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写译教程

COLLEGE
ENGLISH

WRITING AND TRANSLATION

主编 / 胡家英 张晶

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大学英语写译教程

(第三册)

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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、轻写译应该说是其中一个重要原因。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，同时也可作为英语专业学生、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****Argumentation I**

- ★ To argue for a viewpoint
- ★ To make the opinion clear
- ★ To try to write an outline

I . Sample Text**Why Should Women Have College Education**

Nowadays, more and more women go to colleges, universities, and even night schools in order to learn more. To give a brief analysis for this kind of spreading social phenomenon, I think there are three main reasons why a girl should have a college education: it can give her greater financial gain, a better family life, and richer personal resources.

First, the girl who has a college education is likely to find a better job and make more money. A typist, for example, may earn only \$ 300 a month. A research chemist, on the other hand, may earn more than \$ 15,000 a year. Second, the college-educated girl is likely to have a better family life. For instance, she can communicate with her husband, since she knows more about ideas and about life than the woman who drops out of school in the tenth grade and spends most of her time washing diapers and watching television. In particular, the college-educated woman can influence her children's education by taking an intelligent, informed interest in it. Finally,—and the most important of all—is the fact that a college education gives a woman richer personal resources than she would otherwise have. It gives her a taste for ideas and knowledge of history, art, philosophy, music, science, and so on.

To sum up, for the above three reasons—greater financial gain, a better family life, and richer personal resources—every woman should try to get a college education. With such a pleasant growing phenomenon, our society will surely become better and better.

Outline:**Thesis:**

There are three main reasons why a girl should have a college education: it can give her greater financial gain, a better family life, and richer personal resources.

I . Introduction: why a girl should have a college education

II . Three reasons:

A. Greater financial gain.

_____ vs. _____

B. A better family life

a. To be able to communicate with husbands

b. To intelligently _____ her children's education

C. Richer personal resources

III. Conclusion: Every woman should _____ a college education.

II. More on Argumentation

1. Definition

Argumentation(议论文) is an important form of human communications. Its ultimate goal (最终目标) is to persuade the listener or reader to embrace(领悟) a viewpoint. It seeks to influence the opinion or action of others through logic and evidence, not merely emotions and power. The purpose in argumentation is to convince(说服) the audience to believe or do something that they are not now believing or doing, the writer must pay more attention to the needs, concerns, and values of the audience than in essays to express, entertain, or inform. There are usually three types of argumentation: Arguing For,(立论文)Arguing Against(驳论文), Arguing Balanced(驳立结合). Arguing For is the first type of argumentation. In this type, the writer expresses a viewpoint to ask for the recognition(认可) of the viewpoint or call for action.

2. The Relationship between Reader & Writer

The audience of an argumentative essay is readers who disagree with you or who haven't formed an opinion about the subject yet. There's no point arguing a position with those who already agree with you, although you may be more comfortable talking about controversial subjects with like-minded people. Since your purpose is to sway the opinion of others, you must know your audience well. If you know your audience well, you should be able to anticipate their objections to your claim (thesis) and evidence. The argumentative essay is not a debate in which you present opposing sides of an issue and let the audience decide what they believe. You have decided what you believe and are seeking to convince the audience of that viewpoint.

As you develop your argument, you decide what kind of evidence and support will have weight with the specific audience. Remember that you are not manipulating them by making them feel: guilty, fearful, obliged, or angry. You are appealing to their reason with logic and the weight of evidence. As a writer, you must decide what evidence supports your thesis, what evidence will be effective with your intended audience, and how much evidence is needed, to convince the audience.

3. Features

To make the opinion clear, the writer should follow such organization pattern: presenting the problem—expressing the opinion—suggesting the solution to the problem. In argumentation, you can develop your argument through examples, definition or personal experience. Here are some examples of ways to develop the reasons or supporting statements of your argument.



- 1) Definition of important terms;
- 2) Verifiable facts;
- 3) Examples, including personal experience;
- 4) Recognized authority on the subject;
- 5) Quotations, especially from an authority;
- 6) Statistics.

III . Technique

1. What Is an Outline?

An outline is a piece of writing that tells the main points of a story without any details.

2. Types of Outline

There are two commonly used types of outlines: the topic outline and the sentence outline. All entries in a topic outline consist of nouns and their modifiers, or their equivalents, that is, gerund phrases or infinitive phrases, whereas the entries in a sentence outline are complete sentences. A topic outline is brief and clear, and it gives an instant overview of the entire paper. A sentence outline, on the other hand, provides a more detailed plan of the paper.

The following outlines are for a paper on foreign trade, and compare them with each other.

A Sentence Outline:

Thesis: Foreign trade is beneficial to and indispensable for all nations.

I . Introduction: the utilization of different economic resources and the development of different skills form the foundation of foreign trade

II . Trade in commodities (visible trade) is necessary between nations.

A. No nation has all the commodities it needs.

B. A nation may not have enough of certain commodities.

C. A nation may sell certain commodities at a profit.

D. Latest innovations and different styles of commodities may make foreign trade necessary.

E. All nations strive to maintain a favorable balance of trade so as to be assured of the means to buy necessary goods.

III . Exchange of services between nations (invisible trade) is part of foreign trade

A. Nations vie in providing transportation for foreign trade.

B. Prudent exporters purchase insurance for their cargoes.

C. Tourism brings a nation huge profits.

D. Technology is also exported and imported.

IV . Conclusion: the purpose of foreign trade is to earn money for necessary imports and it is important to keep the balance of payments.

A Topic Outline:

Thesis: Foreign trade is beneficial to and indispensable for all nations.

I . Introduction: the foundation of foreign trade

II . The necessity of visible trade

- A. Lack of certain commodities
- B. Insufficiency of particular items
- C. Comparative advantage in certain items
- D. Latest innovations and different styles of commodities
- E. The importance of a favorable balance of trade

III . The necessity of invisible trade—exchange of services between nations

- A. Transportation
- B. Insurance
- C. Tourism
- D. Technology

IV. Conclusion: the purpose of foreign trade and the importance of the balance of payments

3. How to Write an Outline

Outline writing is of particular importance to students. It concerns the development of a good habit that will prove helpful and efficient in the long run. Outline writing has 3 steps:

A. **Deciding on a topic.** Fixing the topic is the first step for an outline. Only on the basis of a topic can a thesis be worked out, and only with a good thesis can you organize your ideas properly for your composition. A topic can be anything that interests you:

The Job I Like Most

My Good Father

The Most Unforgettable Experience in My Childhood

Inflation and Economic Boom in China Today

Education in the 21st Century

They are all good topics that you can try writing on. However, when you decide your own topics, try to avoid settling down on broad subjects such as “Inflation”, “The 21st Century”, “Childhood Experiences”, and “Jobs”. You should go on to probe into them until you come up with more limited and consequently more workable topics. The following questions and their answers may help you reach the goal:

What is it?

What are its characteristics?

What are its limits?

What caused it?

What does it cause?

What are its effects?

How did it happen?

How is it like other things?

How is it different from other things?



B. Formulating a thesis. Once you have decided on a topic, the next step is to formulate a thesis. A thesis is a single declarative sentence that contains the main points, or controlling ideas, of what you are to write. It governs the development of a whole composition just as a topic sentence governs the organization of a paragraph. It can never be a phrase, or a dependent clause, or a question. A good thesis should be clear and specific. It must show clearly what you want to tell your readers; it must be on a particular aspect of the topic. Besides, it must reveal your attitude toward the topic.

C. Collecting details. After formulating the thesis, you should think out as many relevant details as possible to support the thesis.

An outline can be simple or complicated, short or long. It is all decided by the topic and thesis that you are working on. When organizing an outline, you should realize:

1) There should be at least three layers of development: the thesis, the main ideas, and the sub-ideas;

2) When you have an idea marked "I", there should be at least another one marked "II" to go side by side with it;

3) The subheads of the same rank should be of equal importance and arranged logically;

4) Do not mix a topic outline with a sentence outline. A diagram may help you see more clearly: When the outline is ready, you can start writing your composition. You should follow the steps in the outline, but do not worry about making changes. You can always revise the outline if you have added some new good details and ideas, or have omitted some old ineffective ones.

Check and revision are always necessary. Some people find it a good way to put away the first draft and do the revision two or three days later as then they will be more objective, like a reader. First, compare your draft with the outline and see if you have clearly illustrated what you have intended to write. Second, check the draft to see if the sentences are coherent with one another. Third, see if you have used some wrong or improper words. Fourth, make sure you have followed the rules explained in "Format." Your final copy should be clean, neat and tidy.

IV. Models

Model 1

Competition

A/ Competition makes people active and creative. It is very necessary to compete if human society wants to advance. (Even animals compete for survival.) Without it, we would become lazy and nobody would take any responsibility. (B/ Does competition make people active and creative? Is it very necessary to compete if human society wants to advance? In fact, we would become lazy and nobody would take any responsibility, if without the competition.) "Three monks, there will be no drinking water". This Chinese proverb vividly describes why China's productivity was so low before Mr. Deng came to power. At that time, we had the so-called planned economy. There was no competition at all. So, farmers didn't work hard. Workers didn't work hard. China was on the edge of collapse.

Competition can stimulate people to try their best to do anything. For example, in 100-meter race,

each sportsman runs as quickly as possible, trying to win the champion. The same things happen in our society and in our daily life. If a company wants to surpass others, it must compete with them. It must raise its efficiency. All the companies doing this will no doubt benefit the whole society and the whole human race.

Being a student, I must compete with other students in our studies. I must study hard in all the fields so that I can be a useful man when I enter the society after graduation.

It is imperative that an argumentative essay should have a debatable point, that is, something that can be viewed from more than one angle and is therefore open to dispute. You see, in Model 1, the first two sentences are just mere statements of facts. Obviously, they are not good themes, but if they are changed into questions, they become debatable. Compare A with B, to see which is better as the beginning of an argumentation?

Model 2

Women in the Modern World

Women are playing an increasingly important part in society today. Now they could have more education than the women in the past. With their knowledge, they can go outside for work and they become more active in almost all fields than ever before. There are more female political leaders in our country. A good case in point was Song Qing-ling. And many greatest scientists are women.

With the changes in their social roles, women's position in the family has improved as well. In the past, women didn't have any position in the family. They were only tools for giving birth to kids. They had to obey their husbands. But now, more and more women have equal position with their husbands. They are respected in the family. Because most of them have knowledge, they can work well outside. They are not only good wives and mothers but also skilled and competent workers.

In spite of these changes, the liberation of women has not been completely realized. In some countries women cannot get equal pay like men, even when they do the same work. They often risk being discharged by their bosses. It is quite difficult for some mothers to find satisfactory jobs. So there is still a long way for women to go till they get fully same social positions with men.

The viewpoint of your paper would better not be a fact, a statement of personal preference, or a viewpoint universally accepted. Therefore, you should provide sufficient evidence to convince the reader. Sufficient evidence includes common knowledge; specific examples; hard, not soft, evidence, or facts, not opinions, unless the opinions are expert and authoritative; statistics; and quotations from authorities. Valid evidence is that which is clearly and directly connected with the point to be proved, as is shown in Model 2, the example Song Qing-ling.

Model 3

Television — Harmful to Children

Over the past forty years, television sets have entered most homes, and watching television has become a standard activity for most families. Children in our culture grow up watching television in the morning, in the afternoon, and often in the evening as well. Although there are many excellent programs for children, many people feel that television may not be good for children. In fact, television may be a



bad influence on children for three main reasons.

First of all, some programs may affect children's sense of security. For example, there are many murder stories on television. People are killed with guns, knives, and even cars. Some children might think that these things could happen to them at anytime. Therefore, they can become frightened. In addition, some youngsters might begin to think that violence is a normal part of life because they see it so often on television. They may begin to act out the violence they see and hurt themselves or their playmates.

Second, television can affect children's reading ability. Reading requires skills and brain processes that watching television does not. If children watch television for too many hours each day, they don't practice the skills they need to learn how to read.

Finally, television may affect children's schoolwork in other ways. If they spend too much time watching television, they may get behind in their homework. Also, if they stay up to watch a late movie, they may fall asleep in class the next day. Consequently, they will not learn their lessons, and they could even fail in school.

In conclusion, if children watch too much television or watch the wrong programs, their personalities can be harmed. Furthermore, their progress in school can be hampered. Therefore, parents should know what programs their children are watching. They should also turn off the television so that their children will study.

Argumentation frequently makes use of the other three types of writing—description, narration, and exposition. Detailed and concrete description convince in your argument while general and abstract points do not. By telling a story, you illustrate certain argument. If you are arguing that television is harmful to children, you may tell in one paragraph what happen to some children who watch television too much. In fact, a successful argument can be developed by various methods.

V. Exercises

1. Here are several possible thesis statements; below each are topic sentences for paragraphs that support the thesis. Put a number next to each topic sentence to show what order makes the most sense to support the thesis statement. At the end, write the order of the content: time, space, most important to least important, or least important to most important.

A. Thesis Statement: Getting ready for a swimming race requires physical and mental preparations.

Topic sentences of supporting paragraphs:

- 1) Dry land exercises include running, aerobics, sit-ups and push-ups.
- 2) Swim practice takes place in both morning and afternoon.
- 3) You can mentally view yourself swimming the race.
- 4) Meditation may help you prepare for the race.
- 5) Workouts with weights are good preparation.
- 6) Diet is also important in preparing your body for a race.

Order:

B. Thesis Statement: The Chicago Bulls' 1991 defeating the Los Angeles Lakers was their first Na-

tional Basketball Association championship in the 25-year existence of its franchise.

Topic sentences of supporting paragraphs:

- 1) In other years, the Chicago Bulls kept losing to the Detroit Pistons in their league and couldn't even get to the final playoffs.
- 2) The L. A. Lakers had often reached the NBA finals with the help of such past stars as Kareem Abdul - Jabbar.
- 3) In 1991, Magic Johnson was a key player for the L. A. Lakers in helping the team reach the finals.
- 4) 1991 was the fifth time in the past eight years that the L. A. Lakers had been in the NBA finals.
- 5) Chicago won the fourth game of the finals in an exciting 97—82 victory.
- 6) The final game was almost a case of Michael Jordan vs. Magic Johnson.
- 7) Los Angeles won only the first game of the playoffs.
- 8) The Bulls had a 3—1 series lead going into the final championship game being played in Los Angeles.

Order:

-
2. *Read the following argumentation carefully and then finish the exercises below.*

The Necessity of English Writing for English Majors

English writing is generally the most difficult one in the language competence required for the students majoring in English, considering the great pains student writers take and the slight progress they make in their practice. Most of the beginners think there is no need to practice writing English compositions since their writing skills in Chinese is quite sufficient, and English writing is after all not quite practical for their future work. However, English writing, as a very important part of students' general language competence and as a means of expressing oneself and of spreading knowledge and information, is necessary and essential for English majors.

The difficulty of English writing baffles many students so much that they turn to their Chinese writing skills for help. That is natural. In fact, their Chinese writing skills do help their English writing, especially in generating and organizing ideas and details. Meanwhile, Chinese writing is different from English writing in sentence structures and paragraph organizations and their differences in expressions are certainly even bigger. Simply translating Chinese word for word into English cannot make good English writing. Other students hold a wrong view of learning English. They think to learn English is just to memorize a large vocabulary, to master the grammar and to speak fluent English. Once they are proficient in those areas of English, they can naturally handle English writing well. To correct such a one-sided view, one thing must be kept in mind, that is, spoken English is not equal to written English. Oral speech is often rather loose and flexible without precise and proper arrangement. Oral English uses simple everyday language while written English comprises complicated words and sentence structures. Therefore, written English is more demanding, and it requires intentional and intensive practice. English writing course can serve this purpose.



The students' laziness in observing and thinking partly accounts for their reluctance to practice writing. Writing sharpens and improves thinking. English writing can help students develop the habit and ability of thinking in English and become generally more competent in English. Composition topics can be varied yet close to life. If students have a good habit of observing life and thinking constantly, they won't bump into topics with empty heads. Keen observation and deep thoughts are necessary for good English writing, and they are also signs for well-educated people.

Writing can also strengthen students' abilities in comprehension and oral English. Writing is creative work. After brainstorming, various ideas and pictures may pop into their minds and some beautiful sentences may be written down on a piece of paper, which will last long in their memory. Their written English skills may help to polish and beautify their spoken English and make their oral expression precise and elegant. Writing involves lots of reading. When reading others' writing, they will be sensitive to various styles and that will quicken their reading speed and comprehension.

Furthermore, English writing is in fact a most practical tool in students' future career. It will be used in writing telexes, business letters, research papers and public speeches. Every kind of writing has its special style, which needs a careful study and strenuous practice. Yet all those are based on essential skills in English writing that will be covered in an English writing course.

Finally, the required competence for English majors differs from other English learners. English majors are not limited to the command of any particular sphere of the English language, but they must have all-round competence in terms of listening and reading comprehension, spoken abilities and writing skills in English, so that they can adopt themselves in various situations in their future work.

No one is born capable of everything. Hard work is the premise of everything. Hard work is the premise of success. To be able to use English freely, we do not only have to read a lot, speak a lot, but also write a lot. English writing practice consolidates students' overall English competence and enables them to express their ideas and feelings in a more precise, graceful and permanent form.

A. Questions:

1. Is it grammatically correct to write "considering the great pains..." while its logical subject is not "English writing"? Supply one more sentence to support your answer.
2. How can one "bump into" a topic, instead of a tree or a car? Then how do you account for "they won't bump into topics with empty heads"?
3. Which one is better, "various ideas and pictures may occur to them" or "various ideas and pictures may pop into their mind" on the context? Why?

B. Imitation:

Rewrite the following sentences by emphasizing the italicized verbs with the appropriate forms of "do". The text example is: *In fact, their Chinese writing skills do help their English writing, especially in generating and organizing ideas and details.*

1. I *saw* the story on the bulletin board system, which was quite funny.
2. Contrary to our common sense, water *conducts* electricity.
3. Now we *believe* your words. But you have to prove to your parents.