

大学 英语

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写译教程

COLLEGE ENGLISH

WRITING AND TRANSLATION

主编 / 于广 邹海奇

1

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大学英语写译教程

(第一册)

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前 言

人类已跨入信息时代,英语作为一种“国际语言”在信息交流中发挥着越来越重要的作用。而随着科学技术的迅猛发展,国际间的交流日益增进,特别是我国加入世贸组织后,对专业技术人员的翻译和写作水平又提出了更高的要求。长期以来,英语学习者,尤其是在校的大学生普遍反映在英语学习中,他们的动手能力一直很难有一个明显的提升,并已成为英语学习的“瓶颈”。在全国大学英语四、六级统考中,即使是全国重点院校的学生,他们作文的平均分数也在及格线以下,这已远远不能适应社会的发展和满足信息时代对人才的需求。产生上述问题的因素是多方面的,但英语教学、英语学习多年来重听说、轻写译应该说是个重要原因。因此,重视全面培养英语技能,提高英语写作和翻译能力是英语学习和英语教学中的重要课题。

《大学英语写译教程》是由黑龙江省大学外语教学研究会通过广泛调查研究和认真分析论证后,根据《大学英语教学基本要求》意见稿的精神,针对英语学习和英语教学中学生在写作和翻译方面通常出现的问题和错误而编写的。

其主要特色是:

1. 重点突出了英语写作和翻译方面基本功的训练。每册即重点突出又有相互之间的衔接,从词到句,从句到段,从段到文,学生都将得以充分的训练,打下扎实的基本功。

2. 所使用的例句、例段文理兼顾;题材、体裁形式多样。由此不但可以拓宽和丰富学习者的知识面,同时还能提高他们的学习兴趣和实际应用能力。

3. 改变了以往写和译教程理论陈述较为呆板、难懂的传统模式。本教程的许多章节从注重实例分析入手,在理论上定义所使用的语言简单易懂,使教和学变得简洁明了。

4. 针对性强。结合学习者的实际需求和全国英语四、六级全国统考,本教程选用了典型的范文和四、六级的真题加以分析、归类。内容深浅适当,范围覆盖面广,以满足不同层次、不同类型英语学习者的需求。

5. 每个单元都提供了形式多样的练习。大量的练习使学习者有更多的实践和巩固所学内容的空间,从而可以不断地完善、提高,循序渐进,水到渠成。

本教程的主要使用者为高校的非英语专业的大学生,同时也可为英语专业学生、非英语专业的研究生等提供学习和参考。

编 者

二〇〇三年五月

出版说明

吉林大学出版社是正在积极筹建的高等教育出版社的成员单位，在集团正式成立之前，为加强高等教育出版社与吉林大学的合作，由高等教育出版社和吉林大学出版社联名出版《大学英语写译教程》。

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上篇 写作

**Unit 1****Diction I**

- ★ Choose appropriate words and use them vividly.
- ★ Be aware of five principles of selecting words.
- ★ Make clear of denotative and connotative meanings of words.
- ★ Order of adjectives

Diction(遣词) refers to a writer's choice and use of words. It seems that the students have learned a great many words, yet they have great difficulty in choosing words and using them properly in their writing. English language has a very large vocabulary (around 400,000). Only a few thousand words are used by people for ordinary purposes. Students learning to write should learn to use the words that are most useful and most often used to express themselves. Sometimes they may use the wrong words, but more often the words they use are not entirely wrong, but inappropriate, inexact, inidiomatic, or uninteresting. A basic knowledge of diction may be beneficial to them.

Good diction is precise and appropriate — the words mean exactly what the writer wants to say, and the words are well suited to the writer's subject, purpose, and intended audience. Inaccurate, imprecise, or inappropriate diction not only fails to convey the writer's intended meaning but also may cause confusion and misunderstanding for readers.

I .Choice of Words

When we write on common topics for the general audience, we may achieve accuracy and appropriateness by bearing in mind the following guidelines about the choice of words:

1. Choose the words that will convey your meaning as exactly as possible and that will suit the content and style well. One difficulty with meaning arises with groups of words that share a general sense and so may be interchangeable in a limited number of contexts, but after closer inspection they reveal conceptual differences. Do you mean "use" or "utilize"? Do you mean you are "anxious", "nervous", or "fearful"?

Samples:

The company has decided to *extend* its range of products.

The general sense of "extend" here means to enlarge or make something bigger, and in

this context the word could be replaced by “increase” or “expand”, while in some other contexts, these three words are not interchangeable.

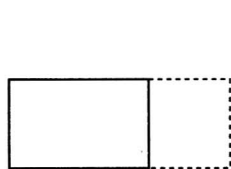
Samples:

| | |
|-----------------|---|
| We are going to | <i>extend</i> |
| | increase the kitchen by ten feet this year. |
| | expand ✓ |

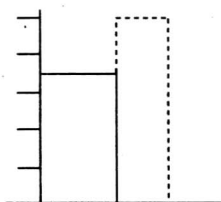
| | |
|------------|---|
| We want to | extend ✓ |
| | <i>increase</i> our sales by ten percent next year. |
| | expand |

| | |
|----------------|-------------------------|
| The metal will | extend |
| | increase if we heat it. |
| | <i>expand</i> |

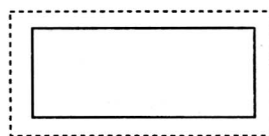
In these examples the italicized verbs are correct, and we could use some pictures to show clearly (清楚地) the general sense of enlargement in the following way:



extend



increase



expand

2. Try to use the smallest number of words necessary to express what you want to say.

For instance, when you hear “Sorry, I’m not in a position to offer assistance to him”, you will find it wordy and it will be much better to express the same idea with a single verb instead of a heavy long phrase, for example, “Sorry, I am unable to help him.” or simply “Sorry, I can’t help him.” This is what we may call “economy”.

3. Use common or informal words for general purposes; use formal or non-standard words only on special occasions or for special purposes; use specific and concrete words when giving details; use general or abstract words when making summaries. Guard against abstract expressions. When you write “It is extremely cold there at this season and you must take adequate measures to keep warm”. The reader still cannot tell how cold it is and what measures can be regarded as adequate; but if you say “It is usually 10 to 15 degrees below zero centigrade”, the reader will have much better idea.

4. Try to make your writing interesting, vivid and attractive. Compare the following two passages and comment on the using of words and the effects of them.

Samples: 解释评论.

1) For several days snow fell heavily in the south of England. It lay many inches thick on the ground. The roofs of houses were white; walking through the streets was difficult; driving



was dangerous.

2) It was the coldest winter in forty-five years. Heavy snow blankets swallowed everything on the earth: Villages in the English countryside were cut off and the Thames froze over. Cars crawled along while pedestrians trudged (跋涉) through the deep snow. Horns hoarsened (嘶哑); road accidents shot up. People told jokes about how it was more risky to drive by day than to go boating on the sea at night.

The two samples were both written to describe the same snowy day, but the first is not so vivid as the second. Their differences can be viewed in terms of the following two aspects: first, many general, vague words and phrases are used in Sample 1): “several days”, “heavily”, “walking”, “difficult”, “driving”, “dangerous”, whereas in Sample 2), more concrete expressions and specific words are used: “forty-five years”, “cars”, “pedestrians”, “cut off”, “freeze over”, “crawl along”, “trudge”, “horns”, which all go together to give the reader a vivid picture. The figurative language, such as “blankets”, “swallowed”, “hoarsened”, and “shot up”, intensifies the vividness.

5. Appropriate using of words also includes employing the parts of speech of words correctly. Students often make this kind of mistakes in their writing.

Samples:

Wrong: The writer is *sympathy* for the pauper.

Correct: The writer is *sympathetic* for the pauper.

Wrong: He has *succesed* in climbing the mountain.

Correct: He has *succeeded* in climbing the mountain.

Wrong: The *affection* of the weather led to the great loss of the crops.

Correct: The weather *affected* the crops greatly.

II . Meanings of Words: Connotation and Denotation

We are using connotation (内涵) and denotation (外延) to refer to the meanings of words. Denotation is the dictionary meaning of a word, the literal meaning. Connotations refer to the associative, attitudinal meanings or emotional overtones of words, which is called affective meanings (感情色彩). An apparent synonym may on examination prove to have a similar or identical denotation but a different connotation. Compare the following two sentences and see what kinds of affective meaning are involved here.

Samples:

Joanna is a *single* woman.

Joanna is a *spinster*.

In the second sentence “spinster” has a series of evaluative and emotional associations for a native English speaker which would not be true of “single woman”. These associations may include: old, isolated, on the shelf (被弃置), a sad figure, etc.; in other words, hardly complimentary (赞美的). The conceptual meaning of these two words is, however, identical — an unmarried adult female.

When we examine words from the learners' point of view, we can identify three main areas of connotation which are likely to be of interest.

Firstly, certain words naturally have a positive or negative connotation. "Complacent" (得意的) carries a negative connotation, so the statement "I find him very complacent" can only be interpreted as a criticism. Being described as "dogmatic" (教条的) or "naive" is equally unflattering because of the negative connotation involved. Students need to highlight this aspect of meaning, particularly in cases where the conceptual meaning alone does not make the attitudinal force of a word explicit.

Samples:

The teacher *praised* the student for his excellent homework. (positive)

因为这个学生的作业完成的很好,老师表扬了他。

I hate to be *flattered*. (negative)

我讨厌别人奉承我。

He is so *proud* of her son. (positive)

他是如此为他的儿子感到自豪。

He is so *conceited*. (negative)

他是如此自负。

He was a professor of *high* renown. (positive)

他是一个很有声望的教授。

Hitler was a devil of *great notoriety*. (negative)

希特勒是一个臭名昭著的恶魔。

Though she has grown up, her behavior is often *childish*. (negative)

尽管她已长大,但是她的行为举止有时很幼稚。

Though she has grown up, her behavior is still *childlike*. (positive)

尽管她已长大,但是她的行为举止仍像孩子般地天真浪漫。

The second area of connotation involves words which vary in affective meaning depending on the speaker's attitude or the situation. Our understanding of the same word used by different speakers or the same speaker in different contexts may change radically (根本地).

One area in which this form of personal expression is very common is in social groupings and political language. Look at the following sentences and compare the use of the word "liberal" (慷慨的, 放纵的).

Samples:

1) It's probably the most *liberal* regime in an area rife with dictatorships.

在充满独裁专治的地方这可能是最宽松的政体了。

2) I find the Thatcher government's policy on immigration far too *liberal*.

我认为撒切尔政府在移民政策上过于大方了。

3) He's a typical *liberal* — says he supports the pay claim, but he won't come out on strike with us.



他是一个典型的自由主义者——说他支持增长工资的呼吁,但他不会站出来同我们一起罢工。

The speaker in 1) is using “liberal” in a positive sense, whereas in 2) and 3) both speakers are using the word pejoratively(蔑视地), though from politically different points of view. In other words, the affective meaning of an item can vary according to the context and speaker.

Samples:

From his childhood, he had the *ambition* of becoming an artist. (positive)

从儿时起,他就胸怀当一名艺术家的抱负。

He had the *ambition* of killing the king and taking the throne. (negative)

他怀有杀掉国王、夺取王冠的野心。

A *fond* mother may spoil her child. (negative, foolish love)

一个溺爱孩子的妈妈会毁掉她的孩子。

In spite of failure, he has a *fond* belief in his intelligence. (negative, unrealistic hope, trust)

尽管失败了,他还是盲目地相信自己的能力。

My parents are looking at me with *fond* eyes. (positive)

我的父母用慈爱的眼神看着我。

Thirdly, socio-cultural associations of words are a further area of difficulty for foreign learners. Native speakers of a language have a whole series of associations with certain items and these associations are common to the society as a whole. Ask a British native speaker what he associates with “Friday the 13th” and he will almost certainly say bad luck, broken mirrors, walking under ladders and will list other such superstitions(迷信说法). These associations are extremely unlikely in China. These are examples of socio-culturally specific concepts; parts of the way of life of a culture which may or may not be shared by foreigners.

As far as the affective meaning of words are concerned, we must choose appropriate words according to the context and what we are going to express. Impropriety may cause misunderstanding and sounds funny.

Samples:

1) The *respectable* general was so arrogant(傲慢的) that it seemed that everything was in his hand.

2) The *modest* engineer *boasted* that he would finish the work in three days.

These two sentences are too puzzling. We are not quite sure whether they are positive or negative, praiseful or pejorative. The cause lies in the fact that these two sentences use positive and negative words simultaneously(同时地). If they are corrected like this:

1) The *respectable* general was so *confident* that it seemed that everything was in his hand. (positive)

这位可敬的将军很有信心,好像一切都在他的掌握之中。

2) The *modest* engineer *promised* that he would finish the work in three days. (positive)

这位谦虚的工程师答应在三天内完成这项工作。

1) The *self-important* general was so *arrogant* that it seemed that everything was in his hand. (negative)

这位自命不凡的将军如此狂妄,好像一切都在他的掌握之中。

2) The *shallow* engineer *boasted* that he would finish the work in three days. (negative)

这个浅薄的工程师吹牛说他会三天内完成这项工作。

The meanings here are made more explicit.

III. Adjective: Order

When several adjectives come before a noun, they usually have to be put in a particular order. For instance, we say *a fat old lady*, not an *old fat lady*; *a small shiny black leather handbag* is good English, but *a leather black shiny small handbag* is not. Here are some of the most important rules:

1. Just before the noun come adjectives that tell you what something is for — its purpose:

an expensive *tennis* racket (a racket for tennis)

a large *conference* hall (a hall for conference)

2. Just before these, we put adjectives that say what something is made of.

an expensive *steel and nylon* tennis racket

a large *brick* conference hall

3. Before these are words that tell you the origin of something — where it comes from:

an *Italian* glass ashtray

Spanish leather boots

4. Before these come color adjectives:

a *green* Italian glass ashtray

black Spanish leather boots

5. Words for age, shape, size, temperature, and other adjectives, come before all these:

an *old* wooden boat

a *big round* conference table

| | | | | | | | | |
|------------|-----|-------|------|-------------|--------|---------|----------|------------|
| possession | age | shape | size | temperature | color | source | material | purpose |
| ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ |
| my | old | round | big | warm | yellow | Chinese | metal | coffee-pot |

General Exercises

Exercise 1. Point out the denotative meaning and connotative meaning of the following italicized words.

1) After a long and tiring journey they finally got *home*.

White House is the *residence* of the presidents of America.

2) Premier Zhou Enlai is a great *statesman*.

There is, however, one thing we can be sure of: when crime falls — every *politician* around will claim credit for it (荣耀归于自己).



3) It was announced that the President would speak to the *nation* on television at midday.

After many years abroad, he wanted to return home to his *country*.

This newly-founded country hasn't completely established its *state* organs.

Exercise 2. Words can be relatively classified into three groups according to their connotative meanings: positive, neutral, negative. Classify the following groups of words, writing P for positive, N for neutral (中性), and N₁ for negative, as shown in the example.

Example: skinny(N₁) slender(P) thin(N)

| | | | | | |
|------------------|-----|------------|-----|---------------------|-----|
| 1) economical | () | stingy | () | thrifty | () |
| 2) extraordinary | () | unusual | () | weird | () |
| 3) legislator | () | politician | () | statesman | () |
| 4) famous | () | notorious | () | well-known | () |
| 5) aroma | () | smell | () | stench | () |
| 6) cottage | () | shack | () | summer home | () |
| 7) chubby | () | fat | () | heavy | () |
| 8) adherence | () | loyalty | () | partisanship | () |
| 9) extravagances | () | luxuries | () | good things of life | () |
| 10) reputation | () | fame | () | notoriety | () |
| 11) complacent | () | content | () | self-satisfied | () |

Exercise 3. Distinguish the connotation of the words in each of the following pairs. The denotative meanings of the paired words are similar, but their connotative meanings may prove to be quite different. You are expected to choose the suitable words accordingly.

child / brat

"Child" is a neutral word while "brat" has a negative connotation. It means a child behaving badly or annoying you.

1) dreamer / idealist

You don't have to be a lifelong socialist and _____ to realize that there's something wrong with this society.

His brain is full of impractical ideas. Actually he is completely a _____, always hoping that pleasant things will happen.

2) rare / half-baked

Meat that is _____ is cooked very lightly so that the inside is still red.

Your political opinion have not been properly thought out and they are stupid and impractical. They are rather _____.

3) determined / obstinate

They made continued and _____ efforts to find and destroy the enemy headquarters.

"But it's impossible," William kept _____ repeating.

4) fastidious / fussy

He is very _____ about his personal correspondence.

"Don't be too _____ about your clothes", mother said loudly.

- 5) used / second-hand

There was a bottle of whisky and a _____ glass and a _____ napkin on the coffee table.

It's a book he bought _____ years ago, off a six penny stall.

- 6) graveyard / memorial

Out here it's practically a _____.

That building is the _____ to Queen Alexander.

- 7) chore / job

Does your husband do this fair share of the household _____?

He managed to finish the entire _____ in under three months.

- 8) cook / chef

Margaret employed a daily _____ and cleaner.

He was regarded as a good _____ in this restaurant.

- 9) conceited / self-confident

I'm not _____ about my achievement.

Because they are _____, they are not so likely to regard you as a threat.

- 10) shallow / superficial

His art had grown steadily _____ and more tedious as he grew older.

It is inadequate to receive a _____ education.

- 11) jealous / envious

I'm quite _____ of your opportunity to study at such a famous university.

I often felt _____ because David could go out when he wished.

- 12) modest / humble

The young actress is very _____ about her success; she says it is as much the result of good luck as of her own abilities.

This servile(奴颜婢膝的) man was especially _____ when he was talking with his superiors.

Exercise 4. Try to think of a context in which the words are interchangeable and a context in which only one of the words can be used.

- 1) I'm afraid they might(reject / refuse / decline) our invitation.

We(rejected / refused / declined) goods that do not meet the required standard.

America(refused / rejected / declined) to accept the political advice which was offered by the United Nations.

- 2) Lawn tennis is played on a(court / pitch.)

Football is played on a(court / pitch.)

- 3) He was chosen to act as the (umpire / referee) in the tennis game.

The (referee / umpire) stopped the fight in the second round in the football game.

Exercise 5. The number 0 has many meanings: o, nil, nought, zero, love. Put the exact word in the fol-



lowing sentences .

- 1) My phone number is six _____ two seven.
- 2) Italy beat Spain two _____ in the football match
- 3) You must subtract _____ point seven.
- 4) It was ten degrees below _____ in Harbin yesterday.
- 5) John McEnroe is leading forty _____ in this game. (tennis)

Exercise 6. Identify the following sentences to see which sentence is correct and which is wrong.

- 1) Come close, I want to tell you something.
Come closely, I want to tell you something.
- 2) She is close related to the invention of this device.
She is closely related to the invention of this device.
- 3) He spoke to me very friendly.
He spoke to me in a very friendly way.
- 4) She sang lovely.
She sang beautifully.
- 5) A straight road goes straightly from one place to another.
A straight road goes straight from one place to another.
- 6) He opened the door wide.
He opened the door broad.
- 7) She had a broader range of interests than Jane.
She had a wider range of interests than Jane.
- 8) He fell unconscious on the floor.
He fell unconsciously on the floor.
- 9) Isn't the little girl dressed prettily?
Isn't the little girl dressed pretty?
- 10) I'm getting prettily fed up.
I'm getting pretty fed up.
- 11) I'll wait for you at exactly ten o'clock.
I'll expect you at exactly ten o'clock.
- 12) Have you already been to Canada in your life?
Have you ever been to Canada in your life?

Exercise 7. Put the adjectives in correct order.

- 1) a _____ chair (garden, plastic)
- 2) a _____ desk (writing, Chinese)
- 3) a _____ beer-mug (large, German, antique, brown and white)
- 4) a _____ nose (red, funny, little)
- 5) _____ boots (Spanish, nice, old, leather, my)
- 6) _____ (early, hard) years