

新编研究生英语系列教程

研究生英语 写译教程

PROFICIENT (提高级教师用书)
WRITING AND TRANSLATION

北京市研究生英语教学研究会
主编/杨若东 袁锡兴

 中国人民大学出版社

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前 言

《新编研究生英语系列教程/研究生英语写译教程（提高级）》的书稿终于完成了。首先要感谢人大出版社同仁的大力支持，特别是鞠方安博士。其次要感谢所有参加此册书编写的人员，没有他们辛勤的努力和刻苦的敬业精神，此书是难以付梓的。

此书是在《研究生英语写译教程（基础级）》出版之后写成的，因此在基础级本里讨论过的在本书中略讲，如段落的论述方法等，但也存在很多的重复之处，只是角度略有不同。

写作部分主要分五大部分：首先是总的介绍，第二是英语句子的论述，第三是英语的段落，第四是英语的篇章，第五是经常被忽略的标点符号的得体使用。总的思路是组句成段，组段成章，再加上正确使用标点等手段，使自己的句子、段落和文章更加清晰、连贯、流畅。写作各个部分的划分纯粹出于论述方便，教师可根据自己的教学对象、教学目的、教学计划和要求、教学理念和学生的要求，打乱各个部分的划分，系统有机地灵活使用各个部分的材料，以期达到最佳效果。

翻译部分将英译汉和汉译英融合在一起讲解，各自单独举例论述，并有相应的译文，有利于对比学习和研究，使学生更深刻地掌握翻译的基本理论的常用技巧。该部分同时注重翻译的实用性，专门设计了不同文体的翻译一章。

此书的特点是选材多样新颖，语言地道纯正，突出写作和翻译技能的培养，着重写作和翻译手段的了解与掌握，揭示翻译和英文写作的特点及衡量标准，使学生在了解什么是好的翻译和英文写作的基础上学习翻译和英语写作。

在本书的编写过程中我们参考了大量的原文文献和参考书，主要部分总列如下：Elizabeth McMahan and Susan Day, *The*

Writer's Rhetoric and Handbook, McGraw-Hill, Inc., 1980; William H. Roberts and Gregoire Turgeon, *About Language: A Reader for Writers*, Houghton Mifflin Company, 1998; H. Ramsey Fowler, *The Little Brown Handbook*, Little, Brown and Company, 1983; Alice Oshima and Ann Hogue, *Writing Academic English*, Longman, 1999; Robert G. Bander, *American English Rhetoric*, Holt, Rinehart and Winston, 1978; Arthur Brookes and Peter Grundy, *Beginning to Write*, Cambridge University Press, 1998; R. R. Jordon, *Academic Writing Course*, William Collins Sons and Co. Ltd., 1980; John Swales, *Writing Scientific English*, Thomas Nelson and Sons Ltd., 1971; Marilyn S. Sternglass, *Reading, Writing, and Reasoning*, Macmillan Publishing Company, Inc., 1983。由于材料较多, 在书中我们没有一一标出出处, 谨在此对以上作者一并表示衷心的感谢和敬仰。

在参考和分析文献的基础上, 我们还结合了我们在教学实践过程中积累的点点经验, 整合我们认为比较好的材料和在英语写作教学中证明是有效的文献, 尔后把它们汇编成册。目的在于给广大英语教学一线的教师提供较为方便和能真正提高英语写作水平的参考材料。

最后, 此次编写时间紧, 任务重, 实属仓促行事。虽有多次反复的修改, 但仍存在许多缺点和错误, 这有待于我们在今后的工作中进一步修改和完善, 同时也希望广大同行和专家不吝赐教, 批评指正, 提出宝贵的意见。在此我们表示由衷的谢意。

《研究生英语写译教程》编写组
本册主编 杨若东 (写作) 袁锡兴 (翻译)

2004 年 8 月

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Proficient Writing 写作篇

Part II Building Good Sentences

Chapter Two Essential Qualities of Sentences

Section 2 Some Basic Qualities of Sentences

1. Sentence Clarity

Exercises for Pronoun Reference

Rewrite these sentences, correcting them for faulty pronoun reference.

(1) Mr. Smith told Mr. Brown that **Mr. Smith's** chickens were in **Mr. Brown's** garden.

Or Mr. Smith told Mr. Brown that **Mr. Brown's** chickens were in **Mr. Smith's** garden.

(2) Rice is an important crop in China, and many of the **Chinese (people)** have little else to eat.

(3) When we climbed up to the robin's nest, **the bird** flew away.

(4) European dairy cattle can adjust themselves to a wide range of temperature, particularly if **the adjustment** changes gradually.

Or European dairy cattle can adjust themselves to a wide range of temperature, particularly if **the temperature** changes gradually.

(5) Before you give the baby its bottle, shake **the bottle** well.

["Before you give the baby its bottle, shake the baby well. " is

grammatically correct, and yet is nonsensical.]

(6) You had your choice of tooth powder or tooth paste, and you bought **the tooth power** without remembering that I don't like to use it.

Or You had your choice of tooth powder or tooth paste, and you bought **the tooth paste** without remembering that I don't like to use it.

(7) A few pod diseases damage the beans if **the diseases** are left to develop.

(8) If a dog should bite any man in that gang of ruffians, **the dog** would die.

Or If a dog should bite any man in that gang of ruffians, **the man** would die.

(9) Only at ninety-nine degrees did the vegetation begin to wilt, and **the fact** was not surprising.

(10) When I saw the advertisement for an electric train in that magazine, I bought **the train** immediately.

Or When I saw the advertisement for an electric train in that magazine, I bought **the toy** immediately.

Or When I saw the advertisement for an electric train in that magazine, I bought **the magazine** immediately.

(11) If an upperclassman is displeased with something a freshman does, **the former** is punished for it.

Or If an upperclassman is displeased with something a freshman does, **the latter** is punished for it.

(12) The farmers told his neighbor that **his neighbor's son** had stolen his apples and that **the boy** ought to be spanked.

(13) I had planned to become a lawyer, but I have lost my enthusiasm for **becoming one**.

Or I had planned to become a lawyer, but I have lost my enthusiasm for **the plan**.

(14) In Mongolia **the people there** don't have many railroad lines.

Or In Mongolia **there are not** many railroad lines.

(15) My roommate taught me how to water ski and scuba dive, and I have become very skilled at **the sports**.

Exercises for Consistency

1. Revise the sentences below to make them consistent in person and number.

(1) If a person has just moved to the city, **he (or she) has** trouble knowing where to go.

(2) When **taxpayers** do not file on time, they have to pay a penalty.

Or When a taxpayer does not file on time, **he (or she)** has to pay a penalty.

(3) Writers must know what they are writing about; otherwise **they** cannot write.

(4) If a student misses too many classes, **he (or she)** may fail a course.

(5) One should not judge other people's actions unless **one** knows the circumstances.

Or One should not judge other people's actions unless **he (or she)** knows the circumstances.

2. Revise the sentences below to make them consistent in tense and mood.

(1) Soon after he joined the union, Lester **appeared** at a rally and **made** a speech.

(2) First sand down any paint that is peeling; then **paint** the

bare wood with primer. [This should be an imperative sentence.]

Or First you **should sand down** any paint that is peeling; then **you should paint** the bare wood with primer.

(3) Rachel is walking down the street, and suddenly she stops, as a shot **rings** out. [This is a historical sentence; it expresses vividness.]

Or Rachel **was walking down** the street, and suddenly she **stopped**, as a shot rang out.

(4) Rudeness **occurred** when people did not see themselves as others saw them.

Or Rudeness occurs when people **do not** see themselves as others see them.

(5) To buy a tape deck, find out what features you need, and decide what you want to pay. [The phrase *you should* is crossed out.]

3. Make the sentences below consistent in subject and voice.

(1) They dug up some arrowheads, and found some pottery that was almost undamaged.

(2) They started the game after they ran some practice drills. [better]

Or The game was started after some practice drills were run. [OK]

(3) The roof was ripped off by the tornado, and it was deposited in a nearby lot.

(4) The senator began the debate when he introduced the new bill.

(5) If you learn how to take good notes in class, you will avoid much extra work.

4. Identify each faulty shift in the following paragraph as inconsistent in person, number, tense, mood, subject, voice, or form of quotation. Revise the faulty sentences to eliminate the shifts.

One is always urged to conserve energy, and **we** try to do that. However, saving energy requires making sacrifices. My children like baths, not showers, so how can I tell them that they must keep clean and then insist, "**You must not use the bath?**" They won't stay clean. I don't mind a cool house, but **it has to be** kept warm when you have the flu. Everyone enjoys a fire in the fireplace, but **they** fail to realize how much heat from the furnace **was** released up the chimney. Nonetheless, we have to learn to live with inconveniences or be introduced to real hardship later on.

Revised

We are always urged to conserve energy, and we try to do that. However, saving energy requires making sacrifices. My children like baths, not showers, so how can I tell them that they must keep clean and then insist they should not use the bath? They won't stay clean. I don't mind a cool house, but we have to keep the house warm when we have the flu. Everyone enjoys a fire in the fireplace, but he fails (or they fail) to realize how much heat from the furnace is released up the chimney. Nonetheless, we have to learn to live with inconveniences or be introduced to real hardship later on.

Exercises for Completeness

Revise the sentences below so that they are complete, logical, and clear. Some have more than one possible answer.

(1) Both of them not only believe **energy conservation** but (also) work for energy conservation.

(2) The legal question raised by the prosecution was relevant and **was** considered by the judge. [The first *was* is a link verb, whereas the second *was* is an auxiliary, and should not be left out.]

(3) Football interested Ralph more than his friends **did**.

Or Football interested Ralph more than **it interested** his friends.

(4) His tip was larger than **that** of any **other** customer I ever waited on.

(5) With an altitude of 6,288 feet, New Hampshire's Mount Washington is higher than any **other** mountain in New England.

(6) The dog is only a puppy; the cats **are** both ten years old.

(7) My chemistry text is more interesting to me than any other social science text **is**.

(8) He feared darkness and **feared** the drop in temperature would trap the climbers on the mountain. [The first *fear* means 害怕; the second *fear* means 担心, so the second should not be omitted.]

(9) Inventors usually have an interest and **a** talent for solving practical problems.

2. Sentence Unity

Exercises for Sentence Unity

Test the unity in the following sentences and improve each one in the best way you can.

(1) The student was disobedient and was punished by the teacher.

(2) Milton was one of a large family, and he was sent to Oxford to study law.

(3) The games were very interesting, and I was greatly ab-