

21世纪EAP学术英语系列丛书

丛书总主编 蔡基刚

21st Century EAP Series

历史学英语

本册主编 王绍梅



复旦大学出版社

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总 序

2010年10月,《国家中长期教育改革和发展规划纲要》正式颁布,向我国高校提出了“提高我国教育国际化水平”,“培养大批具有国际视野、通晓国际规则、能够参与国际事务和国际竞争的国际化人才”,并为达到此目的提出了一系列加快我国高等教育国际化的措施,包括“引进国外优秀教材”、“提高外籍教师的比例”、“吸引更多世界一流的专家学者来华从事教学和科研”等。在高等教育国际化背景下,大学生用英语进行专业学习的需求越来越普遍和迫切,具体表现在:选修全英语专业课程;听国外教授的专业讲座;用英语搜索专业文献;撰写实验报告、文献综述和小论文;参加专业领域内的国际研讨会;用英语宣读论文和进行讨论等。

我们调查发现,大学生在完成大学基础英语的学习后,要顺利过渡到以英语为工具进行上述内容的专业学习还存在不少困难。为此,我们组织编写了这套“21世纪EAP学术英语系列丛书”,旨在培养学生所需要的学术英语能力,以便他们能够熟练地运用英语进行专业学习和研究。本书编写的主要特色如下:

一、以内容为依托

本书的理论基础是以内容为依托的外语教学法(Content-Based Instruction),简称CBI。该理论核心是:如果语言教学能基于某个学科知识或学科主题来进行,将外语学习同学科内容有机地结合起来,教学效率往往会大大提高(Kasper, 2000)。这是因为:1)关注内容可以把语言的焦虑感降到最低程度;2)内容学习大大增加了可理解的输入量;3)和专业相关,能极大地调动学生学习的兴趣和积极性。这一理念已为世界各国的外语教学所广泛接受和实践。英国文化委员会早在20世纪末的一项对全世界大型英语调查中就得出结论:“将来的英语学习不再是单纯的英语学习,将来的英语教学是越来越多地与某一个方面的专业知识或某一个学科结合起来。”(刘润清, 1996)

二、分科英语教学

前辈许国璋在1986年就指出:中学学普通英语,大学学分科英语,研究生学专业英语,这样,“中学6年,大学和研究生6年,12年培养出与麻省理工大学同行专家交流(听说读写)学术信息的专家”。如:“学化学的,拿起普通化学的书就看;学文学的,能拿起一本普通文学史就看;学国际法的,能拿起一本国际法引论就看。且看了觉得有收获,这是学好分科英语的一个标志。”为此,我们按学科内容为依托,编写了如《环境学英语》、《法学英语》、《工程英语》、《旅游英语》等教材。分科英语虽和专门用途英语(即专业英语)同一名称,但有很大的区别:分科英语的内容只是一种载体,目

的是培养学生学术英语的能力,因此选材是学科的科普内容,来自一般书刊,而非专业书籍。也就是说,无论学生和教师都不需要有专门的专业知识背景都能读懂。而专门用途英语的学科内容就比较专业。

三、学术英语能力

本系列教材的目的是通过与各学科内容相关的载体来提高学生在专业学习和研究中所需要的学术英语能力,具体而言,如听专业英语讲课和学术讲座的能力、搜索和阅读专业英语文献的能力、撰写专业文献综述和学术论文的能力、参加专业领域内国际学术研讨会进行论文宣讲和讨论的能力等。教材围绕着培养这些能力的目标而展开,每个单元都设置了 Search for Background Information, Listen to the Lecture, Read for Information, Write an Academic Essay, Make Your Presentation等固定板块。在这些板块中,学生不仅可以围绕每单元的学科内容学到各种学术英语能力,还能学到一些必要的学术规范知识。

四、教材的真实性

作为训练学生学术英语能力的分科英语教材,本教材最大原则就是真实性(authenticity),以便培养学生顺利应对真实学术界的能力。长期以来,我国学生的英语学习是处在一种伪环境中,教材中选用的课文在语言和内容上都受到了严格的控制,以适应不同级别的英语考试。结果学生学了近10年的英语,仍然无法应对真实英语世界。本系列教材坚持三个基本:1)基本上不对选为课文的原文在生词和结构等方面进行语言上的控制,目的是保持原生态;2)基本上不对原文进行内容方面的调整。同一主题,尽可能选择观点相异或相反的文章,以便给学生提供思考、比较和评价不同学术观点的机会;3)基本上不对输入量进行控制,如不少课文长度超过了一般大学英语教材1200词的上限。除了同一主题有至少两篇材料外,还提供主题相关的学术讲座,不仅长度基本上按原来的,而且大多数用演讲者原视频或录音,保留了不同地方的口音。

五、项目研究模式

项目研究法(Project-Based Instruction, PBI)是以内容为依托的教学法中最为行之有效的模式。PBI教学理念就是让学生通过项目研究的方式来解决一个学科上的问题。在项目研究过程中,学生不仅能通过对相关学科内容的研究提高其学术英语能力,而且还能发展他们的自主学习能力、团队协作能力、分析和解决问题的能力以及批判性思维能力。本系列教材的安排就是要求学生根据课文单元的主题,并依据自己的学术兴趣选定研究课题,结成小组团队,开展学术性研究。要求学生们结合自己的项目,搜索和阅读一定数量的文献资料,记笔记,写出一定长度的文献综述,并进行课堂报告。我们还希望学生能够通过模仿,写出一篇1500词左右的小论文作为该项目的研究成果,并进行演示陈述作为口头成果。为此,每本教材还提供了一篇学术小论文作为样本。

本系列教材的对象是完成大学基础英语学习后的学生,为一个学期的学术英语课

程使用,每周2-4个学时不等。我们建议学生根据自己专业选择我们系列教材中的一种。已经出版和正在出版的有《法学英语》、《环境学英语》、《工程学英语》、《旅游学英语》、《新闻学英语》、《财经英语》、《商务英语》、《邮电英语》、《医学英语》、《航天英语》、《生物学英语》、《计算机英语》、《心理学英语》、《历史学英语》、《社会学英语》、《文学英语》等。这是一套开放型的教材(我们欢迎更多的教师加入到编写队伍中来)。

这套开放型的新教材和传统大学英语教材不同,和专门用途英语(即专业英语)也有所区别。在高等教育国际化背景下的大学英语转型时期,我们相信这套教材将起到重要的作用。

蔡基刚

2012年2月11日

使用说明

本书系“21世纪学术英语系列丛书”历史学分册,专为英语水平达到大学英语四级的历史学专业学生和其他对历史学感兴趣的学生编写,作为从大学英语过渡到用英语学习专业课程的衔接性教材。本教材编写的宗旨不在于系统介绍历史知识,而是选取历史领域的一些热点话题引导学生对历史学英语的学习,以提升学生的自主学习能力。本教材可以帮助学生学习历史学英语的基础专业词汇,了解历史学英语语言特点,提高对历史读本的阅读能力和历史学英语的运用能力。

本教材共分6个单元,每个单元涉及一个热点历史问题,包含4方面内容:讲座、课文A、课文B和练习部分。具体说明如下:

讲座部分:包含3个练习,内容与单元主题相关,主要为讲座或辩论形式,长度在8—10分钟左右。作为学生学习课文的热身练习,学生在开始听材料之前,最好先熟悉书中提供的词汇和术语,预先学习背景材料中的相关知识,以帮助听力理解。

课文部分:课文A和课文B都与每个单元的主题相关,有利于学生围绕相关主题进行深入的思考和讨论。学生在阅读课文时,归纳段落大意,总结全文,分析两篇文章之间的关系,并结合生活实际展开讨论。对于文中所涉背景知识,要充分利用互联网查找背景资料、阅读材料,进行相关辩论,培养学生在历史学科中应具备的思辨能力及口、笔头表达能力。

练习部分:包含语义、句法及语篇方面的练习,涉及口语、写作及翻译技能。书中所设练习,多为历史词汇或术语,要求学生强记强背,多使用文中学习的学术语言进行写作和辩论,增强历史学英语语感。

本教材的突出特点是:

一、国内围绕历史题材编写的英语教科书较少,本书既选取了经典历史著作中的篇章,也涉及当今热点话题,不需要师生有很强的专业知识准备,这能提高学习者的学习积极性。

二、本教材着重培养学生阅读历史学学术文章的能力。同时对于书中所提到的历史背景知识,本书提供了相应链接,有利于开展第二课堂,鼓励学生追根溯源,阅读相关著作,了解历史类英语语言特点,培养语感,提高相应的语言能力。

三、本教材所设练习丰富全面,形式多样,弥补了大多数现有英语教材练习少、形式单一和枯燥的不足,除沿用了传统的问题回答及翻译题外,还设计了文章小结、段落分析、词组搭配、句型转换等多种形式的练习,培养学生语义、句法、语篇等多方面的相关知识技能。

四、本书还提供了一篇学术小论文样本。该小论文格式规范并有一定的研究性，包含摘要、研究问题和文献回顾，并附有参考文献，对学生学术论文写作的提高具有重要意义。

本教材第一、四、六单元由王绍梅编写，第二、三、五单元由顾乡编写。复旦大学蔡竹君老师负责技能部分的编写，王绍梅老师负责全书的统稿工作。

书中如有失误或不妥之处，欢迎广大读者予以批评指正，以便我们不断修改完善。

编 者

2012年8月于上海



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Unit 1

Social Development



1. Search for Background Information

1.1 Find the information on the Internet about the following terms from texts or about the subject.

A) Paleolithic Age

B) Neolithic Age

C) infanticide

D) domestication

E) industrial revolution

F) East India companies

G) nonconformists

H) land enclosure

I) crop rotation

J) Muscovy company

K) Achilles' heel

L) Apollo

M) furrow irrigation

N) soil texture

O) strip cropping

Web Resources

<http://quizlet.com/402709/industrial-revolution-terms-flash-cards/>

http://www.historyguide.org/earlymod/revo_nantes.html

<http://mredc.umd.edu/Documents/SmallFarmCourse/Agriculture%20Terms2.pdf>

<http://www.primalseeds.org/agricult.htm>

<http://ranprieur.com/readings/origins.html>

<http://www.spelt.com/origins.html>

<http://www.goldenageproject.org.uk/965.php>

<http://www.yale.edu/ynhti/curriculum/units/1981/2/81.02.06.x.html>

<http://www.americanhistory.about.com/od/industrialrev/a/indrevoverview.htm>



1.2 Report the information you've found to the class in the form of an oral presentation with or without PowerPoint within 2 minutes.



2. Discuss the Words' Meaning

2.1 Read the sentences below and use the context to write the definitions of the underlined words. An example has been given.

e.g. **visualize:** form a picture of sth. in the mind

They tend to visualize themselves going through their routine in preparation for their actual performance.

1. **grind:** _____

In Sheffield, until the 1930s, power from a waterwheel was even used to grind cutlery.

2. **durable:** _____

Its small size and durable design allows you to use it in many convenient locations.

3. **facilitate:** _____

One of the most useful things we can do is find out from people what they would really like to happen and try to facilitate this.

4. **sprout:** _____

As warmth will cause potatoes to sprout and light will turn them green, they should be kept in a cool, frost-free, dry, dark place.

5. **incentive:** _____

This gives them a direct financial incentive to reduce pollution: doing so means lower taxes.

6. **brink:** _____

Quite apart from the political fallout (影响), there is the nagging worry that the economy may already be on the brink of recession.

7. **equilibrium:** _____

Two of the main factors that need to be kept in equilibrium are heat and cold since most illnesses and diseases are seen as the product of excessive heat or cold.

8. **supplement:** _____

Some people need to find voluntary or part-time paid work to give themselves a feeling of worth and to supplement an inadequate pension.

9. **spectacular:** _____

Most observers agree that Mr. Morton did a spectacular job in reversing the project's fortunes.

10. **nautical:** _____

The family had a nautical ancestry: in the sixteenth century John Jane sailed with the navigator John Davis to the Arctic.

11. **deplete:** _____

The process of decaying old vegetation will also deplete oxygen when it may already be

in short supply.

12. **smelt:** _____
They have found a way to smelt high grade tin from iron ores.
13. **fluctuate:** _____
Other countries' currencies are either fixed in value or fluctuate against the dollar in the world's foreign exchange markets.
14. **frugality:** _____
The habit of frugality, the avoidance of waste, is an essential part of small businesses, where margins are so narrow.
15. **revocation:** _____
Only if its many controls fail will the ultimate sanction, i.e., revocation of the disposal license, be invoked.
16. **manifold:** _____
The individual bees seem very purposeful in carrying out their manifold tasks.
17. **fallow:** _____
Properly looked after, the land can produce several crops a year and remain fertile for centuries without needing a fallow period.
18. **uproot:** _____
Sociologists and doctors agree that to uproot an old person may cause severe trauma.
19. **appall:** _____
She was amazed that the food was served by a maid and was appalled at the stiffness and formality of the conversation.
20. **unleash:** _____
Any significant weakening in military resources of the government would have been liable to unleash rural disturbances on an even greater scale.
21. **replicate:** _____
With such equipment, jewelers would be able to replicate a series of similar designs from a single model.
22. **redundant:** _____
The north wing of the otherwise redundant building was leased to a gymnasium/health club.
23. **wreck:** _____
Five small warships and one larger vessel were wrecked by the bomb.
24. **unsanitary:** _____
The unsanitary condition of almost every orphanage is striking testimony (证据) to the distorted priorities of the regime.
25. **captivity:** _____
Some environmental groups maintained that birds should be left to their own devices rather than being raised in captivity.

26. **fragility:** _____

The artists use personal knowledge to touch on the fragility and complexity of human experience, and to explore the forces in society that exert control over all of us.

27. **squander:** _____

He doesn't need to squander hard-earned money on flowers for his wife.

28. **edible:** _____

High transport costs from the remote Iki Island made the export of edible dolphin meat uneconomic.

29. **underbelly:** _____

The government's approach was far too narrow and attacked only the soft underbelly without reaching the heart of the problem.

30. **resilience:** _____

In spite of the turmoil of the late twentieth century, cathedrals (教堂) have shown both resilience and consistency.

2.2 Find more words of each word family. An example has been given.

Base Form	Other Related Forms in the Word Family
consist	e.g. consistency, consistent, consistently, inconsistency, inconsistent
consequent	
depend	
adapt	
migrate	
literacy	
vision	
gene	
limit	
precede	
authorize	
exception	
domesticate	
commerce	

Base Form	Other Related Forms in the Word Family
assort	
material	

2.3 Explain the meaning of the following roots or comb. forms. Add at least 5 similar derivatives with their Chinese equivalents. An example has been given.

	Roots	Meaning	More Derivatives with Chinese Translation
e.g.	hydro-	water	hydro-bomb 鱼雷; hydro-airplane 水上飞机; hydro-electric 水力发电; hydro-lab 水下实验室; hydropathic 水疗
1	-pathy		
2	xeno-		
3	agri-		
4	-cide		
5	equi-		
6	milli-		
7	-dict		
8	-litho		



3. Listen to the Lecture

Difficult Words and Expressions

pundit /'pʌndɪt/ <i>n.</i>	权威, 专家
unleash /ʌn'li:ʃ/ <i>v.</i>	完全释放
pandemic /pæn'demɪk/ <i>adj.</i>	(疾病) 流行的
virulent /'vɪrjʊlənt/ <i>adj.</i>	致命的
replicate /'replɪkeɪt/ <i>v.</i>	复制
regenerative /rɪ'dʒenəreɪtɪv/ <i>adj.</i>	再生的
eugenics /ju:'dʒenɪks/ <i>n.</i>	优生学
tapestry /'tæpɪstri/ <i>n.</i>	挂毯

3.1 Listen to the first part of the lecture and answer the following questions.

1. How does the speaker describe the future of the world?

2. What does the speaker think of globalization?

3. What are the two Achilles' heels of globalization?

4. What will mobile phones be like in 2030?

5. Why won't there be a special Olympics long after 2030?

3.2 Listen to the second part of the lecture and take notes according to the questions in the left column.

Questions	Notes
1. Will there be a pension or retirement age in 2030?	
2. What may be the chief reason for people from rich countries to migrate?	
3. What kind of individuals need we worry about?	
4. Will the current governance structure be able to cope with the challenges that globalization brings?	
5. How can miracles be created?	