

大学
英语

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写译教程

COLLEGE
ENGLISH

WRITING AND TRANSLATION

主编 / 张琳 司立国

2

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大学英语写译教程

(第二册)

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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****Simple Sentences**

★ To write short, simple and logical sentences

A simple sentence is one independent clause with only one subject and one predicate though either or both of which may be co-ordinate.

Now, look at the following examples:

- a. Tom *likes* Mary very much.
- b. She *is* a beautiful girl.
- c. *There are* two teachers in the room.
- d. *Thomas and Clement* often *learn from* and *help* each other. (co-ordinate subject and co-ordinate predicate)
- e. The committee *considered and adopted* our plan. (co-ordinate predicate)
- f. They *have had* many trials and many great joys.

The above examples are the simple sentences which are familiar to the students. Consequently, in this unit non-finite verbs will be mainly discussed.

I . Non-finite Verbs

A verb which does not serve as an independent predicate in a sentence is non-finite verb. There are four forms of non-finite verbs: the *infinitives*, the *present participles*, the *past participles* and the *gerund*.

II . The Features of Non-finite Forms of the Verb**1. To Form Negative Form with Not**

For example:

- a. to do — *not* to do
- b. going — *not* going
- c. covered — *not* covered

2. To Follow with Adverbial, Complement and Object

For example:

- a. to fly fast b. to feel angry c. getting old d. watching a play

3. To Share Common Features with Nouns and Adjectives

For example:

- a. This room needs *a good cleaning*.
- b. I should have something *to eat*.
- c. It has become *a frozen pond*.

III . The Functions of Non-finite Verb Phrase

Except predicates, the non-finite verb phrases can serve as any fragments in a sentence.

For example:

- a. *The wounded* were rushed to hospital. (as subject)
- b. Mary likes *to play Chopin*. (as object)
- c. His argument sounds *convincing*. (as subject complement)
- d. There we saw a car *waiting for us*. (as object complement)
- e. I want a book *to read during the journey*. (as attribute)
- f. *Given better attention*, the cabbages could have grown bigger. (as adverbial)
- g. His chief hobby, *sailing a boat*, cost him most of his salary. (as appositive.)

IV . Something Important to Notice about Non-finite Verbs

1. The past participle of a transitive verb is always passive in its adjective uses. For example:

The *bullied* and *oppressed* people there rose in arms at last.

2. The past participle of an intransitive verb is always active and expresses a state of completion. For example:

The children are gathering the *fallen* leaves.

3. The perfect participle is generally not used as attribute unless its antecedent is modified by a non-assertive "any". For example:

Any student having handed in his paper must leave the classroom. (The students *who have handed* in his paper must leave the classroom.)

4. The infinitive emphasizes the completion of the action, but the present participle emphasizes the continuity or the performance of the action. For example:

- a. I saw the boys *come* in just now.
- b. I saw the boys *playing* basketball in the playground.

5. In spoken English the present participle is sometimes used as an adverbial of degree to make an overstatement. For example:

The weather is *biting* cold.

6. A gerund used as an attribute denotes the *purpose* or *use* for which the thing denoted by the noun is intended, while a present participle used as an attribute is the logical predicate of the noun it modifies. (动名词表示它所修饰的名词所表达的目的或用途; 而现在分词作定语时, 现在分词是它所修饰的名词的逻辑谓语。) For example:

- a. *a sleeping carriage* = a carriage for sleeping (gerund)



b. a *sleeping* child = a child that is sleeping (present participle)

7. The following verbs and phrasal verbs usually take a gerund after them:

acknowledge, advise, admit, advocate, avoid, cannot help, consider, contemplate, deny, enjoy, escape, excuse, fancy, finish, give up, keep from, leave off, miss, postpone, practice, put off, resent, resist, stop, suggest, etc.

8. The following verbs usually take the infinitive after them:

agree, arrange, ask, care, choose, claim, dare, decide, demand, desire, determine, elect, expect, guarantee, hope, manage, offer, prepare, presume, pretend, promise, refuse, resolve, seek, swear, threaten, undertake, wish, etc.

9. The following verbs may take either the infinitive or gerund, depending on the meaning to be expressed:

begin, can't bear, cease, continue, decline, delay, defer, endure, forget, hate, intend, learn, like, love, mean, need, neglect, omit, prefer, propose, regret, remember, start, try, etc.

Exercises

Exercise 1

Directions: Fill in the blanks with the proper forms of the verbs in the brackets.

1. We'll set off as soon as it quits _____ (snow).
2. At noon, all staff members quit _____ (have) a nap (小睡, 打盹).
3. Ann advised Bill _____ (eat) more vegetable and the doctor also advised _____ (have) a balanced diet.
4. He tried _____ (eat) sweets instead of _____ (smoke).
5. I can't understand _____ (hold) meetings with no positive results.
6. Do you regret _____ (leave) your homeland _____ (go) to a foreign country _____ (study)?
7. Our teacher encourages _____ (use) calculators. But my father would like me _____ (do) the math exercises without _____ (use) the calculators.
8. The dishes need _____ (reheat). Would you mind _____ (attend) to it?
9. I don't understand how _____ (put) these pieces together.
10. —Do your parents allow _____ (stay) out late?
—No, they don't allow me _____ (stay) out after 10:00 p.m..
11. Huck saw Tom _____ (drop) the bottle and _____ (break) it.
12. He felt a stone _____ (hit) his head.
13. He had trouble making himself _____ (understand).
14. Do you smell something _____ (burn)?
15. Nancy kept me _____ (wait) for one hour.
16. Jim kept the dog _____ (chain) up.
17. I found him _____ (peep) through the keyhole when I happened to look out of the window.

18. After a careful search, the Customs officer discovered the drugs hidden (hide) inside a box labeled "confidential" (机密的).

19. I've never seen the expression _____ (use) in formal English.

20. I saw Jack _____ (wave) to me from across the street.

Exercise 2

Directions: Fill in the blanks in the following dialogues with appropriate forms of the verbs in the brackets.

—I hope you didn't forget 1 (go) to the post office.

—Of course not. I remember 2 (ask) about the new stamps.

—Did you remember 3 (post) my letter?

—I'm trying 4 (think). I can't remember 5 (put) it into the box.

—Do you mean 6 (tell) me you didn't post it?

—I'd very much prefer 7 (tell) you I did.

—If you didn't, it'll mean 8 (wait) till tomorrow.

—Try 9 (look) in the shopping-basket. If it's not there, it must have been posted.

—I never like 10 (send) you shopping. I prefer 11 (go) myself.

—Stop 12 (grumble). I remembered 13 (do) everything else.

—Yes, but I always hate 14 (miss) the post. And I hate 15 (think) of this particular letter lying about in the road. Where are the stamps?

—In my wallet. Oh, dear! Here's the letter, too. It's funny. I'd quite forgotten 16 (put) it there.

—Give it to me. I'd like 17 (post) it myself next time.

Exercise 3

Directions: Translate the Chinese in the brackets into English, using either V-ing or V-ed (phrases).

- Is this the road (通往乡村学校的)?
- I like the park (建在湖边的).
- There is a bus (行驶于学校和购物中心之间).
- Did you read the instructions (写在盒子上的)?
- Water (从这条河里取的) is rarely pure enough to drink.
- (冷冻的) food doesn't taste as good as fresh food.
- I'll discuss with all the people (有关的).
- Those (想去野营的), please write down your names.
- There are 20 weeks in the new term (9月9日开始的).
- Tell the children (在外面玩的) not to make too much noise.
- (脱下湿衣服), he dried them over a fire.
- The sun shines bright in the sky, (给我们光和热).
- (被新闻记者包围着), John was too excited to speak.
- (如果放在冰箱里), the fruit can remain fresh for a week.
- (不知道该说什么), she kept silent.
- (感到很累), he went to bed early.



17. (建于上一世纪), the stone house is the oldest building in our town.
18. (住在农村), we have fresh vegetables every day.
19. He sat there all afternoon, (观看电视上的体育节目).
20. (被男孩的事迹深深感动), they decided to pay for his education.

Exercise 4

Directions: Choose the proper one from the four words or phrases listed in each of the following sentences.

1. He (is, makes me, lets me, had better) to study Mathematics.
2. I (avoided, postponed, happened, insisted) to meet him.
3. Do you (mind, persist, object, dare) to going home alone?
4. He (suggested, is used, promised, succeeded) in calculating how much it might cost.
5. I (remember, deny, should like, missed) to have played with trains as a child.
6. The retired boxer (suggests, means, thinks, had better) to buy a public house.
7. He (feels like, has finished, enjoys, has decided) to eat a ham sandwich.
8. He seldom (fails, forgets, troubles, suggests) sending news to his brother abroad.
9. I (am looking forward, long, enjoy, imagine myself) to ski through the forest.
10. He (knows, spends time, would rather, is learning) play chess.

Exercise 5

Directions: Fill in the blanks with proper forms of non-finite verbs.

Part One

People with some extra money _____ (spend) will soon be able _____ (watch) films and concerts at home — whenever they want — by _____ (use) a new system _____ (call) the video — disc. The system uses a high speed turntable (转盘) _____ (connect) to a standard television set, and 30 — centimeter discs with the programs _____ (record) on them. The discs, which can be stored like ordinary phonograph records, carry all the information necessary _____ (produce) TV images and sounds for everything from major Hollywood motion pictures to educational and cultural features. Two companies plan _____ (sell) the system at an _____ (estimate) cost of \$ 400 to \$ 500 for each unit.

Part Two

Before _____ (go) to Australia, I didn't enjoy _____ (take) pictures. Whenever _____ (invite) _____ (photograph), I usually found some excuse for _____ (not, do) it. _____ (meet) Harold one day, I told him about my _____ (plan) trip to Australia. He advised me _____ (take) a camera along. He offered me his own camera, thus _____ (make) it hard for me _____ (refuse). While _____ (photograph) in Australia, I became very _____ (confuse), _____ (try) _____ (remember) Harold's instructions. _____ (take) 10 pictures, I noticed that the back of the camera had swung open. _____ (think) that the whole roll was ruined, I asked a friend _____ (reload) the camera for me. My friend, _____ (sense) my ignorance, explained to me that the unexposed film was unharmed. _____ (get) a properly _____ (expose) picture, I must measure the light carefully. _____ (not, have) a light meter (曝光表), I overexposed many of my pictures in the bright sunlight of Australia.

Unit 2**Compound Sentences**

- ★ To express related ideas of equal importance
- ★ To use conjunctions in compound sentences

A compound sentence consists of two or more independent clauses (or simple sentences), which are linked together. It serves to express two or more related ideas of equal significance.

I . Structures of Compound Sentences

Compound sentences can be joined by coordinating conjunctions (并列连词), conjunctive adverbs (连接副词), or a semicolon (分号). The most widely used coordinating conjunctions in compound sentences are: *for*, *and*, *nor*, *or*, and *but*. The common conjunctive adverbs are: *consequently*, *therefore*, *however*, *nevertheless*, *thus*, *hence*, *in fact*, *also*, *still*, and *so on*. For example:

- a. The report is useless, *for* its information is no longer current.
- b. There is nobody at the office; I went home again.
- c. I cannot follow your advice; nevertheless, thank you for giving it.

II . Functions of Compound Sentences

Compound sentences join elements, exclude or contrast different elements, provide alternatives, or give reasons or results.

A compound sentence serves to show a strong connection between the two related ideas, as the following newspaper article.

For example: A defiant and enthusiastic crowd of more than 5,000 workers and students forced its way through police cordons in the capital today to demand more democracy, and smaller demonstrations were held in many other cities around the country.

By using a compound sentence, the author makes the point that the event described is related to what is happening in the second part of the sentence — in this case, that defiant and enthusiastic crowds can be found all over the country. Two separate sentences might not make the connection so clearly.

For example: A defiant and enthusiastic crowd of more than 5,000 workers and students



forced its way through police cordons in the capital today to demand more democracy. Smaller demonstrations were held in many other cities around the country.

III . Common Errors

1. Run-on Sentence

Two independent clauses run together without proper punctuation. A “run – on” or fused sentence occurs when the writer has blended two or more complete sentences into one without using enough punctuation: a semicolon, or a comma with a linking word (and, for, nor, yet. . .).

2. Comma Splice

Using a comma to join clauses that are neither short nor obviously parallel is usually called comma fault or comma splice.

3. Sentence Fragment

Sentences should form complete, independent grammatical units containing both a subject and a predicate. Sentence fragment refers to an incomplete sentence lacking a subject or a verb.

NOTE: Please refer to Unit 4 in which the problems are discussed systematically.

Exercises

Exercise 1

Directions: *Underline the word in each sentence which connect two clauses , and conclude how the compound sentences are constructed .*

1. Solving equations is useful, but studying grammar is fun.
2. Simple sentences contain one clause, and compound sentences contain at least two.
3. I am going home, and I intend to stay there.
4. It rained heavily during the afternoon, but we managed to have our picnic anyway.
5. They decided to camp for the night, for they couldn't make it to the summit and back before dark.
6. Some students can remember the coordinating conjunctions; however, others can only remember their favorite pizza toppings.
7. Grading tests are depressing; consequently, some teachers drink heavily before doing it.
8. My little kids make loud noises; in fact, they want attention.
9. He has not arrived; however, he may come later.
10. They couldn't make it to the summit and back before dark; therefore, they decided to camp for the night.

Exercise 2

Directions: *Match the following independent sentences with related ideas and put them in one sentence .*

1. He hemmed and hawed for over an hour;
2. The river rose and overflowed its banks;
3. freshly plowed fields disappeared from sight.
4. roads became flooded and impassable;

5. they decided to camp for the night.
6. add the eggs and beat well.
7. They couldn't make it to the summit and back before dark;
8. he couldn't make up his mind.
9. Cream the shortening and sugar;

Exercise 3

Directions: *Read the following sentences and figure out relations or functions of the compound sentences .*

1. Sales were slow, and they showed no sign of improvement.
2. Seize the chance, else/ or/ or else/ otherwise you will regret it.
3. He can't do it, nor can I, nor can you, nor can anybody.
4. They offered a promising plan, but it had not yet been tested.
5. Every word is clear, for his diction is excellent.
6. It (the parrot) talked to itself; it talked to my aunt; it talked to the cat.
7. The ancient Greeks had no telescopes, yet they did a remarkable job of describing heavenly bodies.
8. It is getting late, then you had better go home.
9. It looks a pretty hopeless job; still there's no harm in trying.
10. He must be joking, or else he's mad.

Exercise 4

Directions: *The following sentences contain three types of errors : run on sentences , comma splice , and sentence fragments . Please rewrite the sentence correctly and indicate what type of error it is .*

1. High school represents a significant transition in a young person's life, the student has to adjust to eight teachers and 76 – minute classes.
2. Students go to high school and they meet students from all over the area.
3. Late buses run during the week for some students play sports and need a ride home.
4. Students find that they have a lot more homework in secondary school they should use a planner to schedule due dates for major assignments and tests.
5. The 3rd High School, a rural secondary school, a great place to be.
6. The library was built in 1945 has changed dramatically over the last 50 years.
7. The grade nine students will have an orientation day, the four color houses have friendly competitions on the football field.
8. Studying be very tiring, but he studies hard.
9. During the last three years, our calculator sales soared. While our conventional office machine sales fell off.
10. The company had flexible hours, however its employees were expected to abide by their selected arrival and departure times.

Exercise 5

Directions: *Rewrite the sentence with the proper coordinating conjunction . Make sure you include the proper punctuation .*



1. A regular fitness program will improve your health * it will prevent illness and injury.
2. Flexibility is an important component of fitness * stretching exercises will improve posture, coordination and balance.
3. You may be strong * your respiratory endurance is poor.
4. The runner's muscle strength and endurance were both strong * she could sprint and complete the marathon events as well.
5. The gymnast was flexible * his upper body strength was weak * the parallel bars posed a challenge.
6. The quarterback gained muscle mass over the summer * he did not work on posture and balance.
7. A dancer must have strength and endurance * she must also have flexibility for graceful movements.
8. A good fitness program will help you change your body shape * poor nutrition will affect your performance and appearance.
9. Body composition is improved ideally by a combination of aerobic and resistance exercises * many people neglect a well balanced diet.
10. Body composition is made up of water, fat and bone * it is an important measure of good health.

Exercise 6

Directions: Rewrite the following sentences in different ways and compare the effect the compound sentences achieve.

1. He works hard and doesn't progress.
2. Alejandro played football; Maria went shopping.