On the English to Chinese Translation of Sentences with Inanimate Subjects from the Learners' Perspective

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Abstract

Sentence with inanimate subject is a common sentence pattern in English, whose main feature is that the inanimate noun serves as the subject and the animate verb as the predicate, so as to reflect the objectivity of sentences. However, most Chinese learners have different problems in understanding English sentences with inanimate subjects, which has become a major difficulty in translation. By means of questionnaire survey, this study finds that learners' specific difficulties in translating English sentences with inanimate subjects mainly lies in their improper understanding of words and sentences meanings and their improper handling of sentence structures. In view of these two difficulties, this paper attempts to employ the techniques of class shifts and structural shifts proposed in Catford's Translation Shifts theory and puts forward that class shift can be carried out at lexical level when translating English sentences with inanimate subjects, especially the shifts between nouns and verbs; and structural shift can be carried out at the syntactical level, including translating the subjects into adverbials, the subjects into predicates, the subjects into objects, and translating the sentence into sentence with no subject or adding the executor of the action as the subject, so as to equip learners with more specific techniques to overcome the difficulties in translating English inanimate subject sentences.

Keywords

English inanimate subject sentence; Translation shifts; Translation techniques; Learners.

1. Introduction

According to whether the subject has life or not, a sentence can be divided into two types: animate subject and inanimate subject. English sentences with inanimate subjects is a special linguistic phenomenon in which inanimate nouns serve as subjects and animate verbs serve as predicates. The use of inanimate subjects in English is an attempt by the writer to make what he writes more objective, so he tries to avoid the use of animate subjects, in particular, avoid using subjective words like "I, we" as the subject of the sentence, so that the sentence plays an anthropomorphic dynamic role[1].

The use of English sentences with inanimate subjects can not only accurately express thoughts and ideas, but also reflect proficiency in language. However, this kind of sentence pattern often brings difficulties to Chinese students' understanding in translation, so it is necessary to analyze and study it. This paper conducts a questionnaire survey among undergraduate students, including English major students and non-English major students. The purpose of this study is to summarize the characteristics, difficulties and problems of learners' translation of inanimate-subject sentences based on the analysis of learners' understanding of inanimate-subject sentences and the results of their translation practices. After that, the translation techniques of English sentences with inanimate subjects will be put forward.

2. Literature Review

2.1. Studies on English Sentences with Inanimate Subjects

2.1.1. Definition of Sentences with Inanimate Subjects

At first, most of the studies on English sentences with inanimate subjects were scattered in foreign works on English grammar and vocabulary[2]-[4]. Halliday defines English inanimate subject sentences as a subject endowed with life and characteristic of human consciousness. The subject endowed with life and consciousness should be realized by using it in conjunction with the verbs possessing life meaning such as "appear", "approach", etc. and verbs indicating linguistic thinking such as "begin", "make" and so on[5]. Leech and Savartvik mentioned the concept of "inanimate subject" in 1974 and they think that formal English generally appears in the form of inanimate-subject sentences, which has compact structure, strong logic as well as objective and fair syntax[4].

In China, the study of English inanimate-subject sentences started from Qian Gechuan, who took the conception "abiotic subject sentences" to refer to these kind of sentences[6]. For a long time, the research on English sentences with inanimate subjects in China mainly includes: the understanding and analysis of English sentences with inanimate subjects, Chinese and western thinking model reflected by English sentences with inanimate subjects, English to Chinese translation of English sentences with inanimate subjects and so on. Yang Yonglin first defined English sentences with inanimate subjects: "An English sentence with an impersonal subject is an English sentence pattern formed by a impersonal subject with a personalized verb which expresses feelings, sensations, consciousness, emotions, actions, etc."[7]. Later, He Mingzhu defines English sentences with inanimate subjects from the metaphorical point of view: "English sentences with animate subjects refer to sentences in which entities (such as objects, abstract concepts and action nouns) that have no sense of life are used as subjects and verbs that express material or mental processes are used as predicates"[8].

In short, the structure of an English sentence with inanimate subject is inanimate subject with animate verb. As life lies in the movement, human's movement and the behavior is the best manifestation of vitality. The vitality of English sentences with inanimate subjects is embodied in human actions and behaviors[9]. He Mingzhu once gave some common examples of animate verbs which can be categorized into five groups: hand and foot actions, visual behaviors, auditory behaviors, verbal behaviors and psychological behaviors. According to him, verbs under the category of hand and foot actions include: break, bring, drive, hold, slip, fail, etc; Verbs under the category of visual behaviors include: discover, notice, witness, etc; Auditory behavior verbs include call, echo, whisper and so on; Verbs that show verbal behaviors are words such as admit, convince, speak, warn, etc. And verbs under the category of psychological behaviors include: attract, believe, frighten, respect, etc. Although the action is not obvious among verbs such as have, fail, hold, enjoy, etc, they are all showing strong willpower; therefore they can be regarded as animate verbs[9]. When an inanimate subject is paired with one of these animate verbs, a vivid inanimate-subject sentence is created. And according to different types of inanimated subjects, sentences with inanimate subjects can be classified into four categories[10], which will be discussed in the next part.

2.1.2. Classification of Sentences with Inanimate Subject

The first category takes concrete things as subject. The subject of some sentences with inanimate subjects is usually a noun that represents a concrete specific object, such as name, hair, clock, etc., while the predicate is some animate words[10]. Such inanimate things are endowed with life features and have the rhetorical effect of personification, making the expression lifelike such as the sentences "Sorry, your name slipped my mind" and "White hair is respected everywhere in our country."

Sentences in the second category take abstract nouns as the subject. In English, some nouns expressing people's psychological activities or feelings, such as love, sadness, anxiety, hatred, courage, fear, anger, desire, hatred, etc., or abstract nouns such as darkness, practice, patience, etc. are usually used as the subject, and predicate verbs are usually accompanied by strike, desert, escape, seize, visit, fail, etc. In this way an inanimate subject sentence is formed[10]. Examples are as "At the last moment her courage failed her" and "Darkness frightens children."

The third kind of inanimated-subject sentences take nouns representing time, place and number as subjects. In English sentences with inanimate subjects, time, place and numbers are often used as subjects to describe events from the perspective of objective things so as to show the objectivity and authenticity of the sentence[9][10]. Examples are "Shanghai witnessed many great historical events" and "Youth sees him on a job and in love."

The last category of inanimated-subject sentences take pronouns such as "it" and "there" as the subject. English language attaches great importance to the logic of sentences. Even if the sentence has no obvious agent subject, the words "it" and "there" are used as the formal subjects, which further be collocated with animate verbs and form English inanimate-subject sentences[10]. Examples are as "It never occurred to me that she was so dishonest" and "There is no time to finish the work."

2.2. Studies on English to Chinese Translation of Sentences with Inanimate Subjects

In recent years, domestic research on sentences with inanimate subjects has been expanding. Many scholars have analyzed and discussed English sentences with inanimate subjects from the perspectives of linguistics, cultural differences and translation, which is the most discussed topic. For example, in 2003, He Mingzhu proposed some methods for translating sentences with inanimate subjects into Chinese, such as clarifying the logical relations and disassembling them; flexibly handling the position of subject and predicate and using Chinese "four-character structure" skillfully[8]. Liu Qiaomin then classified sentences with inanimate subjects and then discussed their E to C translation techniques according to their categories[11]. In 2019, Qiu Jiaosheng discussed the causes, types, effects and E to C translation strategies of sentences with inanimate subjects[12]. In addition, some researchers have summarized the translation methods of English sentences with inanimate subjects from the translation practice of specific texts.

Abundant in quantity as they may be, but the applicability and operability of some these strategies may not be suitable for college learners, especially for non-English major college students. Some translation strategies and methods are too theoretical and difficult to be applied in practice. Therefore, from the perspective of learners and their actual translation practice, this paper explores the practical difficulties and problems in translating sentences with English inanimate subjects into Chinese, and proposes more targeted translation techniques and skills, which are of significance for learners to solve practical translation problems.

3. Analysis of Learner's Translation of English Sentences with Inanimate Subjects

3.1. Design of Questionnaire

In order to find out learners' specific difficulties in translating English sentences with inanimate subjects, the author designed a questionnaire survey as the research instrument. The respondents are mainly college students. The survey sample number is 104, and the effective sample number is 98. Among the respondents, 21.74% are English majors and 78.26% are non-English majors. Among them, 65.22% are senior students, accounting for the highest proportion; 13.04% are juniors and 17.39% are sophomores. Freshmen account for 4.35% of

the total sample. From the above data, it can be seen that most of the respondents are non-English major students, which can reflect the cognitive degree and translation ability of most non-professional ordinary learners on sentences with inanimate subjects in English.

The contents of the questionnaire include three parts: learners' understanding of English sentences with inanimate subjects, learners' specific translation practices and their self-evaluation of translation results. In terms of learners' understanding of English sentences with inanimate subjects, the author designed a single choice question "How much do you know about sentences with inanimate subjects in English and their Chinese translation?" The options included: 1."I do not know, I have not seen it before."; 2."I've seen it, but I cannot understand it appropriately."; 3."I can understand it, but I cannot translate it smoothly."; 4."I can translate it into Chinese authentically". These four options reflect learners' understanding of English sentences with inanimate subjects and their Chinese translation from a lower level to a higher level.

In terms of the specific translation practice, according to the four categories of English sentences with inanimate subjects in the second part of this paper, the author sets two sentences for each type, a total of eight sentence translation practices. The eight sentences are as follows:

(1) Concrete things as the subject

Sentence 1: Sorry, your name slipped my mind.

Sentence 2: White hair is respected everywhere in our country.

(2) Abstract nouns as the subject

Sentence 3: At the last moment her courage failed her.

Sentence 4: Darkness frightens children.

(3) Nouns representing time, place and number act as subjects.

Sentence 5: Youth sees him on a job and in love.

Sentence 6: Shanghai witnessed many great historical events.

(4) Pronouns such as "it" and "there" serve as the subject.

Sentence 7: It never occurred to me that she was so dishonest.

Sentence 8: There is no time to finish the work.

In terms of self-evaluation of translation results, the author sets a translation difficulty scale for each sentence, so as to understand the self-evaluation of each respondent on the translation difficulty of each sentence. In addition, the author also sets a specific self-evaluation multiple-choice question "What difficulties do you have in translating English sentences with inanimate subjects?" after the translation practices. The options are: 1."I cannot understand the meaning of sentences or my understanding is not appropriate, so I am not able to translate them or my translation is not correct."; 2."I can understand the sentence meaning correctly, but I am not able to express it properly in Chinese."; 3. "I cannot handle the position of the subject and the predicate flexibly, so my translation is not authentic enough."; 4." I cannot translate nouns and verbs into each other according to the actual needs, so my translation is stiff and inflexible"; 5."I have other difficulties, such as…" In this way, this survey provides options ranging from the understanding of words' meaning to the understanding of sentences' meaning, from the lexical level shift to the reconstruction of sentence constituents, which basically covers all the difficulties that learners may encounter.

3.2. The Features and Problems of Learners' Translation

This questionnaire survey is difficult to quantify because it involves translation practice. The quantifiable survey results include a single choice question "How much do you know about sentences with inanimate subjects in English and their Chinese translation?", multiple choice

questions "What difficulties do you have in translating sentences with inanimate subjects?" and the self-evaluation scales for learners' translation practice of each sentence.

As for the question "What do you know about English inanimate subjects and their meanings?", nearly half of the respondents said they did not know and had not seen it. 18.27% of respondents said they had seen it but could not quite understand it, while 28.85% of respondents said they could understand it but the translation was not smooth enough. Only 3.85% of respondents could translate into Chinese authentically. From the above data, it can be seen that the concept of sentences with inanimate subjects in English is relatively unfamiliar to learners.

As for the question of "What difficulties do you have in translating sentences with inanimate subjects?", the difficulties of the respondents are evenly distributed among the four choices given, more specifically, Option 1 "I cannot understand the meaning of sentences or my understanding is not appropriate, so I am not able to translate them or my translation is not correct." accounts for 43.27%; the proportion of Option 2 "I can understand the sentence meaning correctly, but I am not able to express it properly in Chinese." is 55.77%; Option 3 "I cannot handle the position of the subject and the predicate flexibly, so my translation is not authentic enough." accounts for 46.15%; and 47.12% of respondents have the difficulty in Option 4 " I cannot translate nouns and verbs into each other according to the actual needs, so my translation is stiff and inflexible". While a small number of respondents also put forward other difficulties, which can be summarized as inability to understand the meaning of words. Therefore, it can be seen that respondents' difficulties in translating English sentences with inanimate subjects mainly exist in two aspects, namely, improper understanding of vocabulary and sentence meaning, which accounts for 43.27% as shown in the result of Option 1 and improper handling of sentence structures, which accounts for 56.73% as shown in the results of Option 2, Option 3 and Option 4.

3.2.1. Improper Understanding of Vocabulary and Sentence Meaning

The understanding of words has direct impact on the understanding of sentence meaning. Two main problems can be observed in learners' translation: one is the improper understanding of the original meaning of words; the second is the improper understanding of the contextual meaning of the words. For example, when translating the first sentence "Sorry, your name slipped my mind", some respondents did not fully understand the contextual meaning of the word "slip" and translate it as "fall down", rather than "forget". As for the second sentence "White hair is respected everywhere in our country. ", nearly half of respondents did not properly understand the original meaning and referential meaning of "white hair". In terms of the original meaning of this phrase, some respondents mistranslated it as "white man", "white pollution", etc. In terms of the inappropriate understanding of contextual meaning, quite a number of respondents directly use literal meaning in translation without proper adjustment according to the context. In the third sentence, "At the last moment, her courage failed her.", some respondents mistranslated the word "fail" as "defeat", "leave", etc. However, considering the context, it is more appropriate to translate this part as "lost courage". In the fifth sentence, "Youth sees him on a job and in love.", most learners mistranslate "youth" as "young man", without realizing that it is supposed to be an inanimate subject. Taking into account of Chinese common usage, it is more appropriate to translate the subject "youth" as an adverbial of time.

3.2.2. Improper Handling of Sentence Structures

Learners' problems in translating English sentences with inanimate subjects not only lie in their improper understanding of the meaning of words and sentences, but also in their improper handling of the sentence structure. From the collected questionnaire data, it can be seen that the problems of learners' translation in sentence structure processing are as follows: first, they cannot correctly determine the subject according to the Chinese common usage, which is

mainly reflected in the inflexible handling of the position between subject and predicate as well as subject and object; Second, they cannot properly deal with the part of speech to make the translation conform to Chinese common usage, which is mainly manifested in their inability to translate verbs and nouns into each other according to requirements, so the translation is stiff and not idiomatic.

There are many specific cases in which learners have difficulty in determining subjects. For example, when translating the first sentence "Sorry, your name slipped my mind", some respondents could correctly understand the meaning of the sentence but failed to properly deal with the structure of the sentence. When translating the sentence "Darkness frightens children.", many learners, without considering the Chinese word order, translate it words for words according to English word order, which reads stilted and unnatural. Taking into account of Chinese common usage, it is more appropriate to shift the position of the subject and the object.

As can be seen from the above questionnaire data, learners have various difficulties in translating English sentences with inanimate subjects, which are mainly caused by the following two reasons: 1. The lack of mastery of English language leads to improper understanding of the original meaning and contextual meaning of words; 2. The differences between Chinese and western thinking modes lead to learners' improper processing of sentence structures.

4. The Translation Techniques of English Sentences with Inanimate Subjects

4.1. Translation Shifts

From the above discussion, it can be seen that respondents' difficulties in translating English sentences with inanimate subjects mainly exist in two aspects, namely, improper understanding of vocabulary and sentence meaning and improper handling of sentence structures. The solution to the first problem mainly relies on the learners themselves, and what this paper can do is to propose some lexical translation techniques such as changing some of the parts of speech to help improve learners' understanding of the sentences. The second problem is known to have arisen because the learners translated the sentences literally, rather than converting one sentence constituents into another in accordance with Chinese usage. This can be solved by suggesting some syntactical translation techniques such as translating the subject as an adverbial. Considering the above problems to be solved and the possible solutions to these problems, the author suggests employing the translation technique of *shift* proposed by Catford, including lexical shift technique——Class Shift, aiming at solving the problem of part of speech conversion in the translation process, and syntactical shift technique—— Structural Shift, aiming at solving the problem of sentence structure processing.

In 1965, British translation theorist John Catford proposed two major translation theories, that is, *translation equivalence* and *translation shifts*[13]. As for the translation equivalence theory, Catford believes that translation is to replace the text materials of one language (i.e. the target language) with the text materials of another equivalent language (i.e. the source language). He further subdivided translation equivalence into textual equivalence and formal correspondence. Textual equivalence emphasizes the specific language context, that is, when a part of the source language changes, the corresponding equivalent components of the target language will also change. The formal correspondence emphasizes the correspondence between the two languages as a whole[13].

As for translation shifts, Catford believes that when the target language and the source language themselves cannot achieve textual equivalence or formal correspondence, the further translation work need to be carried out with the help of "shifts", so as to achieve equivalence

between the source language and the target language. Translation shifts refers to "the departures from formal correspondence in the process of going from the source language to the target language"[13]. Catford divides translation shifts into two main types, namely, level shifts and category shifts. In addition, he also divides category shifts into four types: structure-shifts, class-shifts, unit-shifts, and intra-system-shifts[13]. Since this study focuses on the translation techniques of English sentences with inanimate subjects, only class-shifts and structure-shifts under the category shifts will be introduced.

According to Catford, class-shifts occur when the translation equivalent component of the target language unit is in a different category from the source language unit. It also known as part of speech shift, which refers to the transformation of a word from one part of speech in the original text into another part of speech in the translation, such as noun verbialization, preposition verbialization, verb adverbialization and so on[13]. When translating nouns into Chinese, instead of sticking to the part of speech of the original language, the translator should deal with it flexibly according to the actual situation. Class shift is lexical level shift while structural shift, is syntactical level shift which mainly refers to the shift of sentence structure, grammatical structure and word order. As mentioned before that English speakers tend to use inanimate nouns as the subject of a sentence to indicate objectivity while Chinese is used to using a spiritual noun as the subject, or simply showing the state without a subject, because Chinese is a paratactic language. Therefore the translators need to shift the sentence structures in the source language when translating English sentences with inanimate subject to the target language.

To conclude, the lexical level shift technique——class shift, will be employed to solve the problem of part of speech conversion in the translation process, while the syntactical level shift technique——structural shift, is employed to solve the problem of sentence structure processing.

4.2. Translation Techniques

4.2.1. Lexical Shift

The lexical shift in E to C translation of English sentences with inanimate subject is based on class shift proposed by Catford. In the process of English to Chinese translation, the conversion of part of speech can overcome the Europeanization of Chinese and make the translation smooth. In order to make the translation accurate in information and smooth in semantics, the translator will shift some of the parts of speech in English into Chinese in another part of speech, such as nouns, prepositions, adjectives and adverbs in English into Chinese verbs, or English verbs, adjectives, adverbs and pronouns into Chinese nouns[13]. After this kind of class shift, the translation departs from the surface structure in exchange for the consistency of content or information with the original text.

When translating English sentences with inanimate subjects, shifting English nouns into Chinese verbs is most commonly used in the type of sentences in which abstract nouns act as the subjects, especially those nouns derived from a verb and indicate some kind of actions. If the subject noun of the original sentence is derived from a verb, we can shift it into a verb in Chinese. Examples are as follows:

Example 1: The *application* of special additional device permits the car to run faster than before.

Example 2: His *creativity* worked out that dynamo.

Example 3: His *escaping* with the money helped bring her realize her carelessness.

Example 4: *Investigation* led us to this conclusion.

Example 5: Careful *comparison* of them will show you the differences.

As can be seen from the above examples, when translating sentences with inanimate subjects, the translator can shift the noun derived from the verb into the verb so that it can be in accordance with the Chinese common usage.

4.2.2. Syntactical Shift

The syntactical shift in E to C translation of English sentences with inanimate subject is based on structural shifts proposed by Catford. It has been clarified above that English tends to use inanimate subjects, while Chinese is accustomed to use animate things as subjects. If the original text is translated literally, it will certainly not conform to the Chinese common usage. Therefore, in the translation of English inanimate subject sentences, the technique of structural shift is needed to break and reconstitute the structure of the original text, for instance, choosing people or creatures (sometimes concrete things) from the original text as the subject[13]. This kind of syntactical shift is mainly to deal with the position of the subject in the original text flexibly, so as to transform the word order. The specific translation techniques are as follows:

(1) Translate the subjects into adverbials.

For English sentences with inanimate subjects whose subjects are concrete things, abstract things and nouns representing time, place and number, according to the common usage of Chinese, translators can take animate nouns in the sentences as subjects and turn the original subjects into adverbials, such as adverbials of time, adverbials of place, adverbials of cause or adverbials of manner, and Chinese sentence patterns such as "because..." or " in..." is often used. If necessary, the executor of the action can be added as the subject.

Example 6: Business took me to the town.

Example 7: His slowness lost him the chance.

When translating the above two examples, learners can take animate nouns "me", "him" as subjects and turn the original subjects "business" and "his slowness" into adverbials of cause.

Example 8: Youth sees him on a job and in love.

Example 9: Shanghai witnessed many great historical events.

Example 10: Our playground will see the sports meeting.

When the subject of the sentence is a period of time or a place, it usually can be translated into an adverbial of time or place, for example, in example 8, the subject "Youth" can be turned into an adverbial of time and in example 9, "Shanghai" can be translated into an adverbial of place. In example 10, the executor "we" can be added as the subject of the sentence, making the whole translation smooth and easy to understand.

Example 11: Tremendous work is required to bring about such a great achievement.

In this example, the subject "tremendous work" can be translated into an adverbial of manner so that the logical relationship of the units in the source language can be explicated in the target language.

(2) Translate the subjects into predicates

If the subject noun of the original sentence indicates an action, it can often be translated into the predicate.

Example 12: A fine view of the city can be obtained from that hill.

Example 13: Their first sight of land came after seven days at sea.

Example 14: A brief scan of the internet will show you enormous evidence.

Example 15: A brief touch will give you a glimpse of him

As can be seen from the above examples, "view", "sight" and "scan" all indicate the action of "seeing", and "touch" is both a noun and a verb, so they can be put in the position of predicate so that the translation is more natural and authentic.

(3) Translate the subjects into objects

An important feature of English sentences with inanimate subjects is to take inanimate nouns as the subject and animate nouns as the object to show the objectivity of the sentence. It is clear that the animate noun is the real agent and should be placed in the position of the subject, thus conforming to the Chinese common usage. Therefore, when translating English sentences with inanimate subjects whose subjects are concrete things, abstract things and formal subjects such as "it", the subjects of the original sentences can be translated as the objects.

Example 16: Sorry, your name slipped my mind.

Example 17: At the last moment her courage failed her.

Example 18: Darkness frightens children.

Example 19: It never occurred to me that she was so dishonest.

From the perspective of Chinese, the above English inanimate subject sentences are the reverse of subject and object. Learners needs to translate the subject in English into the object in Chinese, so as to make the animate noun as the subject and conform to the Chinese grammar.

(4) Translate the sentence into sentence with on subject or add the executor of the action as the subject.

For inanimate-subject sentences with formal subject "it" and "there", the translator can shift the formal subject to zero subject or add the executor of the action as the subject. Lian Luxia believes that English is a hypotactic language, and the subject of the sentence is indispensable. Even if it has no semantic effect, "it" or "there" should be used as the formal subject. Chinese attaches great importance to parataxis. It is customary for Chinese sentences to omit the subject that readers understand, leaving only the predicate part, which is known as a sentence with no subject[14]. Therefore, in translation practice, the translator can reasonably convert from formal subject to no subject according to the difference between English and Chinese languages. What's more, when an inanimate-subject sentence with formal subject "it" or "there" shows a strong sense of subjectivity or willpower, the executor of the action can be added as the subject of the sentence. Examples are as follows:

Example 20: There is no time to finish the work.

Example 21: Light gains make a heavy purse.

Example 22: Where there is a will, there is a way.

The sentence in example 20 can be translated into a sentence with no subject, which is often used in the translation of proverbs or colloquial sayings such as in Example 21. In example 22, the executor of the action can be added to serve as the subject. Whether to add a subject lies in the degree of subjectivity and willpower of the sentence.

5. Conclusion

According to the results of the questionnaire survey, the main problems of learners' translation of English sentences with inanimate subjects are the inflexible conversion at the lexical level and the improper handling of sentence structures at the syntactical level. Although there are different types of English sentences with inanimate subjects, the translation techniques are not difficult to conclude. Through the analysis of the original sentence, translators can determine the type of the subject of the sentence and the characteristics of the sentence, so as to adopt the corresponding translation techniques. At the lexical level, learners can shift the noun derived from the verb into the verb so that it can be in accordance with the Chinese common usage. At the syntactical level, when the subject of a sentence is time, place, or a kind of means, it can be shifted into an adverbial; when the subject of the sentence is a noun indicating an action, it can be translated as the predicate; when the agent and the recipient of the sentence are obviously inverted, we can reverse the position of the object and the subject according to Chinese

grammar. And when translating English sentences with formal subject "it" or "there", sentences with no subjects can be employed or the executor of the action can be added as the subject.

Despite the above achievements, there are still some defects in this study, such as the sample size of the questionnaire survey is not large enough and the representativeness is therefore not strong enough. The research does not propose more specific and targeted translation techniques for learners at different levels. In the following research, the author will continue to expand the sample size of the questionnaire so as to obtain more accurate questionnaire data. According to these data, more specific and in-depth translation methods and techniques will be proposed for learners of different levels.

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