

程子砚 魏 德 / 主编

*Junshi Yingyu Zonghe Jiaocheng*



综  
合  
教  
程

# 军事英语



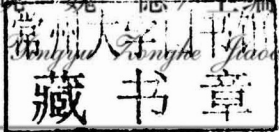
电子科技大学出版社

# 军事英语

综合教程



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*Junshi Yingyu Jiaocheng*



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# 军事英语综合教程

程子砚 魏 德 主编

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# 前 言

军事是以准备和实施战争为中心的社会活动。诸如武装力量的组织、训练和作战行动，武器装备的研制、生产和使用，战略战术的研究和应用，战争物资的储备和供应，国防设施的计划和建造，后备力量的动员、组织和建设等都属于军事范畴。军事不是孤立的活动，它涉及国家的政治、经济、科学技术、文化教育以及意识形态等各个方面，既受这些因素的制约，又对它们产生不同程度的作用。

现代科学技术迅猛发展，使军事领域发生了日新月异的变化。武器装备更新周期缩短，战争形式、作战手段、战略战术不断更新，战争观念也产生了新的变化。在和平与发展的大环境下，军事的影响或许在减弱，但却没有消失。事实上，军事力量的使用正在以新的形式出现。目前流行的未来战争的概念被军事理论学家们描述为并不具有“可界定的战场或前线”，军用与民用间的差别可能逐渐消失。

随着我国综合国力的不断增强和对外军事交流活动的日益增加，我军在联合国维和行动、国际人道主义救援、联合军演等方面发挥着越来越重要的作用。因此，军事外语交流能力已成为新型军事人才必需的一项重要技能。军队院校是开展我军军事外语教学的主战场，军校外语教学的军事转型成功与否对我军官兵对外军事交流能力的培养意义重大。为满足对外军事交流的需要，有针对性地培养军官的军事外语交流能力，特编写本教材。

本教材是一本综合性通用军事英语教材，旨在进行传授军事及语言相关知识的同时，全方位训练学生的军事英语听说、读、写、译等各项技能，同时培养学生的军事素养和国际军事视野。教材共分8个单元，内容主要涉及军事系统简介、新兵训练、武器装备、军事演习、后勤支援、军事改革、维和行动、参观军事院校主题。每个单元分别由“ORAL TOPIC”“READING TO KNOW”“TRANSLATION”“FOCUS WRITING”“BOOKMARK”五部分组成。

本书适合作为军队院校，尤其是军事院校的非英语专业学员的教材，也适合高校非英语专业国防生，以及部队参加对外军事交流的官兵使用。

由于编者水平有限，如有疏漏不当之处，敬请读者斧正。

编 者

# 目 录

Unit 1 .....	1
ORAL TOPIC: Military Training of Recruits .....	1
READING TO KNOW .....	5
TRANSLATION .....	9
FOCUS WRITING .....	11
BOOKMARK .....	19
Unit 2 .....	20
ORAL TOPIC: Military System .....	20
READING TO KNOW .....	23
TRANSLATION .....	28
FOCUS WRITING .....	35
BOOKMARK .....	45
Unit 3 .....	47
ORAL TOPIC: Weapons and Equipments .....	47
READING TO KNOW .....	51
TRANSLATION .....	58
FOCUS WRITING .....	61
BOOKMARK .....	71
Unit 4 .....	73
ORAL TOPIC: Military Innovation .....	73
READING TO KNOW .....	76
TRANSLATION .....	81
FOCUS WRITING .....	85
BOOKMARK .....	95

◆◆军事英语综合教程◆◆

Unit 5 .....	97
ORAL TOPIC: Campaign Drilling .....	97
READING TO KNOW .....	100
TRANSLATION .....	104
FOCUS WRITING .....	107
BOOKMARK .....	113
Unit 6 .....	114
ORAL TOPIC: Visiting Military Units .....	114
READING TO KNOW .....	117
TRANSLATION .....	121
FOCUS WRITING .....	126
BOOKMARK .....	137
Unit 7 .....	138
ORAL TOPIC: Logistic Support .....	138
READING TO KNOW .....	140
TRANSLATION .....	145
FOCUS WRITING .....	152
BOOKMARK .....	160
Unit 8 .....	161
ORAL TOPIC: Peace-Keeping Missions .....	161
READING TO KNOW .....	164
TRANSLATION .....	168
FOCUS WRITING .....	174
BOOKMARK .....	182
参考文献 .....	183

# Unit 1

## ORAL TOPIC: Military Training of Recruits

### Part 1 Situational Dialogues

#### Dialogue 1 In the Military Education Office

CO: Good evening, guys!

Recruits: Good evening, sir!

CO: Tomorrow, we'll begin our military drills, which will last six weeks. Before that, you need to know the purpose of the training. Who knows?

Wang Ming: As far as I am concerned, military drills cultivate our awareness of army men as well as our physical condition.

CO: You are right. Besides, military drills teach the importance of instant response to orders and the necessity of teamwork.

Recruits: Does it mean that we have to follow orders without any thoughts?

CO: Of course not. But you should remember once you are on the drill ground, the only thing you can do is to follow orders. Copy that?

Recruits: Yes sir.

CO: Good!

#### Words and Expressions

1. CO *n.* 指挥官, commanding officer 的缩写形式
2. cultivate /kʌltɪveɪt/ *vt.* 培养
3. awareness /ə'weɪnɪs/ *n.* 知道, 意识
4. instant /ɪnstənt/ *adj.* 立即的, 直接的, 紧迫的, 刻不容缓的

## ◇◇军事英语综合教程◇◇

5. teamwork /ˈti:mwɜ:k/ *n.* 联合作业, 协力
6. Copy that? 明白吗?

### Dialogue 2 Wandering on Campus

Situation: Wang Ming and Li Ning meet on the campus, and then have a chat.

Wang Ming: Hi, nice to train together with you. I am Wang Ming.

Li Ning: Me too. I am Li Ning.

Wang Ming: How long have you served in the PLA?

Li Ning: I have been in the army for two years.

Wang Ming: How do you like the life here?

Li Ning: I like it very much. As we know, all the officers and soldiers are close comrades-in-arms. We care each other, love and help each other.

Li Ning: What do you do every day?

Wang Ming: We have morning exercises every day. We have military training and political study in day time. In the evening we usually watch TV.

Li Ning: When do you have the roll-call?

Wang Ming: We have it before we go to bed.

Li Ning: It's about time.

Wang Ming: Let's go back.

### Words and Expressions

1. serve /sɜ:v/ *v.* 服役
2. comrades-in-arms *n.* 战友
3. roll-call *n.* 点名

### Dialogue 3 In the Marching Field

Situation: Both Wang Ming and Li Ning are training.

CO: Ok, men! Attention! Forward march! Hup, two, three, four! Hup, two, three, four!

Li Ning: Wang Ming, that means turn around! Not that way!

Wang Ming: I'm all mixed up.

Li Ning: Now I'm confused too!

CO: All halt!

Wang Ming: Our master really looks mad. His face goes red with anger. Oh no! He's coming toward us!



CO: Don't you tell left from right? Moreover, no talking in drilling!

Wang and Li: Yes, sir!

CO: Enough for today. At ease! Attention! Dismiss!

Wang and Li: Thank goodness!

CO: But two of you, leave behind and do more exercises. Practice makes perfect.

Wang and Li: Yes, sir!

## Words and Expressions

1. hup /hʌp/ *int.* (行进时为使步伐一致的口号声)
2. attention /ə'tenʃən/ *n.* 立正
3. confused /kən'fju:zd/ *adj.* 困惑的, 糊涂的
4. halt /hɔ:lt/ *n.* 停止, 暂停, 中断 *vt.* 使停止, 使立定
5. ease /i:z/ *n.* 安逸, 安心, 不费力, 悠闲 At ease! 稍息!
6. dismiss /dɪ'smɪs/ *vt.* 解散, 下课, 使离开 *vi.* 解散

## Dialogue 4 At Shooting Range

Situation: Li Ning is learning how to shoot. (Pang, Pang...)

CO: Li Ming, Listen to me!

Li Ning: I can't hear you! I think I'm deaf.

CO: Take it easy. Load your gun, and aim at the bull's eye. Don't ever hold a gun like that.

Remember safety is the most important!

Li Ning: But I don't know anything about arms.

CO: It's easy to learn about guns. You load the bullet like this. Follow me! (Click, Click)

Li Ning: Then it's ready to fire?

CO: Yes, aim through the sight, then pull the trigger.

Li Ning: How do I aim through the sights?

CO: Make the sights and the bull's eyes into one line.

Li Ning: Oh, I see. Can I fire now?

CO: OK. Hold it. Fire!

## Words and Expressions

1. load /ləʊd/ *v.* 装弹药
2. bull's eye 靶心
3. arms /ɑ:mz/ *n.* 武器
4. sight /saɪt/ *n.* 准星

5. trigger /'trɪgə/ *n.* 扳机

## Part 2 Background Notes

### Common Orders

1. Get up! 起床
2. Be quick! 快点儿!
3. Fall in! 集合!
4. On one rank (two ranks)! 一(二)列队!
5. Attention! 立正!
6. At ease! 稍息!
7. Right-dress! 向右看齐!
8. Left-dress! 向左看齐!
9. Eyes-front! 向前看!
10. Count off! 报数!
11. Call the roll! 点名!
12. Here! 到!
13. Halt! 立定!
14. Close! 靠拢!
15. Left-face (Left turn)! 向左转!
16. Right-face (Right turn)! 向右转!
17. About-face (About turn)! 向后转!
18. Forward-march (March off)! 齐步走!
19. Mark time-march! 踏步!
20. Double(time)-march! 跑步走!
21. At ease-march! 便步走!
22. Right-wheel! 右转弯走!
23. Left-wheel! 左转弯走!
24. Advance! 前进!
25. Take arms! 取(拿)枪!
26. Shoulder arms! 肩枪!
27. Order arms! 枪放下!
28. Down! 卧倒!
29. Load! 装子弹!
30. Unload! 退子弹!
31. Fire! 射击!

32. Dismiss! 解散!

## Exercises

1. Translate the following into English and substitute the underlined words with your own.

(1) 我们的军训教官是名中尉, 通常我们叫他队长。

---

(2) 体能训练是军事训练的重要部分。

---

(3) 军训期间我们晚上偶尔会有紧急集合, 特别刺激。

---

(4) 军训生活充满了汗水, 但也给我们留下了不可泯灭的记忆。

---

(5) 在射击前, 一定要仔细瞄准; 否则, 子弹会脱靶。

---

2. Role play.

Your roommates and you are preparing to get on bed, when the whistles being blew quickly. That is the sign of an emergent fall-in. Make a short play with your partners to perform the scene at that time.

## READING TO KNOW

### Basic Cadet Training (BCT) in USAFA

The freshmen have just arrived, fresh off the bus and in total culture shock! The majority are recent high school graduates, tops in their class, but at the Academy they are just the new “average”. The Seniors (1st Class Cadets—“Firsties”) are barreling toward graduation and this is their last opportunity to use what they have learned about leadership to train and lead the freshmen. From the science whizzes to the jocks—they must learn to become warriors and by working together at a team!

### “In-processing Day”

Dawn breaks on the Colorado foothills. It is June and there is a slight chill yet in the morning air. Over a thousand young people complete their paperwork, bid their loved ones “Goodbye” and board blue Air Force Academy buses that will take them away to basic cadet training. Each arriving “Basic Cadet” has their own reason for being here. Some of them have already attended a year at the Academy’s Prep-School to help them ready academically. A smattering had already

enlisted in the Air Force and spent time as Airmen on active duty. But most are “Direct Entries”.

Every new cadet entering the U. S. Air Force Academy begins basic cadet training (BCT) on his first day. BCT occurs during a six-week period before actual classes begin for a freshman’s first year.

## The Rigors of BCT

Each of BCT’s two phases—one in the cadet area, the other in Jacks Valley—makes its own demands and offers its own rewards. BCT will challenge new cadets physically, mentally and emotionally. Their commitment to themselves, to those close to them will be tested daily. They’ll expand their limits and emerge with a deep sense of pride and confidence in their accomplishments and abilities. They’ll begin to understand what sets the Academy apart from other colleges and universities.

### Basic Cadet Training Part 1 (BCT 1)—“First Beast”

Once aboard the blue bus of the USAFA, the training begins. The basic cadets are now members of the military and it is the job of the upperclassmen to train them and turn them into 4th Class Cadets, a title the new freshmen will have to earn. The Seniors (1st Class Cadets—“Firsties”), and Juniors (2nd Class Cadets—“2-Degrees”) descend on the basic cadets with an in-your-face barrage of instructions and orders beginning with remembering and reciting the Seven Basic Responses. This first day and the following days of BCT 1, take place on “The Hill” in the Cadet Area of the Academy. It is a blur of early morning wake-ups, memorizing names, learning military protocol, honor lessons, Air Force heritage, learning to eat meals at attention and prepare for room inspection. They are required to demonstrate their proficiency through physical conditioning training, including drill, rifle-manual competitions, strenuous exercises, running, competitive sports and parades. Here they are broken down as individuals in preparation to be built back up as a team.

### Basic Cadet Training Part 2 (BCT 2)—“Second Beast” in Jack Valley

At times, the basic cadets question why they are here and whether they will make it through. And just as they begin to master BCT 1, it is time to begin Basic Cadet Training Part 2 in Jacks Valley, a section of the Academy, an encampment five miles away from the cadet area, near Colorado Springs, Colorado and challenge courses of various kinds. The second phase lasts 18 days and focuses on weapons training, field training and developing stamina. Under the leadership of a tough new commander and his staff, one senior cadet proves to be the kind of leader who inspires others by leading by example, culminating with running the grueling Assault Course with his basic cadets. His “first boots in—last boots out” drives home the lesson of caring about those you lead.

Basic cadets stay in Jacks Valley will involve many activities, which will push them to their

physical limits and build within them self-confidence and confidence in their classmates. They'll also become familiar with small-unit tactics and firearms. After a challenging and rewarding experience in Jacks Valley, BCT training concludes back in the cadet area.

Second Beast ends for the cadets with a trip to the airfield and rides in the soar planes (gliders) and for one lucky basic cadet, a tandem parachute jump.

### “Acceptance Day”

The end of BCT and transition into the academic year are marked by the Acceptance Parade. The basic cadets are awarded their fourth-class shoulder boards to recognize completing BCT and to signify their acceptance into the cadet wing. In a ceremony associated with the parade, new fourth-class cadets culminate the intensive BCT core values, honor, ethics and human relations training by taking the Academy Honor Code Oath and pledging to live by its principles. Though the basic cadets have now become Four-Degrees, they are under freshman restrictions, including only walking on certain sections on the courtyard “terrazzo” and in the hallways, only carrying their backpacks in their left hands, and sitting at attention during meals. The restrictions continue until sometime in March when they prove themselves through three days of “Recognition”. A day they look forward to with mixed feelings.

### “Recognition”

Ready to be relieved of the freshmen restrictions, the Four-Degrees are ready for the physically and mentally grueling series of challenges the upperclassmen have planned for them over the course of three days, known as “Recognition”. Through the ordeal, the Four-Degrees learn many important lessons, including how to help and rely on one-another, before they are awarded their Prop and Wings badge signifying their rite of passage into full acceptance as a cadet. They are now free of the restrictions and speak freely with the upperclassmen and are able to wear civilian clothes again for the first time since arriving at the academy.

After the BCT, the school year begins with tough classes, but a variety of interesting majors to pursue. Cadets participate in aeronautics engineering and one group actually participates in building and tracking a working satellite—with cadets traveling to Alaska for the rocket launch. Meanwhile, the football season begins, and the Falcons are eager to earn back the Commander-in-Chief trophy from Navy.

Task 1 Answer the following questions.

1. How long will the basic cadet training last?
  
2. What are the backgrounds of the new cadets?

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3. What are the training subjects in BCT 1?
4. What are the training subjects in BCT 2?
5. What will new cadets do on the “Reception Day”?
6. When will the freshman restrictions be lifted from the new cadets?

Task2 Complete the following translation tasks.

1. Chinese into English.

(1) 新学员刚刚入校,强烈的文化冲击让他们不断问自己是否能坚持下去。

---

(2) 少数新学员已经入伍,成为现役空军士兵。

---

(3) 新学员在新训期间将经历身体、心理和情感上的各种挑战。

---

(4) 作为高年级学员,他的“第一个进,最后一个出”的做法明确了上级必须关心下级这个原则。

---

(5) 在新训的最后,新学员被授予肩章,进行宣誓,这标志着他们正式成为学员联队的一员。

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2. English into Chinese.

Basic cadets stay in Jacks Valley will involve many activities, which will push them to their physical limits and build within them self-confidence and confidence in their classmates. They'll also become familiar with small-unit tactics and firearms. After a challenging and rewarding experience in Jacks Valley, BCT training concludes back in the cadet area.

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Task3 Give an oral presentation in class on the following topics.

1. A Brief Description of the BCT in the USAFA

2. My Basic Cadet Training

## TRANSLATION

### 军事科技英语翻译概论

#### 一、军事科技英语的文体特征

EDST 是 English for Defense Science and Technology (军事科技英语) 的缩写。军事科技英语作为英语的一种实用类型, 不同于通用英语。军事科技英语几乎包含了科技英语的所有特征。从词汇角度看, 科技英语的四类词汇, 即技术词 (technical words)、半技术词 (semi/sub-technical words)、非技术词 (non-technical words) 和非言词 (non-words) 都会频繁地出现在军事科技英语文章中。从语法角度看, 军事科技英语像科技英语一样大量使用被动语态、名物化结构、无灵主语和复杂长句。从语篇角度看, 科技英语惯用的篇章结构 [ 引入 (Introduction) — 问题 (Problem) — 假设 (Hypothesis) — 方法 (Method) — 结果 (Results) — 结论 (Conclusions) ] 也会帮助读者全面理解军事科技英语文章。

但军事科技英语和科技英语仍存在着许多不同的文体特征。从词汇角度看, 军事科技英语除了军事词汇和科技词汇的广泛应用之外, 也频繁地使用生造词和缩略语。通常, 生造词是新武器或设备的名称, 字典和参考书中多没有收录。缩略语缩短了单词长度, 提高了信息交流的速度, 而且在一定程度上能起到保密作用, 所以美国军队要求尽可能使用缩略语, “缩略语已经成为美国军队的第二门语言”。从语法角度看, 被动语态的使用大幅减少, 因为在一些情况下, 如果使动者是专门的组织或部门, 必须要指定。尽管现在时在军事科技英语中占主导地位, 但其他时态也会应用来传达某些信息。

例 1: Stryker Brigade Combat Teams in Iraq currently are equipped with a satcom package derived from CMN, known as the Initial Ku Satellite System, supplied by Data Path. Joint Combat Camera units are using similar technology, and the TDMA components in the TNN are derived from this. Provincial Reconstruction Team terminals used in Afghanistan are also CMN derivatives.

译文: 目前, 驻扎在伊拉克的斯特赖克旅战斗队配备了一种卫星通信套件, 该套件是联军多国网络的延伸, 称为初期 Ku 星系统, 供应商是 Data Path 公司。类似技术还被应用在了联合战斗摄像装置以及联合网络节点里的 TDMA 组件中。在阿富汗境内使用的地区重建小组终端也是联军多国网络的衍生品。

此段落中包括了军事内容和科技内容。“Stryker Brigade Combat Teams”和“Provincial Reconstruction Team”是美军两个新创建的军队单位, “Data Path”是一家为美军提供技术支持的公司名字, “Joint Combat Camera units”是某种武器的名字, “CMN”是美军网络名字的缩

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写。“satcom package”“Initial Ku Satellite System”和“TDMA components”是科技术语,可以翻译成“卫星通信套件”“初期 Ku 星系统”和“TDMA 组件”。TDMA 不需要翻译,因为众所周知这是“时分多址”的意思。

### 二、军事科技英语翻译标准

军事科技英语的翻译标准具体可以概括为以下三点。

#### (一) 忠实于原文

原文的内容,一般是指作者在原文中所描述的事实,说明的事理,以及在描写或说明时所表露的情感、思想和风格等。译者必须将作品中包含的内容和形式完整、确切地用中文重新表达,不能歪曲、削弱,也不能随意增加原文没有的内容。

例 2: Alternative models of tactical warning, attack assessment, and emergency response in infrastructure protection scenarios focus attention on the critical differences that exist between perspectives on infrastructure protection. Different approaches emphasize varying views toward public sector and private sector roles, institutional responsibilities within the public and private sectors and divergent perspectives on the importance of international collaboration for infrastructure protection.

译文:为保护基础设施而采取的战术预警、进攻评估及紧急情况处理措施的其他典范,则将注意力集中在各种基础设施保护观点之间所存在的主要差异上。不同的方法突出反映了对以下两方面问题的不同观点——公有部门与私营部门各自的作用,公有部门及私营部门承担的部门责任;同时也反映了在为保护基础设施采取国际合作的重要性问题上的不同观点。

译文对原文的理解不够,即使一字不漏地逐字翻译,貌似忠实原文,结果译出的中文仍然似是而非,让人不知所云,可以说逐字死译的痕迹明显。试改译为:

在保护基础设施的场合,战术预警、攻击评估和应急响应的选用模式着重考虑对保护基础设施看法存在的差异。采用不同方法则进一步说明了在保护基础设施方面人们对政府部门和私营部门所起的作用和履行的职责及国际合作重要性等的见解各异。

#### (二) 语言通顺规范

译文语言必须规范,用词造句应符合本民族的语言习惯,要用民族的、科学的、大众的语言,以求通俗易懂。尽可能避免文理不通、逐词死译和生硬晦涩的现象。否则译文难以传达原文的内容。

例 3: Many of the concerns raised by this issue are echoed in traditional National Security and Emergency Planning (NS/EP) thinking. Under this rubric, government agencies in general and DOD in particular, share clearly defined responsibility for protection of critical national infrastructures. For privately owned infrastructures, government mandates implemented through licensing requirements and/or information gathering or reporting guidelines constitute the critical “other half” of the effectiveness response to infrastructure vulnerability.

译文:这件事所引起的许多焦虑在传统的国家安全与应急计划思路中也有回声。在这一规定中,政府各部门,尤其是国防部各自承担明确的责任来保护主要的国家基础设施。政



府通过强制要求办理许可证和制定信息收集或汇报等规定来对私营基础设施实行管理,这就构成了重要的“另一半”来有效弥补基础设施的脆弱性。

译文只是把大体意思翻译出来,许多细节都略去不译,因而不能忠实于原文,语言通顺规范也无从说起。试改译为:

上述情况引发诸多焦虑,这一点在制定传统的国家安全应急计划上得到反映。在这个问题上,一般来说政府机构,具体地说国防部,都很明确地规定了各自在保护国家重要基础设施方面的职责。而对于私人拥有的基础设施,政府做出规定,并明确要求通过办理许可证、确定信息收集与汇报指导原则来实施政府规定。所有这一切是政府有效克服基础设施薄弱环节的又一重要举措。

### (三) 译文精练优雅

只有在保证理解正确和表达通顺的前提下,才能尽可能地做到使译文符合中文的表达习惯,尽量使用成语,力求精练和优雅。

例4: It is increasingly clear that a critical need exists for the United States to develop and deploy far more effective means for tactical warning and attack assessment, and to develop procedures for emergency response. While this need has been virtually unquestioned for several years, no clear delineation of responsibilities in this arena between government and industry has been made yet.

译文:越来越多的迹象表明,美国急需开发并采用(注:选义不当)更有效的战术预警及进攻(注:漏译“评估”两字)的方法,同时还需进一步完善在遭到进攻的紧急状态下所采取的行动措施(注:即“应急能力”)。虽然多年来这一需要几乎没有受到审视(注:太直译了),但在政府与工业部门之间就这一问题所应承担的责任却从未有过明确的划分。

译文从信达雅的标准上都存在一些不足,可改译为:

越来越清楚地表明,美国急需研制和部署更成熟的战术预警和攻击评估手段,发展应急能力。多年来,这种需求一直被人们认可,然而政府和工业界在这方面的职责却始终不明确。

## FOCUS WRITING

### 句子写作

#### 一、句子的类型

##### (一) 基本句型

英文有五个基本句型。

(1) S + V (主语 + 谓语):

Tom laughed. (不及物动词)

(2) S + V + P (主语 + 系动词 + 表语):

The soldier looks tired. (系动词)