

A Selection of Graded Readings

# 大学英语 分级阅读 理解精编

(一·二级)(修订版)

田桂荣 主编 张彦斌 刘鸿章 主审



上海交通大学出版社

主编 田桂荣

主审 张彦斌 刘鸿章

• 修订版 •

大学英语分级阅读理解精编  
(一、二级)

A Selection of Graded Readings  
(Band One and Band Two)

本册编写(按姓氏笔划排序)

田桂荣 李明 李健 陈黎

上海交通大学出版社

## 内 容 简 介

本书根据《大学英语教学大纲》编写,并根据 1995 年 7 月 15 日全国大学英语四、六级考试委员会颁布的《关于全国大学英语四级考试采用新题型的通知》予以修订改版。本套书分册出版,本册包括一、二级,每级有 15 个单元,每个单元有 4 篇阅读文章,并配有 20 道选择题。为了培养翻译技能,书中设有关于英译汉的翻译技巧及训练。本书选材广泛,包括文化、教育、科技、经济、法律、人物传记、科普常识、风土人情等。体裁多样,有叙述文、说明文、议论文、应用文等。书末附有英译汉的参考译文和选择题的参考答案。

本书可供学生自读自测,也可作为教师的教学辅助教材。

### 大学英语分级阅读理解精编

(一、二级)(修订版)

上海交通大学出版社出版、发行

上海市番禺路 877 号 邮政编码 200030

全国新华书店经销

上海交通大学印刷厂·印刷

开本:850×1168(毫米)1/32 印张:7.75 字数:200000

版次:1996 年 7 月 第 1 版 印次:1998 年 5 月 第 3 次

印数:15001—20400

ISBN 7-313-01694-8/H·193

定价:9.00 元

## 使 用 说 明

本书是根据《大学英语教学大纲》编写,并根据 1995 年 7 月 15 日全国大学英语四、六级考试委员会颁布的《关于全国大学英语四级考试采用新题型的通知》修订的。

本书共分三册,本册包括一级和二级。每级由 15 个单元组成,每单元包括 4 篇文章,其内容深浅程度相近,体裁相似,内容关联密切,其字数由一级的 900 字左右到四级的 1300 字左右,逐渐增加。阅读每个单元,并完成 20 道选择题(时间为 35 分钟)。这次修订增加了英译汉内容:翻译理论概述与翻译实践练习。翻译理论概述分成四个部分,分别放在一、二、三、四级之前,即“词的翻译”和“句子的翻译”;翻译实践放在阅读短文之中,底下划实线标出,由一级的每个单元 2 题至四级每个单元 5 题,逐渐与《通知》要求一致。翻译题应在做完选择题之后进行,时间为 15 分钟(四级),书后附有参考译文。阅读短文中底下划虚线的单词或短语为该单元选择题中的猜词部分。

修订本选材更加广泛,内容更加新颖,集趣味性、知识性、实用性于一体,有科普常识、异国风土人情、人物传记、日常知识、社会、文化、教育、经济、法律等。体裁多样,有叙述文、说明文、议论文、应用文等。文章由浅入深,循序渐进。

本书旨在培养学生的下述能力:掌握所读材料的主旨大意;了解说明主旨大意的事实和细节;既理解字面的意思,也能根据所读材料进行一定的判断和推论;既理解个别句子的意义,也理解上下文的逻辑关系,并就文章的内容进行判断、推理和信息转换。掌握最基本的翻译理论,并能将其用于翻译实践;译文要忠于原文,通顺流畅。

本书可供学生自读自测,也可供教师作为辅助教材穿插使用。全书由杨荣泉总策划,本册由田桂荣主编;由田桂荣、李明、李健及

陈黎编写；翻译理论及参考译文由曹亚非执笔；全书由张彦斌教授、刘鸿章教授主审。对参加第一版编写的刘学云、苏键及尹汝昭同志表示诚挚的感谢。

由于编者水平有限，编写时间仓促，谬误疏漏之处在所难免，切望广大读者及同行专家不吝赐教。

编者

1996年4月

# CONTENTS

## BAND ONE

词的翻译(一) .....	3
Unit One .....	8
Unit Two .....	15
Unit Three .....	22
Unit Four .....	28
Unit Five .....	36
Unit Six .....	43
Unit Seven .....	50
Unit Eight .....	57
Unit Nine .....	64
Unit Ten .....	71
Unit Eleven .....	78
Unit Twelve .....	86
Unit Thirteen .....	93
Unit Fourteen .....	101
Unit Fifteen .....	108
Key to Multiple Choice(Band One) .....	115
第一级参考译文 .....	117

## BAND TWO

词的翻译(二) .....	123
Unit One .....	127
Unit Two .....	134
Unit Three .....	141
Unit Four .....	148
Unit Five .....	155
Unit Six .....	162
Unit Seven .....	169
Unit Eight .....	177
Unit Nine .....	186
Unit Ten .....	193
Unit Eleven .....	200
Unit Twelve .....	207
Unit Thirteen .....	215
Unit Fourteen .....	222
Unit Fifteen .....	229
Key to Multiple Choice(Band Two) .....	237
第二级参考译文 .....	239

**BAND ONE**





## 词的翻译(一)

翻译是用一种语言将另一种语言所表达的思想内容准确完整地再现出来的活动。翻译的过程是多种知识的综合运用,有一定的技巧和要求。

做好翻译首先要建立一个科学的标准,即译文必须忠实原文,通顺自然。忠实原文首先指译者必须把原作的内容完整准确地表达出来,不得任意增删或歪曲;忠实原文还要保持原作的文体和风格。译者不能以自己的风格代替原文的风格,如鲁迅先生所说,译文必须“保存着原作的丰姿”。通顺自然指译文语言必须通顺易懂,符合规范。译文必须是明白自然的现代汉语。忠实与通顺相辅相成,忠实而不通顺,读者看不懂,失去了翻译的意义;通顺而不忠实,脱离了原文的内容和风格,违背了翻译的真谛。

其次,做好翻译要注意语言知识的积累。具体到英译汉,译者必须熟练掌握英语词汇、语法知识,同时要加强汉语语言的修养。译者还要注意背景知识的积累和知识面的扩大。有人说翻译家是“杂家”,他只有尽量多地了解各种背景知识和专业知识,才能自如地应付各种文章。译者还必须重视英汉两种语言的差异。英语词汇较具体,汉语词汇较概括;英语擅长散句,汉语擅长骈句;英语多长句;汉语多短句;英语被动句多,汉语被动句少。只有充分把握英汉语言的这些差异,才能正确处理好英语句子,使汉语译文通顺自然。

做好翻译还要树立认真的态度。这里我们特别强调“复译”的精神。译完后,要校核一下译文有无错漏,有无文体不一致,有无语句不自然现象,要重视文字的提炼和润色,务使所有问题都得到解决,译文才算定稿。

做好词的翻译有如下要点。

## 一、词类的选择

英汉两种语言都存在一词多类、一词多义现象。在英汉翻译过程中,我们在弄清原句结构后就要善于选择和确定原句中关键词的词义。选择和确定词义应从如下三方面考虑。

### 1. 根据上下文选择和确定词义

英语中同一个词,同一词类,在不同的场合往往含义不同,必须根据上下文的联系及词的搭配关系或句型来判断和确定某个词在特定场合下应具有的词义。如 power 一词:

(1) Basically, all power is with the people. 归根到底,一切权力归人民。(根据句子意思判断,该词表示一般词义“权力”。)

(2) To drive machines requires power. 开动机器需要动力。(根据“开动机器”判断,该词词义应为“动力”。)

(3) The power of such a battery is therefore about 1.5 watts. 因而,这种电池的功率约为 1.5 瓦。(根据“瓦”这一电单位判断,该词表示电学词义“功率”。)

(4) It is the second power of  $x$ . 这是  $x$  的二次方[幂]。(根据这是数学公式判断,该词表示数学词义“方”。)

### 2. 注意词义的引伸

所谓词义的引伸,就是由原义产生一种新义。翻译时,有些词和词组往往找不到与原意相当的意项,这样就要根据上下文的联系和逻辑关系,将词义加以必要的引伸,选择恰当的词来表达,这样译文才能流畅、自然。

(1) 将词义作抽象化的引伸。英语中常用一个表示具体形象的词来表示一种属性,一个事物或一种概念,翻译这类词时,一般可将其词义作抽象化的引伸。如:

Every life has its roses and thorns. 每个人的生活都有甜有苦。(把 roses[玫瑰]和 thorns[刺]这两个具体形象引伸为两个形象所

代表的属性：“甜”和“苦”。)

(2)将词义作具体化的引伸。英语中有时使用一个代表抽象概念的词，按汉语习惯可作具体化引伸。如：

Today is the link between yesterday and tomorrow. 今天是昨天和明天之间的桥梁。(把 link[连接]这个抽象的概念引伸为一个具体形象“桥梁”。)

(3)英语中非常规用词的引伸。英语中有时为了使表达生动新异而使用一些冷僻的搭配，译为汉语时往往需要引伸成熟悉的搭配。如：

Moonlight is only second-hand sunlight. 月光仅是间接的太阳光。(把 second-hand[二手的]引伸为“间接的”，使译文更加明白自然。)

### 3. 注意词汇的褒贬色彩

翻译时为了忠实原文的思想内容，必须正确译出原文词汇的褒贬色彩。有些词虽然是中性的，译成汉语时也要根据上下文恰当地把它们的褒义或贬义表达出来。如：

(1)Henry keeps boasting that he has talked to the President. 亨利总是吹嘘说他曾同总统谈过话。(贬)

(2)He was a man of integrity, but unfortunately he had a certain reputation. I believe the reputation was not deserved. 他是一个正直诚实的人，但不幸有某种坏名声。我相信这个坏名声是不该有的。(中性词根据上下文译成贬意。)

## 二、词类的转译

英语和汉语的词类有许多不同的地方，因此，英译汉时为了符合汉语用词习惯和语法修辞，就必须把英语某一词类的词转译成汉语另一词类的词，才能使汉语译文通顺自然。英汉翻译中词类转换归纳起来有以下三种。

### 1. 转译成动词

英语和汉语比较起来,汉语中动词用得比较多,英语中不少词类在汉译时可以转译成动词。如:

(1) He admires the President's stated decision to fight for the job. 他对总统声明为保住其职位而决心奋斗表示钦佩。(英语谓动词只有 admires 一个,其他用的是过去分词[stated]、名词[decision]、不定式[to fight]和介词[for],汉译时却可以多个动词连用。)

(2) We know that the mastery of a foreign language is not easy. 我们知道,掌握一门外语是不容易的。(名词 mastery 转译为动词“掌握”)  
|'ma:stəri| n. 掌握

(3) Professor Li was the instructor of our experiment. 李教授指导我们做实验。(名词 instructor[指导者]译为动词“指导”。)

(4) “Coming!” Away she skimmed over the lawn, up the path, up the steps, across the veranda, and into the porch. “来啦!”她蹦跳着跑开了,越过草地,跑上小径,跨上台阶,穿过凉台,进了门廊。(一系列介词译为动词。)

## 2. 转译成名词

英语中许多由名词派生的动词和用名词转用的动词,在汉译中往往找不到相应的动词,这时可将其转译成汉语名词。一些形容词、副词等根据上下文也要转译为名词。

(1) Formality has always characterized their relationship. 以礼相待是他们关系中的一个特点。(派生动词 characterized 转译成“特点”)

(2) They were already planning to staff a new university administration. 他们已经在为新的学校班子计划人事安排了。(将名词转用的动词 staff 转译为名词“人事安排”。)

(3) Computers are more flexible, and can do a greater variety of jobs. 计算机的灵活性较大,因此能做更多种工作。(形容词 flexible [灵活的]译为名词“灵活性”。)

(4) The device is shown schematically in Fig. 8. 这种装置的“简

图”如图 8 所示。(副词 schematically 译为名词“简图”。)

### 三、其他词类的转换

在英译汉中,除了向名词和动词进行转换外,还有转译成形容词或其他词类的,虽不如上述两者那么常见,但仍不失为一种翻译方法,而且也是有一定规律可循的。例如:

(1)The pallor of her face indicated clearly how she was feeling at the moment. 她苍白的脸色清楚地表明了她那时的情绪。(名词 pallor[苍白],转译成形容词。由形容词派生的名词往往可以转译成形容词。)

(2)The examination was a success. 考试很成功。(名词加不定冠词作表语时,往往可以转译成形容词。)

(3)This university impressed me deeply. 这所大学给我留下很深的印象。(英语动词译成汉语名词时,修饰该动词的副词相应地转译成形容词。)

(4)We took a short rest and went on walking. 我们短暂地休息了一下,接着上路了。(英语名词译成汉语动词时,修饰该名词的形容词相应地转译成副词。)

应该说,词类转译现象在英汉翻译过程中是较常见的,我们这里只是列举了典型的几类;在具体翻译过程中,译者应按汉语的习惯,灵活掌握。

Unit One

Passage 1

Sometimes, when people have problems they cannot solve by themselves, they write to a newspaper columnist like Abigail Van Buren, who calls herself Abby. She prints some of the letters in her column and adds her own advice or comments.

DEAR ABBY: I was called to serve on a jury and was really looking forward to serving, but when I told my husband, he said: "You *have* to get out of it!" I asked him why, and he couldn't give me a good reason; he just demanded that I try to get out of it.

Abby, I think it would be a good experience for me. Furthermore, I consider it my duty. My children are in school, and it wouldn't be difficult for me to find the time.

I know you are in favor of keeping peace in the family, but I honestly think my husband is wrong to demand that I get out of serving on a jury. So how do I defend my point of view?

CITIZEN

DEAR CITIZEN: You're right when you say it is your duty. I hope your husband never gets in trouble with the law, but ask him how he'd feel if he were tried by a judge alone because all his neighbors and fellow citizens refused to serve on a jury.

Then tell him to reread the Declaration of Independence, and to remember that one of the complaints of the first Americans against King George of England was that they were not permitted to have jury trials.

If your husband continues to refuse you the right to serve on a jury, declare your own independence on this point. It is one of the only two public services a citizen is asked to perform; the other is voting.

NOTES:

1. Declaration of Independence: the document of 4 July 1776 in which the American colonies declared themselves independent of Britain.

2. King George of England: George III (1738—1820), King of Great Britain (1760—1820). The British defeat in the War of American Independence (1775—83) made him unpopular.

Multiple choice:

1. The name of the person who wrote the letter for help is B.
  - a. Abby
  - c. Abigail Van Buren
  - b. Citizen
  - d. ☒ unknown
2. One who serves on a jury DC
  - a. works for the jury
  - c. is part of the jury
  - b. ☒ speaks to the jury
  - d. defends for the jury
3. The reason her husband is against her serving on a jury is    .
  - a. that it might bring their family trouble
  - b. that she has to look after the children
  - c. that she does not know much about the law
  - d. ☒ not given here
4. In this passage, "fellow citizens" means DA.
  - a. other citizens of your country
  - b. other fellows from your country
  - c. other people you know in your country
  - d. other people in your neighborhood
5. The most powerful argument against the husband is    .
  - a. the accused would face an unfair trial if his wife doesn't serve on the jury
  - b. his wife has studied the law
  - c. his wife can find the time
  - d. it's against the law to refuse one's wife the right to serve on a jury

the husband's argument is that it might bring their family trouble. He is against her serving on the jury because it is against the law to refuse one's wife the right to serve on a jury.



## Passage 2

Here are some startling facts about teenage marriages:

- There are twice as many teenage marriages today as there were 20 years ago.

- About two out of five of today's brides are 15 to 18 years old.
- Half of today's teenage marriages end in divorce in five years.

What is the story behind these figures? Why are more young people marrying earlier?

1. Young people grow up faster than they used to, say the experts. Often, girls are dating at 11. At 14 they're going steady. The next logical step seems to be engagement, then marriage.

2. For some teenagers, marriage is an escape. Sometimes boys and girls marry to get away from an unhappy home. Lonely young men or women may think that marriage will solve all their problems. Being married gives them a sense of security, someone to "lean on." The outside world seems less unfriendly then.

3. Many young people, though, marry to prove that they are grownup. They want to get out on their own and become independent.

4. Popular music, magazines, movies, and TV programs often paint a romantic picture of marriage. They picture a dreamy wedding in white, a "happily ever after" marriage. This tempts many teenagers.

What goes wrong with many teenage marriages?

1. Money is often a big problem. Young people who marry before they finish school are not likely to get good-paying jobs. Struggling to make both ends meet puts a strain on the marriage.

2. As a young couple grows up and develops other interests, they often grow apart rather than together. They may start out with a lot in common, but they may later find that they are very different from each