

主 编 钟华森  
副主编 曾佑昌  
主 审 冯 斗 朱代强

电子科技大学出版社

COLLEGE ENGLISH  
*Reading and Translation*  
UESTC PRESS

A & B

# 大学英语 阅读与翻译教程

上册



# 大学英语阅读与翻译教程

(上 册)

主 编 钟华森

副主编 曾佑昌

编 者 (按姓氏笔画排序)

叶从容 刘丽华 孙 琳

邸爱英 张 杨 陆 穗

钟华森 曾佑昌 廖玲娜

主 审 冯 斗 朱代强

电子科技大学出版社

---

## 内 容 简 介

本教程课文题材广泛,内容新颖,知识性与趣味性强。全部课文均直接选自英美等主要英语国家近年出版的原著。选文内容涉及历史、文化、教育、语言、社会、科技等诸多方面,可读性极强。书中编写的阅读、词汇和翻译练习适合大学英语四级、六级考试的需要。

本书由多年从事大学英语教学的优秀教师和教学负责人编写,是一本符合当前大学英语教学实际需要的全新教材。它有机地将英语阅读与翻译融为一体,既可以作为大学主干教材之一,与《大学英语精读》配套使用,也适用于其他类型的英语学习者和应试者。

## 声 明

本书无四川省版权防盗标识,不得销售;版权所有,违者必究,举报有奖,举报电话:(028)6636481 6241146 3201496

## 大学英语阅读与翻译教程(上册)

主 编 钟华森

副主编 曾佑昌

编 者 (按姓氏笔画排序)

叶从容 刘丽华 孙 琳

邸爱英 张 杨 陆 穗

钟华森 曾佑昌 廖玲娜

主 审 冯 斗 朱代强

---

出 版:电子科技大学出版社 (成都建设北路二段四号,邮编:610054)

责任编辑:徐守铭

发 行:新华书店

印 刷:四川建筑印刷厂

开 本:787mm×1092mm 1/16 印张 17 字数 424 千字

版 次:1998年8月第一版 1999年8月第二版

印 次:1999年8月第二次

书 号:ISBN7-81043-867-0/H·66

印 数:8000—16000 册

定 价:15.80 元

---

# 前言

这是一本将英语阅读与翻译融为一体的全新教材,可以作为大学英语的主干教材之一,与《大学英语精读》配套使用,目的是让学生在阅读过程中学习翻译,并通过翻译来促进阅读水平的提高。由于紧紧抓住英语学习中的两项最重要的技能,所以本教材也适用于其他类型的英语学习者。

听、说、读、写、译“五会”,是学习英语需要掌握的基本技能。就绝大多数学生而言,阅读和翻译是他们在今后的实际工作中应用最为广泛的。阅读是用英语获取信息的最主要的手段,也是检验英语学习成绩的最重要的方面。正因如此,阅读在各种英语考试中所占的比重最大。随着改革开放的进一步深化,社会对大学生的翻译能力的要求也越来越高。这一点在大学英语四级、六级考试中已经得到了体现。

阅读与翻译的学习有着密不可分的关系。掌握阅读技能对提高翻译和其他方面的能力有很大的帮助。准确的阅读理解是正确翻译的前提,而翻译是检验阅读理解的最可靠的方法之一,同时也是提高英语水平的重要学习方法。阅读理解和英汉翻译都离不开原文的上下文,将两者有机地结合起来学习,能收到事半功倍的学习效果。

目前国内的大学英语教材林林总总,但几乎都没有给学生提供比较系统全面的翻译技能学习的指导。翻译技能同其他技能一样,需要经过学习才能获得和掌握。所以在教材中给学生提供翻译指导是十分必要的。最近十几年来的教学实践表明,学生做多项选择题的能力越来越高,但真正能将所读文章准确通顺地翻译成汉语的学生却寥寥无几。这无疑是英语教学中的一个急待加强的薄弱环节。过去将“语法、翻译”置于英语教学的主导地位的作法固不可取,但走向另一极端,忽略翻译技能的培养也是十分有碍英语健康的健康发展的。所以,我们完全应当重视翻译能力的培养,处理好它与其他几项技能培养的关系。

本教材课文题材广泛,内容新颖,知识性与趣味性强。全部课文均直接选自英美等主要英语国家近年出版的原作。本教材原则上不录用已见于国内其他书刊的材料。选文内容涉及历史、文化、教育、语言、社会、科技等诸多方面,可读性极强。结合教材教学,在每课中编排了适量的阅读、词汇和翻译练习。阅读练习中的简答题可能是学生最容易忽略的练习,但它却是四级、六级统考中的题型之一。

本套教材分为上、下两册,本书为上册。上册A部(1~6单元)每单元4篇课文,B部(7~15单元)每单元3篇课文,每单元课文总的阅读量大致相同,约为2500~3000词。课文按纵横两个梯度安排。从第1单元到第15单元,难度逐渐加深,形成一个纵向梯度;每单元的几篇课文难度由浅入深,形成一个横向梯度。每单元的第3篇课文有参考译文,附在学生用书末。A部每单元的第4篇、B部每单元的第2篇有译文,附在教师手册上。除A部每单元的第1、第2篇课文外,其他各篇课文均有画线句子供学生作翻译练习。

从第5单元起,每单元安排有“翻译指导”,与课文紧密结合,通过通俗易懂的文字说明

和生动形象的例句,把英汉翻译的基本理论和主要技巧介绍给学生,力求遵循“实践——理论——实践”的原则,让学生在理论与实践的结合中掌握英汉翻译的基本要领。翻译练习除常见句子翻译外,还设有改译练习,即改正有错误的译文。这是本书翻译练习的一个特色。

本书编写人员分工如下:

钟华森(主编)负责上册A部的策划与结构设计和第4、第6两个单元全部课文的选文、编写注释和练习以及课文翻译;具体指导上册A部其他编者的编写工作并审阅A部初稿。

曾佑昌(副主编)负责上册B部的策划和结构设计并编写全书的翻译指导及配套的翻译练习;具体指导上册B部其他编者的编写工作并审阅上册全稿。

叶从容负责第1、第3两个单元课文的选文、注释和练习的编写以及课文翻译。

廖玲娜负责第2、第5两个单元课文的选文、注释和练习的编写以及课文翻译。

刘丽华负责第7、第9两个单元课文的选文、注释和练习的编写以及课文翻译。

陆穗负责第8、第10两个单元课文的选文、注释和练习的编写以及课文翻译。

孙琳负责第11、第12两个单元课文的选文、注释和练习的编写以及课文翻译。

张杨负责第13、第15两个单元课文的选文、注释和练习的编写以及课文翻译。

邱爱英负责第14单元课文的选文、注释和练习的编写以及课文翻译。

冯斗、朱代强两位教授对本书进行了认真的审阅并提出了很多宝贵的修改意见,编者向他们表示由衷的感谢。

翻译是一项仁者见仁、智者见智的工作,我们恳切希望翻译界同仁高手不吝赐教。对书中的错误和缺点,敬请广大读者批评指正。

编 者

1998年8月

# Contents

## BOOK A (Unit One—Unit Six)

<b>Unit One</b>	<b>Language Learning 语言学习</b>	( 1 )
Passage 1	Memory 记忆	( 1 )
Passage 2	Learning a Language 学习语言	( 2 )
Passage 3	Reading College Texts 大学课文阅读	( 6 )
Passage 4	The Essence of Good Writing 佳作要素	( 8 )
<b>Unit Two</b>	<b>Ecology and the Environment 生态与环境</b>	( 12 )
Passage 5	We Share the Earth 我们共同拥有地球	( 12 )
Passage 6	Evolution 进化	( 14 )
Passage 7	What Is Pollution 什么是污染	( 17 )
Passage 8	Reforest the Earth 在地球上重新造林	( 20 )
<b>Unit Three</b>	<b>People and History 历史和人物</b>	( 24 )
Passage 9	Nathan Hale 内森·黑尔	( 24 )
Passage 10	Lincoln and His Gettysburg Address 林肯和葛底斯堡演讲	( 26 )
Passage 11	People “on the Move” 不断迁移的美国人	( 30 )
Passage 12	Another American Revolution 美国的又一次革命	( 33 )
<b>Unit Four</b>	<b>Medicine and Health 医学与健康</b>	( 36 )
Passage 13	The Brain	

	人脑 .....	( 36 )
Passage 14	Is There a Doctor in the Body	
	人体有自我康复能力吗 .....	( 37 )
Passage 15	Facts about Dreams	
	做梦的真相 .....	( 40 )
Passage 16	How Personality Affects Your Health	
	个性与健康 .....	( 44 )
<b>Unit Five Short Stories 短篇小说</b> .....		( 48 )
Passage 17	The Girl with the Large Eyes	
	有一双大眼睛的女孩 .....	( 48 )
Passage 18	One Writer's Beginnings	
	一位作家的开端 .....	( 50 )
Passage 19	Salvation	
	拯救 .....	( 53 )
翻译指导(1)	翻译的质量标准: 忠实与通顺 .....	( 57 )
Passage 20	The Helplessness That Triggers Tears	
	无可奈何泪长流 .....	( 60 )
<b>Unit Six Animal World 动物世界</b> .....		( 64 )
Passage 21	Animal Language	
	动物语言 .....	( 64 )
Passage 22	The Great Apes	
	类人猿 .....	( 66 )
Passage 23	Animal Education	
	动物教育 .....	( 69 )
翻译指导(2)	翻译的过程: 理解、表达与校核 .....	( 72 )
Passage 24	Do Animals Have a Culture	
	动物有文化吗 .....	( 75 )

## BOOK B (Unit Seven—Unit Fifteen)

<b>Unit Seven Women's World 女人世界</b> .....	( 79 )
Passage 25	Women's Liberation
	妇女解放 .....
Passage 26	The Eskimo Widow and Her Bear
	爱斯基摩老妇和小熊 .....
翻译指导(3)	英汉语言特点的对比<1> .....
Passage 27	Correta King: A Woman of Courage
	科丽塔·金: 一位勇敢的妇女 .....



<b>Unit Eight Art and Entertainment 艺术与娱乐</b>	( 95 )
Passage 28 Street Festival	
街头狂欢	( 95 )
Passage 29 Holidays by the Sea	
海边度假	( 98 )
翻译指导(4) 英汉语言特点的对比(2)	( 101 )
Passage 30 Folk Music	
民间音乐	( 104 )
<b>Unit Nine For or Against 赞成还是反对</b>	( 109 )
Passage 31 On Marriage	
论婚姻	( 109 )
Passage 32 Why We Must Control Population	
为什么我们要控制人口	( 112 )
翻译指导(5) 直译和意译	( 116 )
Passage 33 No Smoking	
禁止吸烟	( 119 )
<b>Unit Ten Adventures 历险记</b>	( 125 )
Passage 34 The Call of the Sea	
大海的呼唤	( 125 )
Passage 35 He Saw Texas First	
最先见到得克萨斯的人	( 128 )
翻译指导(6) 词义的选择、引申和褒贬	( 132 )
Passage 36 First across the Continent	
第一次横跨美国大陆	( 136 )
<b>Unit Eleven Growing Pains 成长的烦恼</b>	( 142 )
Passage 37 Daddy Tucked the Blanket	
爸爸给妈妈掖毯子	( 142 )
Passage 38 Shame	
羞耻	( 145 )
翻译指导(7) 转换翻译法(1)	( 149 )
Passage 39 The Saturday Evening Post	
星期六晚邮报	( 152 )
<b>Unit Twelve The Failure of Education 教育的误区</b>	( 158 )
Passage 40 How Teachers Make Children Hate Reading	
教师是如何使学生讨厌阅读的	( 158 )
Passage 41 Bamama Goes to College	
芭玛玛上大学	( 161 )



翻译指导(8)	转换翻译法(2)	(165)
Passage 42	College: How to Find a Student	
	大学课堂难见学生	(168)
<b>Unit Thirteen</b>	<b>Mythological Wonders 神话传奇</b>	(174)
Passage 43	The Vanished City	
	古城迷踪	(174)
Passage 44	Icarus	
	伊卡罗斯	(177)
翻译指导(9)	省译法	(180)
Passage 45	Meaning and Interpretation of Myth	
	神话释义	(184)
<b>Unit Founteen</b>	<b>Mass Media</b>	
	大众媒体	(189)
Passage 46	To Conquer Distance, To conquer Time	
	征服时空	(189)
Passage 47	In Defense of Television	
	为电视辩护	(192)
翻译指导(10)	专有名词和名称的译法	(196)
Passage 48	Thoughts on the Centennial of Cinema	
	电影百年随想	(199)
<b>Unit Fifteen</b>	<b>Popular Science 科普知识</b>	(204)
Passage 49	Rockets	
	火箭	(204)
Passage 50	The Earth Sciences	
	地球科学	(207)
翻译指导(11)	科技英语的特点	(210)
Passage 51	PC Meets TV	
	电脑电视	(214)
<b>Appendixes</b>	<b>附录</b>	(219)
I.	参考译文	(219)
II.	Glossary 词汇表	(240)

# Unit One Language Learning

---

## Passage 1 Memory

*Michael Connelly and Jean Sims*

We know an address, such as 193 Main Street, a telephone number, such as 431-7689, and how to tie our shoes. We keep all three of these pieces of information in our brain in our memory. We can use them when we need them.

There are three parts to memory:

1. Sensory information
2. Short-term memory
3. Long-term memory

5

Sensory information goes into the memory. These are things we see, hear, taste, smell, or touch (our five senses). If something happens and we have strong feelings along with it or we use more than one of our senses, it is easier to remember. For example, it is easier to remember the details of our car accident than a friend's telephone number. In the car accident we see, hear, feel; we are afraid, and we use many senses.

10

The next step in memory is short-term memory. Short-term memory makes it possible for us to remember a question long enough to answer it. Then we forget the question \* when we are finished<sup>1</sup>. We can usually remember only about nine numbers at the same time in our short-term memory. So short-term memory helps us remember a telephone number long enough to call; then we forget it.

15

We choose some information to go into our long-term memory if we think we may need it more than a few minutes in the future. We can remember a special birthday when we were six years old, but probably we don't remember every birthday we have had. Information goes into our long-term memory either (a) because it was very exciting or important or (b) because we practiced it. If we repeat a name or our telephone number \* over and over again<sup>2</sup>, it will go into our long-term memory. We memorize it.

20  
25

People remember better if they think about pictures when they try to put information into long-term memory. For example, in one study scientists put students into two groups. Group 1 studied 12 lists of vocabulary words. There were 10 words on each list. The scientists told them to learn the words any way they could. Group 2

---

\* 表示每一项注释的开始;单词右上角的小数字表示该项注释的序号及结尾。

- 30 was given the same word lists to study. But these students organized the words into lists so that each list was about one idea. Then they \* made up<sup>3</sup> an exciting story using the words on each list. They pictured the story in their minds. When they took a test, the first group remembered 14 percent of the words. Group 2 remembered 93 percent of the words.

From *Time & Space, A Basic Reader*

Approximately 420 words

## Proper Name

Main Street /'mein 'stri:t/ n. (美) (小镇的)大街, 主街

## Notes

1. **When we are finished**: when we finished answering the question.
2. **over and over again**: repeatedly.
3. **made up**: invented (a story, a poem, etc.) esp. in order to deceive. 编造。例如: The story was partly true and partly made up. 这个故事一部分是真实的, 另一部分是虚构的。

### Short Answer Questions:

Read the passage carefully. Then answer the questions or complete the statements in the fewest possible words.

1. What are our five senses?
2. How many numbers can we usually remember at the same time in our short-term memory?
3. How could Group 2 remember more vocabulary words?
4. How can you put information into your long-term memory?
5. We can more easily remember the details of our car accident because we usually use \_\_\_\_.

## Passage 2 Learning a Language

Alice S. Horning

Linguists are interested in the abilities to understand and use language that people have. One of the abilities that people have is the ability to learn language. You are using this ability right now in your efforts to learn English as a second language.

Most students would like to know how to learn a language more easily. Most linguists and language teachers would also like to know this. Linguists are working on this 5 problem in two ways. First, they are trying to understand how children learn to speak and understand their native language. They are also trying to learn how people learn a second language.

Linguists are not sure how children learn to speak. Some linguists think that children are born with an ability to learn and use a language. This does not mean that 10 you came into the world knowing your native language. It means that, along with many other things, you were born with the ability to learn your native language. One group of linguists feels that \* with just a little exposure to language<sup>1</sup>, and a little help from your parents, you were able to learn to speak. Another group of linguists does not think this is correct. 15

This second group of linguists thinks that children learn to use a language from their parents. They believe that a child's parents teach their child to say sounds and words in their language. When the child knows some words, the parents begin to teach their child to say sentences. The linguists do not think that parents teach their children in the same way that people are taught a second language. Instead, parents 20 probably teach their children by talking to them and correcting their use of language. These linguists feel that you learn your language mainly from your environment. In this case, your environment is your family and your home. As you see, the first group of linguists disagrees. 1

There are some other theories about how children learn language. Many people 25 are studying the process of language learning by children. This work is being done in many countries. Linguists are not the only people who are interested in these questions. Many psychologists, doctors, and parents are also interested. People who teach foreign languages are interested in this process, too.

Foreign language teachers are interested in how children learn to speak their na- 30 tive language for a very important reason. If we knew how children learn their native language, perhaps we would have an easy way to teach adults, as well as children, a second language. This is a very interesting idea. Some foreign language teachers believe that adults learn a second language the same way children learn their native language. These teachers try to make their students' lives similar to the life of a child 35 just learning to speak. These teachers speak only the foreign language in the classroom. They will not speak to the student in the native language. They try to expose the student to as much of the spoken language as possible. They do not teach the student any rules for using the language. Most parents don't teach their children rules for language usage, either. They simply tell the child how to say something correct- 40 ly. Foreign language teachers using this spoken language method do the same thing. For some students, this method is successful. They learn to speak quickly and easily.

They seem to enjoy using the language, and they do not worry about using exactly the right rule for everything they say. Some students, however, cannot learn a language  
45 this way. Linguists are trying to find another way to teach them a language.

A second method, the rule-learning method, sometimes works better with these students. Some linguists believe that learning a foreign language is different from learning to speak your native language. They feel that a student must learn the rules for using the language by memorizing them. The students must practice saying things  
50 in the language, using the rules correctly. These linguists try to teach the students the rules of the language they want to learn. Then they give the students many sentences in the language to say over and over again. The students are encouraged to make up new sentences using the rules that they have learned and other words that they know.

55 Some students are very successful with this second, rule-learning method. They learn the language quite quickly and can use it well. They know the rules for using the language, and can speak it and understand it too. For many students, this is the best way to learn a foreign language. For some students, both of these methods may work. Sometimes teachers use a combination of these methods in a class, hoping that  
60 everyone will be able to learn the language with one method or the other. Some people can go to a country and \* “pick up” the language<sup>2</sup> simply from hearing it and trying to communicate. These people are rare.

Most people try to learn a language by taking classes and studying it in some way. Most teachers will try different ways of teaching to help the students learn the  
65 language quickly and easily. Linguists and psychologists are trying to understand how people learn and use a language. Perhaps language learning will be easier for everyone when we have a clear understanding of how people learn and use language.

From *Reading In Contemporary Culture*

Approximately 900 words

## Notes

1. with just a little exposure to language: 对语言稍微有所接触。
2. “pick up” the language: learn to grasp the language. 学会(语言等)。

## Comprehension Exercises

### I. Short Answer Questions:

1. How are linguists working on the problem of language learning?
2. How do some linguists think children learn to speak?
3. Why are foreign language teachers interested in the process of native language learning

by children?

4. What is the spoken language method?
5. What is the rule-learning method?

## II. Multiple Choice Questions:

1. By saying that children are born with an ability to learn and use a language, linguists mean \_\_\_\_\_.  
☒ A. all children are gifted linguists  
B. children can learn and use any language without any exposure to it  
C. children can learn a language with just a little exposure to it and a little help from their parents  
D. children come into the world knowing their native language
2. All the following people are interested in the process of language learning by children except \_\_\_\_\_.  
A. linguists and foreign language teachers  
B. psychologists and doctors  
C. parents  
☒ D. students and children
3. Foreign language teachers think if they knew how children learn to speak their native language they would \_\_\_\_\_.  
A. help children learn their native language faster and better  
☒ B. find it easier to teach both adults and children a second language  
C. have a more effective way to teach children a second language  
D. prevent students from making grammatical mistakes in their process of language learning
4. It turns out that the spoken-language method \_\_\_\_\_.  
A. is successful and effective to all second language learners  
☒ B. helps some students learn to speak a second language quickly and easily  
C. is a solution to all language teaching problems  
D. prevents students from writing correct English
5. It is implied in the passage that \_\_\_\_\_.  
A. if students want to learn a second language well, they must first choose an effective method  
B. we still don't have a clear understanding on how people learn and use language  
C. the present language teaching methods are still not the most effective ways for students  
☒ D. both B and C

## Passage 3 Reading College Text

*Diane W. Creel*

(1) The kind of reading demanded by college is different from the reading you did in high school or on the job or for recreation. College textbooks contain many new words or words used in a way that is different, perhaps, from the way you might use them in everyday language. Every sentence in a college text \* *looks* important and may *be* important<sup>1</sup>. You know you can't learn everything in the book, but how do you decide what is absolutely necessary or essential?

(2) Have you ever been reading a page in your college text and suddenly realize that you have been thinking about the trouble you've been having with your car or a letter you've been meaning to write or anything except what is on that page in your book? What has happened, of course, is that you shifted your concentration from the text to something else without realizing it. Most students have trouble concentrating on reading their texts at one time or another. It seems clear, doesn't it, that you cannot take in the information in your text if you are thinking about something else.

Here is another situation that might sound familiar to you. You have been reading *and* concentrating on the textbook. You get to the end of the section or the chapter you are reading, and you say, "Well, I read it, but \* I sure<sup>2</sup> did not understand it." In this case you have not comprehended what you have read. You may have looked at every word on the page and you may have even understood each word. But at the end of the page you have to admit that you did not understand whatever it was that all those words added up to. It is very difficult to remember what you do not understand. The only way is to memorize it. But it also seems clear, doesn't it, that you cannot memorize the entire textbook.

Sometimes students know why they do not understand what they read. There are too many words that they can't figure out or that they don't know the meaning of. They might try at first to look up the words they don't know in the dictionary, but soon they stop because it just takes too much time. They might try to guess what the word means, but this doesn't feel like the right thing to do. You may be one of these students.

And then there is the student who sits reading in the library and looks around at the other students studying there. She notices that other students are underlining things in their texts. What is it they are underlining? Why are they doing this? Should she be underlining too? How can she decide what to underline? Are these questions you have asked yourself?



Finally there is the student who lost points on a test or a project because he didn't follow the directions. Ever done that? Probably you were told to "read the directions carefully next time." Problem is you thought you were reading the directions carefully this time. 35

Students experience problems like the ones just described because they lack certain essential skills necessary to read college textbooks effectively and efficiently. This book will help you learn those skills and put them into practice. 40

The key to reading better is to practice the necessary skills. In that way reading is like tennis. You cannot learn to play tennis well simply by reading about how to do it. You have to practice. Similarly you cannot learn to read well simply by reading about how to do it. You have to put the skills you learn in this book into practice. You will have a chance to practice the essential skills for reading college texts in this book. 45

The most important thing is that you decide to try to improve your reading. You already know a lot about how to read. (3) What you want to do is to build on what you know to become a better, more efficient reader so that the time you spend reading your college texts is as effective as possible. 50

From *Essential Skills for Reading College Texts*  
Approximately 690 Words

## Notes

1. **looks important and may be important**: 看似重要也许的确重要。此句中 **looks** 和 **be** 用斜体字,其目的在于表示强调。
2. **I sure ...**: I certainly. **sure** 在此作副词,是美国口语用法。

## Comprehension Exercises

### I. Tell whether each of the following statements is true or false according to the passage:

1. College reading is difficult because the textbooks contain many new words that you never know. ✓
2. The key to reading better is to learn necessary reading skills. ✓
3. The author mentions by giving examples the various problems students experience in their reading. ✓
4. As to what you don't understand, sometimes there seems no other choice but to memorize. ✗
5. Every sentence in a college text looks important and may be important, so it is absolutely necessary to grasp everything in the book. ✓

