

大学英语

吴得禄 方钰 主编

综合教程

DAXUE
YINGYU
ZONGHE JIAOCHENG



电子科技大学出版社

图书在版编目 (CIP) 数据

大学英语综合教程 / 吴得禄, 方钰主编. —成都:
电子科技大学出版社, 2016.9
ISBN 978-7-5647-3910-2

I. ①大… II. ①吴… ②方… III. ①英语—高等学校—教材 IV. ① H319.39

中国版本图书馆 CIP 数据核字 (2016) 第 224012 号

大学英语综合教程

吴得禄 方钰 主 编

出 版: 电子科技大学出版社
地 址: 成都市一环路东一段 159 号电子信息产业大厦 (610051)
策划编辑: 罗 雅
责任编辑: 罗 丹
主 页: www.uestcp.com.cn
电子邮箱: uestcp@uestcp.com.cn
发 行: 新华书店经销
印 刷: 四川新华数码印刷有限公司
成品尺寸: 185mm×260mm 印张 11 字数 348 千字
版 次: 2016 年 9 月第一版
印 次: 2016 年 9 月第一次印刷
书 号: ISBN 978-7-5647-3910-2
定 价: 36.00 元

版权所有★侵权必究

- ◆ 本社发行部电话: 028-83202463; 本社邮购电话: 028-83201495。
- ◆ 本书如有缺页、破损、装订错误, 请寄回印刷厂调换。

前 言

当今，外国语是一个重要工具。从曾经的“学会数理化，走遍天下都不怕”，到现在 21 世纪的祖国建设人才必需的两项“本领”和基本素质——外语能力和计算机技能，外语的重要性凸显了出来；随着改革开放的进一步深入和经济发展的全球化，使外语——尤其是已成为一种国际语言的英语——的重要性日益突出。

《英语综合教程》的编写思路，既注重打好语言基础，更侧重培养应用能力，特别是实际使用英语进行涉外交际的能力。在培养阅读能力的同时，还加强听、说、写、译等语言技能的综合训练，尤其注重口头和书面实用表达能力的训练与培养，以适应中国加入世贸组织以后对外交往的需要。

本书共有 10 单元，每单元都由 Warming-up、Reading、Practical Translation 和 Focused Writing 4 部分组成，重点突出训练学生的说、读、写、译能力，提高学生实际使用英语进行涉外交际的能力，较好地体现了英语教学要突出全面培养提高学生的英语综合应用能力的大方向。

由于我们的学识所限，谬误差错在所难免，我们欢迎专家学者以及使用教材的教师和学生提出宝贵意见，以便及时修正。

编 者

目 录

Unit 1	Education	1
Unit 2	Work	21
Unit 3	Living a Full Life	37
Unit 4	Sports	55
Unit 5	Health	72
Unit 6	Travel and Tourism	86
Unit 7	Culture	105
Unit 8	Mass Media	119
Unit 9	Technology	138
Unit 10	Job Interview	158
参考文献		170

Unit 1 Education

Warming-up

Before reading Passage A, try to tell what you feel is the best part of your college life, and what is not so good as you used to expect.

1. Lecture
2. Class
3. Cafeteria
4. Library
5. Degree
6. Reading

Reading

Text A

Bachelor's Degrees: Has It Lost Its Edge and Its Value?

by *Lee Lawrence*

Once the hallmark of an educated and readily employable adult, the bachelor's degree is losing its edge. Quicker, cheaper programs offer attractive career route alternatives while the more prestigious master's is trumping it, making it a mere steppingstone.

Studies show that people with four-year college degrees earn more money than those without over their lifetime, that they are more likely to find jobs and, once employed, are almost twice as likely to be selected for on-the-job training.

This has prompted a stampede through college and university gates.

But studies are like photographs: they record the past. They say nothing about the clear and present danger that the bachelor's degree is losing value.

"As more and more people get a bachelor's degree, it becomes more commonplace," says Linda Serra Hagedorn, immediate past president of the Association for the Study of Higher Education and associate dean and professor at Iowa State University in Ames, Iowa.

And, she adds, "not all bachelor's are equal." In many communities around the country,

大学英语综合教程

the bachelor's is not enough to make you stand out. “‘ A bachelor's in what? ’ That's the question,” Professor Hagedorn says.

“A bachelor's is what a high school diploma used to be,” suggests Caryn McTighe Musil of the American Association of Colleges and Universities.

After World War II and through decades of postwar economic growth, college attendance morphed from an exception into the desired norm. In 1950, some 34 percent of adults had completed high school; today, more than 30 percent have completed a bachelor's. In 2009, colleges and universities handed out more than 1.6 million bachelor's degrees, a number the National Center for Education Statistics (NCES) expects will grow to almost 2 million by 2020.

Spiraling degree inflation is what Richard Vedder, professor of economics at Ohio University and adjunct scholar at the American Enterprise Institute, calls it. The danger he sees is that growing numbers of Americans will be unnecessarily saddled with hefty student loans.

“The fact is that it is not a sure shot you're going to get the high-paying job,” Professor Vedder says, and the notion that the earnings differential “is continuing to grow and expand is somewhat suspect.”

Bachelor's degree-holders may well earn 66 percent more than high school graduates and 35 percent more than people with two-year degrees, he says. But for every bachelor's degree-holder earning more than \$ 54,000 a year, he notes, there is a mail carrier, taxi driver, bartender, parking attendant or other worker with a bachelor's earning less. Indeed, almost 16 percent of the country's bartenders and almost 14 percent of its parking lot attendants have a bachelor's or higher.

Vedder predicts more and more college-educated people will be in jobs that do not require a four-year degree.

Michael Hughes and Amanda Kusler met in just such a job, working as servers in a restaurant in Ann Arbor, Mich. It was 2007, and both had graduated from high school three years earlier.

Soon after they started dating, Kusler encouraged Hughes to re-enroll and pursue a degree. “Especially nowadays,” she believes, “it's a norm to get your BA—doesn't matter what it's in.”

That was certainly the case for decades, says Anthony Carnevale, director of the Georgetown University Center on Education and the Workforce, but not anymore.

“It used to be that just getting the bachelor's made you employable,” Mr. Carnevale says. But the research increasingly shows “that the BA in and of itself is not what's valuable. Now, it more and more depends on what the degree is in.”

Kusler's aim was to work with children as a physical therapist, and there was no way to do that without a graduate degree.

But even in occupations that do not formally require postgraduate education, some employers have begun using graduate degrees as a filter.

“There's been some slight shifting to hiring more advanced degrees, particularly the master's,” says Edwin Koc, director of strategic and foundation research at the National Association of Colleges and Employers. He notes that a number of his organization's members are

now hiring people with a master's in engineering for jobs he'd assumed require only a bachelor's.

There is, however, also the undeniable fact that the supply of Americans with master's degrees is exploding. There are 50 percent more people in the job market today with a master's than there were in 2000. And the rate of growth is accelerating: When the economy is in turmoil and jobs are scarce, graduate enrollments typically rise.

This, in turn, fuels the feeling that Green, the accelerated master's student at Emory University, has: "The master's seems like what you have to get where you want to go."

With few good jobs immediately available and cuts in such postgrad havens as the Peace Corps, many are postponing these experiences to get their masters sooner rather than later.

Ironically, the push for master's degrees underscores the increasing need for the bachelor's while highlighting its weaknesses.

In theory, four years of undergraduate study nurtures critical thinking and the ability to adapt to a rapidly changing workplace.

But US college education has come under heavy criticism of late, and a bachelor's degree no longer guarantees that someone has actually acquired these crucial skills.

"There is this credential race going on," says Richard Arum, coauthor of "Academically Adrift." "where there is less attention to the substance of the education and more to the credentials that are useful as signals in the labor market."

Even though more than half of this year's college graduates have received no job offers, and even though the class of 2010 faced record unemployment, college graduates are still faring much better than those without a bachelor's.

"If nothing else," says Mr. McKendry, the California recruiter, "a bachelor's shows that somebody has the mental capability and the initiative to complete something" that less than 30 percent of the US population has achieved. But McKendry and his counterpart in a Snellings Staffing Services in New Jersey, Kileen Singerline, have independently lost their faith in the bachelor's as a predictor, in and of itself, of workplace success.

They point primarily to what they judge as a lack of work ethic and an attitude of entitlement in the new generation. Still, they are forced by employers to use college degrees as a benchmark.

"There are really good people with a wonderful track record," says Ms. Singerline, "But I often cannot get a client to consider them because the company policy is that to become a manager you must have a degree."

This is where cultural factors come to bear. "People would feel that it's unfair to report to somebody who has a lesser degree of education than they have." Hagedorn explains, "That usually leads to an uncomfortable situation in the company."

The crux is that "education is still respected," as Hagedorn points out, and there will probably always exist an economic and social divide between those who have it and those who don't.

But workplace and educational institutions are evolving, and attitudes toward the bachelor's

大学英语综合教程

are also showing signs of change. Some employers are more interested in experience, skills, and attitude than they are in degrees; others require higher levels of education from the start.

Then, as Jack Hollister, president of the Employers' Association serving Northwest Ohio and Southeast Michigan, reports, there are employers who only “look at bachelor's from certain schools and certain areas of study and require a minimum GPA.”

In other words, they no longer take a bachelor's at face value.

Words and Expressions

1. bachelor /'bætʃələ(r)/ *n.* 学士
2. hallmark /'hɔ:lma:k/ *n.* 检验印记;特点,标志;质量证明
3. prestigious /pre'stɪdʒəs/ *adj.* 受尊敬的,有声望的
4. stampede /stæm'pi:d/ *n.* 惊逃;人群的蜂拥
5. commonplace /'kɒmənpleɪs/ *adj.* 平凡的,陈腐的;平庸的,普通的
6. morph /mɔ:f/ *vt.* 改变
7. norm /nɔ:m/ *n.* 规范;标准;准则;定额(劳动)
8. hang out 挂出,晾晒
9. inflation /ɪn'fleɪʃn/ *n.* 通货膨胀;膨胀;夸张;自命不凡
10. adjunct /'ædʒʌŋkt/ *adj.* 附属的
11. exception /ɪk'sepʃn/ *n.* 例外,除外;反对,批评;[法律]异议,反对
12. pursue /pə'sju:z/ *vt.* 追求
13. therapist /'θerəpɪst/ *n.* 治疗专家,特定疗法技师
14. filter /'fɪltə(r)/ *n.* 滤波器;滤光器;滤色镜
15. undeniable /ˌʌndɪ'naɪəbl/ *adj.* 无可争辩的;不可否认的,无法抵赖的;确实优秀的;无可疵议的
16. accelerate /ək'seləreɪt/ *vi.* 加快,加速
17. turmoil /'tɜ:mɔɪl/ *n.* 混乱;焦虑
18. postgrad /'pəʊstgræd/ *n.* 研究所人数;官方网站
19. nurture /'nɜ:tʃə(r)/ *vt.* 培育;养育
20. credential /krə'denʃl/ *n.* 文凭;凭证
21. recruiter /rɪ'kru:tə(r)/ *n.* 招聘人员
22. initiative /ɪ'nɪʃətɪv/ *n.* 主动性;主动权;主动精神
23. counterpart /'kaʊntəpɑ:t/ *n.* 合作者
24. independently /ˌɪndɪ'pendəntli/ *adv.* 独立地,自立地,无关地
25. entitlement /ɪn'taɪtlmənt/ *n.* 授权;应得权益;命名、被定名
26. benchmark /'bentʃmɑ:k/ *n.* 基准,参照
27. crux /krʌks/ *n.* 症结;关键;中心

Content Awareness

1. Skim the text and then answer the following questions.

(1) What is the title of the article?

(2) What are the challenges for a bachelor's degree?

A. Cheaper programs. B. Master's degrees. C. Both A and B

(3) Which of the following is not created by the "spiraling degree inflation"?

A. More and more Americans will be burdened with heavy student loans.

B. The earnings differential will continue to grow and expand.

C. More and more college-educated people will be in jobs that do not require a bachelor's degree.

(4) College graduates tend to do better in the job market than those without a bachelor's degree because _____.

A. they have mastered critical thinking skills

B. they have the mental capability and the initiative to complete something

C. they have the potential to obtain a master's degree

(5) People's attitudes toward a bachelor's degree _____.

A. are ambiguous

B. are changing

C. are not clear

(6) The main idea of this article is that _____.

A. a bachelor's degree has lost its value

B. a bachelor's degree will regain its value

C. a bachelor's degree is no longer taken at face value

2. According to the text, decide whether each of the following statements is True (T) or False (F).

(1) People with bachelor's degrees always earn more than those without.

(2) Not all bachelor's degrees are equal.

(3) More and more college-educated people may be employed in jobs that do not require a four-year degree.

(4) A master's degree highlights the weaknesses of a bachelor's degree and decreases the need for it.

(5) Employers are more interested in a master's degree than in anything else.

(6) People's attitude toward a bachelor's degree indicates that education is no longer respected.

Language Focus

1. Fill in the blanks with the correct forms of the given words.

employ	economy	attend	graduate	pursue
engineer	enrollment	criticize	academically	evolution

大学英语综合教程

- (1) He enrolled with an _____ agency for a teaching position.
- (2) In recent years our country has placed great importance on _____ development.
- (3) _____ at Professor Smith's lecture fell off sharply that evening.
- (4) This university aims to more than double their _____ student population in five years.
- (5) Life, liberty, and the _____ of happiness have been called the inalienable rights of man.
- (6) Their inventions have contributed to the development of electrical _____.
- (7) I must _____ the children for piano lessons before next week.
- (8) All of our cultural heritage which is useful should be inherited, but in a _____ way.
- (9) Many scholars were annoyed by his injection of politics into _____ discussion.
- (10) He argued that organisms _____ gradually by accumulating small hereditary changes.

2. Fill in the blanks with words that are often confused.

attitude aptitude

- (1) Does she show any _____ for music?
- (2) He shows a very positive _____ to his work.

require acquire

- (3) To remove any ambiguity we have to _____ more accurate information.
- (4) If you _____ further information, you should consult the registrar.

search research

- (5) The new law empowered the police to _____ private houses.
- (6) Recent _____ has cast new light on the causes of the disease.

3. Fill in each blank with one suitable word.

Education is not an end, but a means to an end. In _____ words, we do not educate children _____ for the purpose of educating them; our purpose is to fit them for life.

In many modern countries it _____ for some time been fashionable to think that, by free education for all, one can solve all the problems of society and build a perfect nation. But we can already see that free education for all is not enough; we find in _____ countries a far larger number of people with university degrees _____ there are jobs for them to fill. Because of their degrees, they _____ to do what they think "low" work; and, in fact, work with the hands is thought to be dirty and shameful in such countries.

But we have only to think a moment to that the _____ that the work of a completely

uneducated farmer is far more important than _____ of a professor; we can live _____ education, but we die if we have no food. _____ no one cleaned our streets and took the rubbish away from our houses, we should get terrible diseases in our towns.

In fact, when we say that all of us must be educated to fit us for life, it means that we must be _____ to do whatever job is suited to our brain and ability, and to realize that all jobs are necessary to society, that it is very _____ to be ashamed of one's work, or to scorn someone else's. Only such a type of education can be called valuable to society.

Text B

Methods of Education: East and West

A teacher from Canada recently visited an elementary school in Japan. In one class, she watched 60 young children as they learned to draw a cat. The class teacher drew a big circle on the blackboard, and the 60 children copied it on their papers. The teacher drew a smaller circle on top of the first and then put two triangles on top of it; the children continued their cats in exactly the same way. The lesson continued until there were 61 identical cats in the classroom.

The Canadian teacher was startled by the lesson. The teaching methods-and their effects-were very different from those in her own country. An art lesson in a Canadian school would lead to a room full of unique pictures, not a series of identical cats. Why? What causes this difference in educational methods?

In any classroom in any country, the instructor teaches more than just art or history or language. Part of what's going on-consciously or not-is the teaching of culture: the attitudes, values and beliefs of the society. Every education system is inevitably a mirror that reflects the culture of the society it is a part of.

In many Western societies, such as the United States or Canada, which are made up of many different nationalities, religious groups and cultural orientations, individualism and independent thinking are highly valued. And these values are reflected by the education systems in these countries. Teachers emphasize the qualities that make each student special. Students are seldom expected to memorize information; instead, they are encouraged to think for themselves, find answers on their own and come up with individual solutions. At an early age, students learn to form their own ideas and opinions, and to express their ideas in class discussion.

In Japan, by contrast, the vast majority of people share the same language, history, and culture. Perhaps for this reason, the education system there reflects a belief in group goals and traditions rather than individualism. Japanese schoolchildren often work together and help one another on assignments. In the classroom, the teacher is the main source of knowledge: He or she lectures, and the students listen. There is not much discussion; instead, the students recite rules or information that they have memorized.

The advantage of the education system in Japan is that students there learn the social skill of cooperation. Another advantage is that they learn much more math and science than most

大学英语综合教程

American students. They also study more hours each day and more days each year than their North American counterparts do. The system is demanding, but it prepares children for a society that values discipline and self-control. There are, however, disadvantages. For one thing, many students say that after an exam, they forget much of the information they memorized. For another, the extremely demanding system puts enormous psychological pressure on students, and is considered a primary factor in the high suicide rate among Japanese school-age children.

The advantage of the education system in North America, on the other hand, is that students learn to think for themselves. They learn to take the initiative-to make decisions and take action without someone telling them what to do. The system prepares them for a society that values creative ideas and individual responsibility. There are drawbacks, however. Among other things, American high school graduates haven't studied as many basic rules and facts as students in other countries have. And many social critics attribute the high crime rate in the US at least partially to a lack of discipline in the schools.

Words and Expressions

1. triangle/'traɪæŋɡəl/ *n.* 三角形;三角形物体
2. inevitably/in'evɪtəbli/ *adv.* 不可避免地;必然地
3. reflect/'rɪflekt/ *vt.* 显示;表明
4. initiative/'ɪnɪʃətɪv/ *n.* 主动的行动
5. partially/'pɑːʃəli/ *adv.* 部分地,不完全地

Content Awareness

Decide whether each of the following statements is true (T) or false (F).

- (1) The method of teaching startled the Canadian teacher in the class she visited.
- (2) By the statement "In any classroom in any country, the instructor teaches more than just art or history or language." the author means instructors everywhere teach many different subjects.
- (3) According to the author, the variety of nationalities, religious groups and cultural orientations there contributes to the high value placed on individualism in North America.
- (4) The advantage of the Japanese system of education is that Japanese people share the same language, culture and history.
- (5) According to the author, the most serious problem with the Japanese system is that it prepares children for a society that values discipline and self-control.
- (6) The author considers it appropriate for North American society to "learn to take the initiative".
- (7) According to the author, the most serious problem with the North American system is that the lack of discipline may contribute to the high crime rate.
- (8) According to the author, the Japanese system of education is better.

Language Focus

1. Word Match

Match the following words with their definitions within each group of five words.

reflect	repeat aloud from memory
initiative	not general or complete
emphasize	commencing move
recite	stress, single out as important
partial	show or express
discipline	shock
individual	the quality of having an inferior or less favorable position
startle	knowing and perceiving
disadvantage	being or characteristic of a single thing or persona
conscious	system of roles of conduct or methods of practice
drawback	highly
suicide	the quality of being a disadvantage
inevitably	the act of killing oneself
cooperation	joint operation or action
extremely	unavoidably

2. Complete the sentences by using the proper words above in the Word Match. Change their forms if necessary.

- (1) The smooth surface of the lake _____ the light of the house.
- (2) Our monitor used to take the _____ in organizing the New Year's Party every year.
- (3) The professor _____ the importance of keeping ourselves informed of the latest development in science and technology.
- (4) There should be better _____ in schools.
- (5) A teacher can't give _____ attention to each pupil if the classes are too large.
- (6) Everyone was surprised when the mayor _____ a long poem to the visiting queen.
- (7) Native speakers don't make _____ use of the formal rules of grammar.
- (8) This is a very good car; its only _____ is that it uses a lot of petrol.
- (9) The police are investigating a murder that happened on the campus last week, which was made to look like a _____.
- (10) The coach said his team would _____ lose the match after the three best players were injured.

Practical Translation

词义的选择

商务英语也叫商务用途英语(English for Business Purposes),它同普通用途英语(English for General Purposes)既有联系,又有区别。它们之间的联系体现在:商务用途英语是由普通用途英语演变和发展而来的,换言之,普通用途英语是商务用途英语的基础和源泉。因此,在从事商务英语翻译时,既要考虑到译文的语言同普通用途的商务语言之间的联系,又要考虑到译文的语言同普通用途的商务语言之间的区别。

在商务英语翻译中,很多有关词汇的翻译问题值得我们注意,因此在词语翻译过程中,对词义的选择需要注意以下问题:

1. 注意区分词语使用的是常用意义还是专业意义

—The *claim* concerning the quality of the commodity shall be lodged within 30 days after arrival of the cargo at the port of destination.

译文:对货物质量的**索赔**应于货物抵达目的港之日起30日内提出。

英语原文中的“claim”在普通英语中为“声称”“要求”“要求物”之意,但在国际贸易中,它具有了“索赔”这一专业意义,它同“lodge”搭配使用,构成“lodge a claim”这一表达专业意义的短语。

再如:

—Not only a panic *run* on banks, but snowballing deposit cancellation could trigger an ominous chain reaction leading to a financial crisis.

译文:不仅仅是在各家银行所发生的恐慌性**挤兑**,还有那如滚雪球般的取消存款,都有可能引发导致金融危机的不良连锁反应。

英语原文中的“run”有“路程,奔跑,趋向”之意,但这些均为常用意义,不是专业意义。因此,需要查阅词典才能真正弄清其专业意义为“挤兑”。

—All seven major *banking groups* reported after-tax losses for the second consecutive *business year* in their fiscal 2010 *earning reports* due to the burden of disposing of *bad loans* and *slumping stock markets*.

由于处理不良贷款以及股市下挫等负担,所有七大**银行集团**在其2010**财政业绩报表**中,均报告在连续第二个的**会计年度**出现了税后亏损。

2. 一词多义时,根据句子的前言后语来确定其意义

—Deposits are, so to speak, unsecured *credit* held by the people and kept at financial institutions.

译文:这么说来,存款就是人们手中持有的并且放在金融机构里的没有担保的**债权**。

—He bought the furniture on *credit*.

译文:他是靠**赊账**买下那件家具的。

—There is no financial risk in selling to East European countries on *credit*.

译文:向东欧各国**赊销**是没有财务风险的。

—The amount of the minimum royalty paid by the Company to Licensor will be *credited* against the payment of running royalty accruing under this agreement.

译文:该公司支付给许可方的最低特许权使用费的总金额将从根据本协议而增值的变动专利权税支付款项中**扣除**。

在上面的例子中,“credit”一词就可以分别在会计学、簿记学、金融学等领域使用,但其意义不同,它分别有“借记”“借方”“赊销”“赊欠”“信贷”“赊欠期限”“贷方金额”“把……记入贷方”“记在……的账上”等意思。

同普通英语词汇一样,商务英语词汇在使用过程中也具有游移性和灵活性的特点,具体体现在:商务英语词汇多依据其前后搭配和上下文变化而被赋予不同的意义,或者还会因为所使用的范围或者领域不同而被赋予不同的意义。就商务英语所涉及的领域而言,它既涉及会计学,也涉及簿记学,还涉及金融学等,一个词有可能在这三个领域中都会使用到,但在不同领域中,该词具有不同的内涵和意义。

再如:

—It is possible that more of the company's stores will be *closed*.

译文:这家公司有更多的商店很有可能要**关闭**了。

这里英语原文中的“closed”用于日常销售之中,使用“关闭”刚好同其主语“商店”在主谓关系上搭配得当。

—Stock prices of many major commercial banks *closed* lower, as they had in previous trading.

译文:正如先前的交易那样,许多大的商业银行的股票价格**收盘**低走。

这里英语原文中的“closed”用于股票交易方面,为“收盘”之意。

—The number of bank accounts that are *closed* compulsorily has been increasing rapidly.

译文:被强制**结清**的银行账户数量一直在快速增长。

这里英文原文中的“closed”用于银行之中,表示“结清”之意,故“closed the bank account”即为“结清银行账户”之意。

尽管一个商务英语词汇可以集多种意义或多领域的意义于一身,在具体的上下文中或者用于具体的某个商务范围或者领域中,意义却只有一个。这个意义是依赖其所在的上下文或者该词语同其他词语之间的搭配而得来的。

3. 选择词义时,注意词义的感情色彩

词语除具有外延意义(也称理性意义)之外,还有内涵意义、社会意义、情感意义、反映意义、搭配意义和主题意义。词义的感情色彩主要涉及内涵意义、社会意义、情感意义、反映意义和搭配意义。在翻译过程中,很多时候,选择不同词语不一定有对错之分,但却有感情色彩的不同,正是这种感情色彩的不同,造就了译文读者对译文的不同感受和反应,并最终做出对译文质量高低的评价。

大学英语综合教程

例如:

—A foreign business representative, neither overly *sympathetic* toward China nor overly disposed against it, would need to be convinced on a number of scores before he could responsibly commit his firm to taking an equity position in a Chinese enterprise.

译文:一名外国企业代表,如果对中国既无过分好感,又无过分恶意的话,要动真格地实施向一家中国企业投资入股,就往往需要有一系列评估数据来帮助他做出最终决定。

这里“sympathetic”的外延意义为“同情的”“谅解的”“赞同的”“和谐的”“合意的”,将这些词义中的任何一个放在译文当中都不妥,因为它们的感情色彩不是很充分。这里,将其译为“好感”就很好地把握了感情色彩。

—The underwriter realizes this and certainly does not set out to make life difficult for his agency colleagues. However, he has a job to do. Part of that job is to ensure that people who attempt to buy policies because they expect to “die” soon *do not succeed* in fooling him and his company.

译文:核保人如果认识到这一点,当然不会让他的代理处的同事难堪。然而,他又肩负着责任,其责任之一便是,确保那些因预计很快“死亡”而设法购买统保单的人欺骗核保人自己及其公司的企图不会得逞。

英语词汇的褒贬大多依靠上下文来决定。在英汉翻译过程中,一旦确立了原文词语的褒贬,就要在译文当中按照汉语的搭配和语言习惯予以传达。本例中的“succeed”一词,其意为“gain a purpose or reach an aim”,属中性词语,汉语中往往用“取得成功”“获得成效”“达到目的”与之对应,但“取得成功”“获得成效”均属褒义,“达到目的”属中性词。但若表示不怀好意地做事情,则不能使用“成功”这样的字眼,而将其翻译成“达到目的”则爱憎不够分明,故在此情况下,需要使用与之相匹配的贬义词才比较恰当。因此,这里将“do not succeed”译成“不会得逞”比较符合此情此景。

4. 选择词义时,注意词语的语体色彩

词语的语体色彩就是指词语的正式程度。英语的词语通常分为五种语体:hyperformal—formal—normal—informal—hyperinformal,即:超正式语体——正式语体——普通语体——非正式语体——超非正式语体。汉语的词语通常分为三种语体:书面体、普通体和口语体。在翻译当中,也要做到“到什么山上唱什么歌”,也就是说,要在恰当的场合使用适合该场合的语言。要做到这一点,译者就需要首先充分领悟原文用词的语体色彩和使用场合,其次要发挥自己的语言能力,在译文当中使用符合原文词语语体色彩的对应词与之相对应。

例如:

—The home of your dreams *awaits* you behind this door. Whether your taste *be* a country *manor estate* or a penthouse in the sky, you will find the following pages filled with the world's most *elegant residences*.

译文:打开这扇门,您就可以领略到您那梦寐以求的家。不管您期冀的是乡间宅第,还是摩天大楼的顶屋,接下来的几页刊印的全是世界上最高雅的住宅供您选择。

在商务英语中使用的语言一般都比较雅致,因为在商务交往中,人们彼此之间都比较客套、比较正式,而且所使用的往往是不带有非常强烈的个人倾向的语言。

上面这则广告中,await, be, manor estate, elegant, residence 均为正式语汇,代替了口语体的 wait, is, house, nice, place。广告制作人选择了较为典雅的用词,其用意在于:一方面能够烘托出该商品的高贵品质;另一方面又满足了这类商品的消费者讲究身份、追求品质的心理。这里的原文中的典雅用词分别以“领略到”“期冀”“宅第”“高雅的住宅”译出,在语体色彩方面与原文最大限度地予以对应。

5. 选择词义时,所选词语要符合逻辑和所描写的客观世界

语言主要是用来描写客观世界的。因此,任何语言表达都必须符合逻辑、符合对客观世界的描述,否则就会语意不通,给交际带来困难。在跨文化交际的翻译当中,要想将原文的逻辑性和原文所描述的客观世界的实际情况在译文中充分再现出来,译者必须透彻地分析原文,并在译文当中充分发挥译文优势,有效而准确地传达出符合原文逻辑的意义。

例如:

—Assuming the laboratory tests *go well*, and you can quote us a competitive price, we'd certainly be able to place more substantial orders on a regular basis.

译文:若实验室检测合格,且你们给我们的报价具有竞争力,我们一定会定期大量订货。

原文中,“go well”的基本意思是“进展顺利”“没出差错”,但如果将“Assuming the laboratory tests go well”翻译成“若实验室检测进展顺利”或者“若实验室检测没出差错”,则译文强调的是检测过程,这与下文的主句“我们一定会定期大量订货”所谈的内容不太相关,因为检测过程顺利与否同“我们大量订货”没有必然联系。这里将其译为“若实验室检测合格”,就关注到了检测结果而非检测过程,这符合实际情况。因此,当所选择的文字不符合逻辑和实际情况的时候,就有必要调整表达方式。不同的表达方式会给人带来不同的联想和结果,因而也就会产生不同的效果。

6. 选择词义时,要注意前言后语搭配得当

每一种语言都有其独特的搭配方式。这种独特的搭配方式是使用某一特定语言的人们约定俗成的结果。可以说,每一种语言的魅力和魔力在很大程度上取决于各自神奇的搭配。而不同语言之间的翻译之难往往体现在搭配的不同上。因此,要想成就一篇好的翻译,在最初选择词义时就要注意前言后语的搭配。

例如:

—China's top industrial regulator said on Tuesday that the country is unlikely to *see* a “double dip” in its economy in the second half of this year.

译文:中国最高产业监管机构本周二表示,今年下半年,中国不可能出现经济“二次探底”的情况。

英语中的“see”是“看见”之意,这里如果将其直译,势必同其后面的“‘二次探底’的情况”搭配不当,造成语意不通。译文采用“出现”来翻译“see”,语意就非常通顺了。