

在职硕士英语系列

English Course for M.Ed

教育硕士

English Course for M.Ed

英语教程

余静娴 主编

(上)

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前 言

《教育硕士英语教程》是根据教育部关于发展教育硕士研究生英语教学,开展现代远程教育试点研究的重大决策和紧急需要编写的教材,包括《教育硕士英语教程》、《学习辅导》和《练习册》各两册,供教育硕士等研究生一学年使用。

此外,本套教材还配有光盘两片、网上课件 10 单元以及三分屏实时授课资料 10 单元。

这是国内第一套适用于教育硕士、公共管理硕士等在职研究生层次的英语阅读教材,也是国内第一套适用于现代远程网络英语教学的研究生英语阅读教材。

《英语教程》每册十个单元,每个单元由同一题材的三篇精、泛读文章组成,配有阅读理解、词汇、结构、翻译等多种练习。

《学习辅导》每册十个单元,为师生提供相关背景知识、难句解释、语言点释例、精读课文中全部练习的答案和解析以及课文译文。

《练习册》每册十个单元,为学生提供听力、阅读、词汇方面的练习,还有趣味、幽默的阅读欣赏,情景会话及写作训练。针对在职研究生的特点,在上册中安排了较系统的语法复习及练习,在下册中安排了翻译和写作技巧的介绍和训练。

《教育硕士英语教程》具有以下特点。

一、选材新颖,具有时代性、科学知识性、可思性和趣味性

《教育硕士英语教程》(上)的课文内容大多选自 2000 年下半年至 2001 年上半年的英美报刊书籍(有些做了删改),内容涵盖:教育(天才教育、特殊教育、学前教育);社会心理;网络的时代作用;科技(脑科学、基因、克隆等);教师(包括教师的职责、必备素质及成功之道);金融(数字货币、外资的双重作用、商务管理等);体育(滑雪、足球、与电脑象棋等);人物(圣雄甘地、富兰克林、维多利亚女王);文学作品(黑郁金香等脍炙人口的作品)和有关美国 9·11 恐怖事件及影响的新闻报道,共十个单元。本教程覆盖的知识面广,并且反映了最新科技研究动态和社会生活与心理;不仅具有语言教学的价值,而且具有极大的可读性和趣味性。

二、难度适中,融精读和泛读于一体

《教育硕士英语教程》难度略低于全日制硕士研究生的英语阅读教材,因而适用于教育硕士、公共管理硕士等类在职硕士研究生的英语教学。

教材的每个单元安排了一篇精读和两篇泛读文章,围绕同一题材展开,共 4 500 词左右。既拓宽学生在该领域的知识面,又以适当的阅读量训练学生的阅读

速度和理解能力。

三、精心设置练习以巩固所学课文知识

每篇精读课文后都配有多种练习:四种类型的阅读理解题;五种类型的词汇理解题;课文中重要句型结构的操练;阅读技巧介绍和试题以及翻译等。每篇补充阅读后都设有理解题。

四、具有远程网络教学的特色

本教程除了通过网上教学平台实现双向交互式英语教学,提供网上课件和三分屏实时授课资料以外,还配有光盘一套,供学员课外使用。内容包括:(1)精读课文的相关背景知识介绍;(2)精读课文生词、词组解读,课文中每段要点难点的详解和例句操练;课文译文,以及教程中全部练习的答案和详解;(3)听力练习,有听力小短文和练习;听力欣赏;(4)网上短文阅读,有四篇短文和理解题;(5)情景对话;(6)语法练习,针对在职研究生语法概念薄弱的特点,光盘中系统安排了十个单元语法项目的要点梳理和归结以及难点例句解说,并以适量练习加以巩固;(7)作文(学员按要求完成后即可用电子邮件形式送交教师批阅,并进行网上讨论和解答疑问)。此外,每单元还有艺术欣赏,flash 以及其他有趣味的小练习,锦上添花,使该教材更具趣味性和可读性。每单元中根据相关内容所提供的网址,使学员即时能上 Internet 寻找信息,极大地拓宽知识的来源和学生的视野。

《教育硕士英语教程》(附光盘)由华东师范大学外语学院大学外语教学部教师编写制作。主审为吴稚倩教授,主编为余静娴副教授。参加编写的还有严文庆,陈家刚,王越,杨晓斌,纪汇楠,张昕,苏俊玲,薛姝姝,张晴和许玲老师。录音由张晴和 Adam MacMahan 承担。

本教材的编写得到华东师范大学网络学院、外语学院和大学外语教学部的部分经费资助和关心支持,谨致以衷心感谢。

编 者

2003 年 3 月

使用 说 明

本书为《教育硕士英语教程》(上)。全书共十个单元,供一学期使用。

每一单元包括三篇课文。第一篇为精读材料,第二、三篇为泛读材料。三篇文章围绕同一题材展开,约4500词。

精读课文配有生词表,提供英、汉两种释义。十篇精读课文的生词表中含有4—6级程度的生词315个,6级以上的词汇246个,词组117个,专有名词110个,共计生词(组)为788个。

每篇精读课文后配有相当数量的练习。

Reading Comprehension 可让学生在浏览课文后或教师讲解课文后做,以提高阅读理解力。

Vocabulary 练习旨在帮助学生掌握精读课文中重点词汇和词组的用法。

Structure 练习帮助学生复习巩固课文中重要的英语句型,以提高学生的写作能力。

Translation 分为汉译英和英译汉两种形式。汉译英为单句形式,旨在复习巩固课文中重要的句型和搭配。英译汉为段落,旨在练习翻译技巧和提高阅读能力。

每单元的两篇泛读文章是精读课文题材的延伸和扩展。其中的生词有中文释义。课文后配有阅读理解题。

据统计,课文精读的总阅读量约13860词,泛读的总阅读量为19400词。《练习册》每单元都有四篇短文阅读,总阅读量为16440词。因此,上册的阅读总量为49700词,达到大纲要求。对每单元的两篇泛读可作灵活处理,可由教师课堂上讲授,也可由学生课后自习。

最后附有两套课文自测题,供学生作期末复习迎考之用。

编 者

2003年3月

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Unit One

Text

Education for man is not a mere adornment. It's a life necessity in a two-fold sense. It's through nurture that children will become mature. And it's through education that human beings will become civilized in the continual development of their society.

Then what is the real purpose of education? Does it help us to be well prepared for the future work or to enjoy an overall development or both? The following passage will give a clear answer by discussing the relationship and distinction between the two main types of modern education — general education and special education.

Education

1 Education is broadly divided into general and special education; our topic now is the difference and the relationship between the two. The term, general education, is somewhat vague and colorless; it does not mean some airy education in knowledge in general (if there be such knowledge), nor does it mean education for all in the sense of universal education. It is used to indicate that part of a student's whole education which looks first of all to his life as a responsible human being and citizen; while the term, special education, indicates that part which looks to the student's competence in some occupation. These two sides of life are not entirely separable, and it would be false to imagine education for the one as quite distant from education for the other — more will be said on this point pres-

ently. Clearly, general education has somewhat the meaning of liberal education, except that, by applying to high school as well as to college, it envisages immensely greater numbers of students and thus escapes the invivdium which, rightly or wrongly, attaches to liberal education in the minds of some people. But if one clings to the root meaning of liberal as that which befits or helps to make free men, then general and liberal education have identical goals. The one may be thought of as an earlier stage of the other, similar in nature but less advanced in degree.

2 The opposition to liberal education — both to the phrase and to the fact — stems largely from historical causes. The concept of liberal education first appeared in a slave-owning society, like that of Athens, in which the community was divided into freemen and slaves, rulers and subjects. While the slaves carried on the specialized occupations of menial work, the freemen were primarily concerned with the rights and duties of citizenship. The training of the former was purely vocational; but as the freemen were not only a ruling but also a leisure class, their education was exclusively in the liberal arts, without any utilitarian tinge. The freemen were trained in the reflective pursuit of the good life; their education was unspecialized as well as unvocational; its aim was to produce a rounded person with a full understanding of himself and of his place in society and in the cosmos.

3 Modern democratic society clearly does not regard labor as odious or disgraceful; on the contrary, in this country at least, it regards leisure with suspicion and expects its “gentlemen” to engage in work. Thus we attach no odium to vocational instruction. Moreover, in so far as we surely reject the idea of freemen who are free in so far as they have slaves or subjects, we are apt strongly to deprecate the liberal education which went with the structure of the aristocratic ideal. Herein our society runs the risk of committing a serious fallacy. Democracy is the view that not only the few but that all are free, in that everyone governs his own life and shares in the responsibility for the management of the community. This being the case, it follows that all human beings stand in need of an ample and rounded education. The task of modern democracy is to preserve the ancient ideal of liberal education and to extend it as far as possible to all the members of the community.

In short, we have been apt to confuse accidental with fundamental factors, in our suspicion of the classical ideal. To believe in the equality of human beings is to believe that the good life, and the education which trains the citizen for the good life, are equally the privilege of all. And these are the touchstones of the liberated man; first, is he free; that is to say, is he able to judge and plan for himself, so that he can truly govern himself? In order to do this, his must be a mind capable of self-criticism; he must lead that self-examined life which according to Socrates is alone worthy of a free man. Thus he will possess inner freedom, as well as social freedom. Second, is he universal in his motives and sympathies? For the civilized man is a citizen of the entire universe; he has overcome provincialism, he is objective, and is a "spectator of all time and all existence." Surely these two are the very aims of democracy itself.

4 But the opposition to general education does not stem from causes located in the past alone. We are living in an age of specialism, in which the avenue to success for the student often lies in his choice of a specialized career, whether as a chemist, or an engineer, or a doctor, or a specialist in some form of business or of manual or technical work. Each of these specialties makes an increasing demand on the time and on the interest of the student. Specialism is the means for advancement in our mobile social structure; yet we must envisage the fact that a society controlled wholly by specialists is not a wisely ordered society. We cannot, however, turn away from specialism. The problem is how to save general education and its values within a system where specialism is necessary.

5 The very prevalence and power of the demand for special training makes doubly clear the need for a concurrent, balancing force in general education. Specialism enhances the centrifugal forces in society. The business of providing for the needs of society breeds a great diversity of special occupations; and a given specialist does not speak the language of the other specialists. In order to discharge his duties as a citizen adequately, a person must somehow be able to grasp the complexities of life as a whole. Even from the point of view of economic success, specialism has its peculiar limitations. Specializing in a vocation makes for inflexibility in a world of

fluid possibilities. Business demands minds capable of adjusting themselves to varying situations and of managing complex human institutions. Given the pace of economic progress, techniques alter speedily; and even the work in which the student has been trained may no longer be useful when he is ready to earn a living or soon after. Our conclusion, then, is that the aim of education should be to prepare an individual to become an expert both in some particular vocation or art and in the general art of the free man and the citizen. Thus the two kinds of education once given separately to different social classes must be given together to all alike.

(1090 words)

New Words

airy /'eəri/*a.*

(*derog*) seeming irrelevant to real facts or conditions; impractical; immaterial (贬) 不切实际的; 无实质的

competence /'kɒmpitəns/*n.*

ability; being qualified 能力; 胜任

presently /'prezəntli/*ad.*

soon 不久, 即刻

envisage /in'vizidʒ/*vt.*

face, confront; picture in the mind (especially as a future possibility) 面对, 正视; 想象, 设想 (尤指某种未来的可能性)

immensely /i'mensli/*ad.*

in a very large degree; (*coll.*) very much, extremely 极度地; [口] 非常地; 极大地

* immense /i'mens/*a.*

invidium /in'vidiəm/*n.*

feelings of dislike, resentment or jealousy caused by ill-will or offence 反感, 厌恶, 嫉妒

* invidiousness /in'vidiəsnis/*n.*

* invidious /in'vidiəs/*a.*

befit /bi'fit/*vt.* -tt-

(*fml*, used only in third person) fit for; be right and for (正式用语, 仅用

menial /'mi:niəl/a.	于第三人称) 适合; 对于……是适当的 (of work or job) hard, dull, unskilled, unimportant; suitable for, to be done by, a household servant (工作、职业等) 低贱的, 枯燥的; 适合于仆人的
utilitarian /'ju:tili'teəriən/a.	characterized by usefulness rather than beauty, truth or goodness; believing in utilitarianism 实用的; 功利主义的
tinge /tindʒ/n.	a slight added element, property, or influence 稍稍带有某种成分, 特性或影响
reflective /ri'flektiv/a.	thoughtful; in the habit of reflecting 沉思的; 时常思考的
rounded /'raundid/a.	complete; balanced 全面的, 完美的; 平衡的
odious /'əudiəs/a.	hateful, repulsive 可恨的, 讨厌的
odium /'əudiəm/n.	a strong hate or dislike 憎恨, 讨厌
apt /æpt/a.	having a natural or habitual tendency, likely 有……倾向的, 易于……的
deprecate /'depriteit/vt.	(not in progressive forms) (fml) feel and express disapproval of (不用进行式)(正式)对……不赞成, 表示反对
aristocratic /,æristə'krætik/a.	贵族的
herein /,hiər'in/ad.	(fml) in this 于此, 在这里
fallacy /'fæləsi/ n.	(pl. fallacies) false belief; false reasoning 谬误, 谬论; 错误的推论
touchstone /'tʌtʃstəun/n.	something used as a standard 检验标准
provincialism /prəu'vinʃəlizəm/n.	attachment to one's province and its customs; narrow-mindedness, conservatism 乡土(地方)观念; 偏狭, 守旧
specialism /'speʃəlizəm/n.	an activity in which someone speciali-

speciality /ˌspeʃi'æləti/n.	zes; speciality 专门研究; 专业 (AmE) a special field of work and study; a particularly fine product (美) 专业, 专长; 名特产品
prevalence /'prevələns/n.	(fml) the condition of being widely or commonly occurring, existing, or practiced (正式) 普遍; 流行
concurrent /kən'kʌrənt/a. tech	happening or existing together (术语) 同时发生的; 共存的
centrifugal /sen'trifjʊgəl/a. tech	tending to move away from the center or axis (术语) 离心的
given /'gɪvən/a. prep.	specified; fixed 指定的; 确定的 considering 考虑到
discharge /dɪs'tʃɑ:dʒ/v. n.	perform (a duty or promise) 履行 (职责、诺言)
inflexibility /ɪn'fleksə'bɪlɪti/n.	incapability or unwillingness of changing (esp. opinions or rules) 不可变性
fluid /fluɪd/a.	unsettled; not fixed 不固定的; 易变的

Phrases and Expressions

look to sth. as rightly or wrongly	expect or hope to 盼 (指) 望 whether (sth. is done) reasonably or not, or morally properly or not 且不问是对还是错
attach to	go with; be joined to 伴随; 与……相连
cling to	hold on 坚持, 抱定
stem from	exist or happen as a result of; have as an origin or cause of 源自; 来自; 由……发生
in pursuit of	pursuing 追求, 寻求
in so far as	in such measure as 就……而言; 到……程度
be apt to	have a tendency to 倾向于……

in that

turn away from

adjust to (doing) sth.

since, because 既然, 因为

disregard, take no notice of ; refuse to
give one's help to 不予理睬; 拒绝
给……援助

change slightly, esp. in order to make
right or suitable for a particular purpose
or situation 调整; 使适合

Proper Names

Athens /'æθɪnz/

雅典

Socrates /'sɒkrətiːz/

苏格拉底

Exercises

Reading Comprehension

I. Choose the best answer for each of the following:

1. Which of the following statements can give a proper meaning to general education?
 - A. It is a kind of education that provides only impractical and general knowledge.
 - B. It is similar to universal education in that they both have the same goal.
 - C. It aims at preparing an individual to be a responsible free man and citizen.
2. Which of the following statements is Not true according to the text?
 - A. Liberal education envisages far less people than general education does.
 - B. Liberal education is less advanced than general education.
 - C. Liberal education is the later stage of general education.
3. Which of the following sentences can be inferred from the text?
 - A. Liberal education is also required in modern democratic society.
 - B. The goal of general education is to produce rounded people with full understanding of themselves.
 - C. Special education is more beneficial to a professional than general education.
4. The author's intention of writing this passage is most likely to _____.

- A. stress the importance of providing both general and special education to all the people
- B. illustrate the necessity of preserving the ancient ideal of liberal education
- C. exemplify the differences between special education and general education

II. Judge whether the following statements are true or false:

1. Only when a person is able to judge and plan for himself can he enjoy freedom.
2. We should reject specialism because it alone may lead to a disordered society.
3. The more prevalent the demand for special education is, the more necessary general education will become.
4. General education can help to enhance the flexibility in a society.

III. Answer the following questions:

1. What are the major differences between general education and special education according to the first paragraph?
2. Do you know any other type of special education in addition to the type mentioned in this passage?
3. What are the similarities between general education and liberal education?
4. Where was the concept of liberal education born?
5. What are the historical causes of the opposition to liberal education?
6. Who does "gentlemen" in the third paragraph refer to?
7. What is the fallacy that the society may commit according to the third paragraph?
8. Why does the ideal of liberal education deserve preserving even if there are good reasons to oppose it?

IV. Topics for discussion:

1. What do you think of the statement that a society controlled wholly by specialists is not a wisely ordered society?
2. Do you agree with the author's opinion that the avenue to success for a student often lies in his choice of a specialized career? Why?

Vocabulary

- I. Fill in the blanks with the words or expressions given below. Change the form where necessary:**

competent envisage benefit tinge rounded odium apt
 deprecate fallacy prevalence concurrence discharge