

4

朗文英语快速阅读进阶

FOR YOUR INFORMATION

ADVANCED READING SKILLS

FYi

Karen Blanchard ♦ Christine Root



longman.com



南開大學出版社

朗文英语快速阅读进阶四

FOR YOUR INFORMATION 4

ADVANCED READING SKILLS



江苏工业学院图书馆
藏书章

原著: Karen Blanchard ◆ Christine Root

改编: 梁伟 ◆ 郭嘉

南开大学出版社
天津

图书在版编目(CIP)数据

朗文英语快速阅读进阶. 4/ (美) 布兰查 (Blanchard, K.), (美) 鲁特 (Root, C.) 著; 梁伟, 郭嘉改编.

天津: 南开大学出版社, 2007. 4

ISBN 978-7-310-02681-4

I. 朗... I. ①布... ②鲁... ③梁... ④郭... III. 英语—阅读教学—高等学校—教学参考资料 IV. H319.4

中国版本图书馆 CIP 数据核字(2007)第 034181 号

版权所有 侵权必究

南开大学出版社出版发行

出版人: 肖占鹏

地址: 天津市南开区卫津路 94 号 邮政编码: 300071

营销部电话: (022)23508339 23500755

营销部传真: (022)23508542 邮购部电话: (022)23502200

*

河北省迁安万隆印刷有限责任公司印刷

全国各地新华书店经销

*

2007 年 4 月第 1 版 2007 年 4 月第 1 次印刷

880×1230 毫米 16 开本 11.875 印张 315 千字

定价: 22.00 元

如遇图书印装质量问题, 请与本社营销部联系调换, 电话: (022)23507125

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 4 is a challenging book of authentic readings for low-advanced students of English as a Second Language. It is a reading skill-builder designed for students who have experience with reading from mainstream sources and who are ready to delve into longer and/or more densely written material with nuanced language. *FYI 4* moves away from intensive textual analysis and toward the broader application of reading for the purpose of writing, discussion, and making presentations in academic, professional, or personal settings. It thereby bridges the gap between reading for a controlled ESL setting and independent reading for school, work, or pleasure. It is meant for use in adult education programs, colleges and universities, language institutes, and secondary schools.

Like *FYI 1, 2, and 3*, *FYI 4* is made up of eight thematically based units, each of which contains a selection of articles, interviews, stories, poems, or essays in a wide variety of writing styles. Some selections are rather lengthy. The book is designed to help students engage in the process of reading critically and encourages them to move beyond passive reading to a more active, sophisticated analysis of the material. To this end, students are asked to integrate, discuss, and write about new ideas, as well as to draw on their own knowledge and experience of the topics during in-depth follow-up activities.

The basic format for each unit in *FYI 4* is as follows:

- **Points to Ponder**

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

- **Reading Selections and Tasks**

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

- expand their vocabulary by using context to figure out meaning 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, analyzing style and tone, separating fact from opinion,

understanding point of view and figurative language, and increasing reading speed;

- gain experience with exercises that replicate those on the TOEFL®;
- develop their writing skills by summarizing, paraphrasing, writing reports and essays, and using appropriate quoting and citing conventions

- **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.

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

Thank you to Diane Englund and Stephanie Fins for their interest in this project and their unrelenting tenacity in tracking down articles for us. Thanks also to Robby Steinberg for her generosity of time and spirit and for her good judgment. As always, we would like to thank our families, friends, students, and colleagues for their unfailing support.

We dedicate this book to our students, past and present, who have so enriched our lives.

Introduction.....	iii
UNIT 1 LANGUAGE AND LIFE	1
1. What Would You Like in Your Welcome Package?.....	3
2. A 'glorious mongrel'.....	6
3. My Name.....	12
Tying It All Together.....	14
More Information.....	15
Answer Key.....	19
UNIT 2 POLAR CONNECTIONS	21
1. Antarctica: A Lonely Planet Travel Survival Kit.....	23
2. Survival of the Coldest.....	27
3. Cool Science on Antarctica.....	32
Tying It All Together.....	40
More Information.....	41
Answer Key.....	42
UNIT 3 THERE'S NO PLACE LIKE HOME	43
1. Coming Home: Gay Talese.....	45
2. Coming Home: Richard Ford.....	50
3. Does Boston Mind Its Manners?.....	54
4. The House on Mango Street.....	58
Tying It All Together.....	63
More Information.....	64
Answer Key.....	65
UNIT 4 ATHLETES AND ROLE MODELS	67
1. Athletes as Role Models.....	69
2. I'm Not a Role Model.....	75
3. Warning: Games Seriously Damage Health.....	79
Tying It All Together.....	83
More Information.....	84
Answer Key.....	85

UNIT 5 YOUR PLACE IN THE FAMILY	87
1. Rebels Among Us: Birth Order and Personality.....	89
2. A Telling Birthmark for Business.....	94
3. The Stones.....	103
Tying It All Together.....	107
More Information.....	108
Answer Key.....	109
 UNIT 6 INFLUENTIAL ENTERTAINERS	 111
1. The TV Host: Oprah Winfrey.....	113
2. The TV Star: Lucille Ball.....	118
3. The TV Creator: Jim Henson.....	124
Tying It All Together.....	129
More Information.....	130
Answer Key.....	131
 UNIT 7 ENTREPRENEURS IN THE ELECTRONIC AGE	 133
1. The Virtual Route to Happiness.....	135
2. Click Till You Drop.....	141
Tying It All Together.....	151
More Information.....	152
Answer Key.....	153
 UNIT 8 IQ OR EQ?	 155
1. The Art of Genius.....	157
2. The E-Factor!.....	162
3. The Lowdown on High EQ.....	169
Tying It All Together.....	176
More Information.....	177
Answer Key.....	178

LANGUAGE AND LIFE



Selections

1. What Would You Like in Your Welcome Package? 3
2. A 'glorious mongrel' 6
3. My Name 12

Times change and so do languages, lives, and for some of us, even our names. As you work your way through the readings in this unit, you will read about the many ways that languages, lives, and names change as time goes by.

UNIT 10 DISCUSSION

DISCUSSION

Think about and then discuss the following questions.

1. When did you decide to make a commitment to learn English at the advanced level? Why did you make this decision?
2. In what ways has it been easy for you? Difficult?
3. Do you anglicize your name when you are with English speakers?

One of the most difficult things about moving to another country is learning a new language. But a new language is only one of the many adjustments newcomers have to make in overcoming culture shock. "What Would You Like in Your Welcome Package?" explores the possibility of compiling a "welcome package" containing helpful information for foreigners living in the United States.

UNIT 11 DISCUSSION

PREREADING DISCUSSION

1. Have you ever lived in another country? If so, what were the hardest things for you to adjust to?
2. Does your country have a lot of immigrants? What kinds of problems do you think they have adjusting to life in your country?

What Would You Like in Your Welcome Package?

Immigrants Offer Tips for an Official Guide to America

BY DAVID W. CHEN

cascade

瀑布；一连串，一系列

propel

推进，驱使

attest

证明

¹ If Independence Day celebrates America—fireworks, parades and cascades of red, white and blue—then it also celebrates what it means to be an American. And being an American usually means being an immigrant or a descendant of immigrants.

² In New York City, this has never been truer: A new wave of arrivals has propelled the city's immigrant population to a record 2.7 million, and about 60 percent of New Yorkers are either immigrants or their children.

³ Many things have changed since the New York area's last huge wave of immigration early in the [twentieth] century. Immigrants take jetliners to Kennedy and Newark International Airports, not ships to Ellis Island. But as any immigrant can attest, the first steps to life in the United States are no less awkward, difficult and lonely.

⁴ Last year, the United States Commission on Immigration Reform, a Federal advisory body, suggested

several ways to help immigrants adjust. One idea was to compile a “welcome package” containing important information in several languages.

⁵ For now, that suggestion is not being actively considered by the



VOCABULARY

backlog

积压未办之事, 积压的工作

quirky

诡诈的, 离奇的

toss

投, 掷

outlet

出口, 出路

culinary

厨房的, 烹调用的

enclave

被包围的领土

construe

解释, 分析

subsidize

资助, 津贴

Immigration and Naturalization Service, which is more concerned with reducing the unprecedented backlog of two million immigrants awaiting citizenship around the country, said Eric Andrus, an I.N.S. spokesman in Washington.

⁶ The backlog is so great—300,000 are waiting in New York City alone—that the New York immigration district did not have enough approved applications to stage its traditional Fourth of July swearing-in ceremony this year.

⁷ Given the agency's priorities, it remains to be seen whether the welcome package will ever become a reality.

⁸ But what if there were such a package? What would be in it? Practical things, like maps or guides to English-language classes? Philosophical things, like strategies for successful immigrant living? Or quirky things to reduce the chances of culture shock?

⁹ In the spirit of Independence Day, eight immigrants were asked for their thoughts. Some had specific ideas for an official Federal information packet, while others couldn't resist tossing in more personal advice.

¹⁰ Sonia Urban, 40, a pastry chef at Maya Restaurant in Manhattan who emigrated in 1970 from the Dominican Republic, suggested including information about the government, about language schools, about the libraries.

¹¹ "In some countries, people don't even know what taxes are," she said. "I would explain the concept, say that it's not money that you give away to the Government; it produces money to support the schools and Medicaid and the libraries."

¹² A list of discount outlets and

wholesale companies would also be beneficial, she said, as would a guide to the city's culinary delights.

¹³ "Maybe something visual, like a poster, showing different foods, like french fries," she said. "If you understand what it is, and what it looks like, I think you'll be willing to try it."

¹⁴ Liam Benson, who is in his early 50's, owns two bars, O'Donoghue's and The Quiet Woman, in Hoboken, N.J. He was a dairy farmer in County Mayo, Ireland, before immigrating here 15 years ago.

¹⁵ Mr. Benson said he would encourage immigrants to avoid living in an area with a large concentration of their own nationality. Being independent, he said, would open one's mind. A positive attitude also helps.

¹⁶ "A lot of Irish say that they'll stay one or two years," he said. "Then one year goes by, and they say another year. Then another. Until 10 years go by so fast, and they're still here and they don't achieve their maximum while they're here."

¹⁷ People also should not cling to their old habits, he said. For example, immigrants should not gripe about how Americans write dates numerically: 7/4/98, for instance, is written 4/7/98 in Ireland and many other countries. "You're not going to change the American way," Mr. Benson said, "so you might as well go along with it."

¹⁸ Florence Moise-Stone, 43, a lawyer for the City University of New York, emigrated from Haiti about 30 years ago. She said that Haitian immigrants would appreciate guides to the city's parks, churches, libraries and ethnic enclaves.

¹⁹ One thing that Haitians would have to adjust to, she said, is freedom of speech: "You can go out and bad-mouth Clinton all you want; nothing is going to happen to you."

**HOW WELL DID
YOU READ?**

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

- _____ 1. Over half of the residents of New York City are either immigrants or children of immigrants.
- _____ 2. Today immigrants have an easier time adjusting to the first steps of life in the United States than they did earlier in the twentieth century.
- _____ 3. Several million immigrants are waiting to become American citizens.
- _____ 4. A welcome package for immigrants is being prepared by the Immigration and Naturalization Service.
- _____ 5. In the past immigrants came to the United States by ship; now many come by plane.

Throughout history languages have evolved and changed. It is a natural process that was taking place long before movies and television came along to hasten the absorption of foreign words into the vocabularies of languages around the world. As you read "A 'glorious mongrel,'" you will see how the English language grew.

BEFORE YOU READ

PREREADING ACTIVITY

1. Write down any words in your native language that you know have been absorbed into the English language.

_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Make a list of English words that have been absorbed into your native language.

_____	_____	_____
_____	_____	_____
_____	_____	_____

BUILDING READING SKILLS

PREVIEWING

There are several steps you can take to improve your reading comprehension skills. One of the most important of these, **previewing**, is something you should do *before* you read the article. When you preview a text, you examine certain parts of it before you read it all the way through. You can gather clues about an article from its title, subtitle, pictures, captions, and headings. Previewing will give you a good idea of what you are about to read and how you should approach reading it.

Look at the title and subtitle of the article on pages 7–8. Think about what they mean. Look at the drawing and its caption. Then read the first sentence of every paragraph. Write a few sentences that predict what you think the article will be about.

Now read the whole article carefully, and see how close your prediction is.



A 'glorious mongrel'

The language that some Americans want to defend against foreign invasions is itself a multicultural smorgasbord of borrowed words.

By Gerald Parshall

VOCABULARY

mongrel

杂混在一起

smorgasbord

瑞典式自助餐

Sanskrit

梵语

polo

马球

aphorism

格言, 警句, 谚语

enterprise

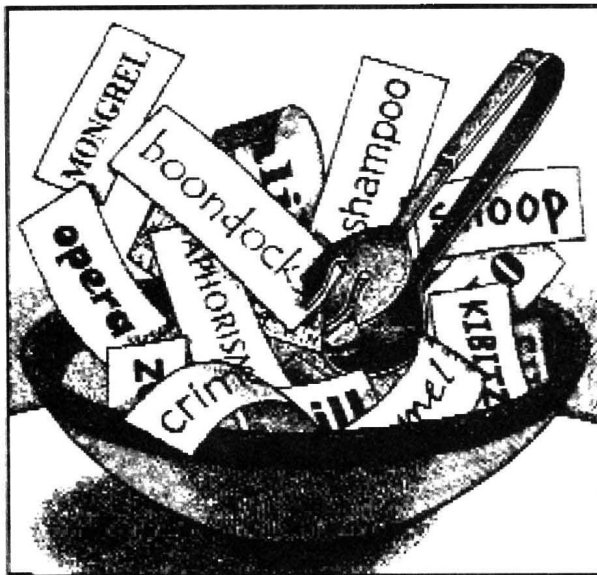
企业, 事业

¹ Back in 1780, John Adams urged the creation of an American academy with a lofty mission—to keep the English language pure. The Continental Congress, preoccupied with other challenges (such as winning independence from Britain), let the proposal die. And wisely so. It would have been like giving a courtesan a chastity belt for her birthday. “The English language,” as Carl Sandburg once observed, “hasn’t got where it is by being pure.” Not from the get go.

² The language that many now seek to shore up against the babel of America’s multicultural masses is a *smorgasbord* (Swedish) of words borrowed from foreign tongues. Three out of four words in the dictionary, in fact, are foreign born. Sometimes anglicized, sometimes not, many loan words are so familiar that most English speakers are aware of their exotic origins only vaguely if at

all. We can borrow *sugar* from a neighbor only because English borrowed the word from Sanskrit centuries ago. Ask your *pal* (Romany) to go to the *opera* (Italian), and he may prefer instead to go hunting in the *boondocks* (Tagalog), to play *polo* (Tibetan) or to visit the *zoo* (Greek) to

test his *skill* (Danish) at milking a *camel* (Hebrew), after which he may need a *shampoo* (Hindi). Whether silly or scholarly, many sentences have equally rich lineages, illustrating Dorothy Thompson’s *aphorism* (Greek) that English is a



“glorious and imperial mongrel” (*mongrel*, fittingly, being pure English).

³ English itself is one of history’s most energetic immigrants. Three northern European tribes, the Angles, the Saxons and the Jutes, got the enterprise started by invading Britain around A.D. 449. The Vikings arrived from Scandinavia in

FYI

The word **alphabet** is derived from the first two letters of the Greek alphabet, **alpha** and **beta**.

hoard

储藏

peasantry

农民(总称)

cosmopolitan

四海为家的人,

世界主义者

coinage

造币, 货币制度

snoop

探听, 窥视

spook

鬼, 幽灵

schlock

次品, 伪劣品, 伪劣

货

promiscuous

混杂的

calibrate

校准

A.D. 793 to mix it up, battle-ax against battle-ax, adverb against adverb. The Norse and Anglo-Saxon tongues melded, enriching the word hoard. Example: You *reared* a child (Anglo-Saxon) or *raised* a child (Norse). As every schoolchild used to know, the Norman French conquered England in 1066. The language of the Saxon peasantry then conquered the Norman aristocracy. The result was a tongue that kept its Germanic structure but took in a huge new vocabulary of French words and through it Latin and Greek terms. Traders, warriors, scholars, pirates and explorers all did their part to advance English's cosmopolitan destiny.

The language was happily spiced with words from 50 languages even before the opening of the New World offered fresh avenues. Americans quickly became known for their own coinages, the many "Americanisms" they invented—words like *groundhog*, *lightning rod*, *belittle* (minted by Thomas Jefferson), *seaboard*—new words for a new land. But American English also adopted American Indian terms, (mostly place names) and welcomed useful words brought across the water by immigrants. The Dutch supplied *pit* (as found in fruit) and *boss* (as found in the front office), *sleigh*, *snoop* and *spook*. Spanish supplied *filibuster* and *bonanza*. Yiddish enabled Americans to *kibitz* *schmucks* who sold *schlock* or made *schmaltz*.

Big dictionary

Today, after 1,500 years of promiscuous acquisitiveness, the vocabulary of English is vast. The Oxford English Dictionary lists more than 600,000 words; German has fewer than one third

that number, French fewer than one sixth. What makes English mammoth and unique is its great sea of synonyms, words with roughly the same meaning but different connotations, different levels of formality and different effects on the ear. Anglo-Saxon words are blunt, Latin words learned, French words musical. English speakers can calibrate the tone and meter of their prose with great precision. They may *end* (Anglo-Saxon), *finish* (French) or *conclude* (Latin) their remarks. A girl can be *fair* (Anglo-Saxon), *beautiful* (French) or *attractive* (Latin). A bully may evoke *fear* (Anglo-Saxon), *terror* (French) or *trepidation* (Latin).

Its depth and precision have helped make English the foremost language of science, diplomacy and international business—and the medium of T-shirts from Tijuana to Timbuktu. It is the native tongue of 350 million people and a second language for 350 million more. Half the books being published in the world are in English; so is 80 percent of the world's computer text. While Americans debate bilingualism, foreigners learn English. Its popularity is fed by U.S. wealth and power, to be sure. But Richard Lederer, author of *The Miracle of Language* and other books on the peculiarities of English, believes the language's "internationality" has innate appeal. Not only are English's grammar and syntax relatively simple, the language's sound system is flexible and "user friendly"—foreign words tend to be pronounced the same as in their original tongue. "We have the most cheerfully democratic and hospitable language that ever existed," Lederer says. "Other people recognize their language in ours."