

师范生双语教学法教材



新编教育专业英语

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兰州大学出版社

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图书在版编目(CIP)数据

新编教育专业英语/丁丽红,王鹏主编. —兰州:
兰州大学出版社,2010.6
ISBN 978-7-311-03568-6

I. ①新… II. ①丁…②王… III. ①教育学—英语
—教材 IV. ①H31

中国版本图书馆 CIP 数据核字(2010)第 112678 号

策划编辑 陈红升
责任编辑 郝可伟 陈红升
封面设计 刘 杰

书 名	新编教育专业英语
主 编	丁丽红 王 鹏
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出版发行	兰州大学出版社 (地址:兰州市天水南路 222 号 730000)
电 话	0931-8912613(总编办公室) 0931-8617156(营销中心) 0931-8914298(读者服务部)
网 址	http://www.onbook.com.cn
电子信箱	press@lzu.edu.cn
印 刷	兰州奥林印刷有限责任公司
开 本	787×1092 1/16
印 张	16.5
字 数	377 千
版 次	2011 年 1 月第 1 版
印 次	2011 年 1 月第 1 次印刷
书 号	ISBN 978-7-311-03568-6
定 价	29.00 元

(图书若有破损、缺页、掉页可随时与本社联系)

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序言一

《新编教育专业英语》可谓我国师范专业大学生的一本教学用书及教学参考书。本书结合我国师范专业学生即将从事教学工作的特点,将学生在未来学习、工作中会遇到的问题通过阅读及练习的方式逐一进行了演练,使学生通过学习本书后能够清晰地了解英语语法结构及双语教学策略。除此之外,本书还有以下几大特色:

1. 本书的作者注重将国内外多种语言学及语言研究成果融合在一起,在教材设计、编写结构及讲练方式上有所创新,使学习者学习该教材时学、用结合。

2. 本教材涵盖了英语学习的基本内容。作者从阅读技能训练开始,给学习者提供了相关的阅读技巧、阅读方法及阅读语篇的训练,使学习者能做到有的放矢。

3. 本教材能够结合读者群学习英语的水平“量体裁衣”,用汉语对翻译的基本技巧进行了详尽的描述,既阐述了翻译中的原则,又提供了大量鲜活的实例,并将翻译中容易出现的问题逐一进行了讲解,以提高学习者的翻译能力。

4. 本书突出了理论联系实际的特点,在整本教材中既有理论方面的指导,又有大量的相关练习,让读者以递进的方式学习,从词汇、句子结构、段落到整篇文章,不断积累专业英语知识,全面提高读者运用英语的综合能力。

5. 本书作者关注到了学习者的英语水平,对课文进行了翻译并做了详细的解释,以帮助学习者减小学习压力,降低难度,提高阅读速度,并增加学习的信心。

6. 本教材考虑了学习者的英语学习水平,采用了以学习者为中心和以自主学习为主的学习方式,使学习者有大量学习和反思的机会,为掌握自己的学习进度与速度提供了方便。

7. 本书作者根据学习者自身的特点,为其提供了教育学常用的专业术语及词汇,收录了中小学各科“中、英”双语教学课堂用语,为学习和掌握英语相关知识提供了参考依据。

总之,本教材的出版不仅为师范类的大学生提供了一套必修课的教材,更重要的是为师范生未来的教学工作提供了查阅、引用及参考的教学用书。

首都师范大学教授 邱耀德

2010年4月

序言二

英语是我国大学各类专业学生的必修课,而专业英语也是其中一门不可缺少的课程,现在中小学普遍实行各学科双语教学。《新编教育专业英语》就是为将来要从事教师职业的师范类大学生编写的。这本书的编写者都是长期从事“教育学”与“大学英语”的教师,他们在教学过程中,既积累了丰富的经验,又发现了存在的问题。在此基础上,各位编写者经过长期的思考和认真的探究,编写了这部教材。

本教材的编写思路:阅读方面——使学生在掌握阅读技巧的基础上熟悉相关专业术语并能熟练运用;翻译方面——在掌握翻译技巧的基础上熟悉相关专业术语的英汉转换并能进行基本的教育类专业英语的翻译工作;写作方面——在掌握各种文体的写作技巧基础上能够以书面方式熟练表达自己的教育观点并分析图表;教学方面——鼓励师范类各学科学生针对自己的教育对象以双语模式进行教学,期待师范类学生适应时代发展要求。

本教材的特点是:

第一,针对性强。本教材的主要使用者是师范类大学生,因此,在选材方面比较注重基础性、实践操练性和理论性。本书收录了教育学常用的专业术语和词汇,收录了中小学各科“中、英”双语教学课堂用语,便于学生集中学习和查阅,因此,在一定程度上具有工具书的作用。

第二,实用性强,学习和应用相结合。以自主学习为主,让学生课内和课外相结合,训练学生把基础阶段学到的语言知识和语言能力在所学专业领域中得到应用、巩固、扩展和提高。另外,本教材在写作、阅读、翻译部分穿插了专项训练,旨在提高学生专业英语水平的同时,帮助学生加强大学英语四级的考试训练。

第三,编写方式由浅入深,案例呈现生动有趣。本教材以双语模式为线索,穿插实际课堂案例。课堂实践可操作性强,能够增加学生的学习兴趣,同时也使学生在操练与反思中提高教学能力。

《新课标英语》主编 马承

2010年4月

前言

目前我国有关教育学的英语专业教材大多针对英语基础好的本科院校学生,内容偏深偏难,很少有针对西部地区英语基础较薄弱师范类学生的教育类专业英语教材。为了便于西部地区师范类学生能够毕业后胜任中小学双语教学任务,我们专门组织从事教育类专业英语的高校一线骨干教师将专业领域的最新研究成果收录于《新编教育专业英语》这本书中,并邀请了国内外相关专业的资深专家对其进行了严格的审定。

全书共包括五个部分:第一部分为学术阅读、翻译与写作技巧,主要针对师范类学生的英语语言基础应用,每一小节都穿插专项训练题;第二部分为双语教学实际操练与教学策略的探讨与研究;第三部分为教育类阅读材料,主要选编了课堂管理、道德教育、比较教育和教师教育,这一部分内容都配有实际案例与分析,使教材更加贴近教学实践,具有实用价值;第四部分为教育类专业词汇;第五部分是课文参考译文、习题详解。

本书主要特色如下:

1. 编者用一种比较全面的语言观研究大学专业英语教学,设计教材编写框架,编写本套教材。作者在编写本套教材时借鉴、吸取、融合并创造性地运用了国内外多种语言学和语言教学的研究成果,努力做到把国外先进实用的外语教学理论和方法、我国长期以来所积累的行之有效的外语教学的经验和方法、我国大学专业英语教学对象的英语现状和要求相结合。

2. 以积累专业英语基础知识和提高专业英语基本语言运用技能为目的,让学生从词汇、语段、篇章、思维方式等层面上学习和积累专业英语知识,全面训练并提高专业英语综合技能以及交际能力。

3. 本书第三部分精选的教育类阅读材料以理论结合实际案例的形式进行剖析与引导,目的是鼓励师范类学生了解国内外教育发展导向,从而使教材由浅入深,有系统性;使专业知识循序渐进,有连贯性;使专业英语语言的语料具有“原汁原味”的真实性。从多渠道、多层面、多角度向学生输入大量可理解、可接受的语言信息,促使学生积极思考。

4. 第三部分每个单元围绕一个专业知识主题,编选课文和设计思考题,便于学习者在脑海中反复重现课文内容,巩固和加深对课文的理解。

5. 大学专业英语是促进学生完成从理论学习到实际应用的有效途径。为此,教师在授课时可以提问为学生精心设计的课后思考题,学生可以口头回答或书面回答,这对训练和提高大学生的英语口头输出技能,书面输出技能和流利程度极为有效。由于本教材主要以双语

形式编写,所以对教师的要求并不是非常高,只要是教育学专业的教师就可轻松地使用本教材,也有利于学生自学本教材。

6. 对课文中生僻的单词、专业术语以及较难理解和较长的句子作了详尽的翻译,以方便学生在预习和自学中自己解决难点,尽可能地扫除阅读障碍,降低学习难度,加快学习进度,提高学习兴趣。

7. 本书收录了教育学常用的专业术语和词汇,收录了中小学各科“中、英”双语教学课堂用语,便于学生集中学习和查阅,因此,在一定程度上具有工具书的作用。

8. 本书的编写思路是以学生为中心,以自主学习为主,让学生课内和课外相结合,学习和应用相结合,训练学生把基础阶段学到的语言知识和语言能力在所学专业领域中得到应用、巩固、扩展和提高,促进学生完成从学习过渡到实际应用的语言习得过程,进一步帮助学生掌握良好的英语学习方法,打下扎实的专业英语知识基础,具备较强的专业英语应用能力,使他们能用英语交流信息,能使用双语进行中小学教学,能更好地适应未来工作的需要和进一步提高自己的英语应用能力。

本书由丁丽红、王鹏担任主编,对全书结构进行构思并组织编委进行编写,最后审订统稿;由白铁军(英语教学专家、博士)、曹进(西北师范大学外语学院教授)、Amanda(美籍教师)、Dina(美籍教师)担任副主编,对全书内容进行校正审订。教材编写分工为:第一部分 学术阅读、写作技巧(Unit 1, Unit 2)由黄江娜编写,翻译技巧(Unit 3)由黄江娜、丁丽红编写;第二部分 双语教学、教学策略(Unit 4, Unit 5)由丁丽红编写;第三部分 课堂管理、道德教育(Unit 6, Unit 7)由郭宁编写;比较教育、教师教育(Unit 8, Unit 9)由杨文娟编写;第四部分 教育学专业词汇由丁丽红、杨文娟编写。同时,为了保证语言及用词的原汁原味,特邀请了美国宾夕法尼亚大学(University of Pennsylvania)的 Cici Bai、佛农山高中(Vernon Hills High School)的 Daniel Bai、外籍教师 Rohina 三位参与了本书的编写。

本书的出版获得了兰州大学出版社的大力支持,组织结构获得了甘肃联合大学外语学院的鼎力帮助,编写获得了甘肃联合大学师范学院云聪教授、兰州外语职业学院应用外语系姜虹主任的悉心指导。在此,我们表示衷心的感谢和崇高的敬意!这本书,是团队精诚合作的结果,也是同仁们心智的集结,在学术上,是自我的飞升和超越。

在撰写过程中,我们参阅了大量的相关资料,吸收了其中的最新研究成果,并尽可能一一注明所参考的资料;但由于有的资料积累的时间较早,因此已无法全部注明,在此仅能表示诚挚的感谢和深深的歉意!

本书的尝试旨在抛砖引玉,以更好地促进教育专业英语的教学与研究,希望得到广大研究者和一线教师的支持、建议和指正。

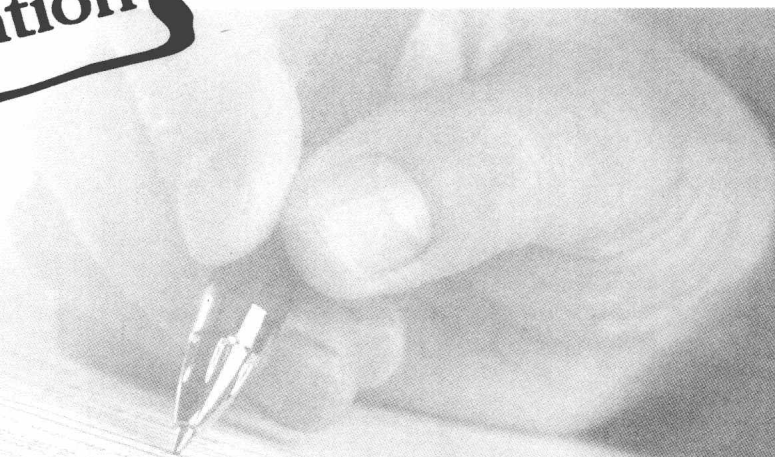
编者
2010年3月

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**New English
for Education**



Skills of Academic Reading, Translating, and Writing

Part One



Unit One Skills of Reading

1 Using Definition and Restatement to Find Out the Meanings of Words

When you read a passage and come to a word you don't know, you probably will look it up in a dictionary. However, looking up a word in a dictionary should not be the first thing you do. When one encounters a new word or expression, in fact, a dictionary should be your last choice, something to turn to when all else fails. Instead, it is best to try to figure out the meaning of the word from the words around it in the sentence, paragraph, or passage that you already know. Very often, among these surrounding words are various clues that allow you to figure out the meaning of the unknown word. These clues are called context clues. The most direct context clues are definition and restatement.

When definition ① is used, the meaning of a word is stated directly.

When restatement ② is used, the meaning of a word is usually signaled by key words, such as: "like", "or", "is called", "that is", "which is", or "in other words". Sometimes the meaning of the unfamiliar word is signaled by a comma or a pair of commas. See two examples below:

Examples:

① *The sheets were made of muslin. Muslin is a strong cotton cloth. (Definition)*

I just want a morsel, a thin piece, of that delicious cake. (Definition)

② *New England has some of the most fickle, or changeable, weather in the country. (Restatement)*

When you read, look for a definition or a restatement of an unfamiliar word. These clues help you to learn words more easily.

2 Using Comparison and Contrast to Find Out the Meanings of Words

Comparison and contrast are two other types of context clues that you can use to understand the meaning of an unfamiliar word by learning what it is like or not like.

When comparison ① is used, a word is compared with another word or a phrase that you already know. Try to discover the meaning of the word “crimson” from the following context.

Examples:

① *Her crimson dress was like the red of brilliant sunset. (Comparison)*

The word *like* signals that crimson is being compared to the red sunset. From this comparison, you know that crimson is a red color. Key words used to signal comparisons include *as, like, in the same way, and similar to*.

When contrast ② is used, a word is contrasted with another word or phrase which is opposite in meaning to the word and familiar to you. If you know the opposite of an unfamiliar word, you can often understand the meaning of the word you do not know. Read this example.

② *Dad found the trip enthralling, even though Uncle Tom thought it was boring. (Contrast)*

Enthralling is contrasted with *boring*. The phrase even though suggests that the bored Uncle Tom did not find the trip enthralling. *Enthralling* must mean the opposite of *boring*. Some key words that signal contrast as a context clue include *though, but, unlike, while, on the contrary, and on the other hand*.

3 Using Word Parts to Find Out the Meanings of Words

One way to add new words to your vocabulary is to learn about root words and word parts. A root word is a word on which other words are based. *Trust*, for example, is a root word.

Sometimes word parts are added to the beginning of a root word; these are called prefixes. When *mis-* is added to *trust*, the new word *mistrust* is formed. The new word has a different meaning from the root word. Other word parts can be added at the end of a root word. They are called suffixes. Add *-ful* to *trust*, and the new word *trustful* is formed. Sometimes, more than one word part is added to a root word. Both “*mis-*” and “*-ful*” can be added to “*trust*” to make “*mistrustful*”.

This knowledge will help you expand your vocabulary. If you can add the meaning of the word part to the meaning of the base word, that will give you the meaning of a new word. For example, let's suppose you bought a nontaxable item. We know, non- means "not", and -able means "can". The root word is *tax*. Thus nontaxable means "cannot be taxed".

4 Using Examples to Find Out the Meanings of Words

Sometimes you may be able to understand the meaning of a word through examples. By studying these examples, you can often determine what the unfamiliar word means.

In this type of context clue, a general term is given along with specific examples. Sometimes the general term may be unfamiliar to you. At other times, one of the specific examples might be unfamiliar. In either case, you can use the whole sentence to find out the meaning of the word you don't know.

Read these sentences:

- ① *I wrote a report on the lynx and other wildcats.*
- ② *Amphibians, such as frogs and snakes, are cold-blooded.*

You may not know exactly what a lynx looks like. However, the word "other" signals that a lynx is kind of wildcat. Similarly, you may not know exactly what an "amphibian" is, but the phrase "such as" signals that frogs and snakes are amphibians. Many key words and phrases signal the use of examples, including: *especially, like, other, this, these, for example, for instance, and such as*.

5 Using the Logic of a Passage to Find Out the Meanings of Words

One of the most common ways in which context provides clues about the meaning of an unknown word is through logic, or general reasoning, about the context of a sentence, or about the relationship between ideas within a sentence.

Suppose that before you read the sentence, you did not know the meaning of the word "empirical".

Examples:

- ① *Some of the questions before us now are empirical issues that require evidence directly related to the question.*

From the way “*empirical*” is used in the sentence, you know that an empirical issue is one that requires direct evidence. From that information, you can infer or reason that “*empirical*” has something to do with proof or supporting facts.

Now, suppose that you did not know the meaning of the term “*cul-de-sac*” before reading the following sentence:

② *A group of animals hunting together can sometimes drive their prey into a cul-de-sac; out onto a peak of high land, into a swamp or river, or into a gully from which it cannot escape.*

From the list of the places into which a prey can be driven – a peak, river, or swamp – you realize that the hunters have trapped the animal. Therefore, “*cul-de-sac*” must mean a place from which there is no escape.

6 Expanding Your Vocabulary

A strong vocabulary can be a valuable asset, both in college and later in your career. To improve your vocabulary, you must be willing to work at it, spending both time and effort learning new words and meanings. Keep in mind that intending to remember is one of the principles of learning. Your attitude toward reading will also influence the extent to which your vocabulary develops. The following suggestions will give you some help.

I. Read widely

One of the best ways to improve your vocabulary is to read widely, and diversely, including different subjects and styles of writing. Through reading, you can discover new words and new uses for familiar words. You also see words used in contexts that you have not previously encountered. College is one of the best places to begin reading widely. As you take elective and required courses, you are exposed to new ideas, as well as the words that express them clearly.

II. Look for five-dollar words to replace one-dollar words

Some words in your vocabulary are general and unclear; the meanings they convey are not precise, exact, or expressive. Try to replace these general and vague words with ones that convey your meaning more directly. For example, in the sentence *the movie was so good*, words such as *exciting, moving, thrilling, scary and heart-breaking* can replace the word “good”. Notice how each of them gives more information than the word “good”. These are the types of words you should try to use in your speech and writing.

III. Build your word awareness

Get in the habit of noticing new or unusual words when reading and listening. Learn to pay attention to words and notice those that seem useful. One of the first steps in expanding your

vocabulary is to develop word awareness. At the college level, many new words you learn do not represent new concepts or ideas. Instead, they are more accurate or more descriptive replacements for simpler words and expressions that you already know and use. Once you begin to notice words, you will find that many of them automatically become part of your vocabulary.

Your instructors are a good source for new words. Both in formal classroom lectures and in more casual discussions and conversations, many instructors use words that students understand but seldom use. You may hear new words and technical terms for a particular field.

Other good sources are textbooks, reading assignments, and reference materials. Like most students, you probably understand many more words than you use in your own speech and writing. When you become aware of these words, you will find that many of them become part of your vocabulary.

7 Using a Dictionary

Most students are familiar with the common uses of a dictionary: (1) to look up the meanings of words you do not know, and (2) to check the spelling of words. A dictionary can be useful in many other ways because it contains much more than just definitions. For most entries, you will find a pronunciation key, word origin, part(s) of speech, variant spellings, and synonyms. At the beginning or end of many desk dictionaries, you can find information on language history and manuscript form, lists of symbols, and tables of weights and measures.

A dictionary is the basic tool for expanding your vocabulary. Get in the habit of consulting your dictionary whenever you see or hear a somewhat familiar word that you do not use and can not define precisely. Locate the word, read each meaning, and find the definition that fits the way the word was used when you read or heard it.

A thesaurus, or dictionary of synonyms, is a valuable reference for locating a precise, accurate, or descriptive word to fit a particular situation. There are many words that have similar meanings, and you should choose the word from the entry that most closely suggests the meaning you want to convey. The easiest way to do this is to substitute various choices in your sentence to see which one is most appropriate. Check the dictionary if you are not sure of a word's exact meaning. Remember, a misused word is often a more serious error than a wordy or imprecise expression.

A common question students ask is which dictionary they should buy. There are several types of dictionaries, each with its own purpose and use. A pocket or paperback dictionary is a shortened version of a standard desk dictionary. It is small enough to carry with you to your classes and is relatively inexpensive. A desk dictionary is a more complete, thorough dictionary.

Although a pocket dictionary is convenient, it is also limited. A pocket edition lists about 55,000 words, whereas a standard desk edition lists up to 150,000 words. The desk edition provides much more information about each word.

Another type is the unabridged dictionary, which can be found in the reference section of any library. The unabridged edition provides the most complete information on each word currently in the English language.

Deciding whether to buy a desk dictionary or pocket dictionary will depend on your needs as well as what you can afford. It would be ideal to have both. A pocket dictionary is sufficient for checking spelling and for looking up common meanings of unfamiliar words, but, to expand your vocabulary, learn additional meanings of words, or to do any serious word study, you need a desk dictionary.

8 Prereading

Do you look both ways before crossing a street? Do you check the depth of a pool before diving into it? What do you do to an article or a chapter before you read it? In this passage, you will become acquainted with the technique of prereading – a useful way of checking any written material before you read it. Just as most people watch out before crossing a street, efficient readers check printed materials before reading to become generally familiar with the outline and organization.

I. Read the title and subtitle

The title provides the general topic of the article or chapter; the subtitle suggests the specific focus, aspect, or approach toward the topic.

II. Read the introduction or the first paragraph

The introduction, or the first paragraph, if there is no introduction, serves as a lead-in to the chapter. It gives you an idea of where the material is starting and where it is leading.

III. Read each major heading

The heading functions as labels or topic statements for what is contained in the sections that follow them. In other words, a heading announces the *major topic* of each section.

IV. Read the first sentence under each heading

The first sentence frequently tells you what the passage is about or states the main idea. You should be aware, however, that in certain styles of writing, the first sentence does not function as a main idea. Instead, the opening sentence may function as a transition or lead-in statement, or may be written to attract your interest. If the first sentence seems unimportant,