

3

朗文英语快速阅读进阶

FOR YOUR INFORMATION

HIGH-INTERMEDIATE READING SKILLS

FYI

Karen Blanchard ◆ Christine Root



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改编说明

朗文英语快速阅读进阶（原名 FOR YOUR INFORMATION）共分四个分册，每一分册均由八个单元组成，是一套旨在提高学生的阅读兴趣、扩展学生的词汇量、帮助学生掌握阅读技巧的非常系统的英语阅读丛书。该丛书是按照初级、中级、中高级至高级四个阶段进行编排的。该丛书的最大特点是选材新颖，融知识与趣味于一体。学生在阅读过程中既可学到相关的词汇和语句，又可以了解到全球范围内的一些热门话题。更重要的是，通过阅读文章和做辅助练习题，学生的阅读技能得到快速的提升。

我们对该丛书的改编主要是从我国的英语教学实践出发，按照国家教育部关于大学英语教学改革的要求，密切结合全国大学英语四六级考试委员会对大学英语四、六级考试题型的重新调整而进行的。特别针对目前大学英语四级考试新题型中的快速阅读，我们对原书作了部分删改，并在每篇文章中增补了与文章内容吻合的单词表，以及文章中所涉及的相关的人物、地区、国家等背景知识的介绍。另外，还特别对文章中所涉及的一些跨文化交际内容作了适当的介绍。这也是国家教育部关于大学英语教学改革的一项新的要求。

希望全国各高校的大学生在学好学校所安排的英语课程的同时，充分利用本丛书，进一步提高英语阅读能力和兴趣。同时，我们强烈建议新大学英语四级考试的考生使用本丛书作为考前的自主复习用书。

编者
2006年7月30日
于南开园

For Your Information 3 is a book of authentic, pre-academic readings for high-intermediate students of English as a Second Language. It is a reading skill-builder designed to appeal to students who are ready to take on the challenges of reading “uncontrolled” language from mainstream sources. It is meant for use in adult education programs, universities, language institutes, and secondary schools.

Like *FYI 1* and *FYI 2*, *FYI 3* is made up of eight thematically based units, each of which contains a selection of three or four articles, stories, poems, essays, or interviews. It is based on research indicating that ESL students are able to read at a higher level of English than they can produce. Provocative discussion questions and relevant skill-building activities accompany each unit as a whole and each individual reading.

It is the intention of *FYI 3* to help students become increasingly less tied to text and more adept at the application and analysis of information from their reading and the thoughtful discussion of ideas. While it is fundamentally a reading text, *FYI 3* also calls on students to practice their speaking, listening, writing, and analytical skills.

The basic format for each unit in *FYI 3* is as follows:

● **Points to Ponder**

Thought-provoking prereading questions introduce the general topic of each unit and generate discussion and interest in the topic.

● **Reading Selections and Tasks**

Each unit contains three to four authentic reading selections on high-interest topics of universal appeal. Selections are followed by a combination of discussion questions and activities to help students

- expand their vocabulary by using context to figure out meaning, understand idioms, and define terms and by studying and using word forms;
- hone their reading skills through a variety of strategies such as previewing, predicting, skimming, scanning, recognizing main ideas, looking at style, separating fact from theory, and understanding point of view;
- gain experience with exercises that replicate those on the TOEFL exam;
- develop their writing skills by summarizing, paraphrasing, and applying information in short reports.

● **Tying It All Together**

Each unit concludes with a set of questions that encourage students to think about, distill, and discuss the ideas they have read about in the unit.

We hope that you and your students enjoy working through the readings and activities in this text and that you find the text interesting for your information.

KLB, CBR

As always, we would like to thank our families, friends, and editors for their forbearance as we worked our way through this series. Special thanks go to Hasan Halkali for his high standards in determining which articles to include and to our editor, Allen Ascher, for his discerning suggestions.

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STRIVING TO COMMUNICATE



Unit 1
The Hope of Esperanto

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of Extinction 12

Throughout the world, wherever there is human society, there is language. Language is the form of communication characterized by the use of spoken or written symbols with agreed-upon meanings. It is only because we can communicate with each other that we have been able to develop civilizations. Advances in science, technology, economics, art, literature, and government are all the results of people communicating.

Although our world is growing smaller through international trade, telecommunications, and transportation, people still have difficulty communicating with each other. Thousands of languages are spoken around the world today. Some people think that the answer to the problems in global communication is the use of an artificial international language. In **The Hope of Esperanto**, you will read about one such language, called Esperanto, which was developed in 1887 by Ludovic Zamenhof and is still in use today.

BEFORE YOU READ

PREREADING QUESTIONS

1. Would you be interested in learning an artificial language such as Esperanto?
2. What are the advantages and disadvantages of such a language?

VOCABULARY

esperanto
世界语
centenary
百年纪念
multilingual
多种语言的
oculist
眼科医生
pseudonym
笔名
fervently
热烈地, 强烈地

The Hope of Esperanto

BY J . D . R E E D

REPORTED BY EDWARD M. GOMEZ/NEW YORK AND PAUL HOFHEINZ/LONDON

A made-up tongue celebrates its centenary

In 1887 Ludovic Zamenhof, a multilingual Polish oculist, published a book introducing a new language under the pseudonym Dr. Esperanto, meaning “one who hopes.” Zamenhof fervently wished that his invented tongue would become the world’s second language. Although that hope is still unrealized, nearly 6,000 zealous Esperantists—the largest gathering ever—from as far away as Japan and Brazil are in Warsaw this week to honor Zamenhof on the occasion of the 100th birthday of his language. They are doing so with a variety of events, all in Esperanto, plus a visit to Zamenhof’s hometown of Bialystok.

VOCABULARY

frill

(复) 矫饰, 虚饰

earthy

粗俗的

expletive

强烈的感叹词

excrement

粪便

lingua franca

共同的语言

lapel

西服上衣的翻领

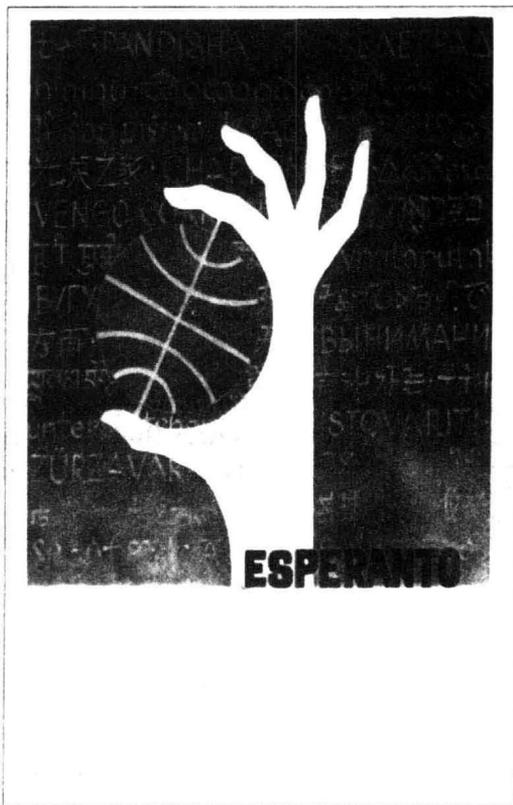
2 Many people assume that Esperanto is a dying language, a verbal experiment that has simply not worked out. In fact, Esperantists can be found all around the world. Estimates of their total number vary widely, from 1 million to 8 million or more. Marjorie Duncan, 65, a retired Sydney, Australian school teacher, believes the movement needs more young people. But, she says, they would “rather drive cars or go surfing.”

3 At a glance, Esperanto seems simple enough. It has only 16 easily memorized rules of grammar—no exceptions—and a basic vocabulary built from mostly Indo-European roots. Experts claim that virtually anyone can learn Esperanto in 100 hours or less. But for some, numerous suffixes and prefixes may complicate matters. Accents always fall on the next-to-last syllable of a word. (*J* sounds like *y*, *ĉ* like *ch*, *ĝ* like *j*, *ŝ* like *sh* and *u* like *oo*.) The no-frills system can handle many idiomatic phrases from other languages, and even has its own earthy expletives, such as *diable* for hell and *merdo* for excrement.

4 The use of Esperanto probably reached its peak in the 1920s, when idealists embraced it as one small step toward peace. Some intellectuals viewed it as a solution to the language problem, which they felt contributed to political misunderstandings; in some British schools youngsters could study Esperanto. But interest died down after World War II, partly because governments did not support the language, partly because English was fast becoming the lingua franca of business and travel. Esperantists have urged the United Nations to adopt their language, but the organization has its hands full with six official ones (English, French, Spanish, Arabic, Chinese and Russian).

5 Humphrey Tonkin, president of the Rotterdam-based Universal Esperanto Association, says the *Lingvo Internacia* is popular in lands whose languages do not travel well. Examples: Iran, Brazil, the Netherlands and the Scandinavian countries. A sizable concentration of Esperantists is found in Japan, where the language has sometimes been used for discussions by scientists who speak different languages. China uses Esperanto to facilitate communication between speakers of its northern and southern dialects and supports an active publishing program. Many masterpieces of literature have been translated into Esperanto, including the Koran and some of Shakespeare's plays. But Mary Davies, an Esperantist who runs a hotel in Heysham, England, complains, “We don't have any light reading.”

6 When they travel, many Esperantists wear lapel pins shaped like green stars that signal them as Esperanto speakers, in the hope of meeting fellow speakers. They also



VOCABULARY

avid

热望的, 贪求的
wee

很小的, 微小的

HOW WELL DID
YOU READ?

call up comrades-in-conversation and exchange cassette tapes by mail. Says Scotsman William Auld: "I've gotten drunk in every country in Europe with Esperanto speakers." In any language, an avid conversationalist can work up quite a thirst for a wee drop of *viskio*.

Read the following statements. If a statement is true, write *T* on the line. If it is false, write *F*.

- _____ 1. Esperanto has become the world's second language.
- _____ 2. Esperanto is a dying language.
- _____ 3. The total number of Esperantists is 8 million.
- _____ 4. Everyone agrees that Esperanto is a simple language to learn.
- _____ 5. The use of Esperanto has decreased since the 1920s.
- _____ 6. Esperanto is used to make communication easier between people who do not speak the same language.
- _____ 7. Many literary masterpieces can be read in Esperanto.

BUILDING
READING SKILLSLOCATING
INFORMATION

Look in the article for answers to the following questions. Underline the sentences that give you the information you need in order to answer each question. Then write the number of the question next to the sentences you underlined.

1. Why does Esperanto seem simple to learn?
2. Why was Esperanto most popular in the 1920s?
3. Why did interest in Esperanto decrease after World War II?
4. Why is Esperanto popular in Iran, Brazil, the Netherlands, and the Scandinavian countries?
5. How do Esperantists keep in touch with each other?

EXPANDING
VOCABULARY

SYNONYMS

Find a synonym for each of the following words or expressions from the article. The number of the paragraph is given to help you.

1. language (¶1) _____
2. enthusiastic (¶1) _____
3. just (¶2) _____
4. differ (¶2) _____
5. many (¶3) _____
6. manage (¶3) _____
7. basic (¶3) _____
8. encouraged (¶4) _____
9. countries (¶5) _____
10. aid (¶5) _____



Encyclopedias are a good place to look up basic information on a subject. You can find encyclopedias in almost every library. Encyclopedias are also available for use on computers. The following article about **Esperanto** is from the *Academic American Encyclopedia*, which is a computer-based reference. Read the article to see what additional information you can find out about Esperanto.

ESPERANTO

BY FRANKLIN E. HOROWITZ

VOYABUITY

auxiliary
辅助的
ophthalmologist
眼科医生
plague
烦扰
dissension
纷争, 争吵
infinitive
不定词, 不定式

- 1 Esperanto is an artificial language designed to serve internationally as an auxiliary means of communication among speakers of different languages. The creation of Ludovic Lazar Zamenhof, a Polish-Jewish ophthalmologist, Esperanto was first presented in 1887. (See LANGUAGES, ARTIFICIAL.) An international movement to promote its use, although originally plagued with dissension, has continued to flourish and has members in more than 80 countries.
- 2 Esperanto is used internationally across language boundaries by at least one million people, particularly in specialized fields. It is used in personal contacts, on radio broadcasts, and in a

number of publications, as well as in translations of both modern works and classics. Its popularity has spread from Europe—both East and West—to such countries as Brazil and Japan. It is, however, in China that Esperanto had had its greatest impact. It is taught in universities and used in many translations (often in scientific or technological works). *El Popola Ĉinio* (*From People's China*), a monthly magazine in Esperanto, is read worldwide. Radio Beijing's Esperanto program is the most popular program in Esperanto in the world.

- 3 Esperanto's vocabulary is drawn primarily from Latin, the Romance languages, English, and German. Spelling is completely regular. A simple and consistent set of endings indicates grammatical functions of words. Thus, for example, every noun ends in *o*, every adjective in *a*, and the infinitive of every verb in *i*. Esperanto also has a highly productive system of constructing new words from old: *ami*, to love; *malami*, to hate; *malamemo*, the tendency to hate.



Bibliography: Foster, Peter G., *The Esperanto Movement* (1982); Goodman, Thomas H., *Elements of Esperanto* (1977); Pei, Mario, *One Language for the World* (1958); Richardson, D., *Esperanto* (1988).


ACROSS TIME

Read the following selection as quickly as possible and decide which title is the most appropriate. Write the title on the line.

1. How to Communicate in Sign Language
2. Sign Language: A Clue to the Origins of Language
3. The Origin of Speech
4. Sign Languages around the World

Sign language is a method of communication that relies on hand movements and other gestures. It is a language used successfully with many people who are deaf and hearing-impaired. But sign language is probably nothing new. The work of paleoanthropologists, the scientists who study primitive humanlike creatures, has shown that the origin of language may lie in gestures, not speech as had previously been assumed. Until relatively recently, it was universally believed that the word "language" referred only to speech. It

was also believed that language emerged suddenly in our species and that language was a learned, not an innate, behavior. As scientists learn more and more about our ancient ancestors and the processes of the brain, attitudes are changing. They are beginning to understand that sign language is not primitive. It is linguistically as complex as speech. In fact, deaf children all over the world learn sign language just as hearing children learn speech because signing and speech both draw on many of the same parts of the brain.