



高等院校英语语言文学专业研究生系列教材（修订版）

总主编 戴炜栋

英汉比较研究与翻译

第 2 版

English-Chinese Comparative Studies
and Translation

萧立明 著



研究生

高等院校英语语言文学专业研究生系列教材（修订版）

总主编 戴炜栋

英汉比较研究与翻译

English-Chinese Comparative Studies
and Translation

第 2 版

 上海外语教育出版社
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

图书在版编目(CIP)数据

英汉比较研究与翻译/萧立明著. —2版. —上海:上海外语教育出版社, 2010

(高等院校英语语言文学专业研究生系列教材. 修订版)

ISBN 978 -7 -5446 -1823 -6

I. ①英… II. ①萧… III. ①英语 - 对比研究 - 汉语 - 研究生 - 教材②英语 - 翻译 - 研究生 - 教材 IV. ①H31②H1

中国版本图书馆 CIP 数据核字(2010)第 118766 号

出版发行: **上海外语教育出版社**

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflap.com.cn

网 址: <http://www.sflap.com.cn> <http://www.sflap.com>

责任编辑: 邵海华

印 刷: 上海华文印刷厂

开 本: 700×1000 1/16 印张 14.25 字数 339千字

版 次: 2010年10月第2版 2010年10月第1次印刷

印 数: 3 100 册

书 号: ISBN 978-7-5446-1823-6 / H · 0801

定 价: 25.00 元

本版图书如有印装质量问题,可向本社调换

总 序

随着我国经济的飞速发展，社会对以研究生为主体的高层次人才的需求日益增长，我国英语语言文学专业的研究生教育规模也在不断扩大。要使研究生教育持续健康地发展，培养学生创新思维能力和独立研究与应用能力，必须全面系统地加强基础理论与基本方法的训练。而要实现这一目标，就必须有一套符合我国国情的、系统正规的英语语言文学专业研究生主干教材。

基于这一认识，上海外语教育出版社于 21 世纪之初邀请全国英语语言文学专业各研究领域中的知名专家学者，编写了“高等院校英语语言文学专业研究生系列教材”，迄今已陆续出版了二十余种。这套系列教材集各高校之所长，优势互补，形成合力，在教材建设方面，把我国英语语言文学专业的研究生培养工作推上了一个新的台阶，规范了我国英语语言文学专业的研究生课程，为高校培养基础扎实、知识面广、富有开拓精神、符合社会需要的高质量研究生提供了条件。

该系列教材的编写结合了我国英语语言文学专业研究生教学的实际情况与需要，强调科学性、系统性、先进性和实用性，力求体现理论与应用相结合，介绍与研究相结合，史与论相结合，原创与引进相结合，全面融会贯通。每一种教材都能够反映出该研究领域的新理论、新方法和新成果。系列教材推出后不仅被作为我国英语语言文学专业研究生的主干教材，也被作为中国语言文学专业的教师与学生的参考用书。

在多年的使用过程中,全国各高校的英语语言文学专业的专家学者和教师对该系列教材提出了许多建设性的建议。近几年,英语语言文学研究也有了新的发展。为了吸纳这些建设性建议及最新的学科研究成果,进一步完善教材,我们对该系列教材进行了修订。此次修订的主要方面有:内容上查漏补缺,进一步提升教材质量;理论上与时俱进,反映最新的学科研究成果;体例上规范统一,提高学术的严谨性;资料上充实丰富,增加教学资源;版式上全新设计,增强教材的易教性。此外,我们还对该系列教材的选题进行了拓展和延伸,在邀请国内专家学者编写原创教材的同时,精选国外原版教材引进出版。修订后的“高等院校英语语言文学专业研究生系列教材”在选题上中西合璧,覆盖了英语语言文学专业各学科的主要课程,学科方向将更齐全,更能满足我国英语语言文学专业研究生教育在学科建设方面的需求。

教材建设是学科建设的一项重要基本建设,对学科发展有着深远的影响。我们相信,在新世纪推出的这套系列教材,必将大大推动我国英语语言文学专业研究生教育事业的发展,促进我国英语语言文学研究水平的提高。

戴炜栋

2009年5月

Foreword

The present book is intended for the senior college students who major in English and are oriented to foreign linguistics and applied linguistics as a selective course as well as for the graduates who major in the English and Literature with different orientations as a compulsory course. However, those who are working as translators or interpreters will also find it of some help to their practice in translation or interpretation, as most of the scope is covered by translation principles and techniques based on comparative studies of English and Chinese.

Basing himself on the new developments in linguistics, semantics, text linguistics, contrastive linguistics, intercultural communication and stylistics, the author reveals the similarities and dissimilarities between the two languages and suggests the dialectic approaches to translation principles and techniques. The whole course is divided into two parts. In the first part the discussions concentrate on the comparative studies at different levels while in the second part the discussions are mainly concerned with different genres.

Actually, the present book is a revision of the selected lecture sheets for a real course practiced in the Foreign Languages Colleges of Central South University of Technology and of Changsha Railway University. The combination of two with a third (Hunan Medical University) is now the University of Central South China. However, the revision is processed with the new achievements made by many scholars in China Association for the Comparative Studies of English and Chinese, of which the author is one of the establishers. The author wishes to thank the scholars at home and abroad from whose books and articles the new ideas, if any, are conceived in this book. All the books and articles are listed in the bibliography. Every effort has been made to trace all the copyright holders but if any have been inadvertently overlooked the author will be pleased to make necessary arrangement at the first opportunity. The author also wishes to thank his students who attended his courses for their feed-backs and suggestions so that the brain storm has been aroused to change the lecture sheets into the present book.

Liming Xiao

March 14, 2000

A decade has passed since the author put the first manuscript into the hands of the publishers. As the published textbooks were being used in class during this period, his students found several misprints because of the author's awkwardness in keyboarding. At the same time, some readers and friends across the land wrote to the author to express their demands for the key to the exercises. The author felt much debted to the publishers for granting him the opportunity for presenting this new edition with an appendix, in which the misprints may have been corrected and by which the demands would be satisfied.

So it is his wish.

Liming Xiao

May 10, 2010

CONTENTS

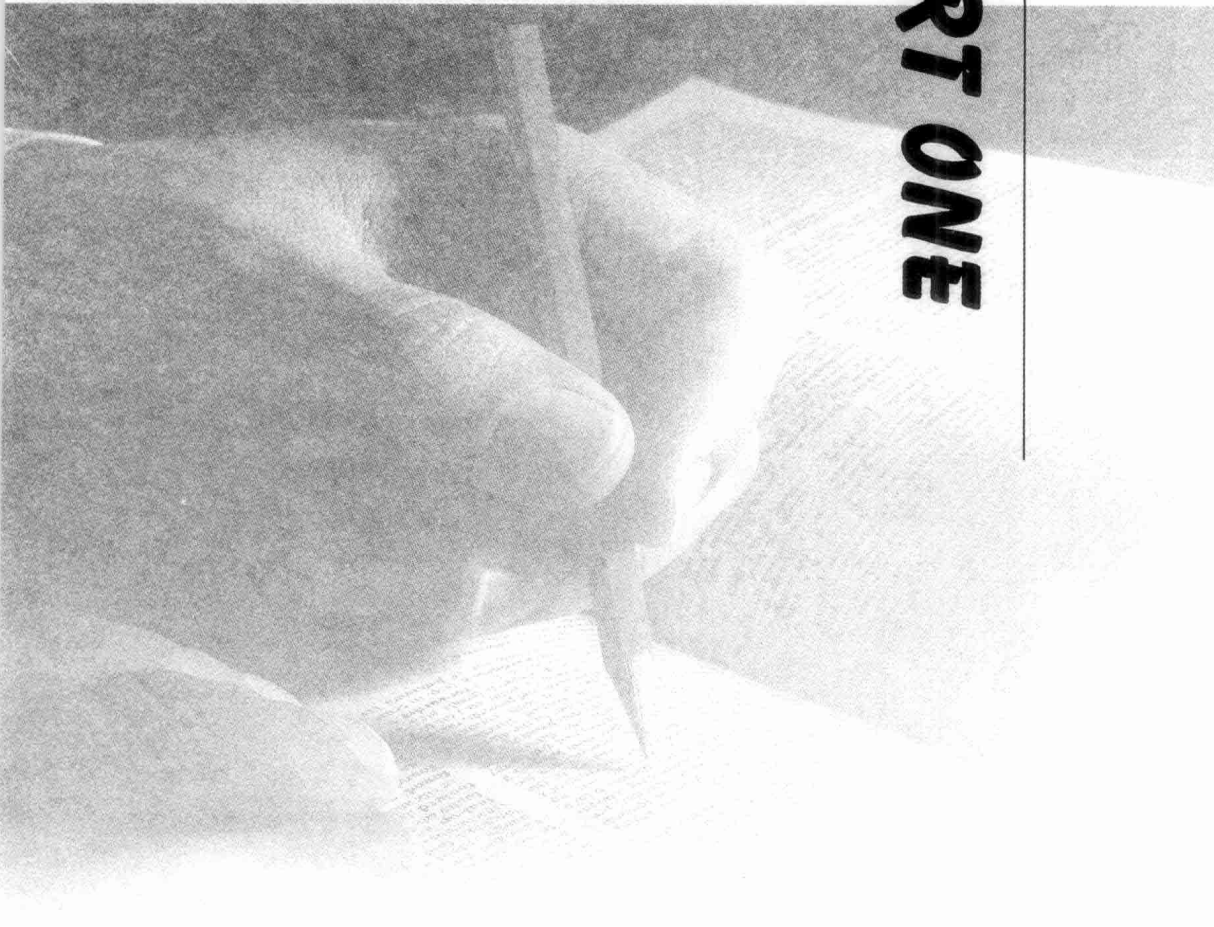
Part One

CHAPTER 1	Introduction	3
CHAPTER 2	The Characteristics of the Chinese Language	10
CHAPTER 3	The Characteristics of the English Language	22
CHAPTER 4	The Comparative Study in Phonetics and Phonology	34
CHAPTER 5	The Comparative Study in Lexicology, Morphology & Semantics	56
CHAPTER 6	The Comparative Study of English & Chinese Sentence Patterns	70
CHAPTER 7	The Comparative Study at the Text Level	79
CHAPTER 8	The Comparative Study in Rhetoric	91

Part Two

CHAPTER 9	Translation of Official Documents	103
CHAPTER 10	Translation of Science Variety	113
CHAPTER 11	Translation of Narration	123
CHAPTER 12	Translation of Description	139
CHAPTER 13	Translation of Exposition	152
CHAPTER 14	Translation of Argument	161
CHAPTER 15	Translation of Fiction	171
CHAPTER 16	Translation of Drama or Play	183
Appendix	Key to exercises	191

PART ONE



Chapter

1

Introduction

Ever since the policy of “Reform and Open-door” was carried out, the academic circles in China has been flourishing with many new fields to be approached and new problems to be solved. In the field of foreign languages teaching and the field of translation, scholars have made new approaches to the principles and methods to effectuate their work. 1994 witnessed a new discipline upon the scene when China Association for Comparative Study of English and Chinese (CACSEC) was established with the initiation made by Liu Chongde, Xiao Liming, Li Yashu, Yang Zijian, Liu Wenbin, Chu Zhida, Guo Zhuzhang, Lin Ruchang, Wang Juquan and other scholars. The Association comprises three branches: the Committee of Contrastive Study of English and Chinese, the Committee of Translation Theory and Practice and the Committee of Contrastive Study of English and Chinese Cultures. Each branch aims at its particular research but all the researches are based on the comparative study of English and Chinese; hence the name.

As it is stipulated in the Program of CACSEC, the major purpose of the Association is to “carry out the comparative study of English and Chinese systematically and hierarchically so as to improve the English teaching, the Chinese teaching for the foreigners, the translation from English into Chinese and vice versa; to develop the national culture and promote the inter-flow between China and the world.”

Generally speaking, the term of “comparative” and the term “contrastive” means differently. In the field of linguistics, in term of “comparative linguistics”, it is intended to make a diachronic study of some related languages so as to create a parent language or ancestor language. Conversely, in terms of “contrastive linguistics” it involves a synchronic study of two unrelated languages so as to find out the dissimilarities in phonetic, grammatical and rhetoric aspects. The former aims mainly at the homogeneity while the latter mainly at the heterogeneity.

In terms of comparative study of English and Chinese in the present

book we follow the suggestion made by Mr. Lü Shuxiang and try to combine the two branches of linguistics to gain an insight into both the homogeneity and heterogeneity of the two unrelated languages (English and Chinese), each of which is now spoken by a quarter of the world population. In other words, we use the term “comparative” in its broad sense, not in the narrow sense. Our research aims at looking for the similarities and dissimilarities between English and Chinese so as to approach the ideal principles and methods in language teaching, transmission, interpretation and translation. The Program, above-mentioned, presents our long-term goal. Expediently, we have already on hand some practical problems to solve. They boil down to two major problems: how to improve language teaching and how to promote translation in China.

In China, English began to be a regular course when China became a semi-feudal and semi-colonial country. This course went on with two different methods: the direct method and the traditional method. The former was carried out by the foreign teachers or preachers in China and the latter by some scholars who were interested in Latin.

In the early years after the founding of the People's Republic of China those two methods still prevailed over most of the schools and universities until in 1960's a new method, i.e. listening and speaking going first was introduced to some key foreign languages institutes and then followed by other advanced methods from the West after the “Cultural Revolution”. They are mainly the structural method, the communicative method and the functional method. However, people have found the blind introduction of those methods can still not help the Chinese students with effective competence and performance of English. Mr. Li Lanqing, the former vice-premier, regards the English teaching in China as “so poor that it affects the progress of China in its modernization”. To solve this problem, many scholars turn to new researches, among which the cognitive method is now widely appreciated. But this method is still much to be desired. The comparative study of English and Chinese will broaden the horizon of the researches in this aspect and help to form a new teaching method to satisfy the demand in China to improve English teaching.

As is known to all, China has a long history of translation for 3,000 years and a system is said to have been developed with the revision of the translation norms. But the popularly received norms are set up by those noted translators who made much contribution to the translation in China. The development may be described as the norms prevalent in different historical periods.

In the ancient periods, translation was done mainly when Buddhism was introduced to China. It is said that the first article on translation norms was written by Zhi Qian (支谦) in the Three Kingdoms. He translated 175 volumes of Buddhist scriptures and his article on translation norms was his

preface to one of them, in which he suggested “following the original meaning without any embroidery” (因循本质, 不加文饰). Later in the Eastern Jin Dynasty, there appeared on the scene another translator, the monk Dao An (道安). He suggested “preaching according to the original without any deduction or addition” (案本而传, 不令有损言游字). In the Tang Dynasty, the great translator Xuanzang (玄奘) went to India to get the Buddhist scriptures and became perhaps the first bilingual master. He spent 19 years translating 75 volumes of Buddhist scriptures with the norms he set up for himself, which boil down to three Chinese characters “五不翻” (Five Don't); that is,

Don't translate

- 1) What is mysterious;
- 2) What is poly-semantic;
- 3) What is too alien to be accepted;
- 4) What is hereditary;
- 5) What is philanthropic.

In the five cases mentioned above He turned to transliteration. So even today in the Buddhist circles many expressions are just transliterations, for instance, “阿弥陀佛” for “Amitabha”.

Among the ancient translators, there was one important figure who went against the general trend. That is Kumurajiva (鸠摩罗什), an Indian by birth, who was once invited by the monk Dao An (道安) to revise the translations by the Chinese Buddhists. Kumurajiva suggested “elegance based on the original” (依实出华). And here we can see the dispute over translation norms began from the very beginning of translation practice.

In the Westernization Movement and the New Literature Movement there were two influential norms accepted by most of the translators. One is set up by Yan Fu (严复) on the basis of “faithfulness, expressiveness and elegance” (信、达、雅) and the other is put forward by Lu Xun (鲁迅) on the basis of “rather being faithful in thought than smooth in language” (宁信而不顺). Some scholars think that those two norms differ from each other but others think they share the same essentials, for both of them aim at seeking faithfulness.

The New China witnesses two important scholars on translation. One is Fu Lei (傅雷) and the other is Qian Zhongshu (钱钟书). The former sets forth a brand new norm which he practiced in all his translations. The norm is summed up in his preface to the Chinese version of Balsac's masterpiece. He suggests “expression resemblance” (神似). Mr. Qian Zhongshu puts forward his norm in his article entitled “On Lin Shu's Translation”, in which he suggests “transfiguration” (化境).

In the present time so many new norms are set up that the translators are quite at loss which to follow. Listed here are the norms of “equal-value translation”, “equivalent translation”, “equivalent function translation”,

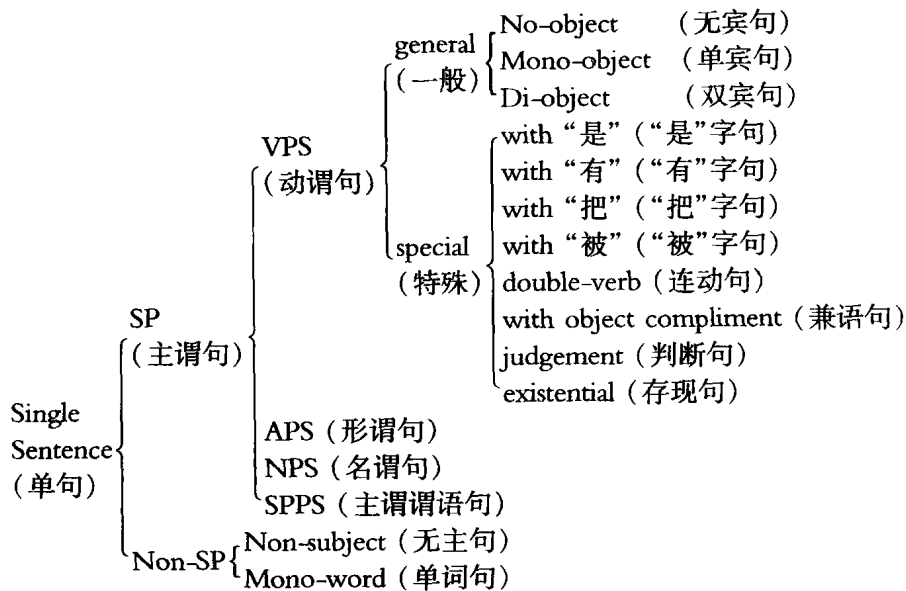
“creative translation”, “linguistic translation” and what not. The hard facts show that there is actually no popularly accepted norm or standard for translation at all. Why? The author is of the opinion that all the norms are based on individual experiences or on general talks. There is still much spade work to be done before a scientific and effective principle is established to guide translation and the author believes the comparative study of English and Chinese is one piece of that spade work for this task.

In short, comparative study of English and Chinese is the fundamental basis for scientifically establishing efficient principles and methods to improve language teaching and promote translation. But how? Many suggestions have been put about how to make comparative study of English and Chinese. In his “Outline of Contrastive Study of Chinese and English” (《汉英语对比纲要》, 1997), Prof. Pan Wenguo puts forth “one center, two approaches, three perspectives and four conditions”.

In terms of “one center” he means to take the contrastive study of the Chinese grammar and the English grammar as the center. In terms of “two approaches” he refers to the contrastive study of the language facts and the contrastive study of the framework of the syntax. The “three perspectives” involve the procedures of the study while the “four conditions” comprise the prerequisites to make contrastive study.

In our course we attempt to make comparative study in two ways: the static and the dynamic. In terms of “the static way” we intend to make comparative study at the structural levels, i.e. phonetic, lexical, semantic, syntactic and textual. And in terms of “the dynamic way”, we intend to make comparative study in rhetoric, stylistics, pragmatics and culture. The two ways are overlapped and crisscrossed but they serve as a guide to the comparative study of English and Chinese. The author has found those two ways are realistic and helpful to find out both the similarities and dissimilarities, the latter in particular, between the two languages. Here are two examples.

The first is an example of the comparative study at the syntactic level or one of the static comparison. The syntactic unit is the most important in any language structure because at this level communication may be realized. The traditional or prescriptive grammarians set up five basic sentence patterns and some scholars in the comparative study use the five basic patterns as a guide to compare the English structure with the Chinese structure. However, the contemporary or descriptive grammarians describe the sentence patterns under the term of the “commonly-used sentence patterns.” For instance, Hornby described 25 sentence patterns in his “Oxford Advanced Learner’s Dictionary of Current English” and in the “Longman Dictionary of Contemporary English” 18 sentence patterns are illustrated. The contemporary Chinese grammarians describe the Chinese sentence patterns as follows:



The dissimilarities in classification of the commonly-used sentence patterns show that we can neither describe the English sentences on the basis of the Chinese structure nor can we do that vice versa. They can also help us gain an insight into the thought patterns of the two peoples in realizing their communication so that a scientific system can be approached to effectuate the transmission from one structure into the other and vice versa.

The second example is of cultural differences or one of the dynamic comparison. To a large extent, the particular background of an individual speaker will determine the degree of difficulty that he or she may have with a specific cultural pattern of the communication. For example, once a Chinese student met with a foreigner who was lost in his way back to his hotel. The student said that he happened to go in the same direction and if he followed him he could show him the right way back. When they went on the Chinese student tried to break the ice by a questionnaire:

“Where are you from?
 What’s your name?
 How old are you?
 Where are you going?
 Just follow me.”

The questionnaire sounds very kind to a Chinese ear. However, as it happened in this case, the foreigner felt nervous because he mistook the student for a policeman in plain clothing.

The comparative study at the cultural level not only shows the cultural differences in communication but also helps us to understand why there are so many puzzles in cross-culture communication. And the awareness of the cultural differences will make an individual develop confidence in interacting with native speakers of both languages on the one hand and on the other it

will improve his capacity in translating the texts full of cultural differences.

Exercise One

Section A Topics for Discussion

1. What is comparative linguistics?
2. What is contrastive linguistics?
3. What is the program of CACSEC?
4. How do you make the comparative study of English and Chinese?
5. Say something about the significance of the comparative study of English and Chinese.
6. Give some examples to argue that English and Chinese differ much in sentence building.

Section B Practice

1. Translate the following sentences into English.
 - 1) 我贸然就答应给孩子买只猴玩。
 - 2) 他说对手作弊,在牌上做了手脚。
 - 3) 这位秘书很快操作键盘输入信息。
 - 4) 导演要他在这部剧中扮演一个杀妻灭子的疯狂科学家。
 - 5) 法官要他只讲事实,不要加油添醋。
 - 6) 我一起床就遇到麻烦事——抽水马桶失灵,不能用。
 - 7) 我真没想到她会嫁给一个性格粗鲁的人。
 - 8) 人们亲身体验才认识这一困难之大。
 - 9) 本书的目的是要让读者运用对比研究的原则。
 - 10) 你打电话时刚好我们因风暴被迫留在家,真是祸中有福。
2. Read the following conversation and comment on the response made by the student.

Situation: Jonathan is a teacher in an adult school class in the United States. After class, he is speaking to Liu Ying, one of the Chinese students.

J: Miss Liu, your English is improving. I am pleased with your work.

L: Oh, no. My English is not very good.

J: Why do you say that? You are doing very well in class.

L: No. I am not a good student.

J: Miss Liu, you're making progress in this class. You should be proud of your