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Language



Unit Walk-through

Mini-lecture

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Guided Reading

What Is Language?

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1. Idioms: Piece of Cake or Hard Nut to Crack?
2. Teen Talk: Dya Hang with the Slang?
3. Are Women Really Better at Language?

Inquiry Reading

Foreign Languages Fade in Class—except Chinese



运筹帷幄，成竹在胸——阅读计划的制定

阅读计划是指有目的、有策略、有步骤地安排整个阅读活动，包括设置阅读目标、选择学习材料、分析并完成任务及自我监控与评价等环节。

在制定阅读计划时，我们首先要对与学习任务相关的学习情境进行具体的分析与思考，然后根据自身的学习特点和时间，规划出切实可行的宏观阅读计划（长期阅读计划）和微观阅读计划（单次阅读计划），选择相应的阅读方式进行自我监控与评价。

一、宏观阅读计划的制定

宏观阅读计划主要是回答这几个问题：读什么？怎么分配时间？要达到什么效果？读什么关乎个人阅读兴趣（文学、历史、经济、科学、哲学等）和阅读需求（备考、工作或学习需要等）。阅读时间分配即阅读周期的设置，可以是一周、一月，也可以是一年、一生。明确阅读效果就是明确阅读目的（学习、娱乐、获取资讯等）。凡事预则立，不预则废。制定宏观阅读计划旨在使我们对自己在一段时间内的阅读活动有全面的规划，使阅读活动分步骤、有条理、有效率地开展。

假设我们把一个月作为一个周期，这个月我们决定以Life为专题，采用《新世界大学英语·阅读教程2》里的文章为阅读材料，根据个人需求选择文章及其顺序，做计划如下：

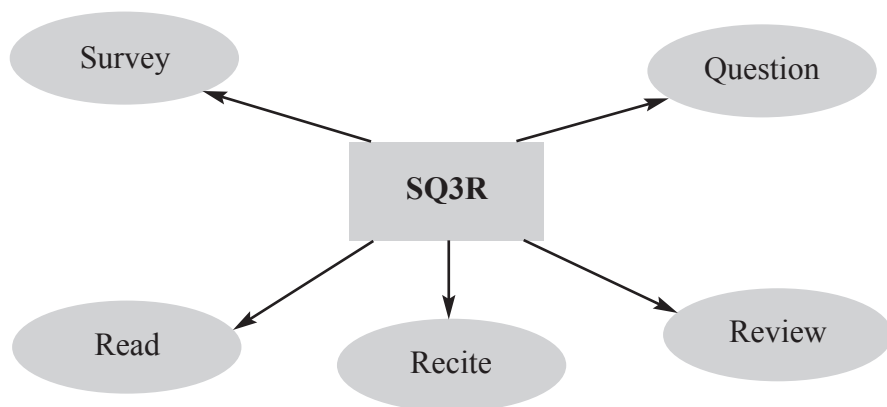
专题	周次	主题	选定文章
Life	第1、2周	Marriage & Family	1. Marriage and Family in China
			2. The Benefits of Marriage
			3. The Battle of Sexes
			4. Full-time Husbands in China
			5. Through the Eyes of Fathers
			6. Family—Honoring the Elders
			7. The Problem with Living Together
	第3、4周	Lifestyle	1. The Freshmen Lifestyle
			2. The Joys of Living Alone
			3. Getting off the Clock
			4. Bank Holiday DIY
			5. Lowering Necessary Expenses
			6. Be Selfish: Volunteer
			7. To Fly or Not to Fly



二、微观阅读计划的制定——学习策略的采用

宏观计划设定好后就要确定相应的微观计划。坚持每天阅读一篇，对大部分文章进行以获取信息为目的的泛读，但每周应选择其中一篇经典的文章重点阅读，学习其语言结构和用词特点等微观知识。

在实施英语阅读的微观计划中，我们应学会采用一定的学习策略以便更有效地完成设置的阅读任务。SQ3R方法是一种提升研习能力的策略，由美国俄亥俄州州立大学心理学教授罗宾逊 (Dr. Francis Robinson) 设计，其含义是浏览 (Survey)、提问 (Question)、阅读 (Read)、复述 (Recite)、复习 (Review)。如图示：



对SQ3R阅读法的五个阶段我们逐一阐述如下：

1. 浏览：纵观全文，获得阅读材料的总体印象。此阶段的阅读重点是：标题、副标题、导言、结论、问题、图表、照片、数字、黑体或斜体部分。浏览的目的是回答这几个问题：本文是关于什么主题的？本文的难度有多大（语言、内容等方面）？需要多少时间能完成阅读？

2. 提问：基于浏览时的信息，针对材料准备问题。提问有多种方式，可以把标题、黑体部分、每段中心句变成问句，也可以根据自己的兴趣形成问题。比如我们可以问自己：作者为什么选择这个主题？其重要性是什么？作者可能会写些什么？就此主题我都知道些什么？这个词为什么多次在文中出现？等等。提问过程十分重要，却并非人人了解，有意识的提问使阅读变成一个有准备的、主动的、批评性的、时时注意的过程，有助于提高独立思考、解决问题的能力，也可以帮助提高学习与记忆的效率。

3. 阅读：如果说浏览、提问敲开了书本知识的大门，阅读则是登堂入室。这个阶段要杜绝被动的心态，而要做到边阅读，边思考，边圈点，边涂改。要尽可能将自己原有的知识和新知识结合起来，写眉批，写心得，做读书笔记。在书本留白处写下序号、关键词、总结、评语等。做笔记时尽量使用自己的语言而非抄录原文字句，这是判断我们是否真正理解原文的有效方法。

4. 复述：合起书本，凭记忆复述读过的内容。此阶段回答这几个问题：本文的中心是什么？作者的目的是什么？我能否回忆起作者使用的重点词句？我能否回答我之前的提问？这种主动、及时的回忆，有助于集中注意力，发现疑难点并重点突破。同时，这也是巩固记忆的有效手段。

5. 复习：在复述的基础上，根据问题解答的满意程度和记忆程度进行全面而有重点的复习。我们可以利用自己的读书笔记，对获得的信息进行重新整理。比如设计一张图表将所有信息点呈现出来，用自己的语言写篇读后小结，同学间互相提问等。复习应在学习后的第二

天进行，隔一定时间还要重复进行，以巩固学习和记忆的效果。

SQ3R读书方法综合运用了有关学习和记忆的心理原则，特别适合于阅读教科书及经典著作。

三、阅读方式的选择

制定好计划后，要根据阅读目的来确定每篇文章恰当的阅读方式。常见的阅读方法有：

- 略读 (skimming)：扫视全文，迅速掌握主旨大意。
- 寻读 (scanning)：有目的地搜索、确定信息，找出答案，解决问题。
- 泛读 (extensive reading)：最大量获取信息，以整体理解、获取信息为目的。
- 精读 (intensive reading)：通常是关于细节的阅读，对阅读理解的精确度要求较高。

四、自我监控与评价

在实施阅读计划的整个过程中进行自我监控并及时修正非常必要。我们可以使用本书中评价阅读技能的表格，也可以设计一套个性化的评价标准和体系，衡量自己阅读计划完成的情况，评估自己是否达到预期目标等。如果发现结果有重大偏差，则要分析原因，调整阅读计划，以达到更高的可行性。

通过上面的宏观和微观阅读计划的制定和实施，我们可以较有序地规划各阶段的阅读活动，有效掌控学习过程，避免走弯路。

即学即练

参照讲座中的范例，使用阅读教程以及可获得的阅读资源，制定一个有关Great Thinkers专题的阅读计划，把拟实施的细节填入下列表格。

周次	主题	选定文章	阅读方式	完成情况	
				所用时间	掌握情况
第1、2周		1.			
		2.			
		3.			
		4.			
		5.			
		6.			
		7.			
第3、4周		1.			
		2.			
		3.			
		4.			
		5.			
		6.			
		7.			





Read carefully the following passage and the explanations.

What Is Language?①

Passage

Sometimes simple questions yield the most difficult answers.

The other day I was listening to this latest [CD② by Manu Chao at HMV③](#). The [music④](#) is very Latin and you can almost dance to it. The only reason I [didn't buy⑤](#) it was that the tracks sounded [repetitive⑥](#)—as in track 1 sounded exactly like track 5. Thinking it's another wannabe who runs out of creativity and desperately wants to enter the music market, I dismissed Manu Chao and [refused to purchase a copy⑦](#).

And then another day I went there and having no better choices, I decided to give the album another chance. I listened carefully and suddenly discovered that [track 1⑧ IS track 5⑨](#)—it's the same melody sung in Spanish (track 1) and French (track 5). [Because you can do different tricks with different languages, I wasn't able to recognize the melody in the first go.⑩](#) I then did my wikipedia search and found out that Manu Chao is a Spanish (Galician) born in France.

That led to more questions. How are languages so different that they create different worlds? [By that I mean, singing in](#)

Explanations

- ① 快速浏览全文，我们的初步印象是：本文的主题是语言，作者通过亲身经历想要说明语言的不同让世界不同，使人产生距离。
- ② 我们可以提问：
 1. 为什么写“语言”这个显而易见的主题？
 2. 语言和CD、the music有什么关系？
 3. 是否赞同最后一段的结论——语言给人类带来联系，也带来隔阂？
- ③ 本段描述一段经历，我们给关键词CD by Manu Chao at HMV, didn't buy, repetitive, refused to purchase a copy画下底线，利用这些词就可串起整个事件。
- ④ track 1和track 5在这段又出现。我们回忆第一段，作者拒绝购买Manu Chao的CD就是因为当时判断这两首曲目似乎相仿，有重复之嫌。这时作者发现两曲本就是同一旋律，采用不同语言歌唱罢了。
- ⑤ 这两句回答了我们提出的第2个问题。作者用



Spanish and French can create really different feelings and sentiments, even with the same melody, and by the same person!⁶ The tower of Babel incident had created far more implications than what I initially thought—the world was literally divided into many pieces when that happened. People view the world and feel it differently. Things mean differently to people because the languages they employ are different. If, for example, you were an Eskimo, you would have like 50 different expressions for “snow” and snow would mean something different to you. I was reminded the other day that there is no such concept as “brown” for painters—they have all the hues⁷ close to it, but not your kindergarten vocabulary “brown”. So brown means something different to Van Gogh and Picasso! Languages are created by customs and cultures but in turn languages also shape and strengthen them.⁸ Take a look at the rapid production of Cantonese slang among teenagers per year and you will see how this 2-way arrow works!

That would explain why, having been to Japan for 3 times in 3 years, Japan is still very foreign and mysterious⁹ to me. And why Spain is different⁹ when I can communicate with the store owners and people on the street (not that I can speak it perfectly). And why I would feel so much safer⁹ and secure in the States (I know what people are talking about!). Languages connect people, but can also isolate them.⁹

自己对音乐的体会表明不同的语言唱出同一歌曲，会让人产生不同的感觉和情绪，足可见语言影响、改变之效力。

- ⑥ hues对我们来说可能是个生词，可以画圈做标记。根据上下文，画家认为brown这个颜色并不存在，brown不是我们幼儿园学过的“褐色”，而是与之相关所有的 hues，那么猜测hue意为“色调”。
- ⑦ 利用Eskimo语中snow有50种表达方式以及画家对brown个性化的定义，作者得出本句这一结论：语言产生于习俗和文化，又反作用于习俗文化。论点使用波浪线标记，以便回顾。
- ⑧ 作者描述日语是foreign and mysterious，意大利语是different，美语是safer，使用自己不同的感受，作者旨在证明语言产生隔阂的论点。
- ⑨ 回想浏览时产生的3个问题，我们知道作者并非严肃地讨论语言的定义，而是表达语言的不同带来了感受和世界的不同。作者旨在表达，类似于中文的散文随笔。





Read the following passage and answer the questions.

The Bilingual Brain^①

Passage

When Karl Kim immigrated to the United States from Korea as a teenager ten years ago, he had a hard time learning English. Now he speaks it fluently, and recently he had a unique opportunity to see how our brains adapt to a second language. Kim is a graduate student in the lab of Joy Hirsch, a neuroscientist (神经系统科学家) at Memorial Sloan-Kettering Cancer Center in New York. He and Hirsch have recently found evidence that children and adults don't use the same parts of the brain when learning a second language.^②

The researchers used an instrument called a functional magnetic resonance imager (MRI) (磁共振成像仪) to study the brains of two groups of bilingual people.^③ One group consisted of those who had learned a second language as children. The other consisted of people who, like Kim, learned their second language later in life. When placed inside the MRI scanner, which allowed Kim and Hirsch to see which parts of the brain were getting more blood and were thus more active, people from both groups were asked to think about what they had done the day before, first in one language and then the other. (They couldn't speak out loud, because any movement would

Questions

- ① 浏览全文，如标题、首尾段、各段首句等，你的初步印象是什么？心中产生了什么问题？
- ② 本段哪一句是中心句？请画底线标注。
- ③ 本段叙述了实验所用仪器、研究对象、步骤和原理，请分别找出来并作出解释。



disrupt the scanning.)³

Kim and Hirsch looked specifically at two language centers in the brain¹—Broca's area², in the left frontal part, which is believed to manage speech production, and Wernicke's area⁴, in the rear of the brain, thought to process the meaning of language. Both groups of people, Kim and Hirsch found, used the same part of Wernicke's area no matter what language they were speaking.⁵ But their use of Broca's area differed.

People who learned a second language as children used the same region in Broca's area for both languages.⁶ But those who learned a second language later in life made use of a distinct region in Broca's area for their second language—near the one activated for their native tongue.

How does Hirsch explain this difference?^{7,8} When language is being hard-wired (硬连接的) during development, says Hirsch, the brain may intertwine (编织) sounds and structures from all languages into the same area. But once that wiring is complete, the management of a new language, with new sounds and structures, must be taken over by a different part of the brain.⁹

A second possibility is simply that we may acquire languages differently as children than we do as adults. If you watch mothers or family members teaching an infant to speak, says Hirsch, it's very tactile (触觉的), it's very auditory, it's very visual. There are a lot of different inputs. And that's very different⁸ from sitting in a high school class.¹⁰

4 Broca's area和Wernicke's area在文中有清晰的解释, 请用圆圈画出解释这两个概念的中心词。

5 截至现在对这次实验可得出什么结论?

6 this difference指的是什么?

7 请使用自己的话解释这一句。

8 这里的different指什么样的不同? 作者的观点和态度如何?

9 回想浏览时产生的问题, 你是否得到了答案? 请借助你对上面各题的回答, 对本文进行总结。





1. Idioms: Piece of Cake or Hard Nut to Crack?

- ① A language is a living substance, which evolves under the influence of different factors. Being very flexible, English language constantly enriches its vocabulary with the words invented by the language speakers, making it more colorful with new idiomatic expressions, and at times refills its stocks with the borrowings and neologisms (新词). English just amazes us by its extraordinary linguistic diversity.
- ② It is a language rich in exceptions and spelling traps, where almost every rule is valid 90% of the time. English is a language with a vast idiomatic basis, which makes its learning very exciting and intriguing. There are about 4,000 idioms used in the American English. Wikipedia suggests that “to even explain what they mean needs about 2,000 words of the vocabulary”.
- ③ Idioms are derived from the culture of the nation and from day-to-day life. In real context, idioms explain themselves: 9 times out of 10 times, idioms carry their own explanation. The main function of idioms is to paraphrase what is going on, and what is being said.
- ④ Idiomatic expressions pervade English with a peculiar flavor and give it astounding variety, bright character and color. They help language learners understand English culture, penetrate into customs and lifestyle of English people, and make a deeper insight into English history.
- ⑤ Idiom is defined as an expression that does not mean what it literally says. Hence, its meaning is often quite different from the word-for-word translation.
- ⑥ The meaning idioms convey is non-compositional. It implies that you cannot understand the meaning of the whole phrase by putting the meanings of each word together. If you look at the individual words, it may not even make sense grammatically. Idiom has the meaning only as a unit.
- ⑦ Professor Koonin defined idiom “as a stable combination of words with a fully or partially figurative meaning”. This definition emphasizes two inherent and very important features of the idiomatic expressions.
- ⑧ Idioms have lexical and grammatical stability. It implies that they are fixed in their form, hence any substitutions and rearranging in their structure can lead to complete loss of their primary meaning.
- ⑨ Idiomatic expressions are integral units. It literally means that idioms possess indivisible completeness, so all the components are bound within one idiom.
- ⑩ Idioms are used in both spoken and written English, and often appear in newspaper articles. They are frequently utilized by native speakers, who feel the language at inborn genetic level.
- ⑪ One of the approaches to defining this linguistic phenomena stresses that an idiom is a manner of speaking that is natural to native speakers of the language. It proves that only people who are very good at speaking English can adequately and to the point use idiomatic expressions in their speech.



- ⑫ Though, learning idioms present a host of difficulties to English learners, primarily because they don't know the culture and history behind English idioms. That's why they often use idioms incongruous (不一致的) with the situation. Indeed, English learners utilize idiomatic expressions very carefully, being afraid of using them incorrectly and being misunderstood. They find idioms very problematic to both understand and memorize.
- ⑬ Whilst, the majority of native language speakers cannot always know the origin of idioms they use, though as long as they utilize them in everyday communication, they know its meaning and feel where it is appropriate to use this or that idiom.
- ⑭ Undoubtedly, the correct usage of English idioms is finesse, which makes the language of the speaker more vivid and exciting.

I. Select the best answer from among the choices given.

1. The author used two idioms in the title to _____.
 - A. show English is full of idioms
 - B. explain the content of the passage
 - C. show he both loves and hates idioms
 - D. show that English writing cannot be done without using idioms
2. According to the passage, English has the following characteristics EXCEPT _____.
 - A. flexibility and diversity
 - B. rules and exceptions
 - C. traps and peculiarity
 - D. vividness and excitement
3. The author quotes Wikipedia to show that _____.
 - A. American English has as many as 4,000 idioms
 - B. you need 2,000 words to explain idioms in American English
 - C. idioms are heavy with meaning, to explain which you need a large vocabulary
 - D. None of the above.
4. The English vocabulary is enriched by _____.
 - A. new entries and new idiomatic expressions
 - B. words borrowed from other languages
 - C. old words with new meanings
 - D. All of the above.
5. The word "non-compositional" (in Para. 6, Line 1) means that _____.
 - A. idioms are not composed
 - B. idioms don't make sense grammatically
 - C. the meaning of idioms cannot be made clear outside a composition
 - D. the meaning of an idiom cannot be determined by the meanings of its components
6. English learners find that it is difficult to learn idioms because _____.
 - A. they don't know the culture and history behind English idioms



- B. they are afraid of using them incorrectly and being misunderstood
- C. they find idioms very problematic to both understand and memorize
- D. All of the above.

II. Complete the following tasks.

1. Use your own words to repeat the features of idioms.

2. Summarize this passage within 30 words.

2. Teen Talk: Dya Hang with the Slang?

Teenagers talk—and text (发短信)—using a lingo (行话) that sometimes baffles adults. But as a language expert explains, that's the whole point of it!

- ① If a teen says something's "phat" or describes a school classmate as "rare", parents might think they mean big or unusual. But in teenspeak, "phat" translates as "great" and "rare" is "unpleasant or ugly".
- ② So how has teen slang evolved? Tony Thorne, head of the language centre at King's College, London says, "Their language is very important to teenagers, because it's another kind of badge of identity."
- ③ "It's a way they can feel empowered. If they can use words that older people and outsiders can't understand, it's a very important part of creating a kind of powerful, attractive, sophisticated identity."
- ④ "There's always been playground slang but it's really exploded only in the last 10 years or so."
- ⑤ "There is this sense that they are really in control of their own culture."
- ⑥ "They talk about bling bling (jewellery) and hench (strong, tough, a strong male) and these are all coming from black speech because it's the coolest speech in terms of music culture."
- ⑦ John, a 16-year-old from Gloucester, explains, "How you speak depends a bit on what kind of music you like—if you're into hip hop you'll be more influenced by American and say things like 'check it'." His mate Del sums teenspeak up, "It's all about saying as little as you can and meaning as much as you can."
- ⑧ So ... one cleared up from the range of grunts (咕哝) that teens usually employ to communicate with parents, an adult might think. Even more confusing for parents is that the lingo isn't even the same from teen to teen.
- ⑨ "Rare" and "rank" (a nasty taste or smell) are two of the commonly used words in 15-year-old Matt's vocabulary but he says, "If I said 'phat' my mates would just laugh at me, and I've never heard of 'hench'." Joelle, 14, says, "I know it's not PC but if something's really naff or crap (胡扯) me and my mates say 'oh, that's so gay'."



⑩ A teenspeak web guide for parents sums up like this, “Communication is hard enough without trying to figure out what type of English your teen is using.” Of course, even if an adult learns teenspeak they may very well get told, “Talk to the hand ...” or “Butt out”.

⑪ And maybe it’ll serve them right.

⑫ Then there’s the language of texting—C U L8R or Y R U L8 is all Greek to most parents.

I. Select the best answer from among the choices given.

1. According to Tony Thorne, teenagers talk in their own language because _____.
 - A. they think it is cool
 - B. they want to have their own identity
 - C. they want to say things in a simple way
 - D. they want to feel powerful
2. Playground slang developed and increased rapidly _____.
 - A. in the past 10 years or so
 - B. all the time
 - C. in the playground
 - D. among black people
3. According to the teenspeak web guide for parents, communication will become possible and easy if _____.
 - A. the teens do not use slang
 - B. the teens know what kind of language they are using
 - C. the teens use simple signs
 - D. parents know what type of language their teens are using
4. “The language ... is all Greek to most parents” means _____.
 - A. the language is difficult for most parents to understand
 - B. the language is interesting to most parents
 - C. the language is like a foreign language to most parents
 - D. the language is all from Greece
5. Which of the following CANNOT be inferred from this passage?
 - A. Teen slang makes teens feel more powerful and in control.
 - B. Teens may create a lingo out of the music they listen to.
 - C. The slang used by one teen group may not be understood by another teen group.
 - D. Teen slang may well contribute to the development of language.



II. Match Column A with Column B to understand the following teen slang.

Column A
1. dya
2. phat
3. bling bling
4. hench
5. talk to the hand
6. Oh, that's so gay.
7. rare
8. rank
9. PC
10. Y R U L8
11. C U L8R

Column B
A. I don't want to talk to you.
B. unpleasant or ugly
C. jewellery
D. great
E. correct
F. see you later
G. a nasty taste or smell
H. a strong, tough male
I. Oh, that's too bad.
J. Why are you late?
K. do you

3. Are Women Really Better at Language?

① Scientific literature has been littered with studies over the past 40 years documenting the superior language skills of girls, but the biological reason why has remained a mystery until now.

② Researchers report in the journal *Neuropsychologia* that the answer lies in the way words are processed. Girls completing a linguistic abilities task showed greater activity in brain areas implicated specifically in language encoding, which decipher information abstractly. Boys, on the other hand, showed a lot of activity in regions tied to visual and auditory functions, depending on the way the words were presented during the exercise.

③ The finding suggests that although linguistic information goes directly to the seat of language processing in the female brain, males use sensory machinery to do a great deal of the work in untangling (整理) the data. In a classroom setting, it implies that boys need to be taught language both visually (with a textbook) and orally (through a lecture) to get a full grasp of the subject, whereas a girl may be able to pick up the concepts by either method.

④ The team was able to pinpoint the differences between the sexes by monitoring brain activity in a group of children (31 boys and 31 girls, ranging in age from 9 to 15) using functional magnetic resonance imaging while the kids tackled language tasks. In the exercises, two words were either flashed in front of, or spoken to them; they had to determine whether the pair was spelled similarly (omitting the first consonant, as in “pine” and “line”) and whether the words rhymed, such as “gate” and “hate” or “pint” and “mint”. In some cases, the words fit neither criterion: “jazz” and “list” being an example.

⑤ Study co-author Doug Burman, a researcher in Northwestern University's communication sciences and disorders department, says the team saw greater activity in the so-called language



areas of the girls' brains than in those of the boys. The areas included the superior temporal gyrus (脑回) (implicated in decoding heard words), inferior frontal gyrus (speech processing), and the fusiform (纺锤状的) gyrus, which helps spell and determine the meaning of words. Activation of the latter two structures, in particular, seemed to correlate with the girls' greater language accuracy.

⑥ “For girls, it didn't matter if they heard the word or read the word,” Burman says. “It does suggest that girls are learning in a more abstract form, and that's the ideal objective when we're teaching things.”

⑦ Burman says that his team now plans to research whether girls' edge decreases with age, noting that some previous research suggests that the male sensory “bottleneck” may disappear as boys develop into adults.

I. Select the best answer from among the choices given.

1. The passage talks about why girls are better than boys in learning language from _____.
 - A. a biological point of view
 - B. a physical point of view
 - C. a literary point of view
 - D. a linguistic point of view
2. In class it is better to teach boys language _____.
 - A. with a textbook
 - B. through a lecture
 - C. through both image and sound
 - D. by giving the concepts of words
3. To say “the words rhymed” (in Para. 4, Line 5) means that _____.
 - A. the words spell the same
 - B. the words contain a similar middle sound
 - C. the words have a similar ending sound
 - D. the words contain the same syllable
4. According to Burman, girls learn a language _____.
 - A. in a concrete way
 - B. in an abstract way
 - C. in a subjective way
 - D. in an objective way
5. The word “edge” (in Para. 7, Line 1) probably means _____.
 - A. ability
 - B. abstractness
 - C. bottleneck
 - D. advantage



II. Use your own words to finish the following table and check if you can summarize the passage.

Outline	Details
<p>Introduction</p>	<p>Prior study: For the past 40 years, why girls are good at learning language _____.</p> <p>The findings of current study: Words are processed differently in girls' and boys' brain. When girls work on linguistic tasks, _____. When boy are dealing with language, the _____ _____ are more active.</p>
<p>Method</p>	<p>Equipment: fMRI. Subjects: _____. Procedure: _____ pairs of words to the subjects and ask them to determine _____.</p>
<p>Results</p>	<p>The research team discovered that _____ _____.</p>
<p>Discussion</p>	<p>_____ which may help us in education. Further study on _____ should be conducted in the future.</p>



Skim and scan the passage to answer the following questions. Some multiple choice questions may have more than one answer.

The accuracy rate of your comprehension: _____ %

1. Many public schools in the US stopped teaching foreign languages in the last decade but rushed to offer instruction in _____.
2. Some schools are _____ for Chinese classes but hundreds are getting some _____ from the Chinese government.
3. The number of public and private schools teaching Chinese has increased by more than _____ in the last decade.



4. According to paragraph 9, a decade ago, Chinese were taught mainly on _____.
In recent years, schools in more regions start teaching Chinese, including those in _____,
_____, _____ and _____.
5. Several factors help to increase interest in Chinese learning, including _____.
- A. China's growing international status as an important country
B. the belief that fluency in Chinese can open opportunities
C. support from the State Department of the U.S.
D. support from the Chinese government
E. a joint program by the College Board and Hanban.
6. The word "significant" (in Para. 9, Line 5) probably means _____.
- A. important B. large C. meaningful D. notable
7. According to the passage, the most taught foreign language in American schools is _____.
- A. German B. Japanese
C. Chinese D. Spanish
E. French
8. The interest in learning Chinese is _____ in many places as well as in some
heritage Chinese communities in the United States.
9. Many languages that had once been taught in the United States have declined, including
_____, _____, _____ and _____.
10. Yu Ying charter school did not start with guest Chinese teachers but recruited Chinese teachers
to offer Chinese classes because _____.
- A. the school could not get help from the joint program by the College Board and Hanban
B. no guest teachers would like to go to the school at that time
C. the school believes recruited teachers could stay longer
D. the school believes better Chinese teachers can be found by advertising

Foreign Language Fade in Class— except Chinese

Time your reading.

Start time: _____

Finish time: _____

Your reading rate: _____ wpm.

- ① WASHINGTON—Thousands of public schools stopped teaching foreign languages in the last decade, according to a government-financed survey—dismal (惨淡的) news for a nation that needs more linguists to conduct its global business and diplomacy.
- ② But another contrary trend has educators and policy makers discussed much: a rush by schools in all parts of America to offer instruction in Chinese.
- ③ Some schools are paying for Chinese classes on their own, but hundreds are getting some help. The Chinese government is sending teachers from China to schools all over the world — and paying part of their salaries. At a time of tight budgets, many American schools are finding that



offer too good to refuse.

4 In Massillon, Ohio, south of Cleveland, Jackson High School started its Chinese program in the fall of 2007 with 20 students and now has 80, said Parthena Draggett, who directs Jackson’s world languages department. “We were able to get a free Chinese teacher,” she said. “I’d like to start a Spanish program for elementary children, but we can’t get a free Spanish teacher.”

5 (Jackson’s Chinese teacher is not free; the Chinese government pays part of his compensation, with the district paying the rest.)

6 No one keeps an exact count, but rough calculations based on the government’s survey suggest that perhaps 1,600 American public and private schools are teaching Chinese, up from 300 or so a decade ago. And the numbers are growing exponentially (按指数地).

7 Among America’s approximately 27,500 middle and high schools offering at least one foreign language, the proportion offering Chinese rose to 4 percent, from 1 percent, from 1997 to 2008, according to the survey, which was done by the Center for Applied Linguistics, a research group in Washington, and paid for by the Federal Education Department. “It’s really changing the language education landscape of this country,” said Nancy C. Rhodes, a director at the center and co-author of the survey.

8 Other indicators point to the same trend. The number of students taking the Advanced Placement test in Chinese, introduced in 2007, has grown so fast that it is likely to pass German this year as the third most-tested A.P. language, after Spanish and French, said Trevor Packer, a vice president at the College Board. “We’ve all been surprised that in such a short time Chinese would grow to surpass A.P. German,” Mr. Packer said.

9 A decade ago, most of the schools with Chinese programs were on the East and West Coasts. But in recent years, many schools have started Chinese programs in heartland states, including Ohio and Illinois in the Midwest, Texas and Georgia in the South, and Colorado and Utah in the Rocky Mountain West. “The mushrooming of interest we’re seeing now is not in the heritage communities, but in places that don’t have significant Chinese populations,” said Chris Livaccari, an associate director at the Asia Society.

10 America has had the study of a foreign language grow before, only to see the bubble burst. Many schools began teaching Japanese in the 1980s, after Japan emerged as an economic rival. But thousands have dropped the language, the survey found Japanese is not the only language that has declined. Thousands of schools that offered French, German or Russian have stopped teaching those languages, too, the survey found.

11 To prepare the survey, the Center for Applied Linguistics sent a questionnaire to 5,000 American schools, and followed up with phone calls to 3,200 schools, getting a 76 percent response rate. The results, released last year, confirmed that Spanish was taught almost universally. The survey found that 88 percent of elementary schools and 93 percent of middle and high schools with language programs offered Spanish in 2008.

12 The overall decline in language instruction was mostly due to its abrupt decline in public elementary and middle schools; the number of private schools and public high schools offering at least one language remained stable from 1997 to 2008.



- 13 The survey said that a third of schools reported that the federal No Child Left Behind law, which since 2001 has required public schools to test students in math and English, had drawn resources from foreign languages.
- 14 Experts said several factors were fueling the surge in Chinese. Parents, students and educators recognize China's emergence as an important country and believe that fluency in its language can open opportunities.
- 15 Also stoking the interest has been a joint program by the College Board and Hanban, a language council affiliated with the Chinese Education Ministry, that since 2006 has sent hundreds of American school superintendents and other educators to visit schools in China, with travel costs subsidized by Hanban. Many have started Chinese programs upon their return.
- 16 Since 2006, Hanban and the College Board have also sent more than 325 volunteer Chinese "guest teachers" to work in American schools with fledgling (新的) programs and paying \$13,000 to subsidize each teacher's salary for a year. Teachers can then renew for up to three more years.
- 17 The State Department has paid for a smaller program—the Teachers of Critical Languages Program—to bring Chinese teachers to schools here, with each staying for a year.
- 18 In the first two years of its Chinese program, the Jackson District in Ohio said it had provided its guest teacher housing, a car and gasoline, health insurance and other support worth about \$26,000. This year, the district is paying a more experienced Chinese guest teacher \$49,910 in salary and other support, in addition to the \$13,000 in travel expenses he receives from Hanban, bringing his compensation into rough parity with Ohio teachers.
- 19 Ms. Draggett visited China recently with a Hanban-financed delegation of 400 American educators from 39 states, and she came back energized about Jackson's Chinese program, she said. "Chinese is really taking root," she said. Starting this fall, Jackson High will begin phasing out (逐步淘汰) its German program, she said.
- 20 Founders of the Yu Ying charter school (特许学校) in Washington, where all classes for 200 students in prekindergarten through second grade are taught in Chinese and English on alternate days, did not start with a guest teacher when it opened in the fall of 2008. "That's great for many schools, but we want our teachers to stay," said Mary Shaffner, the school's executive director.
- 21 Instead, Yu Ying recruited five native Chinese speakers living in the United States by advertising on the Internet. One is Wang Jue, who immigrated to the United States in 2001 and graduated from the University of Maryland.
- 22 After just four months, her prekindergarten students can already say phrases like "I want lunch" and "I'm angry" in Chinese, Ms. Wang said.

(1,143 words)

