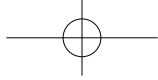


目录

▶ 序言		<i>ii</i>
▶ 编写说明		<i>v</i>
▶ 教学建议		<i>viii</i>
▶ Unit 1	Essay Reading and Translating	1
▶ Unit 2	Public Speech Reading and Translating	21
▶ Unit 3	Columnist Articles Reading and Translating	42
▶ Unit 4	Poetry Reading and Translating	63
▶ Unit 5	Travel Guides Reading and Translating	80
▶ Unit 6	Features Reading and Translating	102
▶ Unit 7	Letters Reading and Translating	124
▶ Unit 8	Fiction Reading and Translating	143
▶ 附录 1	参考答案	170
▶ 附录 2	参考文献	188



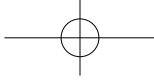
序 言

读译并进，领悟佳篇

我国高校本科翻译专业的建立基本都依托于原英语语言文学专业，因此目前翻译专业的课程设置必然带有英语语言文学课程设置的烙印或痕迹。这在基础课程中的反映特别明显。例如传统的英语精读与泛读课程在翻译专业的课表中一般都予以保留。理由很简单：翻译专业的学生同英语语言文学专业的学生一样，语言基本功的训练必须借助于阅读的精泛结合，才能获得扎扎实实的结果。

但是，翻译专业毕竟有别于英语语言文学专业，即便是在基础课程的实施阶段，也应体现其自身的专业特点。在翻译专业逐渐走向成熟的过程中，这个意识也应当得到不断强化。复旦大学作为全国翻译专业设立最早的高校之一，从一开始就思考基础课教学如何有效体现翻译专业特点的问题，几年来通过不断的教学实践，在这方面有了比较全面的认识进展。要而言之：如果说翻译专业的课程设置在高年级阶段一定与英语语言文学专业分道扬镳，那么其低年级阶段的基础课程内涵（我这里主要指语言训练的基础课程）也必然与英语语言文学的基础课程内涵有所不同。《英语读译教程》（*Read and Render: A Coursebook for Translation Majors*）体现的就是传统的英语泛读在翻译专业课程中一种可能的“变脸”。

众所周知，英语语言文学专业的泛读课程有两个主要目的：一是通过扩大阅读量增加学生的词汇量，巩固已学到的语言知识；二是通过接触不同内

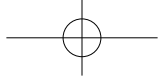


容的阅读材料扩展学生的知识面。阅读（包括泛读）对于翻译专业的学生而言当然同样也要达到这两个目的，但是这还不够，应当再增加一个目的，即翻译意识的培养。虽然翻译专业学生的翻译专业课程一般要到高年级阶段才正式开设，但是这些学生的翻译意识应当从低年级就开始培养。《英语读译教程》这本教材正是朝着这个目的努力的一个尝试。其理念可叙述如次：

第一，培养低年级学生的翻译理念与给他们开设正规的翻译课并不是一回事。后者是在学生的语言与知识基础比较厚实的前提下，与学生系统地讨论、实践翻译的原则、策略与操作方式，使他们结合理论与实践，获取翻译的系统知识与技能；而前者则是在此之前让学生初步感悟翻译的多彩与复杂、艰苦与引人入胜，以及译者的责任与境界等。这些感悟实际上是学生在全面系统接受翻译理论与实践训练之前的一种“预热”。因此，我们有必要在此向本书的读者特别说明：“读译”在我们的课堂语境下指的是，通过阅读（包括汉语文字的阅读）领略翻译。它暂时并不需要系统的翻译理论与技巧讲授支撑，而是以让学生接触一些翻译佳篇，进而以思考、琢磨或比较一些翻译句段或篇章为主要手段，来取得“转轴拔弦三两声，未成曲调先有情”的效果。

第二，“读”仍然是读译课的主项，没有“读”的输入，就不可能有其他各项输出。“读”仍然以提高学生语言能力，特别是提高学生语言理解能力为第一要务。翻译大厦的构筑必须以语言为基石。基石不稳或被“掺杂使假”，大厦纵然外表华丽也要倒塌。虽然翻译专业学生语言能力的提高还有其他课程（如英语精读、古汉语选读等）来照料，但是读译课在这方面仍然责无旁贷。教师在授课之初就须强调，一字一词一句在理解上若产生偏差，翻译势必受到扭曲，读者也将被误导。故建议教师在让学生领悟翻译之前，一定要指导学生先将阅读材料从文字上进行细致有效的疏通，包括正确理解原意，把握原文的细微含义等。同时不能忘的是，“读”还包括所选汉语文章（译文）的认真阅读，因为翻译专业学生的语言能力本身就包括母语的精深阅读与娴熟驾驭。

第三，在具体实施本课程时，“读”与“译”也并非相互隔断，而是读中有译，译中有读的相互融合、相得益彰的关系。学生在阅读时因有翻译思维或翻译意识的驱动，就会格外留意词、句及一些习惯表达的翻译，而在琢磨翻译问题的过程中，又会情不自禁地对所读文字（章）的妙处怡然会心。这本教材每个单元除一篇主干课文外，还另配两篇文章（英、汉各一，均附译文）供阅读、欣赏、比较。这些材料都经过精选定篇，它们一般都符合三个要求：一是语言优美、地道；二是思想性强，能激发学生阅读与思考的兴趣；



英语读译教程

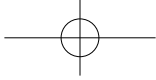
三是其翻译（包括段落、句子或词组的翻译等）具有挑战性（甚至抗译性），从而在翻译方面为学生提供不少启发。

本书主笔者陶友兰博士一直从事翻译理论与实践研究，特别在翻译教材的理论研究方面多有文著发表。复旦大学建立翻译专业伊始，她就参与相关培养方案与课程配备的设计及后续工作的完善。尤其让人称道的是，她勇于在教学第一线探索符合本科翻译专业规律的原则与方法。《英语读译教程》这本教材就是她在这几年实践、创新、积累的基础上，再经提炼与思索后编写出来的，书中的主要篇目及大部分练习都是经过课堂试验获得较好效果后才最终定型的。当然，翻译专业起步不久，一切仍处在探索阶段，这本教材只是一门课程探索的初步结晶。各地兄弟院校（系）的翻译专业或翻译方向情况各异，本教材的设计或许不能涵盖所有类似课程的思路，但是，只要诸位同仁对前文叙述的三个理念能认同，那么参照本教材的设计主线进行授课应当是可行的。

一门新课初次出教材，特别是出翻译类的教材，不成熟、欠妥当、待推敲乃至出现谬误之处断难避免。一旦发现，当首先问责于我这位总主编。

何刚强

2010年12月



编写说明

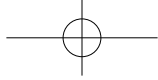
《英语读译教程》是专门针对翻译专业低年级学生设计的，它是在英语专业传统泛读课程基础上的创新尝试。英语专业的泛读课程可能更多地注重阅读题材和阅读策略，而翻译专业的阅读课不仅仅要注重这些层面，还要把阅读的内容与翻译有机地结合起来，于是编者在经过五年的翻译专业阅读教学实践后萌发了编写《英语读译教程》的念头，希望学生通过学习和使用本教程，可以阅读到不同体裁的英语篇章，熟悉各类文章的写作特点，领会翻译不同体裁的文本时所要注意的要素，初步培养自己的语篇意识、文体意识和翻译意识。

本教程按照体裁分为八个单元：

第一单元是散文读译，主要内容是引导新生如何规划大学生活；从体裁上引导学生了解散文写作特点，通过阅读英汉对照短文，初步领略散文翻译技巧，并能完成简单的散文翻译习作。

第二单元是公共演说读译，主要内容取自比尔·盖茨在哈佛大学的毕业演讲，引导学生树立宏大的学习目标；从体裁上引导学生了解公共演说的写作特点，通过阅读英汉对照演讲，掌握演说翻译策略，并能熟练翻译演说中相关客套话和熟语。

第三单元是新闻评论专栏文章读译，内容聚焦国际问题，关注气候变化，引导学生关心时事；从体裁上引导学生了解专栏文章的写法以及翻译的



英语读译教程

注意事项，并熟悉有关气候变化的术语和相关政策。

第四单元是诗歌读译，主要内容是歌颂秋天，引导学生关注自然，提高艺术修养；从体裁上引导学生朗诵并欣赏诗歌，了解诗歌的创作特点和翻译策略，有意识地培养学生对诗歌的爱好和感悟，并鼓励学生翻译短小的现代诗歌。

第五单元是旅游文本读译，主要内容是介绍伦敦，让学生了解异域文化；从体裁上引导学生熟悉旅游文本的中英文写作特点，学习旅游文本的翻译变通技巧。

第六单元是新闻特写读译，主要内容是宣传艾滋病预防，培养学生对社会问题的关注；从体裁上引导学生了解新闻特写的写作特点和翻译技巧。

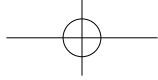
第七单元是英文书信读译，主要内容摘自英国著名政治家兼文人切斯特菲尔德伯爵写给儿子的书信，介绍的是与他人愉悦相处的技巧；从体裁上引导学生了解书信格式和行文特点，掌握书信包括商务信函的翻译策略。

第八单元是短篇小说读译，主要内容通过讲述一个看似夸张荒唐的故事，引出一个人生哲理：什么是真爱；从体裁上引导学生了解短篇小说的写作特点和翻译原则，琢磨文学翻译中的创造性和趣味性。

其中，每个单元根据学生的心理特点和教与学的规律，设计了十个栏目：学习目标、本章旨要、翻译点津、问题讨论、语言练习、翻译任务、翻译项目、扩展阅读和译文欣赏、读译名言名句、推荐阅读等。

本教程以篇章语言学理论、文本类型理论和翻译目的论为指导思想进行选材和编写。总的编写原则是以“读”为主，以“译”为辅，旨在增强低年级学生的翻译意识，提高他们对翻译的兴趣，主要编写特色体现在：首先，所选篇章适合翻译或者有翻译的必要，能够体现翻译文本的不同体裁特点，强调语言功能意识和翻译中的文体意识。其次，强调翻译是一项跨文化交际活动，要通过语言和非语言的因素来实现，因此，在分析篇章特色和设计练习时，比较注重翻译的语境，引导学生考虑翻译中的功能对等原则。第三，引导学生从宏观上认识翻译的本质和特点，特意设计了一些变译练习，如摘译、译述和编译等，意在告诉学生翻译不仅仅是两种文字的转换，还要考虑到译文接受者和译文接受环境的需要。第四，选材注重人文素养，突出翻译的社会教育特性，让学生不仅仅是为了“翻译而阅读”或者为了“阅读而阅读”，而是“悦读”，即在阅读和翻译这些篇章后能够获得心灵上的愉悦和感悟。

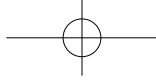
目前市面上还没有翻译专业的读译教程。大学公共英语教材和研究生英语教材系列中出版过《读译教程》，但编写方式迥然不同。本教程力求吸收



编写说明

传统语言教材（如英语泛读教材）的优点和有价值的理念，融入翻译的元素，把读和译更加紧密地结合在一起。本书得以付梓，首先要感谢导师何刚强教授的策划、鞭策和编审。感谢我的同事姜倩博士编写了其中两个单元的内容。感谢复旦大学哲学系外教 William Wilson 博士和美国马里兰大学原国际部主任 Ginny Rossin 女士，他们对课文做了部分英文注释工作。感谢外研社高等英语教育出版分社常小玲社长、祝文杰先生以及诸位编辑，他们的热情支持和辛勤劳动使得本书得以顺利出版，他们的专业眼光和中肯建议，使得本书避免了一些不妥当的章节安排。感谢复旦大学刘敬国博士、上海大学李莉老师、上海工程技术大学姬长华老师，他们是本书稿的首批读者，各自从不同的视角提出了很多宝贵意见。感谢复旦大学翻译系全体同学，对读译课讲授的内容提出很好的意见，他们积极提供的阅读材料充实了本教程。《英语读译教程》虽然历经几年课堂实践，但不足之处在所难免，恳请大家批评指正。

编者谨识



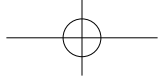
教学建议

《英语读译教程》按照二十周（每周两课时或三课时）的课时量设计，基本上每两周完成一个单元，只有个别单元需要三周时间完成。全书的难点在于如何分析不同文体的文章的风格和写作特点，重点在于通过阅读和分析，引导学生学会针对不同题材和体裁的文章采取相应的翻译策略。在教学过程中，实行任务型教学法，以学生“做”为主，教师“讲”为辅，引导学生首先进行广泛的课外阅读，然后再精读文本，进行批评性思考，接着进行句子、段落翻译，最后利用翻译作为传播工具进行跨文化交际活动，完成模拟的翻译任务。

本课程考核方式比较开放，实行档案袋评价（portfolio assessment）和网络课堂（v-campus）互动形式，综合测试学生的读译基本功和解决问题的能力，可以初步分成以下七个层面：

1) **课前阅读检查**：每个单元讲解前，布置学生阅读与课文主题相关的内容，采取老师提供和学生自找相结合的方式，学生找到的材料，也要求发送到学校电子课堂上，供大家传阅。例如，旅游文本这个单元，让学生分头寻找关于伦敦九个主要景点的介绍材料，互相分享。另外，要求学生阅读开场白和学习目标，明确本单元的目的，然后根据课文注释，预习课文，查阅生词，准备问题，上课时老师以提问方式检查。

2) **课堂表现考察**：老师介绍课文背景知识以后，要求学生提出问题，以

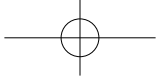


问答形式讲解课文，重点讲解主要知识点和翻译难点。能够积极配合并提出很好问题的学生会记录在老师的点名册上，作为平时课堂参与成绩。对“问题讨论”部分，鼓励学生分组进行，重在批判性阅读，提供开放式参考答案。例如第一单元对于大一新生的一些建议未必适合所有的学生，就鼓励他们择取适合自己的建议展开讨论。对于“翻译点津”部分，结合实例，讲解相关策略，顺带讲解浅显的翻译理论，如翻译标准、直译与意译等。

3) 课堂练习：对语言练习部分，促使学生自己课后通过查阅辞书完成，只提供参考答案。对翻译练习，第一、二项是基础题，要求学生做在作业本上，交给老师批改，记录成绩；第三、四项属于提高题，要求学生选做，做得好的提出表扬，并适当引导如何做到变通得当。例如旅游文本读译这个单元，句子翻译部分比较难，通过给学生播放伦敦 DVD 旅游光盘，给学生以视觉上的冲击，然后再联系文本进行翻译，效果比较好。关于“威斯敏斯特教堂简介”部分，引导学生先去网上查阅资料，观看景点介绍写法模板，阅读华盛顿·欧文写的《威斯敏斯特游记》一文，然后再让学生根据具体段落进行改写，概括出大意。

4) 课外拓展：为了激发学生更好地认识翻译的实用功能，鼓励学生通过“翻译项目”去做一些实际活动，通过实际行动来领会翻译工作的苦乐。例如，旅游文本读译单元中，“个人活动”就是设想为旅游公司写一个伦敦景点介绍，学生首先得阅读英文文本介绍，然后根据汉语旅游文本写作特点进行设计撰写，既要符合旅游公司（翻译活动发起人或者客户）的要求，又要能引起游客（目标语文本读者）的兴趣，既能概括景点主要信息，又能使文本具有美感。学生做完以后，保存在自己的“学习档案”里，老师适当抽查，并提出建议。“小组活动”可选做，做好后看课时安排，可以在课堂表演，或者发到电子课堂供大家欣赏。每学期安排四次小组表演，学生根据自己的兴趣，可以选做课本中的“小组活动”，也可以自己设想，只要能涉及到翻译活动就可以。

5) 课后阅读：读译课程目的之一是拓宽学生的知识面，因此专门配上与主体课文内容相关的双语阅读材料。扩展阅读中的英文和中文都是本族语作者写的，比较地道，配上的译文大部分是名家译笔，也有几篇是编者根据原文进行改译或自译的，主要供学生比较阅读，增加相关信息，了解各类题材特点，领略名家如何处理翻译难点的诀窍，从对照比较中体会翻译的乐趣。这部分主要靠学生自觉阅读，有些好篇章要求背诵。阅读“读译名言名句”，一方面理解阅读和翻译之间的关系；另一方面，可以在学习他人翻译技巧的



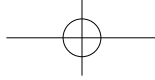
英语读译教程

基础上进行试笔。除此以外，推荐与课文内容相关的书籍或文章供学生阅读，例如，“书信文本读译”单元，就推荐他们去读原版《切斯特菲尔德书信全集》、中文版《傅雷家书》等，鼓励学生读完后写一篇读后感，可长可短，中英文不限，写好后发到电子课堂，由老师抽查。每学期硬性规定学生阅读几本英文原著（文学原著或其他社科类著作），写作读后小结，算入平时成绩。

6) **单元小结**：每个单元结束后，要求学生写一篇小结，总结学习本单元的收获，提出困惑和未解答的问题，小组之间进行交流，解决不了的问题可以请老师帮忙。所有小结整理成一个文件夹，期末上交给老师批阅，由老师给出评价性建议，意在记录学生学业进步的轨迹。

7) **期末考试**：本课程的考查方式为期末闭卷考试。考题主要分为三大类：第一部分（词汇），主要考察本学期课文中出现的重点词汇用法、要求学生平时收集的习惯用语和部分有中国特色的词语。第二部分（阅读），提供两至三篇英语阅读文章，形式为开放式问题回答与选择填空，主要考察学生挖掘文章隐含意义的能力和分析能力。第三部分（翻译），分为英译汉、汉译英两个篇章，请学生对下划线部分进行翻译。期末考试成绩占总成绩的40%，平时作业成绩占30%，其余部分如课外阅读汇报、课堂表现、小组配合等占30%。

歌德说过，“理论总是灰色的，而生活之树常青”。任何教学理念只是宏观指导，而教学实践总是常教常新，它是一门很有创造性的学问。不同老师有不同的教学风格和教学理念，采取的教学方法也有很大区别，而且不同的学生也需要不同的教学方法，所以这一模式不一定适合所有的课堂教学，但是“殊途同归”，我们的目的是激发学生的求知欲，帮助学生在迈向专业的翻译道路上走得更稳、更踏实。



Unit 1 Essay Reading and Translating

Objectives

- Get some advice about what to do as a freshman
- Get familiar with the writing features of an essay
- Learn some strategies of translating an essay

1

An opening remark

At the heart of this unit is a well-known essay that represents some salient features of essay writing. An essay is usually a short piece of writing which is quite often written from an author's personal point of view. Generally speaking, both English and Chinese essays use simple, plain words, compact structures with logical organization of ideas and vivid imagery. When an essay is translated, translators should strive to achieve equivalent effect through careful choice of words, structural adaptation, and recreation of the original spirit.

Text

If I Were a Freshman Again

Introduction to the author and the text

Thomas Arkle Clark (1862–1932) was an American educator, professor of English (1893–1899) at the University of Illinois, and dean of undergraduates (1901–1909) and men (1909–1931). He served the national fraternity Alpha Tau Omega (ATO) as “Worthy Grand Chief” for several terms. To this day, the highest honor a graduating senior can achieve is the Thomas Arkle Clark Award. Clark was quite popular among the young people because he often gave them advice of how to learn and live.

In the text, Clark shared some personal reflections on things he wished he had done differently as a college freshman. He supposed that certain desirable skills

and personality traits he did not possess could only have been cultivated during his first year of college. He advised young students to get the most out of the college education, make full use of time and become all-round talents.

Preparatory questions

1. Do you know the definition of an essay? Try to list some famous essayists.
2. What do you expect from reading this essay?
3. What are the freshmen eager to do? Do you have any plans for the first new semester in the university?

1

It is the habit of age to give sage advice to youth.¹ One of the pastimes in which everyone periodically indulges is the pleasant hallucination that if he were given the opportunity to live his youth over again he would do it differently and more successfully. We are all of us, even though we have no more than reached middle age, given to regretting our neglected opportunities and our lost youth. It gives one a virtuous feeling in imagination to dodge all error but it is extremely doubtful if many of us, even if we had a second chance, would avoid many of the pitfalls into which we stumbled, or follow a straighter path than that by which we have so far come. If it is merely pleasant for us to conjecture what we should do if we had a second try at it, it may be profitable for those who are younger to listen. **If only foresight could be as accurate as the backward view!**²

Work fewer hours

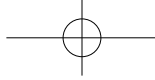
If I were a freshman again I should not work so many hours as I did. I put in enough hours with my books in my hands, but I did not accomplish much. I had little concentration. Many students whom I knew, and I was one of this sort, spent a great deal of time in getting ready to work. With a book in hand they look out of the window at the clouds or at the pretty girls passing along the street, and all the time they deceive themselves with the idea that they are working.

Many an evening, when the work was heavy, I would determine to begin early and get it over with; but I could spend half an hour in arranging my books and getting myself seated in a comfortable chair. All this time I imagined I was working. **I spent as much time in goading myself on to duties that I should have liked to shirk or in getting ready to work as I did in actual labor.**³ If I were a freshman I should plan my work, I should try to develop concentration—I should work harder but not so long.

1 Older people often attempt to give younger people good advice for living life.

2 If only one could understand the future as clearly as one understands the past.

3 He spent as much time trying to motivate himself to perform an undesirable task as he spent in the actual task.



Unit 1 Essay Reading and Translating

Learn to work with people about me

I should learn to work with people about me. As it was I lived a somewhat isolated life. I did my reading and my studying alone, and though there were some advantages in this method, there were serious objections. Now I must often work under different conditions than those by which I was surrounded in college; there is work to be done where there is no quiet, and I do it with difficulty. **As I tried on a crowded ocean steamer to put these wandering thoughts on paper I was constantly annoyed by the confusion about me and by the spasmodic attempts at conversation made by a well-intentioned but misguided young man at my side.**¹ If I had learned to work under different conversations I might have turned the conversation aside as a steep roof sheds the rain. I believe it is a great advantage for a young man to do his work himself, but he should not subject himself to the slavery of doing it alone.

1

Take more difficult work

I should take as a freshman, if I had my work to do over again, more work that I have no especial fondness for or that I find difficult. I like an easy time as well as any one, and I do not wish to give the impression that I think it an error for a student to follow the profession he enjoys or to do the work he likes. In point of fact I believe that a student should choose those lines of work along which his tastes lead him. I think it very likely that those things we do most easily we shall do best; but I have found that training comes through struggle, and that those people are developed most who resist most, or who struggle against difficulty and opposition and overcome. I had known a good many geniuses, but they generally had the most commonplace careers because they never learned to do difficult or disagreeable things.

Students come into my office every day who want to get out of work or to drop a subject, or to cut a class exercise for no better reason than that they find the duty difficult or the instructor or the subject dull. Much of the work of life is not pleasant. Half the things I am forced to do during the busy days of the college year are unpleasant things and things I dislike doing. I have been forced to learn to give these things my best attention whether I like them or not. I wish I had learned in my freshman year to do more such things.

Just yesterday as I was sitting at the breakfast table talking to a young freshman, in whom I have a rather vital interest, as to next year's course, I suggested a subject which I thought good for him to take. "Is it easy?" was his first question, and when I answered in the negative his interest waned. In the world in which we must in time work there are few easy roads, few snap courses. We shall be forced to do a great

¹ While he tried to work on this essay, the young man beside him on the ship kept interrupting him.

1

many hard things. If I were a freshman I should learn to do such things early.

Become a ready speaker

Like a great many people, I suppose I am not now doing the work that as a college student I planned to do. I am in no sense a fatalist, but I am convinced that men have their work chosen for them quite as often as they themselves choose it. **If I had supposed that I should be called upon to speak on the most unforeseen occasions and upon the most unfamiliar topics, I should have given myself while in college the practice which I believe is the method everyone must employ if he is to become a ready speaker.**¹ I have learned that, sooner or later, every intelligent man is called upon publicly to express his ideas, and no matter how abundant these thoughts may be, he will suffer much pain and have little success unless he has had pretty regular and persistent practice.

I ran across an old classmate last spring, an engineer of no little repute, whom I had not met since the day of our graduation. “How would you change your course,” I said to him, expecting that he would long for more mathematics, “if you had it all to do over again?”

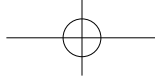
“I should learn to write and I should learn to speak,” he answered, “and I should begin as a freshman. As it was I avoided every opportunity to do either, with the idea that only ministers and lawyers have need of such practice, and I suffer for it every day. My boy is to be an engineer, but I am going to see that he does not make the mistake that I made.”

When I am called upon unexpectedly to speak, and my knees shake, and my voice falters, and the word that I long for comes with difficulty, or fails to come at all, I agree with my classmate, and I feel sure that if I were a freshman again I should learn to speak correctly and without notes.

Learn to play well some athletic games

I wish that as a freshman I had learned to play well some athletic games. It is not entirely for the pleasure that I should have derived or should be able to derive from this fact that I feel as I do, though that would mean much. If a man succeeds, as all hope to do, he gets into a business which is likely to be cruelly exacting, and he demands some relaxation in which he finds pleasure. For me it is no pleasure to hit a bag that simply bounds back to be struck again, or to pull up a weight that drops stupidly and inertly down to be raised the second time. I would rather hoe in the garden, saw wood, or beat a carpet hanging on a clothes line in the back yard. **I find no virtue in any of the machinery or in any of the “systems” devised by shrewd**

¹ He is now often asked, without warning, to share his thoughts publicly on subjects he is not familiar with. He wishes he had practiced such spontaneous discourse more when he was a freshman.



inventors for keeping the human system in ideal working condition.¹ If I am to have pleasure in exercise, I will not take it from a sense of duty only; it must be in a physical contest where something definite can be accomplished, where I have a goal to attain or an opponent to beat. **I should rather play a good game of tennis than to agitate all the exercisers in Christendom.**² I think there are few things that help more to keep men young and strong, and ready for the daily battles than good physical health; and the athletic game aids materially in bringing about that condition. One may learn, of course, late in his college career or even after he is out of college; but price and awkwardness, and the manifold duties of the day come in and prevent one's doing so. If one does not develop some skill while a freshman he is very unlikely to do so later.

1

...

Be more interested in general college activities

I am wont to say when giving advice to young men just entering college that the one thing a freshman should give his time to is study—all other things are relatively unimportant; yet if I could be a freshman again I should try to be more interested in general college activities. Social matters such as connect themselves with young women I think the freshman may very safely postpone until later in his college course. **The affairs of the heart can easily wait.**³ Studies are the main thing, but not the only thing, and the freshman who fails to develop some outside interest is usually making a mistake. The mere bookworm is not so likely to be successful as the man who gets out among his fellows. Valedictorians often make a very commonplace career because their interests are too narrow and their knowledge of human nature lacking. If I were a freshman I should have at least one avocation—one thing that should give relaxation from everyday work and bring me into close contact with men.

What this side interest should be depends, of course, upon the individual freshman. It may be athletics if he shows any skill in this direction; it may be religion, or oratory, or politics; but I believe he will be better off if he goes into something that helps him to study men as well as facts.

It is a delightful experience and a great opportunity to be able to spend four years in college, but it is one I may not have again. **I made some mistakes, I missed some opportunities; but after all I am not sure but that the things I got are better than the things I missed, and if I had it all to do over again who knows but that I**

1 He is not impressed with exercise machinery designed to keep the body fit.
 2 He would rather compete against one person than use all the exercise equipment in the world.
 3 Looking for love can be postponed until later in a college career.

might lack sense to do it as well as I did it before.¹ I am content to let things be as they are.

Translation tips

1. 散文文体特征

散文有广义和狭义之分。广义的散文，即英语中的 prose，相对于诗歌 (poetry) 或韵文 (verse) 而言，包括除诗歌以外的各类体裁；狭义的散文即英语中的 essay，指除诗歌、戏剧、小说之外的非韵文文学作品。从内容上看，散文既指那些由一件小事生发开去，信笔写来，意到笔随，揭示微言大义的“随笔”；也指议论时政、评价文学现象的政论和文论等。

散文突出的特点是形散、情真、意美。其语言通常比较清新自然，活泼灵秀，洗炼畅达，带给读者美的享受。英语散文喜用平实的词语，紧凑的结构，变化各异的风格；中文散文在用词和结构上比较灵活，富有文采，意境深远，“形散神聚”。请看散文片段：

(1) And nothing which meets them carries them forward or backward, to any idea beyond itself. Nothing has a drift or relation; nothing has a history or promise. Everything stands by itself, and comes and goes in its turn, like the shifting scenes of a show, which leave the spectator where he was. (John Henry and Cardinal Newman, *The Idea of a University* <I>)

(2) 至若春和景明，波澜不惊，上下天光，一碧万顷；沙鸥翔集，锦鳞游泳，岸芷汀兰，郁郁青青。而或长烟一空，皓月千里，浮光跃金，静影沉璧，渔歌互答，此乐何极！登斯楼也，则有心旷神怡，宠辱皆忘，把酒临风，其喜洋洋者矣。(范仲淹，《岳阳楼记》)

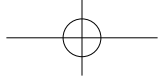
2. 散文翻译原则

散文语言凝练优美，文体风格各异，要准确地译成外文，确实不易。盘点在散文翻译领域辛勤耕耘的译家，我们发现在英美散文中译方面的主要译者有王佐良、刘炳善、高健等，在中文散文英译方面的主要译者有杨宪益、张培基、刘士聪等。散文翻译看起来没有规定的套路，但在深入揣摩一些比较成功的散文译作后，可以摸索出一些规律，供学习者思考。

1) 把握精髓，准确传神

翻译散文首要因素在于准确、深入地理解原文。译者不但要从宏观上把握作品的创作背景、作家风格和主题意义，梳理散文线索，识得“文眼”，

¹ He is not certain he could have truly improved on his first college experience, even if he had the chance to do it all over again.



而且要从微观上进行字斟句酌的理解，分析文体的表现手法，揣度作者的用意，通过联想和想象，将“全文神理，融会于心”（严复，1971），悟得原文的神韵。然后，译者发挥自己的译介能力，用切合原文风格的译文再现作者所表达的情韵。如王佐良翻译的《一个小小的建议》、《扫帚把上的沉思》等，就是在深得原文旨趣后创造出的佳译。

2) 形似而后神似

散文形式自由、不拘一格，具体体现在音律节奏、遣词造句、修辞手段等方面。形式与内容密不可分，在翻译过程中如果舍弃原作的形式，将很难得以“神似”。所以，译文要力求保存散文原文的形式之美。通过再现原文的声响、节奏、句法结构等外在形式，译文要灵活变通，遵循目的语的行文规范，传达原文的深层信息，达到神似。“神以形存，形似，因而神似，神在形中”。（江枫，1996）

3) 重构意境，再现风格

散文的意境具有两大重要特征：显微逼真、朦胧含蓄。作为一种“再创作”艺术，散文翻译理所当然地要求译者尽最大可能再现原文的意境。译者首先要发挥自己的主观能动性，解读原文的意境，把握主要意象，然后通过移情、联想等手段提供各种线索，用读者容易接受的语言，把自己对原文意境的感受准确地表达出来，帮助读者体验原文意境。在翻译过程中，译者要处理好意境重构与民族文化差异、民族审美心理的关系。有时，需要根据译入语的文化要求和译文读者的期待，对原文做出适当的调整。

散文翻译的最高境界在于风格的再现。再现原文的风格，要求译者在译入语的文化语境中对原文进行“重构”，仔细揣摩原文语句的衔接、长短的搭配、停顿的间隔、节奏的变换、形象的使用乃至标点符号的繁简等，从整体上把握原文风格。在熟悉原文风格的基础上，译者根据两种语言差异实现风格转化。其中，译文中不可避免地留下译者个人风格的痕迹。但整体上个人风格应该尽可能适应原文的风格，达到与原文风格的和谐统一。英译散文时，需要认真体会散文的时代风格与作家风格。例如，英国17世纪散文多用排比并列句式，形式工整；18世纪的散文，初中期口语化盛行，但到了末期却又转向典雅华丽；到了19世纪，浪漫派散文似乎一直占据上风；进入20世纪后，英国散文的主流又回归到以正规口语为基础的自然、朴实的语言。因此翻译英语散文时，对上述语言风格的变化不能不注意。而在翻译中文散文时，也要注意不同作家的语言风格，如鲁迅的散文语言精炼深邃，巴金的散文语言朴素优美，朱自清的散文语言清新隽永，冰心的散文语言委婉明丽等。

散文选材多样，“笼天地于形内，挫万物于笔端”（陆机，转引自张少康，2002），意之所到，风格随之。所以，散文最不易翻译。但是，散文翻译是文学翻译的重要组成部分，具有自己的特色和规律，应该引起译界的重视。在散文翻译过程中，译者要和原作者“神合”，熟谙不同散文作家行文的特点，探讨作者匠心独运的遣词造句和布局谋篇，从整体上把握原文的风格和精髓，

1

力求译文形神兼备。理想的散文译者，最好也是用目的语创作的散文作家。

请赏析下列散文翻译片段：

(1) Studies serve for delight, for ornament, and for ability. Their chief use for delight, is in privateness and retiring; for ornament, is in discourse; and for ability, is in the judgment and disposition of business.

读书足以怡情，足以傅彩，足以长才。其怡情也，最见于独处幽居之时；其傅彩也，最见于高谈阔论之中；其长才也，最见于处世判事之际。（王佐良译）

(2) Some fishing boats were becalmed just in front of us. Their shadows slept, or almost slept, upon the water, a gentle quivering along showing that it was not complete sleep, or if sleep, that it was sleep with dreams.

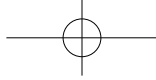
眼前不远，渔舟三五，凝滞不前，橈影斜映在水上，仿佛睡去，偶尔微见颤动，似又未尝熟睡，恍若惊梦。（高健译）

(3) 月光如流水一般，静静地泻在这一片叶子和花上。薄薄的青雾浮起在荷塘里。叶子和花仿佛在牛乳中洗过一样；又像笼着轻纱的梦。虽然是满月，天上却有一层淡淡的云，所以不能朗照；但我以为这恰是到了好处——酣眠固不可少，小睡也别有风味的。

The moon sheds her liquid light silently over the leaves and flowers, which, in the floating transparency of a bluish haze from the pond, look as if they had just been bathed in milk, or like a dream wrapped in a gauzy hood. Although it is a full moon, shining through a film of clouds, the light is not at its brightest; it is, however, just right for me—a profound sleep is indispensable, yet a snatched doze also has a savor of its own. (朱纯深译)

Questions for discussion

1. Is it tough for you to make the transition from high school to university? How do you manage to strike a balance between study and extracurricular activities?
2. As for all suggestions offered by the author, which one(s) do you think you will follow? Why?
3. Will you take more difficult work in your future study? Do you agree with the author that many a genius “generally had the most commonplace careers because they never learned to do difficult or disagreeable things”?
4. The author suggests you become a ready speaker while you are in college. Do you think public speaking skills are important for everyone, especially for students of science?
5. What are the writing styles of this article? Can you find some examples from the text for illustration?



Language exercises

■ Fill in the blanks with the appropriate form of the words in the box.

stumble conjecture shirk wane snap
hoe agitate slovenliness falter inertly

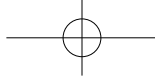
1. If you _____ your responsibilities now, the situation will just be that much harder to deal with next month.
2. John told me with great surprise that he _____ across a long-lost cousin last night in a restaurant.
3. There is a(n) _____ man on the phone insisting that a bomb is about to go off.
4. He _____ that the company would soon be in financial difficulties if the manager won't take any immediate actions.
5. The prime minister has decided to take advantage of his popularity in the opinions polls, and called a _____ election for next month.
6. He complained that the teacher's _____ words were sometimes hard to understand.
7. It is reported that public interest in environmental issues tends to _____ during the financial crisis.
8. She's got that slightly _____ appearance—I don't think she ever brushes her hair or irons her clothes.

1

Translation

1 Translate the following selected sentences from the text into Chinese, paying more attention to the parts in bold type.

1. One of the pastimes in which everyone **periodically indulges** is the pleasant hallucination that if he were given the opportunity to live his youth over again he would do it differently and more successfully.
2. I spent as much time in **goadng myself on to duties** that I should have liked to shirk or in getting ready to work as I did **in actual labor**.
3. I think it very likely that those things we do most easily we shall do best; but I have found that **training comes through struggle**, and that **those people are developed most who resist most**, or who struggle against difficulty and opposition and overcome.



4. If I am to have pleasure in exercise, I will not **take it from a sense of duty** only; it must be in a **physical contest** where something definite can be accomplished, where I have a goal to attain or an opponent to beat.
5. I made some mistakes, I missed some opportunities; but after all I am not sure but that the things I got are better than the things I missed, and if I had it all to do over again **who knows but that I might lack sense to do it as well as I did it before.**

1

2 Translate the following passage selected from the text into Chinese.

Like a great many people, I suppose I am not now doing the work that as a college student I planned to do. I am in no sense a fatalist, but I am convinced that men have their work chosen for them quite as often as they themselves choose it. If I had supposed that I should be called upon to speak on the most unforeseen occasions and upon the most unfamiliar topics, I should have given myself while in college the practice which I believe is the method everyone must employ if he is to become a ready speaker. I have learned that, sooner or later, every intelligent man is called upon publicly to express his ideas, and no matter how abundant these thoughts may be, he will suffer much pain and have little success unless he has had pretty regular and persistent practice.

3 Translate the following passage into English.

雨声渐渐地住了，窗帘后隐隐地透进清光来。推开窗户一看，呀！凉云散了，树叶上的残滴，映着月儿，好似萤火千点，闪闪烁烁地动着——真没想到苦雨孤灯之后，会有这么幅清美的图画！

凭窗站了一会儿，微微地觉得凉意侵入。转过身来，忽然眼花缭乱，屋子里的别的东西，都隐在光云里；一片幽辉，只浸着墙上画中的安琪儿，抱着花儿，扬着翅儿，向着我微微地笑。

“这笑容仿佛在哪儿看见过似的，什么时候，我曾……”我不知不觉地便坐在窗口下想——默默地想。

4 Translate the following passage into Chinese.

Springs are not always the same. In some years, April bursts up our Virginia hills in one prodigious leap—and all the stage is filled at once, whole choruses of tulips, arabesques of forsythia, cadenzas of flowering plum. The trees grow leaves overnight.

In other years, spring tiptoes in. It pauses, overcome by shyness, like my grandchild at the door, peeping in, ducking out of sight, giggling in the hallway. “I know you’re out there,” I cry. “Come in!” And April slips into our arms.

The dogwood bud, pale green, is inlaid with russet markings. Within the