



湘潭大学出版

研究生 英语读写译教程

READING · WRITING · TRANSLATING

王建平◎主编



POSTGRADUATE ENGLISH READING-WRITING-TRANSLATING COURSE

湘潭大学出版社



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图书在版编目(CIP)数据

研究生英语读写译教程 / 王建平主编. — 湘潭 :
湘潭大学出版社, 2016.7

ISBN 978-7-81128-977-0

I. ①研… II. ①王… III. ①英语—阅读教学—研究生—教材②英语—写作—研究生—教材③英语—翻译—研究生—教材 IV. ①H31

中国版本图书馆 CIP 数据核字(2016)第 176687 号

YANJIUSHENG YINGYU DUXIEYI
JIAOCHENG

研究生英语读写译教程

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出版发行: 湘潭大学出版社

社 址: 湖南省湘潭市 湘潭大学出版大楼

电话(传真): 0731-58298966 邮编: 411105

网 址: <http://press.xtu.edu.cn>

印 刷: 长沙宇航印刷有限公司

经 销: 湖南省新华书店

开 本: 787×1092 1/16

印 张: 13.75

字 数: 413 千字

版 次: 2016 年 7 月第 1 版

印 次: 2016 年 7 月第 1 次印刷

书 号: ISBN 978-7-81128-977-0

定 价: 28.00 元

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引 言

我们一般都是十二三岁开始学习英语的,屈指算来已经十多个年头了。如今,作为成年人,在母语环境里继续学习这门外语,由于已经完成了对人类世界各类事物及其意义体系的认知,建立了与之相关的概念体系,我们在认知心理、情感态度、生理条件、学习环境、交际需要等诸多方面与母语习得时期的自己有很大差异,因此,接受和掌握这门外国语言颇感举步维艰而且费时低效。

我们儿时习得母语有自身的心理认知发展需要作为原动力,有温馨自然的母语环境对我们施行全方位的具有交际真值的语言输入,使我们产生交际需要,并为我们提供交际对象。因此,我们儿时习得母语是由“听”发端,从“听”到“说”自然过渡的。在襁褓中,摇篮里,我们就日复一日无数遍反复聆听父母亲人使用的“照顾性语言”,不断得到母语语料的“输入”。随着头脑中蓄积的语料增加到一定程度,我们成长发育到了牙牙学语的阶段。这时,我们会情不自禁地根据一定情境套用存储于脑海中的语料片段,试图表达自己的意思,尽管最初表达得并不怎么恰当得体。就是这样,听说交替,学用结合,到了入学年龄,我们即使没能正式学会多少书面文字,却已经发展形成了一定的母语口头表达能力,即本族语言“输出”的能力。整个母语习得过程,从“输入”到“输出”浑然天成,顺畅无阻,我们丝毫不觉得有任何为难之处。

在成年时期学习外语,全然没有了习得母语时那种自然原发动力,我们的学习活动受制于诸种外在需求(考试过级、求职就业、阅读外文资料等)和自己的价值评判(自己感兴趣或觉得学了有益),多少有些被动和无奈。作为成年学习者,我们对语言的接受能力已经远远不如儿时习得母语阶段的自己。如果在学习过程中因为方法不当,耗时费劲而且效果欠佳,就会产生挫败感,造成情绪低落,从而直接影响到自己的学习意愿,自然进一步影响学习效果。因此,我们的学习意愿必须时常得到有意识的强化才能得以保持,这是我们在成年时期外语学习不利的一面。然而,由于我们的意义体系已经建立,在外语学习过程中不再需要借助具体事物把意义和语言统一起来,我们可以根据对人类世界各类事物及其意义体系的认知,以及建立在认知基础上的较强理解能力,同时还可以积极利用母语在外语学习中的“正迁移”作用,将已有的概念体系与目标语表达方式相联系,从而直接领会和应用抽象的语法规则,在较短的时间里掌握较为复杂的语言结构,用以表达自己的意思,这又是我们在成年时期外语学习有利的一面。

在母语环境里学习英语,没有迫切的交际需求,也没有真实的交际情境和对象,我们

不得不凭借课本,立足课堂。否则,搁下课本,离开课堂,一切学习活动便很难为继甚至无从开展。语言是鲜活的东西,只有在不断的运用中才体现出旺盛的生命力。要想学好用活一门外语,“纸上得来终觉浅”。我们从课本里、课堂上学到的英语知识(包括语法、句法和词汇知识)还不属于语言技能。这就好比在旱地里学习游泳,无论你怎样认真钻研动作要领和技巧,也不管你在游泳知识的书面测试中获得多高的分数,这些都不能证明你就真正学会了游泳,确实具备了中流击水的能力。

“学以致用”是学习语言的根本目的,而学用语言的必然环节及有效途径是“输入(input)”“吸收(intake)”和“输出(output)”。要将所学语言知识转化为语言能力,用以进行信息传播、情感表达与思想交流,必须经历一个不断自觉强化的过程。我们研究生英语学习阶段的自觉强化过程仍然绕不开学用语言的三个必然环节——“输入(input)”“吸收(intake)”和“输出(output)”,具体可以落实为“阅读输入”“理解吸收”和“写译输出”。本教程试图帮助成年英语学习者将学用英语的三个必然环节衔接贯通,进一步提高实际运用英语的能力。

按照人的生理和心理发展规律,我们进入青春期以后在母语环境里初学外语(英语),也应像习得母语一样,必须以“听说”领先。那时我们英语学习过程的“输入”多半依靠“听”,而“输出”主要凭借“说”。到如今研究生阶段,我们的英语学习则应当转向“读写译”融通,学与用结合。因为“读”是我们英语“写译”能力的开端与本源,我们要通过大量有效的“读”来“输入”,并“消化吸收”包括英语语言知识在内的百科知识养料,再试图以“写”或“译”的方式进行有效的“输出”,也就是要通过以“阅读输入”为手段的“学”和以“写译输出”为标志的“用”,来盘活我们学用英语的过程,努力在“学中用,用中学,边学边用,学用结合”,从而逐渐增强我们学习和运用英语的能力。然而,要真正实现这样的目标谈何容易。具体看来,摆在我们面前亟待解决的难题有两个:

1. 如何“读”才能有效地“输入”和“消化吸收”包括语文知识在内的百科知识养料?
2. 怎样“消化吸收”才能有助于将凭借“读”而“输入”的语言知识有机地转化为以“写”“译”“输出”方式所体现的语言能力?

为了有助于解决这两个难题,这里特别推介一种适用于研究生阶段学用英语能力发展的总体方略和一些具体可行而且行之有效的操作方法,用英语可以概括如下:

input→intake→output

Read between the lines, and talk/write beyond the lines by means of simulating, paraphrasing and summarizing.

我们英语学习的“输入(input)”必须以“读(read)”为手段和开端,从“读”入手,可以说“读”实质上就等于“输入”,没有“读”的“输入”,“吸收(intake)”和“输出(output)”则根本无从谈起。可见,在我们研究生英语学习过程中“读”是首要环节,但这里所说的“读”,非同一般意义上的浏览过目式的“读”(glancing through)或囫圇吞枣的“读”(swallowing),而应当是专心“研读(studying)”,细心“品读(savoring)”,有“咀嚼”(chewing)“消化”(digesting)与“吸收”(intaking)的“读”,与“写译”融通结合的“读”。要努力解读和领

悟文本字里行间的隐含意思 (connotation), 就必须“read between the lines”, 即要做到鲁迅在《狂人日记》中提到的那样, “从字缝里看出字来”, 绝不能满足于浮光掠影似地用眼睛扫描获取 (scan for) 文本中字面表层的意思 (denotation)。如果我们专心致志, 一边仔细阅读一边冷静思考, 反复琢磨, 就一定能读出文本字里行间隐含的意思来, 同时在心底留下深刻的印象, 并将其存储于记忆之中, 于是, “理解吸收” 环节也就自然实现了。如果在课堂上能将从阅读材料字里行间悟出的隐含意义看出并说出来跟大家讨论, 然后再将讨论的结果组成文字形诸笔端, 现于书面, 这就等于顺势“talk and write beyond the lines”——进行超越文本字面意思的谈论和写作。这样, 我们的英语课堂教学就自然变成一个有助于将所学语言知识转化为语言技能的自觉强化过程, 在此过程中, “阅读输入”、“理解吸收” 和“写作输出” 三个环节自然相扣, 无缝链接, 化作一个顺畅的流程。这种在“学中用, 用中学, 学用结合” 的方略如果得以长期贯彻于研究生英语学习过程之中, 我们将英语知识转化为实际运用英语能力的目标必定会实现。下面根据一个具体实例, 讨论如何实施这一学习方略。

例如: 在中国人民大学出版社出版的《研究生英语精读教程》(下册) 第七单元课文 *A Bet on Planet Earth* 第三段中有这样一句话:

When he is not teaching at Stanford University or studying butterflies, Ehrlich can be found lecturing, collecting an award or appearing on the “Today” show.

埃利希不在斯坦福大学教书或研究蝴蝶时, 就可以发现他在(别处)讲学, 领奖或在“今日”秀节目露面。

这个英语句子结构并不复杂, 用词也很浅显, 意思一目了然, 几乎毫无特别之处。然而, 如果在课堂上教师能就这个句子向学生提出如下几个问题, 效果将大不一样。

1. What is Ehrlich? How did you get to know this?
2. What can we get to know about Ehrlich from this sentence aside from the surface meaning? Which adjectives would you use to depict Ehrlich with regard to his work, academic study and daily life?
3. (Did you pay attention to the unique sentence structure “When he/she is not doing this somewhere or doing that, a person can be found doing a thing, doing another thing, or doing still another thing elsewhere”?) What do you think this sentence structure implies about a person?
4. What do you think the present participle phrase “collecting an award” tells us about Ehrlich?

...

在这些问题的诱导之下, 学生肯定会全神贯注, 心无旁骛地细心研读整个句子, 冷静观察、分析和推敲其中每个单词、词组和短语的隐含意义 (connotation), 逐步认识到这句话实际上非同寻常, 十分别致, 因为它除了明白晓畅的字面意思 (denotation) 之外, 字里行间还蕴含着有关 Ehrlich 的职业身份、科研业绩乃至生活状况等方面的信息。因此, 这段

可遇不可求的典型语料完全可以作为我们“读写译贯通、学与用结合”的英语课堂教学训练的绝佳范例。

如果我们通过课堂交流互动讨论得出上述问题的答案并且整理成大致如下文字:

He is a university teacher of biology, or to be more exact, of insectology.

As can be reasonably inferred from the sentence, Ehrlich is very busy with his teaching and research work, fairly successful (or productive) in his academic field and quite active in social activities.

我们就有理由感到欣慰和自豪,因为自己在阅读原句,思考回答几个相关问题的过程中,真正做到了“read between the lines”——根据句中某些词语的暗示,从字里行间悟出了其字面上没有而实际上暗含的意思,同时顺便“talk beyond the lines”,围绕问题进行了口头谈论,最终还“write beyond the lines”,在谈论的基础上整理书写出超越原句字行的话语来揭示其隐含的意义,圆满完成了由“阅读输入(input)”到“理解吸收(intake)”再到“写译输出(output)”的课堂教学流程,同时还十分投入地经受了一轮真切自然,贴近实用的读写训练。

读出并写出隐含于原句字里行间的意,说明我们对它的分析已经很深入,理解也已经很透彻,但这还不够。对于这个典型语料的挖掘利用其实还可以更充分,就其展开读写训练,还有一定的拓展空间。例如,我们还可以从原句抽象出一个可以推广和套用的句型框架结构:When he/she is not doing this sth. somewhere or doing that sth., a person can be found doing this sth., doing that sth. or doing still that sth. somewhere else。对该句型结构进行话语分析便可发现,“某人不在某处干这或干那时,他/她就可以被发现在(另外某处)干这、干那或干另外某件事”,整体读来,它实际上是在暗示“此人很忙(busy),同时很能干(capable)也很活跃(active)”。(这里顺便提示一下,原句中“collecting an award”暗示埃利希像“收集邮票”似地“领奖”,说明他作为科研工作者获奖颇多,他在学术领域很成功,富有成果也就不言自明了。)我们完全可以仿照这个句型结构进行模拟式写作(simulation writing),尝试以同样的方式描写生活中自己熟悉的人。这样,我们的英语学习就朝着课堂以外的实际运用自然延伸。

以下是几位学习者套用这一句型结构进行人物描写的实例:

① When he is not attending a lecture of the specialized course in the classroom, Wu Dong can be found learning to drive in the driving school, doing yoga in the fitness club or reading books in the library.

② When he is not preparing lessons in his office or giving a lecture in the classroom, my supervisor can be found doing experiment in the laboratory, correcting the students' papers or attending a meeting in the university office building.

③ When she is not working in the hospital or shopping in the supermarket, my elder sister can be found taking care of her five - years - old daughter or doing the housework at home.

④ When she is not cooking in the kitchen or doing washing in the laundry, my dear moth-

er can be found doing farm work in the field, feeding the hens or working in the vegetable garden.

...

为了提高英语学习效果,我们必须尽量妥善处理 and 充分利用(make the best of)课本内容和有限的课堂教学时间,努力创造学、用英语的条件、情境或氛围,积极寻求新学内容与已学内容的关联,设法在新学语言知识的同时将已学知识加以运用,也即,通过运用已学知识来获取新的知识。唯有通过激活、调动和遣用我们头脑中已储存的英语语言知识(包括词汇、搭配、句型)对新学文本材料中语句字里行间的隐含意义进行解读,并且组织语言对解读出的内容予以诠释和表述,我们在英语学习中才不至于像“猴子掰苞谷”一样顾此失彼,毫无增益,才有可能使所学英语语言知识日积月累,犹如“滚雪球”,不断得以扩充。

例如,20世纪80年代人民教育出版社全国统编初中英语教材第五册 Lesson 1 是一篇有趣味且有教益的寓言故事:

Why the Bat Comes Out Only at Night

Long, long ago, there was a war between the birds and the beasts. No one knows what they fought about.

The bat did not know whose side he should take. He thought and thought, then decided he must try to be on the side of the winners.

So he watched from far away. After a while, it seemed that the birds were going to win. He flew over to join them. “What on earth are you doing here?” a bird shouted at him.

“Can't you see I'm a bird.” the bat said with a smile. “Look, I have wings, just like you.”

“Come along, then,” said the bird, “Don't hide behind others.”

But things changed soon. Now it seemed that the beasts were winning. So the bat left the birds in a hurry and went over to the beasts.

“What are you doing on our side?” an animal called out to him. “Are you **spying on** us?”

“Don't you know I'm one of you?” asked the bat, showing his teeth. “Look. Can't you see I've got teeth, too?”

“Who are you trying to fool?” said the animals. “We saw you fighting on the side of the birds just now.”

So the beasts drove him off. Of course the birds refused to take him back.

When the beasts and the birds saw neither side could win, they decided to stop fighting.

Neither beasts nor birds would have the bat as their friend, so he was afraid to leave his home. Ever since then, he comes out only at night.

课文中一个动物对蝙蝠的问话(What are you doing on our side? Are you spying on us?)

里用了动词加介词搭配“spy on”,意为“暗中监视或窥探;侦查”。该动词搭配及含义跟学生的实际生活相距甚远,平时几乎没有任何适用的情境或场合,而如果长期得不到基于理解的运用,它最终会像猴子先掰的苞谷一样被丢弃。其实,只要我们在英语教学过程中努力探索,勤于思考,敏于发现,完全可能找到活用“spy on”的机会。让我们接下来阅读上述同一册课本 Lesson 2 的课文:

Nathan Hale

The young American stood quietly while the British guards searched his clothes. They found nothing. “If they don’t find the maps in my boot,” he thought, “maybe they will let me go. Then I’ll try to send the maps to General Washington.”

“Take off your boots,” one of the guards ordered. The American’s heart beat faster. He took off his boots and handed them to the guard.

The guard looked inside one boot, then the other.

“Use your knife, man!” ordered the British officer nearby.

The guard brought out his knife and cut one boot open. He stopped suddenly and the American knew what it meant. The maps of the British army’s defence works!

The guards took the American to General Howe. The general looked at the maps. “I see **you’ve made some drawings of our defense works**,” he said. “This can only mean one thing.”

“Yes, sir.”

“Do you have anything to say for yourself?”

“No, nothing.”

“What’s your name?”

“Nathan Hale.”

“Rank?”

“Captain.”

The general studied the maps a few more minutes. “Captain Hale,” he said finally. “I’ve never seen such fine drawings. You know, we could use a man like you. Why not join us? You won’t have to worry about rank or pay.”

Nathan Hale looked straight at the general. “Nothing could make me turn against my country!”

“Then there’s only one thing I can do, you understand?”

“Yes, sir.”

“You will be hanged as a spy early tomorrow morning.”

Nathan Hale looked around as a British soldier put the rope around his neck.

“Now, Nathan Hale,” said the British officer. “Let’s hear what you have to say before you die.”

Nathan Hale took a last look at his beautiful country and said, "I only regret that I have but one life to lose for my country."

这篇课文叙述了美国独立战争时期的民族英雄内森·黑尔(Nathan Hale)孤身被捕,任凭敌人威胁利诱,宁死不屈,最终从容就义的故事。文中提到,英军士兵从内森·黑尔的靴子中搜出了一些绘制的地图,于是将他带到英军司令官豪将军面前。豪将军看了看地图,说,"I see you've made some drawings of our defense works. This can only mean one thing."我们只要凭常识联想一下,内森·黑尔在何种前提下绘制敌人防御工事图,或者他绘制敌人防御工事图时必须干什么,就可以很自然地根据这篇课文的情境将上一课所学的"spy on"恰如其分地予以应用,写出以下这个旁白式的陈述句来:

Nathan Hale spied on the enemy and made some drawings (drew some maps) of their defense works.

另外,我们还可以有意识地用旁白式的表述方式将内森·黑尔那句大义凛然的话"Nothing could make me turn against my country!"意译释义为:"Nothing could make Nathan Hale go over to (the side of) the enemy."这样,也就顺势利用这篇课文的语料与情境,对前一课文中出现的另一动词搭配"go over to (the side of) somebody"加以活用。

第一单元 英语语句读写常用练笔技法

本教程引言部分提到了“读写译融通,学与用结合”的教学主张,梳理了从“阅读输入(Input)”到“理解吸收(Intake)”再到“写译输出(Output)”三环相扣的教学流程,并且推出了研究生阶段学用英语能力发展的总体方略:“Read between the lines, and talk/write beyond the lines by means of simulating, paraphrasing and summarizing”。本节着重推介其中的“simulating”,“paraphrasing”和“summarizing”,作为语句层面的英语读写训练技法。

(一)仿拟(Simulating)

仿拟(simulating)实际跟戏仿(parody)一脉相通,与其同样原理,只不过后者略带“拙劣模仿”之贬义。戏仿还是一种修辞手段,往往是通过人们对人们所熟知的熟语、谚语、格言、名句乃至文章标题等适当加以“改头换面”,得出一种推陈出新的表达方式来表达说话人或作者想要表达的特定意思。莎士比亚的名剧《王子复仇记》中,王子哈姆雷特(Hamlet)在得知是他叔叔谋害了他父亲,篡夺了王位并霸占他母亲为妻后那句痛不欲生的内心独白,就一再受到戏仿,例如:

“To be or not to be, that is the question.”

—To be or not to be a vegetarian? (文章标题:要不要做素食者?)

—To lie or not to lie, a doctor's dilemma (文章标题:撒谎还是不撒谎,医生的两难窘境)

—To Arm or Not to Arm, That Is the Question (for London police) (文章标题:伦敦警察佩枪还是不佩枪,这是个问题)

...

1999年春节过后,伊拉克核查问题再次陷入僵局,美国政府威胁又要对伊动用武力,第二次海湾战争一触即发。在此紧急关头,联合国秘书长安南终于决定亲自出面前往伊拉克跟萨达姆面谈,中国中央电视台专门就此事发表了一篇新闻述评,其主标题竟然是戏仿当时正在全国热播的电视连续剧《水浒》中《好汉歌》的歌词而来:

该出手时终出手——安南秘书长决定将亲赴伊拉克商谈核查问题

还有许多类似的语言应用实例向我们昭示,从某种意义上说,语言就是在不断仿拟的过程中发展和演化的。

这里谈及的仿拟,指的是以某一基本句型或特殊句子为原型,完全仿照其结构模式和词序,依葫芦画瓢,写出(或者不如说仿造出)一个个句子的技法。这样的仿写造句可以从句子局部某一成分为同类词语替换开始,类似替代扩展,也可以说就是根据替代扩展原理进行仿拟式造句。例如:

She looks very young.

She looks very old (pretty, fine, pleased...)

仿拟造句还可以依照原有句型结构,将其中某个或某几个成分用同一类属的词语加以相应替换,从而得出一个个结构相同而内容各异的句子来。例如:

She looks young.

Silk feels soft.

The mixture tasted terrible.

...

仿拟造句要在真正读懂认清原句用法用意的基础上进行,注意保持句子基本句型结构不变,但仿拟出来的句子可以有各自不同的含义。例如:

1) Information can be stored in a computer and be taken out anytime needed.

信息可以储存在电脑里并且可以在任何需要的时候取出来。

—Money can be kept (deposited) in a bank, and be taken out (drawn out) anytime needed.

2) It took great imagination as well as patience for Annie to teach me (a deaf and blind child) to speak.

—It took great courage as well as wisdom for the underground communist to carry out secret revolutionary work among the enemies.

3) To the extent that it is genuine, my caring is not a smothering of the person or a possessive clinging.

—To the extent that it is undue, surfing on the internet will do harm to your health.

—To the extent that it is sincere, my criticism of you should not be looked on as harsh scolding.

—To the extent that it is excessive, justifiable defense will turn into intentional injury.

4) If hypocrisy is the tribute that vice pays to virtue, then furtiveness is the true outlaw's salute to the force of law - and - order.

—If understanding the meaning of the original is (compared to) beating the defender and going deep into the penalty area of the opponent team, then expressing the original meaning in the target language is shooting at the goal.

—If the original sentence is a strong cup of coffee, then its translation is a tasteless glass of boiled water.

仿拟造句,对于在母语环境中学习英语的中国学生而言,是一种切实可行而且行之有

效的英语读写操练技法。正因为我们除了在课堂上书本里接触英语,平时很少有机会与场合运用所学英语语言知识,我们更应该充分利用手中的课本和有限的课堂教学时间,结合课文内容、上下文语境乃至实际生活,努力创设情境和条件,进行仿拟造句练习。这样做,一方面可以帮助我们将所学英语语言知识付诸实际运用,另一方面又能够通过实际运用来巩固和深化我们所学的英语语言知识,并且培养和提高我们书面驾驭英语语言的能力。而且,通过熟读熟记出自英美作者手笔的经典语句,对其加以仿拟套用,我们写出的英文语句一般都是有根有据,纯正地道的书面语,从而可以最大限度地减少母语用法习惯的“负迁移”对我们英语写作的影响,尽量避免写出汉语式的英语句子来。

人民教育出版社上世纪80年代的高中英语课本第一册第5单元课文《项链》是根据法国作家莫泊桑同名短篇小说改编的短剧。剧中女主人公 Mathilde 在丈夫倾其所有积蓄为她购置了一套晚礼服后,又说没有珠宝首饰佩戴着去参加皇家舞会。听到丈夫说“Jewelry? Do you need jewelry? Why not just a flower?”, Mathilde 不乐意了,她说:

“To go to the palace with just a flower is to say “I’m poor. I haven’t got any jewelry.”

从 Mathilde 这句话中抽象出来的“to do sth. is to do sth. else”句子框架结构,可供仿拟套用,根据不同情境表达各种各样的意思。

且看上世纪80年代高中英语课本第一册第8单元课文《皇帝的新装》临近结尾的片段:

The Emperor walked in the middle of the procession, through the streets of the city. And all the people standing by and those at the windows cried out, “On, how splendid our Emperor’s new clothes are! What a perfect fit!”

No one dared say that he could not see the Emperor’s new clothes.

所有站在旁边的人,还有趴在窗口的人,谁也看不见皇帝身上穿着任何东西,然而谁都不敢吭声。为什么呢? 我们可以根据课文内容,以仿拟造句的方式给“No one dared say that he could not see the Emperor’s new clothes”这个单句续上一个原因状语从句,挑明为什么人们不敢吭声:

No one dared say that he could not see the Emperor’s new clothes because everybody knew that to say they could not see the Emperor’s new clothes was to admit “I am foolish” or “I am unfit for my office.”

这样,我们就成功地仿照 Mathilde 那句话的框架结构,拟写出一个地地道道的英语句子,来揭示《皇帝的新装》故事里人们明明看不见皇帝身上穿着任何东西却个个缄口不言,噤若寒蝉的原因。

以下是更多仿照 Mathilde 那句话的框架结构拟写的英语句子:

To go to the palace with just a flower is to say “I’m poor. I haven’t got any jewelry”.

—To smoke (cigarettes) is to commit slow suicide.

—To drive after drinking is to play with the safety of your own life as well as that of others’ lives.

—To satisfy every demand of your children regardless of its justification is to spoil them.

...

中国人民大学出版社《研究生英语精读教程》(上册)第11单元课文 *I Have a Dream* 中有个含双重否定的特殊句子,我们可以在阅读理解该句内涵的基础上,根据其结构特点,结合实际生活仿拟出无数英语句子来,用以表达各种不同的意思:

... the Negroes cannot hold a political meeting without letting everybody talk.

—We cannot hold a sports meet without encountering rainy days.

—I found that our history teacher could not give a lecture without running overtime.

—My brother cannot write a composition without making spelling mistakes.

—That guy cannot talk to others without bragging about himself.

—It seems that I cannot play truant without being found out by the teacher.

...

以下是中国人民大学出版社《研究生英语精度教程》(上册)第4单元课文 *Einstein's Painful Romance* 中的一个别致的倒装句,还有课文后所附阅读理解练习。我们熟悉掌握了这一别致的倒装句式,又看清了阅读理解练习的格局之后,可以仿拟出一个地道的英语句子来对该练习的编排特点予以概括揭示。让我们通过以下示范来了解和认识如何根据课文内容与情境进行仿拟造句训练:

课文内容:

Interspersed among Einstein's repeated expressions of love were discussions of scientific questions with which both were concerned.

练习格局:

I. Comprehension

Directions: Decide which of the following statements is true and which is false according to your understanding of the text. If it is a question, answer it briefly.

1) Few people have known anything about Einstein's painful romance until recently.

2) What was the attitude of Einstein's family towards Maric? What was Einstein's mother's reaction?

...

10) Einstein once doubted the correctness of the ideas about relative motion.

11) What kind of person do science historians think Maric was?

12) From the text we may infer that the author agrees with the science historians.

...

15) The Einsteins later knew little about Lieserl except that she once suffered from scarlet fever.

仿拟造句:

—Interspersed between the true – or – false statements are some questions for the students to answer.

(二) 释义(Paraphrasing)

我们知道,英语词与词,句与句之间存在着许多“同义关系(synonymy)”,这种“同义关系”决定了对于同一个客观事实可以采用不同的表述方式。而对于同一个客观事实的不同表述方式,套用语义学的术语,叫做“意译释义(paraphrasing)”。为了紧扣“写译”输出的“写”,本教程姑且称之为“释义改写”。掌握有关英语句子的“同义关系”及其特点和规律,学会“释义改写”(paraphrasing),对于我们提高英语语言理解能力、语文欣赏水平以及语言运用能力具有一定的实际作用。

一些有关英语转换修辞句法,转换生成语法等方面的著述从实际运用的角度研究分析“paraphrasing”,归纳列举了替换、移级、联合、嵌饰、约缩、扩展、换置、引述、释义、散化等十数种“paraphrasing”方法(其实,后面将提到的几种改写造句方法,尤其是扩充改写,就属此列),为人们灵活运用所学英语语言知识,根据有限的造句规则,使用有限的词语,转换生成无限的句子提供了具体的操作指南。然而,“paraphrasing”的真正意义与实际作用不在于静态地体现这个句子与那个句子之间的“同义关系”,也不在于一般日常交际活动之中,而在于一种特殊的学用英语的场合——英语课堂。在英语课堂学习中,各种“paraphrasing”方法可以与教材内容和教学实际有机结合起来,得到极其充分有效地运用,为帮助我们学习和掌握英语语言知识,并将所学英语语言知识转化为英语语言能力起到积极的促进作用。

“释义(paraphrasing)”可以分为“字面释义(literal paraphrasing)”和“自由释义(free paraphrasing)”两类。

1. 字面释义(Literal Paraphrasing)

“字面释义”主要是利用同义词语和同义关系,通过换用同义词、不同句型结构或语态,对原文语句的含义予以重新表述。这样的重新表述可以保持原文语句基本含义不变,并且还能使其更加明白易懂。例如:

1) Many preschool teachers do not like to have commercially made toy weapons brought into the classroom.

—Many preschool teachers would not like anybody to bring into the classroom toy weapons made for commercial purpose.

2) Most people are a mix of optimism and pessimism, but are inclined in one direction or the other.

—Most people have both the positive pattern of thinking and the negative one, but they tend to be more optimistic than pessimistic or vice versa.

3) A day of esoteric science and incomprehensible jargons was predicted.

—It was predicted (People predicted) that there would be esoteric science and incomprehensible jargons at the meeting (among those best scientific minds of the state) for a whole day.

4) ... JK would be the first to agree that they are children's books, ...

—... JK would be quite ready to agree that they are children's books, ...

5) ... let's not talk about weddings we won't dance at.

—... let's not talk about possible happenings in distant future that we won't be able to experience.

6) The future is dark, yet Lauren stays cheerful and Patrick has a quiet confidence that he'll beat the disease. "Apart we'd probably be two of the weakest people," says Lauren. "But together we're strong."

—They have a bleak future in store for them, yet Lauren remains optimistic and Patrick quietly believes that he'll overcome the disease.

7) Will science explain the universe down to the last quark?

—Will science explain the universe in an extreme detail, reaching the smallest known elements of matter?

通过字面释义,我们可以用同义词语替换原文语句成分,尽量保持其含义不变。但是,在学术写作中,这种逐词逐句的“释义(paraphrasing)”有时会使我们的行文拘谨刻板,而且还难以摆脱抄袭剽窃之嫌。所以,在进行学术写作的时候,我们更多地需要运用“自由释义(free paraphrasing)”。

总体说来,“自由释义”就是以某个或某几个句子为原型,以其含义为核心,利用各种语法或句法手段对句子改头换面,对其含义予以重新表达,说穿了,“释义”就是一种属于“语内翻译”的“意译改写”技法。“意译改写”必需解读原句,同时要在原语词汇系统中思索同义的词语表达再现原句的意思并将其形诸字面,这就涉及原语语内的译和写,“读”、“写”、“译”熔于一炉,一举三得,这实在是一种绝佳的学用英语之方法。“意译改写”过后允许句型结构有所改变或者保持不变,但意译改写的原则是恪守原句的基本含义,只是对其进行“换句话说”式的阐释。“意译改写”还可以分为“局部改写”、“全句改写”、“简缩改写”和“扩充改写”几种情况。

A. 局部改写(Partial Rewriting)

局部改写就是按替代扩展的原理,用同义或近义词语去调换句子的某些局部成分,改写之后句子结构和句子含义不发生变化。例如:

1) And he got on quite well with his workmates.

—And he enjoyed (had) happy relations with his workmates.

2) But after that they were not as friendly to him as before.

—But ever since then they had been less friendly to him than before.