre-professional translation training stage. A “professional translation-training program” will focus on training learners for development of their competence of dealing with various texts for different purposes in a systematic approach to the general problems formulated within the framework of a consistent theoretical model. Students should, before embarking on professional training, have acquired an adequate proficiency of the involved language and cultural knowledge. This prerequisite is also required of the target readers here. This book is designed to develop the advanced EFL students’ ability to translate from Chinese into English and enhance their performance through translation practice. The author expects that some of the learners may be inspired and their interests aroused so that they will find C-E translation is not only a necessary skill but a sensible pursuit as well—a way to spend their days.

Specifically, this book has a fourfold aim:

To help the students acquire a clear and adequate understanding of English syntax and English communicative rhetoric;

To introduce to the students the common ground and differences between English and Chinese in making sentences;

To acquaint the students with the main principles and criteria governing C-E translation practices;

To equip the students with some necessary theory about translation and with the fundamental strategy and system of skills of dealing with translation.

Any theoretical assumptions and propositions about translation normally arise from practice and should not be offered without examples, which is why there are a great number of translation examples included in this book. One of the prevailing principles underlying the arrangement of the contents of this book is to highlight the syntactic approach to C-E translation on the basis of a syntactic analysis of the original text, which can be the most fundamental approach to all varieties of C-E translation. The book provides a model for teaching activities for a C-E translation workshop, and its effectiveness is yet to be tested in practice. If used as a course book, this book contains materials enough for a program of seventy-two teaching hours.

# Contents

**Foreword** 序言

**Preface** 前言

**Introduction** 引言

**Chapter I Basic Procedure of C-E Translation** 第一章 汉英翻译基本程序 ..... 1

1.1 Definition of translation 翻译的定义 ..... 1

1.2 Basic procedure employed in translating Chinese into English 汉英翻译基本程序 ..... 1

**Chapter II A Simplistic Contrastive Study of Chinese & English** 第二章 汉英语言简略

对比 ..... 12

2.1 On the lexical level 词汇层面简略对比 ..... 12

2.2 On the syntactic level 句子层面简略对比 ..... 15

2.2.1 Categorical difference featuring sentence making 句法差异 ..... 15

2.2.2 Different order of phrases and clauses in the sentence 句内词组、分句语序差异 ... 18

**Chapter III A Syntactic Approach to C-E Translation** 第三章 汉英翻译句法翻译法 ... 22

3.1 Preparatory reading 预备知识 ..... 22

3.1.1 Syntactic choices: constituents of an important aspect of style 句法选择:构成文体的重要方面 ..... 22

3.1.2 Sequence and salience 顺序与突出 ..... 22

3.1.2.1 Segmentation and salience 切分与突出 ..... 22

3.1.2.2 Phrase order and salience 词组顺序与突出 ..... 23

3.1.2.3 Coordination and subordination 并列与从属 ..... 24

3.1.2.4 Branching as a schematized pattern of form 句内分枝 ..... 24

3.2 The syntactic approach to C-E translation defined, clarified, and illustrated 句法翻译法:定义、阐明与例析 ..... 25

3.2.1 Process of C-E translation 翻译过程 ..... 26

3.2.2 Syntactic approach illustrated 句法翻译法例析 ..... 28

3.2.3 Several points for supplementary clarification 应用句法翻译法的几点说明 ..... 32

3.2.3.1 Selection of primary message conveyed in the original sentence 汉语原文主要信息的选择 ..... 32

3.2.3.2 Subject-Predicate order of the main S-P structure 英语译文主要句子结构的语序 ..... 32

3.2.3.3 Position of minors in English sentence 英语译文句内辅语成分的安排 ..... 34

3.2.3.4 Some exceptional consideration in applying the approach 应用句法翻译法的其他问题 ..... 34

**Chapter IV Commonly Used Translation Methods** 第四章 汉英翻译句子层面常用翻译

方法 ..... 38

4.1 Translation of words and expressions 词语翻译 .....	38
4.2 Conversion of parts of speech 词类转换 .....	45
4.2.1 Conversion into nouns 转为名词 .....	46
4.2.2 Conversion into verbs 转为动词 .....	47
4.2.3 Conversion into adjectives 转为形容词 .....	48
4.2.4 Conversion into adverbs 转为副词 .....	48
4.2.5 Conversion into prepositions 转为介词 .....	49
4.3 Proper addition and omission 恰当增减 .....	51
4.3.1 Addition 增译 .....	51
4.3.2 Omission 减译 .....	54
4.4 Affirmative and negative 正说与反说 .....	58
4.5 Adaptation and variation 改写与变通 .....	61
4.6 Translation of passive meaning 被动意义的翻译 .....	65
4.7 Some typical Chinese sentences 几种典型汉语句子 .....	71
4.7.1 Chinese subject-less sentences and predicate-verb-less sentences 汉语无主语句和 无谓语动词句 .....	71
4.7.2 Chinese "topic + comment" sentences 汉语“话题 + 述说”句 .....	72
4.7.3 Chinese "running-water" sentences 汉语“流水句” .....	75
4.7.4 Chinese "head weight" sentences 汉语“头重句” .....	75
<b>Chapter V Application of Minor Sentences to C-E Translation 第五章 小句应用于汉英     翻译 .....</b>	<b>77</b>
5.1 Distinction between major and minor sentences 大句与小句的界定 .....	77
5.2 Structure of noun phrase 名词词组的结构 .....	79
5.3 Caption to pictures defined and the commonly used minor sentence structures 图片说 明与小句结构 .....	81
5.4 Translation of caption with minor sentences 小句应用于图片说明汉英翻译 .....	83
5.5 Block language 标题式语言 .....	85
5.5.1 Signs 标示语 .....	85
5.5.2 Titles of academic works 学术著作标题 .....	86
<b>Chapter VI Treatment of Long Sentences &amp; Division and Combination of Sentences     第六章 长句的处理和拆句合句 .....</b>	<b>89</b>
6.1 Treatment of long sentences 长句处理 .....	89
6.1.1 Original order of clauses or phrases retained 保留原句语序 .....	90
6.1.2 Original order rearranged partly 部分改变原句语序 .....	91
6.1.3 Original order totally rearranged 完全打乱原句语序 .....	92
6.2 Division and combination of sentences 拆句与合句 .....	92
6.2.1 Division of sentences 拆句 .....	93
6.2.1.1 Chinese comma and division of sentence 汉语逗号与拆句 .....	93
6.2.1.2 Division on the basis of semantic analysis 基于语义分析的拆句 .....	95



6.2.2 Combination of sentences 合句 .....	98
<b>Chapter VII Translation of Chinese Idioms 第七章 汉语习语英译 .....</b>	<b>100</b>
7.1 Idioms and the EFL students 习语与英语学习者 .....	100
7.2 Idiom, language, and culture 习语、语言和文化 .....	100
7.3 Classification of Chinese idioms 汉语习语分类 .....	104
7.4 Translation of Chinese idioms discussed from the viewpoint of rendering images invol- ved in Chinese idioms 汉语习语英译 .....	105
7.5 Some theoretical consideration about the translation of Chinese idioms .....	113
<b>Chapter VIII Sentence Style and Communicative Rhetoric in C-E Translation</b>	
第八章 句子风格和交际修辞与汉英翻译 .....	116
8.1 Sentence styles and their application to C-E translation 句子风格与汉英翻译 .....	116
8.1.1 Loose sentence 松散句 .....	117
8.1.2 Periodic sentence 圆周句 .....	118
8.1.3 Loose-periodic sentences 松散—圆周句 .....	120
8.1.4 Sentences with parallel construction 平行句 .....	121
8.1.5 Sentences with partial or full inversion 倒装句 .....	123
8.1.6 Emphatic sentences 强调句 .....	125
8.2 Communicative rhetoric in C-E translation: Building towards a style of the English ver- sion 汉英翻译交际修辞 .....	127
8.2.1 Unity, cohesion and coherence 英语句子的统一性、衔接和连贯 .....	129
8.2.2 Conciseness and simplicity 表达简洁 .....	131
8.2.3 Sentence tone 句子语气 .....	133
8.2.4 Chinglish to be avoided 避免汉式英语 .....	135
<b>Chapter IX Translation of Texts 第九章 语篇翻译 .....</b>	<b>139</b>
9.1 From sentence to text 从句到篇 .....	139
9.2 English varieties according to field of discourse 英语语域变体 .....	141
9.3 Abstracts 摘要 .....	142
9.4 News items 新闻报道 .....	147
9.4.1 Lexical and syntactic markers of English news 英语新闻报道词句语言标记 .....	148
9.4.2 Language features of the headlines of English news and translation of Chinese news headlines into English 英语新闻标题语言特点与汉英翻译 .....	150
9.4.3 Translation of news items into English 新闻报道汉英翻译 .....	153
9.4.3.1 Information distribution in an English typical news item 典型英语报道信息 分布 .....	153
9.4.3.2 Translation of news texts 新闻报道语篇翻译 .....	155
9.4.4 Editing translation of news 新闻报道编译 .....	159
<b>Appendix: English Sentence Patterns Applied to C-E Translation Illustrated 附录: 英语 句型应用于汉英翻译例句 .....</b>	<b>166</b>
<b>Bibliography 参考文献 .....</b>	<b>185</b>