

变化中的中国

Reading Into a New China

Integrated Skills for Advanced Chinese

Volume 2

Duanduan Li • Irene Liu



CHENG & TSUI
Boston

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READING INTO A NEW CHINA

INTEGRATED SKILLS FOR ADVANCED CHINESE

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PREFACE

It has been a decade since the publication of the advanced reading textbook *A New Text for a Modern China*. Since then, many things related to the book have changed. First, the social and economic situation in China has undergone a tremendous transformation. Second, in recent years, research in the field of second language reading pedagogy has produced a rich pool of findings on how people process texts when reading. This knowledge has enabled teachers to develop approaches to teach reading more effectively. Third, the linguistic theory of Chinese discourse grammar is now more developed. A functional, discourse-based grammar, according to many experts, is more suitable than a less contextualized sentence-based grammar to explain how the Chinese language works. All this new information has continuously reshaped our teaching philosophy over the years. We felt it was time to revise and re-envision *A New Text for a Modern China*, transforming it into a timely, updated textbook that takes into account all of these developments, reflecting new conditions and contemporary issues in the “New China.”

Before revising this textbook, we went about a series of tasks to ensure that the new edition would meet the needs of students and teachers. We first carefully re-examined *A New Text for a Modern China* in order to understand the areas that needed changes. Next, we reflected on our own teaching experiences and studied the most current research findings in reading pedagogy and discourse grammar. We also asked our students who were using that textbook for comments and suggestions. Based on that review process and the information that emerged, we developed a group of guiding principles that we have used to write the new textbook, now titled *Reading into a New China: Integrated Skills for Advanced Chinese* 《变化中的中国》. Apart from the many improvements in content, this book also features a completely new design, tailored for maximum ease of use for students and teachers. The textbook is now divided into two volumes, with each volume including practice exercises as well as instructional material.

■ The Target Learners

Reading into a New China: Integrated Skills for Advanced Chinese is designed mainly for students of Chinese as a foreign language at a high intermediate or beginning advanced level of proficiency, as designated by ACTFL standards (or third-year Chinese language courses at most North American universities and colleges). Heritage students at the intermediate level can also take advantage of the many new features of this textbook to advance their language and especially literacy skills.

■ Our Guiding Philosophy: Skill Integration with a Special Focus on Reading

Reading into a New China: Integrated Skills for Advanced Chinese aims to develop both fluency and accuracy in Chinese through a topic-based syllabus. The topics are of high interest to students and provide maximum opportunities for thinking and discussion, promoting the development of both linguistic and communication skills. While we have adopted an integrated approach to teach all language skills coherently, it is on reading and building reading skills that we place our special focus.

The reason for this focus is that in beginning and intermediate levels of Chinese study, oral communication skills are usually stressed in order to build a strong foundation in spoken Chinese. However, at the advanced level, it is not enough to be proficient only in oral communication skills. Students must also have well-developed written communication skills to meet the challenges of potential employment and increased engagement in Chinese-speaking communities. Third-year students, with their sound foundation of first- and second-year Chinese, are at the ideal stage to begin to learn formal written Chinese.

One of the unique features of this reading textbook is that the reading is supported by other skills. Students are encouraged and facilitated to further advance their oral proficiency while developing reading and writing skills. Third-year students should learn to expand their speaking repertoire from topics of everyday routines and interests to more intellectually and linguistically challenging topics, such as social issues and current events. The combination of writing exercises and discussion questions in this book provides ample opportunities for students to go beyond the reading text and put all their integrated skills to work.

■ Some Pedagogical Considerations on the Use of English in Instructions

In language teaching, we take the position that an effective language classroom should be one where active student participation in Chinese is the norm. It should not be a place where the instructor lectures and students passively listen. The instructor's role in the class is to create an environment in which students can actively discuss the content of the lessons; to reinforce and build upon previous learning; and to clarify specific difficult or confusing points in the lessons. This ideal situation cannot happen unless the students are well prepared before class. In order to help students prepare effectively, we have written all explanations about grammar, reading skills, and general instructions in both Chinese and English for easy comprehension. Chinese sentences used as examples are provided with English translations. However, simple instructions (especially repeated ones) will only be given in Chinese to increase the target language input and reduce over-reliance on English for learners.

■ About the Lessons

One of the keys to teaching a language effectively is to present high-interest, provocative material that will engage the readers. The readings of this book have been carefully chosen to include a variety of viewpoints on current issues of population, education, family, gender, environment, business, and technology in the rapidly changing China. Vocabulary and concepts related to these issues are recycled throughout the text, building up a basic core of knowledge.

The transition from dealing with spoken-style materials to written-style materials can be a demanding but gratifying process for learners. Well-chosen materials at an appropriately challenging level can maintain learners' interest and inspire them to continue to develop their language and literacy skills, as well as their knowledge of Chinese culture and current social issues and events. Texts that are well beyond the students' linguistic competence might cause anxiety and frustration. For this reason, we have chosen to use mostly modified materials written specifically to suit the literacy level and linguistic needs of third-year students, rather than purely "authentic" materials taken directly from magazines or newspapers, which might be too difficult for learners at this level.

The genres of writing presented and developed in this book are of three kinds: narrative, expository and news features. These lessons can help students build up their knowledge and skills concerning general literary styles normally used in Chinese works of literature, official documents, essays, and news, and thus are a good source for understanding twenty-first-century Chinese society. This serves as good preparation for learners' future reading of unmodified authentic written materials in real life.

■ Features

1. Pre-reading Activities

Each chapter starts with a brief overview in English to introduce the thematic content of the lesson. Visual stimuli (photos or illustrations) related to the theme, followed by discussion questions, are also provided. The intention is to help activating students' prior knowledge and prepare them mentally for the main text. In addition, the overview also provides information about the text organization and genre of the main reading. The information in this section can benefit students in three major ways:

- by enhancing students' opportunities to make sense of the information they will encounter in the text;
- by increasing students' interest and confidence in the topic and thus motivating them to read the text; and
- by establishing realistic reading expectations about the lesson and the skills required to read the material effectively.

2. Vocabulary

The vocabulary learning in each lesson is divided into two parts. The first part is a new feature called “Vocabulary Building Skills.” Designed for self-study, this part presents ten to fifteen new words composed of characters known to the students. Students are asked to guess the meaning of the compound words based on the meaning of the known characters. This activity encourages students to make intelligent guesses and helps build students’ knowledge of Chinese morphology in order to increase their speed and effectiveness in vocabulary acquisition. Another advantage of this practice is to let students get used to seeing new words without anxiety. Students in the habit of reading from word to word tend to stop at every unfamiliar word to look up the meaning in a dictionary. If the pauses are long and frequent, comprehension will suffer because the train of thought is interrupted. The ability to make intelligent guesses from context can help students take the risk of tolerating some ambiguity or uncertainty while reading, and thus improve their reading fluency.

The second part is the new vocabulary of the lesson. In addition to the common practice of providing parts of speech and English meanings of words in the vocabulary list, each entry also includes the Vocabulary Level¹ of *HSK* (*Hanyu Shuiping Kaoshi* 汉语水平考试) to indicate the frequency (or difficulty) level of the words we are learning. The words listed in the official *Outlines for Chinese Proficiency Words and Characters in HSK* are categorized into four levels:

- Level A (甲), the basic level, includes 1033 words which can satisfy the minimum language requirements for staying and traveling independently in China.
- Level B (乙), the intermediate level, includes 2018 words. Mastery of Level A and Level B (3051 words and phrases altogether) will enable the learner to understand 85% of the words used in newspapers and popular magazines.
- Level C (丙), the advanced level, includes 2202 words and phrases. Level A, B, and C cover 90% of the words in general use.
- Level D (丁), the higher advanced level, includes 3569 words and phrases to enable learners to understand 95% of the words in articles of general topics.

This information lets students know the level of the words they are learning and also directly benefits those students who are preparing to take the HSK test.

¹There are a few words in each lesson that are not included in the HSK list, so no level can be indicated. They are:

1. set phrases (e.g., 成语)
2. newly emerged words (e.g., 上网)
3. proper names
4. some specific terms (e.g. 本科、大专)
5. some compounds (e.g., 餐饮, although HSK has 餐 and 饮 separately)

3. Approaches to Teaching Reading

The most common method of teaching reading in Chinese at present typically involves decoding, “bottom-up” information processing through word-by-word translation of the text for comprehension. This is not efficient and often leads to slow, inaccurate reading. Our position is that both top-down (activating readers’ background and expectations for comprehension) and bottom-up (decoding words, phrases, sentences for comprehension) processes are important to tackle the complexity of reading. Thus, in *Reading into a New China*, we emphasize both strategies by asking students to use their prior knowledge to understand the main idea of the text, and relate it to their own worldview and opinion. At the same time, they should also pay close attention to detailed information and deeper meaning by decoding important vocabulary, phrases and sentences. Skill-focused activities that highlight the thinking process of proficient Chinese readers are carefully designed. For example:

1. First Reading: Skimming for the Main Idea

This activity requires students to read the whole text without stopping and then select the main idea of the text from three provided statements. This is the goal of the first read-through of each chapter.

2. Second Reading: Looking for Details

This activity requires students to look for specific information in each text. Typically, students respond to true/false and multiple-choice questions, link specific solutions to problems, and locate technical terms and definitions.

Other specific skills of the reading process are articulated for the students in each lesson. They include the skills of *guessing meaning from context*, *understanding written structures*, *identifying text organization*, *making inferences*, *distinguishing facts from speculation*, and many others. The objective is to gradually build up students’ abilities to read Chinese independently in the future.

4. Word Usage and Sentence Patterns

This section uses contexts provided by the text to focus students’ attention on the usage/function of 10–15 target items of vocabulary and sentence patterns. These target items have been selected for their usefulness in communication, especially in formal and written styles. Extra examples are provided to illustrate varied usages and functions in different contexts beyond the text.

5. Grammar

To reach the goal of developing integrated language skills, *Reading into a New China* gives systematic attention to grammar for both fluency and accuracy in Chinese. Each chapter not only introduces new grammar features or rules (e.g., word formation rules, idiomatic expressions, topic chains, rhetorical devices, formal and informal styles, etc.), but also reviews and summarizes previously learned fragmentary grammatical items in a more systematic and functional way (e.g., categorizing functions of connectives for cohesion and coherence in reading and writing in discourse-level communication). Grammar is explained in clear and plain language, from a pedagogical perspective, without using unnecessary technical terms or jargon.

6. Contextualized and Communicative Exercises for Integrated Language Skills

Reading into a New China provides students with ample exercises for learning and practicing the integrated skills of reading, speaking, and writing, in addition to vocabulary and grammar. We have significantly increased the number and variety of exercises in the textbook, eliminating the need for a separate workbook. These contextualized exercises offer students opportunities to carry out communicative tasks that require exchanging information and negotiating meaning. For example, vocabulary exercises are always provided at an extended discourse level so that students can use the newly acquired language for comprehension and communication. Grammar exercises provide both controlled practice and communicative activities. Reading skills covered in the text are practiced in interesting and relevant supplementary reading tasks to reinforce the training. In the speaking activity, students are given a chance to make connections between the readings and their own lives and opinions, to recycle newly learned vocabulary and structures, to develop their oral communication skills, to approach the readings more critically, and to share their opinions with their classmates. The final exercise is always writing, which provides another chance for vocabulary recycling, writing skill practice, and closure for each chapter.

7. Audio Recordings

Audio recordings include new words and main text of every chapter. Each copy of this book includes a passcode on page viii that enables the user to download free MP3 audio recordings from <http://www.cheng-tsui.com/downloads>. These recordings can be played on a computer or portable MP3 player, or burned onto a CD. We hope that these supplementary audio recordings will be especially useful for auditory learners and students seeking extra practice in fluent and natural pronunciation. The downloadable audio recordings are also available for separate purchase from www.cheng-tsui.com.

■ Organization

This textbook (Volume Two) contains ten lessons, with each lesson including the following sections.

Section	Objective(s)
1. Overview	To provide background (cultural, social, historical) information and text-feature knowledge
2. Photo or Illustration	To provide visual clues about the lesson and stimulate discussion
3. Pre-reading Questions	To activate students' background knowledge about the theme
4. Main Text	To present high-interest topics that can develop students' reading skills and stimulate discussion
5. Vocabulary Building Skills	To develop students' vocabulary-building skills so as to increase speed and effectiveness in vocabulary acquisition
6. Vocabulary	To broaden students' knowledge and use of vocabulary words, idioms and phrases
7. Reading Skills	To introduce various important skills used in the reading process
8. Word Usage and Sentence Patterns	To present and explain model language use of new words and sentence patterns
9. Grammar	To introduce new structures and grammar items To summarize previously learned structures and grammar items To illustrate how previously learned structures and grammar items can be used in more complex ways
10. Exercises	To provide contextualized exercises for integrated language skills development: <ul style="list-style-type: none"> ■ pronunciation ■ words and sentence patterns ■ grammar ■ comprehensive exercises ■ reading ■ speaking ■ writing

We hope this new textbook can help our students develop language proficiency that can live up to the name of “advanced Chinese.” We are also aware of the fact that, despite our best efforts, it will have its shortcomings. We welcome your ideas and hope that teachers and students who use it will provide us with any feedback or suggestions for improvement by contacting the publisher at editor@cheng-tsui.com.

The Authors
March, 2009

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女性走向厨房：是进步还是倒退？



课文提要

This lesson is an expository essay concerning an issue related to the changing social status of women in China. Chinese women have come a long way in the fight to gain equal rights with men. Before the 20th century, Chinese women had always been at the bottom of society. They were deprived of the right to receive education and were economically dependent. The first glimmer of hope for women to break the bonds of traditional roles cropped up in the Hundred Days Reform movement in 1898, which aimed at making sweeping social and institutional changes. The movement ignited a wave to ban foot binding and establish schools for women. After that came the 1911 revolution, which kindled a feminist movement that focused on equal rights for men and women. Although neither of these two movements was successful in making fundamental changes for Chinese women, they raised women's consciousness for the more serious women's liberation movement in the 1940s and 1950s. In terms of government policies and law, Chinese women now enjoy equal rights with men in politics, education, economic opportunities and social life. Many are as successful as men in their professional positions. However, in recent years some successful professional women have quit their high-paying jobs and returned home to become full-time housewives. This trend makes people wonder if "returning to the kitchen" means progress or regression in women's long struggle for emancipation.

阅读前讨论：

1. 根据课文题目，猜猜这篇课文的内容会是什么。
2. 举例说明什么叫“进步”，什么叫“倒退”。
3. 在你们国家，女性在社会上的地位及作用近 50 年来有什么改变？
4. 你知道哪些跟“女性”和“女性解放”有关的词汇？

自学生词

Match each new word in the left column with its English translation in the right column by guessing the word's meaning from the characters that it is composed of.

生词	繁体	序号	英文
() 养家	養	1.	self, oneself, ego
() 看望		2.	regain, get back
() 外出		3.	wash clothes, do laundry
() 自我		4.	young couple
() 洗衣		5.	housewife
() 意愿	願	6.	raise a family
() 小两口	兩	7.	wish, desire
() 家庭主妇	婦	8.	go out (esp. on business)
() 找回		9.	call on, pay a visit

生词

简体	繁体	拼音	词性	英文	HSK 等级
1. 倒退		dàotui	<i>v.</i>	go backwards, regress	丁
2. 历来	歷來	lìlái	<i>adv.</i>	always, all through the ages	丁
3. 人格		réngé	<i>n.</i>	moral integrity, human dignity	丁
4. 全职	職	quánzhí	<i>n.</i>	full-time position	丙
5. 出于	於	chūyú	<i>v.p.</i>	out of, stem from, be due to	

简体	繁体	拼音	词性	英文	HSK 等级
6. 精力		jīnglì	<i>n.</i>	energy, vigor	乙
7. 主		zhǔ	<i>v.</i>	lead, manage, take charge of	丁
8. 赚	賺	zhuàn	<i>v.</i>	make money, make a profit	丙
9. 解放		jiěfàng	<i>v.</i>	liberate	乙
10. 运动	運動	yùndòng	<i>n.</i>	movement	甲
11. 享有		xiǎngyǒu	<i>v.</i>	enjoy (rights, privileges, etc.)	丁
12. 责任	責	zérèn	<i>n.</i>	responsibility	乙
13. 肩头	頭	jiāntóu	<i>n.</i>	shoulder	乙
14. 卸		xiè	<i>v.</i>	unload, remove	丙
15. 保姆		bǎomǔ	<i>n.</i>	nanny, housekeeper	丁
16. 反而		fǎn'ér	<i>adv.</i>	on the contrary, instead	丙
17. 压力	壓	yāli	<i>n.</i>	pressure; burden	丙
18. 重		chóng	<i>adv.</i>	again; once more	乙
19. 人事		rénshì	<i>n.</i>	personnel matters	丁
20. 部		bù	<i>n.</i>	unit, ministry, department	丙
21. 强	強	qiǎng	<i>v.</i>	force, make an effort, strive	丙
22. 晚餐		wǎncān	<i>n.</i>	dinner; supper	丁
23. 清理		qīnglǐ	<i>v.</i>	clean up, clear up, tidy up	丁
24. 公公		gōnggong	<i>n.</i>	husband's father, father-in-law	丁
25. 婆婆		pópo	<i>n.</i>	husband's mother, mother-in-law	丁
26. 放松	鬆	fàngsōng	<i>v.</i>	relax	丙
27. 繁忙		fánmáng	<i>adj.</i>	busy, bustling	丁
28. 挽救		wǎnjiù	<i>v.</i>	save, rescue	丙
29. 暂时	暫時	zànshí	<i>attr.</i>	temporary	乙
30. 辞职	辭職	cízhi	<i>v.o.</i>	resign, quit one's job	丁
31. 休闲	閑	xiūxián	<i>n.</i>	leisure	丙
32. 甜蜜		tiánmì	<i>adj.</i>	sweet, happy, comfortable	丙
33. 添		tiān	<i>v.</i>	add, have a baby	乙

简体	繁体	拼音	词性	英文	HSK 等级
34. 宝宝	寶	bǎobǎo	<i>n.</i>	baby, "little treasure"	丙
35. 理由		lǐyóu	<i>n.</i>	reason	乙
36. 支出		zhīchū	<i>n.</i>	expenses, expenditure	丁
37. 究竟		jiūjìng	<i>adv.</i>	actually, exactly, after all	乙
38. 度		dù	<i>m.</i>	occasion, time	
39. 返回		fǎnhuí	<i>v.</i>	return, come back, go back	丁

成语和惯用语

成语/惯用语	繁体	单字解释	意思
生儿育女 shēng ér yù nǚ	兒	生儿：give birth to a son 育女：give birth to a daughter 生儿育女 = 生养孩子	bear children 例：生儿育女负担太重，所以很多年轻夫妇选择不要孩子。
井井有条 jǐng jǐng yǒu tiáo	條	井：neat, orderly 条：order 有条 = 有条理	be in perfect order 例：自从新的人事部经理来了以后，一切都安排得井井有条。
争执不休 zhēng zhí bù xiū	執	争：argue 执：persist in 休：stop, cease 不休 = 不停	argue opinionatedly and endlessly 例：夫妻之间应该互相谅解，不要为了一点小事就争执不休。

■ 第一读：掌握课文大意

Read the text without stopping and choose from the following options the one that best captures the main idea of the text:

- 全职太太现象出现的原因和社会影响。
- 全职太太现象是社会进步的表现。
- 全职太太现象是社会倒退的表现。

女性走向厨房：是进步还是倒退？

女性从家庭走向社会，历来被看作她们在人格上独立自主、在经济和社会地位上提高的表现。但有意思的是，近年来，不少能干而独立的中国职业女性却又走回家庭，走进厨房，做起“全职太太”来了。这种现象的出现，主要有两个原因：

一是出于时间和精力上的考虑。过去，传统的家庭模式是“男主外，女主内”。男人外出工作，赚钱养家；女人生儿育女，管理家务。可是，在妇女解放运动后走出家庭的妇女们，没多久就发现，如今虽然享有了工作自由，实现了自我价值，但家务的责任并没有从肩头卸下去。这样一来，职业女性一方面要外出工作，另一方面又要照顾全家人的生活，成了“自带工资的保姆”，反而更累了。近年来，职场竞争日益激烈，职业女性的压力也越来越大。于是，有些女性开始考虑重返传统家庭模式。

今年二十七岁的小王，原来是一家公司人事部经理，结婚两年，住在新建的花园公寓，只是离公司太远，每天上下班要花两小时，到家后已经精疲力尽，但仍然要强打着精神准备晚餐。星期六、星期天总算不用上班了，但还得买菜、洗衣、清理公寓，去公公婆婆和自己父母家看望老人。小王一星期七天都让家事排满了，没有一天可以放松。再加上公司人事复杂、业务繁忙，因此精神上压力很大，心情也不好，为了一点小事就和丈夫争执不休。夫妻俩都开始觉得这样的生活没什么意思。为了挽救只有两年的婚姻，小王决定暂时辞职，回家作“全职太太”。现在，小王的生活不像以前那么紧张，精神愉快得多，家里收拾得井井有条，夫妻俩也有时间休息和休闲。钱虽然比以前紧了点，但找回了恋爱时的甜蜜，小两口还打算在不久的将来再添个小宝宝呢。

另一个原因是经济方面的考虑。刚过了三十一岁生日的小刘，自从生了个胖儿子，就不再工作了。她的理由是：“现在请个保姆太贵了，又得给她工资，又得给她吃饭，我一个人的工资都不够，而且好保姆也不容易找，不如自己带孩子，对孩子的成长更好。”她打算等孩子上学后，再重返工作。而这段时间里，正好可以学点新知识，为“第二度事业”做些准备。

如今的“全职太太”跟以前的“家庭妇女”有很大的不同。现在的“全职太太”一般都有高等学历，工作能力强，大多在孩子出生后才辞掉工作，她们的丈夫收入较高，能独立负担家庭支出。这种现象究竟是进步，还是倒退呢？有人认为，女性从家庭走进社会是一种进步，而重新回到厨房则是一种倒退。但是也有人认为，应该尊重女性自己的意愿，她们有走出家庭的自由，也有返回厨房的自由，这才是真正的妇女解放。

■ 第二读：细节和理解

1. 按照上面这篇文章的意思，下面的说法对不对？(T/F)

- _____ 1. 妇女参加工作，说明她们的社会地位提高了。
- _____ 2. 全职太太又要工作又要做家务，觉得很累。
- _____ 3. 小王以前在工厂工作的时候特别忙。
- _____ 4. 小王觉得自己做全职太太挺不错的。
- _____ 5. 现在在中国请一个保姆花的钱可能比一个女工的工资还多。
- _____ 6. 小刘觉得自己照顾孩子比请保姆照顾好。
- _____ 7. 小刘很喜欢她的胖儿子，打算一辈子在家里做专职家庭妇女。
- _____ 8. 现在的全职家庭妇女一般比以前的家庭妇女文化水平高。
- _____ 9. 有人觉得妇女应该有选择重新走向厨房的权利。
- _____ 10. 真正的妇女解放是让妇女都从家里走出来，走进社会。

2. 根据课文回答下列问题：

1. 妇女从家庭走向社会，意味着什么？
2. 现在妇女又走回家庭，原因是什么？
3. 现在的“全职太太”跟以前的“家庭妇女”有什么不同？
4. 如今妇女又走向厨房，你认为是社会的进步还是倒退？
5. 你觉得这位作者的意见是支持还是反对妇女做全职太太？你从什么地方可以看得出来作者的态度？

■ 阅读技巧：文章结构的分析 • Analyzing How a Text is Organized

The conventional way to read an essay is to start reading from the beginning to the end, sentence by sentence, one sentence after another. However, this is not always an effective way to read because comprehension is not linear but multilayered. A better way is to first find out what the overall idea of the article is. To do so, first, quickly read through the entire article to see how the passage is organized. Is it organized by a deductive or inductive method?¹ When you read through the article, also keep in mind the rhetorical strategies the author uses to arrange the information. Do you see devices such as cause and effect, temporal sequence, contrast and comparison, hypothesis and supporting ideas, etc.? Use your findings to process your reading. They will help you find the major focus of the topic, sort out important messages, and distinguish necessary from unnecessary or redundant information. The following brief outline will help you process your own reading.

1. The basic ideas of an expository essay: Generally speaking, it consists of three parts:
 - a) 论点 lùndiǎn “the central argument or the topic of interest,”
 - b) 论据 lùnjù “grounds of the argument,”
 - c) 论证 lùnzhèng “process of developing the argument.”
2. The process of reading an expository essay:
 - a. 找论点 (zhǎo lùndiǎn): What is the major point or position of the author’s argument? The easier way to find it is to read the first and the last paragraph. It can usually be found in either paragraph. Sometimes the title also outlines the argument of the essay.
 - b. 理解论据 (lǐjiě lùnjù): On what grounds does the author justify the argument? Generally speaking, the argument can be based on facts or reasoning.

¹See Lesson 10 in Volume 1 for more information.

- c. 分析论证 (fēnxì lùnzhèng): How does the author develop his or her argument? Is it based on the deductive method, the inductive method or the contrastive method? What devices does the author use to prove and support his or her argument? Like 找论点, 论证 can be found by first skimming the first paragraph, the first sentence of each middle paragraph and the entire last paragraph.

阅读技巧练习

Use the reading instructions explained above to write a simple, brief summary of this lesson's essay in less than ten sentences. Employ these strategies: identify and select main information, get rid of repetitive or trivial information, delete redundant information and examples, and relate important supporting information. Finally, edit the paragraphs you have written.

词汇与句型

1. 主 • lead, manage, be in charge of

1. 传统的家庭模式是“男主外，女主内”。
In the traditional family model, the man is in charge of external matters while the woman is in charge of domestic matters.
2. 你来主厨，我来给你当二厨。
You manage the cooking, and I'll be your sous-chef.
3. 谁是这部新电影的主演？
Who is the leading actress of this new movie?

2. 度 • time, occasion

1. 姐姐打算重返校园，读一个硕士，为她的“第二度事业”充充电。
My elder sister is coming back to school for a master's program in order to recharge herself for her "second career."
2. 由于金融危机，房价将再度下降。
Due to the financial crisis, housing prices will go down again.
3. 他下个月将代表我们学校参加本省一年一度的汉语演讲比赛。
Next month he is going to represent our school in our province's annual Mandarin speech contest.

3. 重…… • re..., again, once more

1. 近年来，职场竞争日益激烈，职业女性的压力也越来越大。于是，有些女性开始考虑重返传统家庭模式。
In recent years, competition in the job market has become increasingly intense, and career women are under more and more pressures. Therefore, some of them have started to consider returning to the traditional family mode.
2. 工作几年后，小王决定重返校园。
After several years of work, Xiao Wang decided to return to school.
3. 如果他的回忆录被证明是真的，历史将会重写。
If his memoir proves to be true, then history will be rewritten.

4. 强 V (强 = 勉强) • force oneself to, make an effort to, strive to

1. 小王到家后已经精疲力尽，但仍然要强打着精神为家人准备晚餐。
Xiao Wang was exhausted when she got home, but still had to force herself to perk up and make dinner for the family.
2. 我强忍着膝盖的疼痛，最终爬到了山顶。
Forcing myself to endure the pain in my knees, I eventually made it to the top of the mountain.
3. 她虽然心里紧张得要命，可还是强作镇定，把演讲做完了。
Though she was extremely nervous inside, she forced herself to appear composed and finished her speech.

5. 出于 • out of, stem from, with the intention of

1. 一是出于时间和精力上的考虑。
Number one (reason) is our concerns about time and money.
2. 大家都认为，她嫁给那位年老的富商是出于虚荣心。
People all suspected it was out of vanity that she married that old rich businessman.
3. 虽然他说的话可能有些伤人，但他也是出于好意。
Though what he said may hurt you, he said it with good intentions.

6. 享有 • enjoy (rights, privileges, etc.)

1. 如今妇女虽然享有了工作自由，实现了自我价值，但家务的责任并没有从肩头卸下去。
Today, while women enjoy the freedom to work, which realizes their self-worth, the burden of housework has still not been taken off their shoulders.
2. 在这个国家，有钱人享有种种特权，而普通百姓却连基本的生活都没有保障。
In this country, the rich enjoy various privileges, while the ordinary people can't be assured of having even the basics of life.
3. 所有儿童都应该享有同样的受教育的权利。
All children should enjoy the same right to education.

7. 究竟 • actually, exactly, on earth;

究竟 is an emphatic adverb usually used in questions, pressing for an exact answer.

1. 越来越多的职业女性又走回家庭，走进厨房，这究竟是进步，还是倒退呢？
More and more career women returned to their home kitchens. Is this actually progress or regression?
2. 你究竟跑到哪里去了？我们找你找了一天。
Where on earth have you been? We have been looking for you the whole day.
3. 究竟是谁寄给我这张生日卡片，至今我也不知道。
Who actually sent me the birthday card is still a mystery to me.

究竟 vs. 到底

究竟 and 到底 are similar in their emphatic sense of pressing for exact answers, so sometimes they are interchangeable (as in Examples 1–3 above). The differences between them are:

- ▶ 究竟 is more formal than 到底。
- ▶ 究竟 can be used as a noun, indicating an outcome or exactly what happened, but 到底 is not a noun.
(例：如果你不肯告诉我，我就去他那儿问个究竟。
If you're not willing to tell me, I'll go to him to find out what exactly happened.)
- ▶ 到底 can be used after a verb, indicating “to the end” (e.g., 坚持到底 persist to the end), but 究竟 cannot be used in this way.

8. 反而 • on the contrary, instead

反而 is an adverb of transition that connects two clauses. It is used in the second clause to express that in light of the first clause, what happened is contrary to one's expectation or against common sense. The first clause usually includes 不但不/没 or 不仅不/没. This indicates that not only did what was expected not happen, but actually the unexpected opposite happened.

1. 我本来是想帮忙的，结果（不但没帮成）反而把事情弄糟了。
I intended to help, but instead I messed things up.
2. 电脑不仅没有夺去人们的饭碗，反而创造了许多就业的机会。
Instead of displacing people, the computer has created many jobs for them.
3. 已经六月了，天气怎么反而冷起来了？
It is already June, so how come it's getting colder?

9. 不如……

1. (verb) be unequal to; not as good as; inferior to

1. 我的中文不如他的好。
My Chinese is not as good as his.
2. 他没有自信心，总是觉得自己不如别人。
He is not confident, always feeling that he is inferior to others.

2. (adv.) it would be better to...; would rather...; had better...

1. 请保姆太贵了，而且好保姆也不容易找，不如自己带孩子，对孩子的成长更好。
It is too expensive to hire a nanny; plus, it is hard to find a good one. I'd rather raise my child on my own, which is better for the child's development too.
2. 反正你现在也没事，不如来我家喝杯茶。
You don't have anything to do at the moment anyway. Why don't you come over to my place and have some tea?
3. 这门课很重要，咱们不如提前出发，免得上课迟到。
This course is very important. We'd better leave early so that we won't be late for class.

10. Adj 的是 • what's adj. is (that)

1. 有意思的是，近年来，不少职业女性又走向家庭，走进厨房，做起“专职家庭主妇”来了。
What's interesting is that in recent years, many career women returned to their home kitchens to be full-time housewives again.
2. 幸运的是，她得到了系里的奖学金，这样她就可以不必为昂贵的学费发愁了。
What's fortunate is that she was chosen to be the winner of the departmental entrance scholarship. Therefore, she was able to afford the expensive tuition fees.
3. 他失去了工作，更糟的是，因为没工作他女朋友也和他分手了。
He lost his job, and what's worse is that his girlfriend broke up with him because of it.

11. 一是……（二是……三是……） • First of all... (second... third...)

This construction is usually used to list evidence, facts or explanations in order to support an argument.

1. 过去，家长为孩子选对象有两个最重要的条件：一是要两家门当户对，二是要对象人品好。

In the past, parents selected spouses for their children based on two most important conditions: The first is the match in the social and economic status of the two families; the second is the character of the candidate.

2. 老赵一直不敢公开他的“黄昏恋”，一是怕儿女反对，二是怕邻居笑话。三是担心那位老太太会改变主意。

Lao Zhao has been keeping a secret of his “twilight romance.” First of all, he was concerned about his children’s possible objection; second, he didn’t want to be ridiculed by his neighbors; and third, he was afraid that the old lady might change her mind.

3. 我问你这个问题，一是出于好奇，二是因为我觉得你可以借这个机会向大家说明一下。

The reasons why I am asking you this question are: First, I am curious; second, I think you may use this opportunity to clarify in front of everyone.

12. 一方面……，另一方面…… • on the one hand..., on the other hand

This structure conveys the idea that a person is speaking about two different facts or two opposite ways of thinking about a situation. It may be translated as “on the one hand...but on the other hand...” The predicate following 另一方面 often includes adverbs such as 又, 也, 却 or 还.

1. 他一方面很想帮助那位老人，另一方面又怕因此增添太多负担。

On the one hand, he wanted to help the old man; on the other hand, he was afraid of taking on too much of a burden.

2. 她一方面想做一个独立的职业妇女，另一方面又渴望有时间多跟孩子在一起。

On the one hand, she wants to be an independent professional woman; but on the other hand, she longs to spend more time with her children.

3. 对于在公共场合禁烟的问题政府一直没有决策。一方面抽烟者说他们应该享有抽烟的权力，而另一方面不抽烟的人也说他们有权不吸二手烟。

The government hasn’t been able to decide how to handle the non-smoking policy in public areas. On the one hand, smokers claim they should have the right to smoke if they want to; but on the other hand, non-smokers say they should have the right not to breathe second-hand smoke.

13. 而…… • but... (or and...)

As we discussed before, the conjunction 而 can connect two contrasting or two complementing elements (words, phrases or clauses), so it can be interpreted as either “but” or “and.” It is often used with the adverbs 则 or 却.

1. 有人认为，女性从家庭走进社会是一种进步，而重新回到厨房则是一种倒退。
Some people think that women’s transition from the home to society is social progress, but the fact that they are returning to the home again is a regression.
2. 接受别人的夸奖在西方文化里是很自然的反应，而在东方文化里则被认为是不虚心的表现。
It is a natural response to accept others’ compliments in Western culture, whereas it is considered to be a reflection of immodesty in Eastern culture.
3. 皮肤是身体的镜子，而身体则是心灵的镜子。
Your skin is the reflection of your body, and your body is the reflection of your heart.
4. 过错是暂时的遗憾，而错过则是永远的遗憾。
Making a mistake is a regret for the time being; but missing a chance is a regret forever.

语法

1. 中文表被动的方式（一） • Expressing passivity in Chinese (1)

Some people say that Chinese is a language without voice categories such as active voice and passive voice, since a passive sense in Chinese is usually expressed implicitly rather than explicitly. But Chinese does have its own way to indicate that *the subject is the affected entity of the action*.

Generally speaking, Chinese passive structure may be roughly classified into two categories: sentences with and sentences without the passive markers (i.e., the “marked” and “unmarked” passives).

The “marked” passives

1. 被

被 is the most common passive marker in Chinese. 被 is used in a rather straightforward construction: **A 被 (B) V + other element**. This describes how a particular object (A) is dealt with or disposed of by the action (V) performed by the agent (B). The following examples illustrate the usage of 被:

A	(adv.)	被	(B)	Verb + other elements
1. 女性从家庭走向社会		被	人们	看作是她们地位提高的表现。
2. 他爸爸	文革中	被		关进了监狱。
3. 这些考生	常常	被		称为“寄托一族”。
4. 我们这些孩子		被	升学率	压得喘不过气来。
5. 我家门前的大树	没	被	风	吹倒。
6. (原来) 她	也	被	客户	责备了。
7. 聪聪		被	妈妈	抱在怀里。

Remember:

1. The verbs in 被 sentences, as in 把 sentences, are usually followed by some other elements to indicate the result of the action.
2. The agent (B) can be omitted if it is clear from the context or irrelevant to the meaning of the sentence, as in Examples 2 and 3.

2. 让 and 叫

In spoken Chinese or colloquial writing, 被 is often replaced by 让 and 叫, but *they must take an agent*. In these cases, 给 may also be used before the verb.

A	(adv.)	让/叫	(B)	Verb + Other elements
8. 小王一星期七天	都	让	家事	排满了。
9. 心爱的 iPod 和小说	也	让	妈妈	(给) 锁起来了。
10. 我们的秘密		叫	她	说出去了。
11. 这些玩具	都	叫	聪聪	(给) 弄坏了。

It is worth noting that the original meaning of 被 is “suffering,” so the Chinese passive structures marked by 被 (as well as 让 and 叫) typically express things that are unpleasant or undesirable to the receiver of the action (e.g., 被压得喘不过气来, 被责备, 让……锁起来了, 叫……弄坏了). Although there is a modern tendency towards non-adverse use of these passive sentences, (e.g. “被称为“寄托一族”、“被妈妈抱在怀里”), the fundamental use of this construction is still expressing adversity.

3. 受, 遭, 挨 and 得到

In addition to 被、叫、让, passives in Chinese can also be marked by the verbs 受 (*receive, suffer*), 遭 (*zāo, encounter, suffer*), 挨 (*ài, endure, suffer*), 得到 (*receive, gain*), etc. Note that most of these verbs (except 得到) include the meaning of “suffering” as well.

12. 中国教育在文革期间受到很大的损害。
13. 老年人恋爱也会受到子女和周围人的反对。
14. 中国人的恋爱、婚姻在封建社会里一直受到许多限制。
15. 这本小说一出版就受到了年轻人的欢迎。
16. 这男孩不听话挨了爸爸的打。
17. 他的意见刚提出来就遭到了大家的反对。
18. 他的意见刚提出来就得到了大家的支持。

4. 由

The passive structure marked by 由 puts the focus on the agent of the verb, stressing *who* is responsible for (or in charge of) the action. It doesn't have the negative connotation of 被, it must take an agent, and its verb doesn't need to be followed by other elements.

19. 在公房制度下, 老百姓的住房都由政府兴建。
20. 毕业后的工作也由国家分配。
21. 他们的婚姻要由父母决定。

练习

1. 语音

Write pinyin for the following underlined Chinese characters. Pay special attention to their different pronunciations in different contexts.

倒退 () 一天 () 不多 () 为了 ()
 推倒 () 一个 () 不累 () 认为 ()
 精疲力尽 () 重返 () 能力强 () 能干 ()
尽管 () 尊重 () 强迫 () 干净 ()

2. 词汇与句型

2.1. 词语搭配

Match the following words by considering their appropriate collocations.

Group One (Verb + Object)

1. 出于 _____ 自我价值
2. 提高 _____ 肩头责任
3. 享有 _____ 个人意愿
4. 实现 _____ 社会地位
5. 尊重 _____ 经济上的考虑
6. 强打着 _____ 特殊权利
7. 卸下 _____ 精神

Group Two (Adj. + Noun)

1. 复杂的 _____ 业务活动
2. 繁忙的 _____ 职场竞争
3. 愉快的 _____ 工作安排
4. 独立的 _____ 人事关系
5. 井井有条的 _____ 精神
6. 日益激烈的 _____ 事业
7. 第二度 _____ 人格

2.2. 词汇扩展练习 (Vocabulary expanding exercise)

The following are words and phrases generated from “主”, “重”, and “出于”. Choose the most appropriate words to fill in the blanks of the sentences.

主: 主编 主办 主管 主讲 主修 主演 主治

1. 这种中药 _____ 什么病, 你知道吗?
2. 听说刘教授在 _____ 一本大字典。
3. 她在公司 _____ 人事部门的工作。
4. 这部电影由著名影星 Jackie Chan _____。
5. 2008 年的世界奥运会由中国 _____。
6. 他上大学时 _____ 的是数学, 没想到现在却成了一位有名的电影演员。
7. 下星期的学术报告将由诺贝尔 (Nobel) 奖获得者李教授 _____。

重: 重返 重建 重修 重写

1. 地震发生后, 人们纷纷捐 (*donate*) 款帮助震区人民 _____ 家园。
2. 工作三年之后, 他又 _____ 校园读研究生。
3. 两次考试他都没通过, 老师说他们需要下学期 _____ 这门课。
4. 如果他的回忆录是真实的, 那一段历史可能会被 _____。

出于: 出于同情 出于好奇 出于无意 出于礼貌 出于自愿

1. 我们到这儿来帮忙完全是 _____, 没有谁强迫我们。
2. _____, 她给了那个可怜的孩子几块钱。

3. 小三是 _____ 才犯了错，你们不要骂他，要他下次注意就行了。
4. 他并没有教过我们。我们只是 _____ 才称他为老师。
5. 小孩喜欢问问题是 _____。我们应该满足他们的求知欲望。

2.3. 选词填空

a. 不如	b. 反而	c. 没多久	d. 出于	e. 历来
f. 第二度	g. 有意思的是	h. 挽救	i. 究竟	j. 休闲
k. 放松	l. 紧	m. 井井有条	n. 强打着精神	

1. 无论把什么工作交给她，她总能安排得 _____。
2. 我们公司的工作环境很轻松，上班时甚至也可以穿 _____ 服。
3. 我最近手头有点 _____，能借我点钱吗？
4. 爷爷是一家之长，咱们家大小决定都听他的，_____ 如此。
5. 尽管医生尽了最大努力，仍没能 _____ 他的生命。
6. 以前，_____ 对批评的恐惧 (*fear*)，政府对新闻媒体控制得很 _____。
_____, 近几年来，政府 _____ 了对媒体的控制，结果对政府的
批评 _____ 少多了。
7. 结婚 _____，姐姐就成了全职太太。现在，孩子上学了，她打算 _____
校园读一个硕士，为她的“_____ 事业” 充电 (*recharge*)。
8. 小王想买房，可有人说现在房价太贵，买房 _____ 租房。他不知道 _____
应该怎么办。

2.4. 用指定的词汇或句型完成下列对话：

1. A: 你暑假打算做什么？

B: 还没决定呢！_____。(一方面……另一方面……)

2. A: 昨天医生给你开的药吃了吗？

B: 吃了。可是_____。(不但没……反而……)

3. A: 她为什么辞职了？

B: _____。(一是……二是……)

4. A: 你觉得住在城市好还是住在乡村好？

B: _____。(不如……因为)

5. A: 当职业女性比作全职太太难吗？

B: 不见得。当职业女性需要有工作能力和社交能力，
_____。(而……则)

3. 语法练习

3.1. 王丽今天很不走运。请把发生在她身上的这些不幸的事情用被动句表达出来：

1. 一早起来，孩子打破了她最喜欢的花瓶。

2. 然后她发现丈夫弄坏了她的电脑。

3. 在公共汽车上，小偷偷走了她的钱包。

4. 上班时，因为精力不集中，公司老板骂了她一顿。

5. 回家路上，一个骑自行车的年轻人撞了她。

6. 一到家她就看到，邻居家的孩子又打破了她家的窗户。

3.2. 英译汉（不能都用“被字句”）

1. He was praised by his teacher.
2. For a long period to come, most of China's elderly people will continue to be provided for (赡养 shànyǎng) by their families.
3. After the earthquake, the victims were offered a lot of aid by people all over the country.
4. His songs are well received by American young people.
5. Most of the commodities in the US market are manufactured by Chinese factories.
6. Some of the historical relics (文物) were destroyed during the war.
7. Next week's meeting will be led by Mr. Liu.
8. He was scolded by his mother yesterday for playing computer games.

3.3. 上面哪些句子不能用“被”字句翻译？为什么？

4. 综合练习

4.1. 选词填空

a. 职业	b. 出于	c. 精力	d. 赚钱	e. 解放	f. 责任
g. 分别	h. 反而	i. 压力	j. 重返	k. 繁忙	l. 暂时
m. 理由	n. 等于				

您愿意做个全职太太吗？

最近，某市场研究公司就“做全职太太”这一主题开展了一次民意调查，调查对象主要是 18 至 35 岁的年轻女性，参加调查的有 1100 人。调查结果表明，有 82% 的年轻女性表示，在一定条件下会考虑做全职太太。

当问到“您最可能会出于什么原因做全职太太”时，首选 _____ 一是“丈夫事业成功”，二是“更有利于照顾子女”，选择率 _____ 为 45% 和 34%。选择“丈夫提出的要求”的占了 8%，选择“家务太 _____，没有时间和 _____ 工作”的占了 7%，还有 4% 的年轻女性考虑会在“找不到合适的工作”的时候选择做全职太太。调查发现，只有 2% 的女性完全是因为自己喜欢而愿意选择做全职太太的，更多的女性则是 _____ 对婚姻和家庭中某些实际情况的考虑。

在调查中，认为“全职太太也是一份工作，而且需要更大 _____ 心才能做好”的女性占了 68%。可见现代女性已基本从思想上 _____，“全职太太”已不 _____ 传统意义上的“家庭主妇”。调查还发现，年龄和学历上的差异明显影响着女性对“全职太太”的肯定看法。有意思的是，年纪越轻，学历越高的女性，这种观念 _____ 越强。此外，认为“做全职太太是女性权益提高的表现，因为她们不必再为养家 _____ 而外出 _____”的女性有 24%，这类女性以 28 岁以上的为主，她们已有自己的家庭，而且经济条件较好。

这个调查也反映出，绝大多数的女性不会把“全职太太”作为自己的长久 _____，而更愿意看作是 _____ 的特殊工作。当问到“如果您是全职太太，最大的担心是什么”时，有 43% 的女性表示是“失去和社会联系，跟不上社会”，32% 女性认为“_____ 职场困难大，不好找工作”，还有 16% 的女性则担心“在家庭中地位下降”，9% 的女性怕“生活太单调没有意思”。

4.2. 按照上面这篇文章的意思，下面的说法对不对？(T/F)

- _____ 1. 调查显示，82% 的年轻女性喜欢并且愿意做全职太太。
- _____ 2. 许多女性为了方便照顾子女而放弃工作。
- _____ 3. 大多数女性并不愿意主动选择成为全职太太。
- _____ 4. 学历高的女性认为全职太太等于传统意义上的家庭主妇。
- _____ 5. 绝大多数的女性都希望全职太太不是终生的职业。
- _____ 6. 将近一半的女性担心做全职太太会令她们在家庭中的地位下降。

_____ 7. 做过全职太太的妇女回到社会找工作会比较困难。

_____ 8. 这篇文章主要是说明为什么女性应该回到家庭做全职太太。

4.3. 英译汉

1. Not only did he not own up to his own mistakes, but he actually blamed other people for things that were his responsibility.

2. At the time of parting, I forced back my tears and said goodbye to father.

3. You are such a competent housewife! You always make your home tidy and clean in perfect order.

4. On the one hand, I'd like more money, but on the other hand, I'm not prepared to work the extra hours in order to get it.

5. What's worrisome is that many teachers had to change professions due to poor salary and low social status, which resulted in the even more serious teacher shortage in elementary and middle schools. (令人……的是)

6. To solve housing and employment problems for the people has always been a focus for the government. Although the government has changed their housing policies while developing a number of affordable residence buildings in recent years, the increasing housing needs of the people still have not been met. (历来，但……并没有……)

5. 阅读练习

阅读短文（一）妻子下岗又上岗²

妻子的工厂关门了。妻子和她的同事们，离开工作了 20 年的工厂，成了下岗女工。妻子刚下岗，我还真舒服了一阵，下班回家，热腾腾的饭菜就已经摆在桌子上了。可是没过几天，我发现妻子总是不开心，不管我说多少好话，她总是说：“我可不能整天在家呆着，女人 40 岁，孩子大了，正是工作的好时候，不管什么单位，只要要我，哪怕

工作累点我都愿意。”于是她东奔西跑，终于找到了一个小工厂，又上岗了。

妻子重新上岗后，第一天就上夜班。虽然她为我和女儿准备好了晚饭才走，可是一到家，我还是觉得好像家里少了点什么。女儿也总是问：“爸爸，妈妈不上夜班行吗？如果你不在，妈妈又上夜班，我怎么办？”

妻子重新就业，给我们这个小家庭带来了新的挑战。以前，家里早餐吃什么，我从来不用管，每天早上我到公园去跑步，回来吃完早饭就上班。现在不行了，得早早起床，为自己和女儿做早饭，忙得团团转。以前，下班后，我可以在办公室和同事们聊聊天，不用考虑什么时候回家。现在不行了，想到妻子要上夜班，哪怕同事们说我“怕老婆”，也得抓紧时间往家里跑，不放心女儿一个人在家。以前，妻子工厂里的工作很轻松，回到家还能把家务全做了。现在，妻子下班一到家，就倒在沙发上睡着了。看她累成那个样子，我也很心痛，就主动多干家务，不但做饭、洗碗、收拾房间，连衣服我也全洗了。我好几次跟她说：“别干了，再找个好点儿的单位吧！”她却说：“那怎么行？”

一个月过去了，妻子拿着刚发的工资回到家，高兴地说：“怎么样，老公 (*hubby*)，比以前多一倍呢！”妻子下岗又上岗，重新找回了自己，我这个当丈夫的也得到不少意想不到的锻炼。

²下岗 (*xiàgǎng*): being laid off, a euphemism for “unemployed”

5.1. 根据短文内容，选择最佳答案回答问题：

1. 妻子下岗以后，
 - a. 感觉很轻松 (*relaxed*)。
 - b. 感觉很不高兴。
 - c. 舒服了一阵子。
 - d. 忙得团团转。

2. 妻子为什么要重新上岗？
 - a. 因为女儿上大学需要很多钱。
 - b. 因为她以前的工厂重新开门了。
 - c. 因为另一家工厂的工资很高。
 - d. 因为她不愿意在家里呆着。

3. 妻子重新上岗后，为家人带来什么挑战？
 - a. 我早上要照顾女儿吃早餐，不能去公园跑步了。
 - b. 我下班后要赶快回家，不能在办公室聊天了。
 - c. 因为妻子太累，我要帮忙做家务。
 - d. 以上都是。

4. 作者对妻子重新上岗的态度？
 - a. 很生气，因为觉得家里少了点什么。
 - b. 很高兴，因为妻子的工资比以前多了一倍。
 - c. 很心痛，因为妻子工作得太累了。
 - d. 很不满 (*unsatisfied*)，因为要多做很多家务。

5. 妻子对重新上岗的态度？
 - a. 很高兴，因为重新找回了自己。
 - b. 很难过，因为不能照顾女儿。
 - c. 很生气，因为同事们说我“怕老婆”。
 - d. 很不满，因为工作太累，工资又少。

6. 以下哪项最好地说明了这篇短文的主题？
 - a. 我和女儿都不希望妻子上夜班。
 - b. 下岗女工往往感到自己没价值。
 - c. 经过锻炼，我做家务的能力提高了。
 - d. 下岗和重新上岗为家庭结构带来挑战。

5.2. 根据短文内容回答下列问题：

1. 妻子为什么会下岗？
2. 妻子下岗对家庭带来了什么？
3. 丈夫对妻子下岗的态度怎么样？
4. 妻子的态度呢？为什么她那么想？
5. 妻子重新上岗又给家庭带来了什么呢？
6. 丈夫支持不支持妻子的事业？怎么看得出来？
7. 为什么妻子一定要工作？
8. 你觉得这个家庭夫妻关系怎么样？跟传统的家庭关系有什么不同吗？

阅读短文（二）：女人为什么要工作？



大谈男女平等的社会，就说明男女平等还只是希望和愿望。什么时候，我们不必过“三八妇女节 (Women's Day)”了，从社会进步的观点看，就真的男女平等了。

不论是西方的女权运动 (*feminist movement*)，还是中国的妇女解放，关键问题是男女平等。平等应该建立在女人的独立之上，这独立包含着女人经济上的独立、精神上的独立、人格上的独立、感情上的独立。经济上的独立是其它一切“独立”的前提 (*premise*)，这一点女人们早已认识到了。

女人经济上的独立靠的是什么？那就是工作，就是赚钱。旧社会的女人很少是职业女性，她们的任务就是“生养持家”。如果说到那时“女人的职业”的话，那就是她的丈夫，失去了丈夫也就等于失了业。没有男人就没有了社会，没有女人就没有了家庭。这是“男主外、

女主内”的几千年传统社会现象。好不容易，新时代的女人出来工作了，但随之而产生的问题也不少。从某种程度上说，女人“主内”的任务没有减掉多少，而又增加了半个“主外”的重担，女人的负担不但没轻，反而更重了。

但女人还是要工作的，因为她们要独立。现在社会上虽然有全职太太，但那是富人的权力，一般的家庭做不到。即使能够做到，女人也往往不敢。经济上有依靠，这一点一般的女人都乐于接受，但由此而来的风险女人却接受不了。全职太太一旦成为全职保姆，还谈什么精神独立？全职太太未必有全职爱情，全职太太做不好，就会有“兼职太太”出现，哪来的感情独立？全职太太与社会隔绝，被朋友忘记，被丈夫漠视，怎能说人格独立？所以女人宁可家庭工作两头忙，也不敢冒做“全职太太”的险。

工作着的女人，自立自强自信的女人才是美丽的女人。

5.3. 根据短文内容，回答下列问题：

1. 为什么说“大谈男女平等的社会，就足以说明男女平等还只是希望和愿望”？
2. 妇女解放的核心是什么？
3. 作者认为女人的独立包括哪些方面？
4. “男主外、女主内”是什么意思？
5. 新时代的女人出来工作之后出现了什么问题？
6. 作者认为做全职太太有什么风险？
7. 什么情况下“全职太太”会成为“全职保姆”？
8. “兼职太太”是什么人？
9. 作者的主张是什么？

You can use this outline to organize the debate:

甲方 (Side 1): Opening statement, 2 minutes

乙方 (Side 2): Opening statement, 2 minutes

甲方 : Main argument, 3 minutes

乙方 : Main argument, 3 minutes

甲方 : Counterargument of 乙方's arguments, 3 minutes

乙方 : Counterargument of 甲方's arguments, 3 minutes

甲方 : Closing statement, 2 minutes

乙方 : Closing statement, 2 minutes

At the end of the debate, everyone in the class should vote on which side won the debate.

7. 写作练习 • 阿兰的故事 (A double-ending story)

7.1. Read the beginning and the two possible endings of this story:

Beginning	
<p>阿兰是我大学同学中最漂亮的女生，她不但学习好，性情也不错，是很多男生的梦中情人。大学毕业后，她在一家报社当记者，不久就跟一位年轻有为的进出口公司老板结婚了。结婚后，她辞职回家当了全职太太。</p>	
Ending 1	Ending 2
<p>十年后的同学聚会上，阿兰又成了所有女同学羡慕的对象。她仍然是那么漂亮，自信。但又增添了一种持与优雅 (<i>yōuyǎ, elegance</i>)。跟她一起来的儿子就像一个小王子。听说他刚 7 岁就已经是有名的小钢琴家了。</p>	<p>十年后的同学聚会上，大家几乎认不出这个面容憔悴 (<i>qiáocuì, weary-looking</i>) 的女人了！阿兰说她已经离婚了，儿子也归了他爸爸。现在她还没找到工作。她请同学们帮帮她，随便什么工作都行。因为她实在不想再到职场上去碰壁了。</p>

7.2. Complete the story

Choose one of the endings. What do you think happened during the middle part of the story? Write down an outline and then tell your story to your partner. Answer any follow-up questions your partner may have.

7.3. Writing : 阿兰的故事 (550-650 字)

Write a composition based on your completion of the middle part of the story. You can also extend the beginning and the ending if needed.

SAMPLE

癌症村

19

第十九课



课文提要

During the three decades since Deng Xiaoping set China on a course toward market-style growth, rapid industrialization and urbanization have lifted hundreds of millions of Chinese out of poverty and made the country the world's largest producer of consumer goods. But there is little question that growth has come at the expense of the country's air, land and water. Intending to catch the immediate attention of the reader, the author starts this essay with a heart-rending story on the dire conditions of a village in the region of the Huai River (淮河). In his own words, a villager tells about the pain and suffering of the people in the village who are gradually dying of cancer caused by water pollution. He sorrowfully remembers the place when it was beautiful and tranquil. The story leads to a discussion of the various aspects of the environmental problems in China.

Besides its contents, this essay is also interesting in the way it is written. The language is formal, often using concise literary words, but interwoven with vernacular speech and folksy "doggerel satire" to reflect the intense emotion of the people suffering from pollution. In addition, the essay is rich in four-character poetic phrases intended to evoke mental images in the readers' mind and engage them more closely with the reading.

阅读前讨论：

1. 看了课文题目，你能不能猜出来什么是“癌症村”？
2. 人类在什么情况下会污染环境？
3. 你所居住的城市有什么环境问题？
4. 谁最应该对环境污染负责？
5. 你知道哪些跟“环境保护”有关的词汇？

自学生词

Match each new word in the left column with its English translation in the right column by guessing the word's meaning from the characters that it is composed of.

生词	繁体	序号	英文
() 疾病		1.	experience many times
() 戏水	戲	2.	be interrelated
() 记忆	記憶	3.	work
() 死亡		4.	play in water
() 干活	幹	5.	running water, tap water
() 自来水	來	6.	go up to heaven, i.e., die
() 高发	高發	7.	high occurring
() 升天	昇	8.	remember; memory
() 排放		9.	fast
() 历经	歷經	10.	hydrology
() 遍及		11.	disease, sickness
() 快速		12.	extend (everywhere)
() 高速		13.	discharge
() 相关	關	14.	high-speed
() 水文		15.	paper
() 纸张	紙張	16.	death

生词

生词	繁体	拼音	词性	英文	HSK 等级
1. 癌症	癌	áizhèng	<i>n.</i>	cancer	丙
2. 村		cūn	<i>n.</i>	village	丙
3. 割		gē	<i>v.</i>	cut with a knife	乙
4. 患		huàn	<i>v.</i>	contract (an illness)	丙
5. 幽灵	靈	yōulíng	<i>n.</i>	ghost, spirit, phantom	
6. 时刻	時	shíkè	<i>adv.</i>	constantly, always	丙
7. 威胁	脅	wēixié	<i>v.</i>	threaten	丙
8. 相继	繼	xiāngjì	<i>adv.</i>	one after another	丁
9. 去世		qùshì	<i>v.o.</i>	die, pass away	丁
10. 塘		táng	<i>n.</i>	pool, pond	丁
11. 清澈		qīngchè	<i>adj.</i>	crystal-clear	
12. 透明		tòumíng	<i>adj.</i>	transparent	丙
13. 鸭子	鴨	yāzi	<i>n.</i>	duck	丙
14. 追逐		zhuīzhú	<i>v.</i>	pursue, chase	
15. 臭		chòu	<i>adj.</i>	stinky, smelly	乙
16. 县	縣	xiàn	<i>n.</i>	county	乙
17. 污染	汙	wūrǎn	<i>v.</i>	pollute, contaminate	乙
18. 物		wù	<i>n.</i>	thing, matter, substance	丁
19. 致		zhì	<i>v.</i>	cause, incur, invite	丙
20. 流域		liúyù	<i>n.</i>	river basin, valley	丙
21. 普查		pǔchá	<i>n.</i>	census, general investigation	丁
22. 结论	結論	jiélùn	<i>n.</i>	conclusion	乙
23. 密切		mìqiè	<i>adj.</i>	close, intimate	乙
24. 民谣	謠	mínyáo	<i>n.</i>	folk rhyme, popular verse	
25. 首		shǒu	<i>m</i>	measure word for poems and songs	乙
26. 升迁	昇遷	shēngqiān	<i>v.</i>	be promoted	
27. 针对	針對	zhēnduì	<i>v.</i>	be directed against	乙
28. 皮革		pígé	<i>n.</i>	leather	丁
29. 治理		zhìlǐ	<i>v.</i>	control, manage	丁
30. 启动	啓動	qǐdòng	<i>v.</i>	start, initiate, launch	
31. 扩散	擴	kuòsàn	<i>v.</i>	spread	丁

	生词	繁体	拼音	词性	英文	HSK 等级
32.	致富		zhìfù	<i>v.o.</i>	become rich	丁
33.	矿山	礦	kuàngshān	<i>n.</i>	mine	丁
34.	忽视	視	hūshì	<i>v.</i>	ignore, neglect	丙
35.	农场	農場	nóngchǎng	<i>n.</i>	farm, ranch	丙
36.	代价	價	dàijià	<i>n.</i>	price, cost	丙
37.	能源		néngyuán	<i>n.</i>	energy sources	乙
38.	耗费	費	hàofèi	<i>n.</i>	waste, consume	丁
39.	破坏	壞	pòhuài	<i>v.</i>	destroy, damage	乙
40.	效益		xiàoyì	<i>n.</i>	effectiveness, benefit	丁
41.	官员	員	guānyuán	<i>n.</i>	official	丁
42.	部		bù	<i>n.</i>	minister, department	乙
43.	频繁	頻	pínfán	<i>adv.</i>	frequently	丁
44.	反思		fǎnsī	<i>v.</i>	self-examination, introspection	丁
45.	单纯	單純	dānchún	<i>adj.</i>	pure, simple	丙
46.	持续	續	chíxù	<i>v.</i>	sustain, continue	丁
47.	严峻	嚴	yánjùn	<i>adj.</i>	severe	丁
48.	淮河		Huái Hé	<i>prop. n.</i>	Huai River (a main river of East China which runs through three provinces: Henan, Anhui, and Jiangsu.)	

成语和惯用语

成语/惯用语	繁体	单字解释	意思
绿树成荫 lǜ shù chéng yīn	綠 樹 蔭	绿 : green 树 : tree 成 : result, become 荫 : shade	canopy of green trees 例 : 街道两侧, 绿树成荫。 On both sides of the street, there is a canopy of flourishing trees.
触目惊心 chù mù jīng xīn	觸 驚	触 : touch 目 : eye 惊 : startle, shock 心 : heart	startling, shocking (scene) 例 : 去年的一场飓风留下了这触目惊心的凄凉景象。 Last year's hurricane left us with this startling and desolate sight.
鱼米之乡 yú mǐ zhī xiāng	魚 鄉	鱼 : fish 米 : rice 之 : particle “的” 乡 : land, place	fertile land of rice and fish 例 : 在中国, 长江中下游一直被称为“鱼米之乡”。 In China, the middle and lower reaches of the Yangzi River are always called the fertile region of rice and fish.
无能为力 wú néng wéi lì	無 為	无 : without 能 : ability 为 : do, act, handle 力 : power, influence	cannot do anything, helpless, powerless 例 : 很抱歉, 对于你的事, 我实在无能为力。 I'm sorry, but there is really nothing I can do to help you.

■ 第一读：掌握课文大意

快速阅读课文，看下面三个选择中哪一个最能说明本课主要意思：

1. “癌症村”的历史和现状
2. 王子清的家庭状况
3. 中国的环境污染问题

“癌症村”

王子清已记不清村里死了多少人了。“每死一个人，我的心就像刀割一样。”从上世纪90年代以来，村里的人就开始纷纷得病。每年村里因患癌症而去世的少则五六人，多时达20多人。由于得癌症的病人多，他们村被当地人称作“癌症村”。

王子清一家便是这个不幸村庄中的不幸家族。2004年6月，短短一个月内，王子清便失去了3位亲人：他哥哥、弟弟、叔叔都因癌症而相继去世。这些年，村里王姓130人中，便有35人死于癌症。死者最年长的不到70岁，最年轻的只有30岁。“人活得都没有希望了，”王子清说，“村里的人总担心，下一个死的会不会是自己。”死亡像一个可怕的幽灵，时刻在威胁着这个村子。

王子清家正对着一个大水塘，村里人吃的用的都是这塘水，村南两公里外就是淮河。在王子清的记忆中，从前淮河和水塘里的水都曾经清澈透明，河塘边绿树成荫，白色的鸭子在河塘内追逐戏水。村里的人去地里干活时，从来不带水。渴了，随便从河塘中捧一口水就喝。“可甜了，比现在的自来水都好喝。”王子清说。

可是，从80年代末开始，淮河边建起了一些工厂，淮河水开始变坏变臭。据县水文站提供的一份资料显示，1990年、1994年和2000年，淮河水中共查出90种污染物，其中致癌物高达67种。河水污染了土地和地下水，也污染了空气。2005年，国家疾病预防控制中心曾对淮河流域癌症高发地区进行全面普查，最终结论是：一、淮河流域地区为癌症高发区；二、癌症高发与受污染的淮河水密切相关。以前，曾有“走千走万，不如淮河两岸”的民谣；而如今，这个自古以来的鱼米之乡，却变成了“癌症村”频发地区。

难怪当地居民中流传着这样一首民谣：“你们得利，我们得病；你们升迁，我们升天。”这首民谣针对的就是那些建在淮河流域的高污染的纸张、皮革和塑料制造企业。这些企业的工业污水基本上都排放到淮河中，污水一流就是几十年，迟迟得不到治理。虽然早在1994年国家就启动了治理淮河的工程，历经二十几年，投资600亿，但至今尚未实现“水体还清”的目标。

上世纪90年代，“癌症村”只在个别地方出现，如今却扩散到全国20个省。在快速致富的过程中，工厂和矿山忽视了环境保护，将有毒的化学品和污水排放到河流湖泊中，使中国各地的水污染达到了触目惊心的程度。面对那些只重视短期经济效益和就业机会的企业领导和政府官员时，连国家环保部门也一度感到无能为力。

中国国家环境保护部副部长潘岳表示，过去几十年中国经济的高速发展是以牺牲环境为代价的。中国创造同等经济价值的能源耗费量是世界其他地区平均水平的三倍。对环境的严重破坏，已经给中国造成了灾难性的后果。3亿多农村人口喝不到干净的水，三分之一的城市居民呼吸不到清洁空气。高耗能、高污染、高消费的经济发展模式使中国成为了世界耗水第一、污水排放量第一的国家。

近年来频繁发生的环境污染事件，使人们越来越意识到这种可怕的不不断增长的环境代价。中国社会各界已经开始反思多年来单纯追求经济增长的发展模式。“绿色GDP”、“可持续发展”的概念已经被越来越多的人所关注和接受。潘岳说，“中国的环境保护形势依然严峻，可以说，环境状况已经进入了‘冬天’，但由于社会各界的广泛重视，环境保护工作已经进入了‘春天’。”¹

■ 第二读：细节和理解

A. 根据课文内容回答下列问题：

1. 王子清的村子为什么被称为“癌症村”？
2. 村子里的大水塘有些什么变化？
3. 河水变坏的原因是什么？

¹潘岳接受上海《第一财经日报》记者访问时发言。原载“第一财经日报”2006年1月10日

4. “癌症村”里的居民为什么会得病?
5. 民谣“你们得利，我们得病；你们升迁，我们升天”中的“你们”指的是谁？“升天”是什么意思？
6. 国家对于污水问题采取了什么措施？有没有成效？
7. “癌症村”的扩散现象说明了什么问题？
8. 为什么环境保护官员也感到无能为力？
9. 中国污染问题得不到解决的根本原因是什么？
10. 中国环境保护的“春天”是什么意思？

B. 根据课文推论：

Choose the best inference from the three possible choices for each sentence, and underline the clue(s) that helped you choose.

1. 王子清已记不清村里死了多少人了。
 - a. 是因为王子清记性不好。
 - b. 是因为王子清不知道村里的具体死亡人数。
 - c. 是因为死去的人太多了。
2. “走千走万，不如淮河两岸”
 - a. 淮河有千万公里长
 - b. 许多地方都不如淮河两岸的风景美丽
 - c. 要看淮河两岸的风景，需要走很多路
3. 上世纪 90 年代，“癌症村”只在个别地方出现，如今却波及全国 20 个省。
 - a. 上世纪 90 年代，“癌症村”并不存在。
 - b. 上世纪 90 年代，中国环境污染问题没有现在严重。
 - c. 上世纪 90 年代，中国环境污染问题比现在严重。

4. 中国的环境保护形势依然严峻，可以说，环境状况已经进入了“冬天”，但由于社会各界的广泛重视，环境保护工作已经进入了“春天”。
- 虽然环境状况非常差，但是人们已经开始意识到保护环境的重要性。
 - 中国环境状况非常严峻，可是春天快来了，环境问题将随之改善。
 - 中国环境状况非常差，是由于社会各界的广泛重视。

■ 阅读技巧

1. 语篇分析 • Reading Processing – Grouping Information for Comprehension

Grouping together information on the same subject makes your reading easier and comprehension better. In general, one paragraph is about one topic. But this is not always the case. This lesson has eight paragraphs but only five topics:

- the gradual deaths of 王子清's family and the people of his village
- the history of the environmental issues of the Huai River region
- the local people's feelings about the dire conditions of their environment
- the reasons for environmental degradation
- the rising awareness of environmental issues in China

Practice: Below are eight statements summarizing each paragraph, out of order.

- Write the number corresponding to the paragraph each statement summarizes.

- () 王子清的家乡以前的情况。
- () 企业领导和政府官员只重视短期经济效益是环境污染的原因。
- () “癌症村”已扩散到全国 20 个省，环境污染越来越严重。
- () 王子清和他死去的家人——“癌症村”里的一个不幸家族。
- () 人们已经开始意识到环境问题的严重性。
- () 老百姓对被污染的环境非常不满，但是国家治理淮河的工程却没有什麼成效。
- () “癌症村”的产生是由于淮河边工厂的废水污染了淮河水。
- () 淮河边上的“癌症村”。

2. Group the paragraphs by the five categories of subject matter stated above.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

2. 比喻：形象的语言 • Metaphor – Creating Imagery

Practice: Read the following sentences and make pictures in your mind about the sentences. Translate the following sentences into English in a way that best expresses your mental images.

1. 死亡像一个可怕的幽灵，时刻在威胁着这个村子。

2. 这个自古以来的鱼米之乡，却变成了中国“癌症村”最集中的地区。

3. 每死一个人，我的心就像刀割一样。

4. 中国的环境保护形势依然严峻，可以说，环境状况已经进入了“冬天”，但由于社会各界的广泛重视，环境保护工作已经进入了“春天”。

词汇与句型

1. 记不清/记得清 • cannot/can remember clearly

1. 他一生得了很多音乐奖，多得连他自己也记不清了。

He won so many music awards throughout his life that even he himself couldn't remember them all.

2. 十几年没见面，我还记得清他当年是什么样子。

I haven't seen him for more than ten years; still, I remember clearly how he looked then.

3. 我记不清河水污染是从什么时候开始的。

I can't remember clearly when the river pollution started.

2. 少则……多时达…… • range from... to...; at least... and sometimes as many as...

1. 每年村里因患癌症而死的，少则五六人，多时达 20 多人。
Of the number of people who died because of cancer every year, the minimum number was 5 or 6, and the largest number reached more than 20.
2. 这个高中每年有很多学生考上重点大学，少则七八十，多时达一百。
Every year, many students from this high school get into key universities: at least seventy to eighty; sometimes as many as one hundred.
3. 他是一位勤奋而高效的作家，每天少则能写五千字，多时达一万字。
He is a diligent and productive writer. He can write at least 5,000 words everyday, and sometimes as many as 10,000 words.

3. 相继 • in succession, one after another

1. 这个村子的人们相继患上癌症。
People in this village got cancer one after another.
2. “癌症村”相继出现在全国 20 几个省。
The “cancer villages” appeared one after another in more than twenty provinces throughout the country.
3. 他的三个妹妹在两年内相继结婚。
His three younger sisters got married one after another within two years.

4. 时刻 • 1. (adv.) constantly, always 2. (n.) time, moment

1. 死亡像一个可怕的幽灵，时刻在威胁着这个村子。
Death is constantly threatening this little village, like a terrifying ghost.
2. 恐怖分子 (terrorist) 的活动一刻也没有停止过，我们要时刻防备。
We should always guard against terrorists, for they would never stop their actions.
3. 这名船长在最后的危急时刻仍然留在船上。
The captain remained in the boat until the last fatal moment.
4. 在关键时刻，他失去了勇气。
At the last minute, his courage failed him.

5. 致 • cause, incur, induce, lead to (usually bad result)

1. 污染的河水里含有致癌的物质。
The polluted river contains the elements which cause cancer.
2. 至今为止，癌症仍是一种致命疾病。
So far, cancer is still a kind of disease which causes death.
3. 他昨天晚上被送去急诊，医生们现在还没找到致病原因。
He was sent to the emergency room last night. The doctors haven't found out what caused the disease.

6. 高 • high (degree, extent)

1. 加州属于地震高发地区。
California belongs to the areas of high incidence of earthquakes.
2. 股票是一种高风险投资。
Playing the stock market is a kind of high-risk investment.
3. 这是一座高污染的工业城市。
This is a highly polluted industrial city.

7. 早在 • as early as...

1. 早在五十年前，他就提出“可持续发展”的概念。
As far back as fifty years ago, he proposed the concept of “sustainable development”.
2. 他的家族早在 20 世纪 30 年代就开始做出口生意。
His family started an export business as far back as the 1930s.
3. 这所学校早在 100 年前就建立了。
This school was founded as early as 100 years ago.

8. 历经 • experience many times, live through

1. 他的家人历经许多危险，终于来到美国。
His family lived through many dangers and finally got to America.
2. 历经三十年的写作，他终于完成了那部长篇小说。
After thirty years of writing, he finally finished his novel.

3. 他在创业过程中历经种种困难，变得越来越成熟。
He experienced various kinds of difficulty in establishing his own business, and he became more and more mature during this process.

9. 至今 • up to now, to this day, so far

1. 他在一个月内失去了三位亲人，至今悲伤不已。
He lost three relatives within one month; he is still grieving to this day.
2. 我的家乡污染很少，人们至今仍然喝河水。
There is very little pollution in my hometown. To this day, people still drink river water.
3. 花木兰 (*Mulan*) 这个古代女英雄故事至今仍受人们喜爱。
The ancient heroic story "Mulan" is still popular among people to this day.

10. 触目惊心 • startling, a ghastly sight

1. 近年来，北京的离婚率达到触目惊心的程度。
In recent years, the divorce rate in Beijing has reached a startling point.
2. 我一打开报纸，就看到那个触目惊心的标题。
I saw the startling headline as soon as I opened the newspaper.
3. 战争造成的破坏让人触目惊心。
People were startled by the ghastly sight of damage caused by the war.

11. 无能为力 • cannot do anything about it

1. 当地居民对湖水污染无能为力。
The local residents cannot do anything about the lake pollution.
2. 无论他怎么说，女儿都不听，他觉得他实在是无能为力了。
His daughter wouldn't listen to him, no matter how he tried. He felt completely helpless.
3. 对不起，虽然我很想帮助你，可我对这件事确实是无能为力。
Sorry, although I would love to help you, I really can't do anything about this matter.

语法

1. 书面语特殊句型 • Special sentence patterns in formal/written Chinese

Although most sentence patterns can be used in both spoken and written Chinese, there are some sentence patterns that are used exclusively in the written Chinese style. Most of them are from classical Chinese. The following examples illustrate their distinctive usages and their spoken versions. One important point to keep in mind is that when written style is converted to spoken style, the adjustments will involve not only vocabulary change, but also sentence structure alterations.

1. Adj./V 于…… (Adj./V at/in/with...) (Review of grammar point 于 in Lessons 8 and 14)

他善于绘画。

(口语：他在绘画方面很有才能。)

最近她一直忙于饭店业务。

(口语：最近她在饭店的生意很忙。)

投资人要敢于冒险。

(口语：作投资的人要不怕冒险。)

网上购物便于人们进行价格比较。

(口语：在网上买东西可以让人们比较方便地比较价格。)

2. 将…… V 于/V 为…… (把…… V 在/V 作……)

他将多年存款全部投资于股票市场。

(口语：他把很多年来存下的钱全都拿来买股票了。)

公司应将此资金用于扩大再生产。

(口语：公司应该把这笔资金用在扩大再生产方面。)

很多华人家长将子女视为融入主流社会的希望。

(口语：很多华人父母把孩子看做融入主流社会的希望。)

3. 为……而 V (do something for a certain purpose)

他特为此事而来。

(口语：为了这件事情，他特地来到这里。)

他们无比感谢警方为此而作出的种种努力。

(口语：他们非常感谢警察为了这个案子做出的各种努力。)

4. 与其 A，不如 B (rather than A, it's better to B, not so much A as B)

与其羡慕别人，不如自己努力。

(口语：不要只羡慕别人，还是自己多努力吧。)

老板的话与其说是鼓励，不如说是责备。

(口语：你不要以为老板说的话是鼓励(你)，那实际上是一种批评。)

5. A 无异于 B (A is no different from B, A = B) (Review of 无异于 in Lesson 14)

这样大量饮酒无异于慢性自杀。

(口语：喝这么多的酒实际上就是慢性自杀。)

法律已有此条，如果再作规定，无异于画蛇添足。

(口语：法律上已经有了这一条，要是再作一条类似的规定，那就是画蛇添足了。)

6. 以 A 为 B (take/regard A as B) (Review of 以……为…… in Lesson 10)

过去 30 年中国经济的高速发展是以牺牲环境为代价的。

(口语：过去 30 年中国经济发展得那么快，是用污染环境换来的。)

医疗卫生工作应该以预防 (prevention) 为主。

(口语：医疗卫生工作应该把预防生病作为主要任务。)

7. 因……而…… (action because of/ due to...)

他哥哥、弟弟、叔叔都因癌症而相继去世。

(口语：他的哥哥、弟弟和叔叔都因为得了癌症，先后去世了。)

本公司明年预算因今年盈利不多而被削减。

(口语：我们公司因为今年赚钱太少，所以明年的预算被削减/减少了。)

2. 民谣

民谣, also known as 顺口溜 (“doggerel satire” or “slippery jingles” in English), are rhythmic and rhyming popular sayings full of clever wordplay that are passed around in society. They are often of unknown authorship. Sometimes they are characteristic of children’s game rhymes or nursery rhymes. But mostly they appear as a powerful form for comedy and satire, expressing public emotions and opinions in Chinese society.

Even in ancient times, powerless people at the bottom of society used 民谣 to express veiled criticism, sarcasm or anger in reaction to the dominance of officials. 民谣 have gained popularity today again in the Chinese vernacular with their sharp critical irony and ridicule against some problematic social, cultural and political phenomena, with corruption being the most common target of their biting wit.

民谣 used to get passed around by word of mouth, but now in the Internet age, they are quickly spread through blogs and text messages. Their language is usually humorous, folksy and vivid. In order to appreciate them, you need knowledge of the (local) culture and the ability to fill in what is missing from the (veiled) expressions.

In this lesson, the old 民谣 “走千走万，不如淮河两岸” praises the region of the Huai River before pollution as the best land, better than any other places even if you go or search for thousands of miles (here 走千走万 means 走一千里，走一万里 or 无论走多远，无论走到哪里).

A similar old 民谣 about another place, the poor province of 贵州, went like this: 天无三日晴，地无三尺平，人无三分银。(There were no three continued sunny days or three square feet of smooth surface; and people had less than three ounces of silver in their pocket.²)

The second 民谣 in this lesson is a more contemporary piece, a bitter expression of plain folks against the ambiguous “你们”，which might refer to the leaders of the big factories or the officials of the local government. 你们得利，我们得病；你们升迁，我们升天。The sharp contrast between the fate of “你们” and “我们” reflects alarming social inequities.

²贵州, a mountainous plateau located in southwest China, was regarded as a very poor place with bad weather, terrible geographic conditions and a poor standard of living. But now 贵州 has become a famous tourist attraction due to its beautiful natural forests and waterfalls, and the colorful cultures of 49 different ethnic minorities.

Below is another Internet-circulated 民谣 about corrupt officials:

身体越来越胖，心胸越来越窄。
 头衔越来越多，学问越来越浅。
 讲话越来越长，真话越来越少。
 职位越来越高，威信越来越低。
 年纪越来越老，情人越来越小。

A rough translation of the above 民谣:

The body grows fatter and fatter, the mind narrower and narrower.
 The titles accumulate more and more, the knowledge shallower and shallower.
 The speeches longer and longer, the truth less and less.
 The position higher and higher, the popular trust lower and lower.
 The age grows older and older, the mistresses younger and younger.

练习

1. 语音

Write pinyin for the following underlined Chinese characters. Pay special attention to their different pronunciations in different contexts:

水体 <u>还</u> 清 ()	<u>密</u> 切 ()	年 <u>长</u> ()	<u>王</u> 活 ()
<u>还</u> 是 ()	<u>切</u> 开 ()	<u>长</u> 期 ()	<u>王</u> 净 ()
无能 <u>为</u> 力 ()	集 <u>中</u> ()	<u>种</u> 类 ()	<u>相</u> 关 ()
<u>为</u> 此 ()	<u>中</u> 奖 ()	<u>种</u> 树 ()	照 <u>相</u> ()

2. 词汇句型

2.1. Match the following words on the left with the words appropriately associated with them on the right.

Group One
(Verb + Object)

- | | | |
|-------|-------|----|
| 1. 实现 | _____ | 代价 |
| 2. 付出 | _____ | 能源 |
| 3. 启动 | _____ | 环境 |
| 4. 耗费 | _____ | 后果 |
| 5. 造成 | _____ | 目标 |
| 6. 污染 | _____ | 工程 |

Group Two
(Adj. + Noun)

- | | | |
|--------|-------|----|
| 1. 短期 | _____ | 结论 |
| 2. 清澈的 | _____ | 普查 |
| 3. 最终 | _____ | 关系 |
| 4. 严重 | _____ | 湖水 |
| 5. 全面 | _____ | 后果 |
| 6. 密切 | _____ | 效益 |

2.2. 选词填空

a. 致癌

b. 致病

c. 致富

1. 有些日常用品如药品、塑料制品中的 _____ 物, 已经引起人们的关注。
2. 这些国家都是靠石油能源 _____ 的。
3. 现代社会因烟酒过度而 _____ 的人仍然不少。

d. 致癌物

e. 易燃物

f. 交换物

g. 飞行物

4. 请不要携带 _____ 上车。
5. 在以金钱为 _____ 的商品世界里, 许多美好的感情都变得没有价值了。
6. 有人说他们亲眼看到过不明 _____ (UFO), 你相信吗?
7. 这里的河水被工厂废水污染, 含有多种 _____。

a. 治理	b. 威胁	c. 污染	d. 效益	e. 代价	f. 密切
g. 相继	h. 时刻	i. 相关	j. 针对	k. 破坏	l. 保护
m. 环保	n. 启动	o. 扩散	p. 忽视		

8. 最近公司职员们 _____ 辞职, 公司领导人正 _____ 关注此事, 并将 _____ 此事开会讨论。
9. 这些企业总想以最小的 _____ 换取最大的 _____, 所以 _____ 了对环境的 _____。结果是森林被 _____、河流被 _____, 人们的身体健康受到严重的 _____。
10. 老人的肺癌 _____ 了, 在他生命的最后 _____, 他把所有存款捐给了 _____ 组织。
11. 新 _____ 的黄河河水 _____ 工程与当地农民的利益密切 _____。

2.3. 短文填空 (Not all words will be used.)

1. 重要	2. 解决	3. 污染	4. 环境	5. 而	6. 结果
7. 增长	8. 认为	9. 造成	10. 主要		

近几年来, 北京的汽车数量迅速 _____, 汽车尾气 (*tail gas*) 排放量猛增, _____ 了空气污染。研究 _____ 表明, 北京空气中的污染 65% 来自汽车尾气污染。专家 _____, 以前, 城市污染大多是来自工业污染。_____ 现在, 因交通造成的空气 _____ 已经超过传统的工业污染, 成为城市污染的 _____ 来源。因此, 控制汽车污染对 _____ 空气污染问题非常 _____。

3. 语法练习

3.1. 用口语形式改说/改写下列书面语句子:

1. Adj./V 于……

- a. 回收废品有利于减少环境污染。

b. 以前很多人习惯于在国有企业吃大锅饭。

c. 这些年，村里王姓 130 人中，便有 35 人死于癌症。

2. 将…… V 于/V 为……

a. 该县政府是否已将所有捐款用于救灾?

b. 政府官员应将百姓利益置于个人利益之上。

c. 2005 年，韩国将汉城改名为首尔。

3. 为……而 V

a. 任何企业都不能为谋取暂时的利益而污染环境。

b. 工会为争取更好的工作条件而组织工人罢工。

4. 与其 A，不如 B (A 不如 B)

a. 与其整天在家闲着，不如找个工作。

b. 她迟早会知道真相的。与其长期瞒着她，还不如将实话告诉她。

5. A 无异于 B (A 跟 B 没有什么不一样, A=B)

a. 有了这本字典，无异于身旁多了一位良师益友。

b. 跟他谈电脑，无异于对牛弹琴。

6. 以 A 为 B

a. 政府官员的工作应以人民利益为重。

b. 普通话是“以北京语音为标准音，以北方话为基础方言”的现代汉民族共同语。

7. 因……而……

a. 每年村里因患癌症而去世的少则五六人，多时达 20 多人。

b. 文革后因感情不和而导致离婚者日益增多。

8. 至今，不已

他在一个月内失去了三位亲人，至今悲伤不已。

9. 早在，历经，至今，尚未

虽然早在 1994 年国家就启动了治理淮河的工程，历经二十几年，投资 600 亿，但至今尚未能实现“水体还清”的目标。

3.2. Use “因……而……” or “以……为……” to translate the following sentences. Pay attention to the written style of the whole sentences.

1. Many fish died from the river pollution.

2. We shouldn't develop the economy at the expense of people's health.

3. Children's behavior may change because of the environment in which they grow up.

4. In the past, people in northern China had to depend on turnips and cabbages as their main vegetables in the winter.

3.3. 民谣: Translate the following 民谣 into English (you can use the information in the parentheses to help you).

1. About “whole nation doing business”:

十亿人民九亿商，还有一亿要开张。

2. About economic reform and making a fortune (this 民谣 was popular in the 1980s):

东西南北中，发财到广东。(广东 is the forerunner of China's economic reform.)

3. About water pollution:

50 年代淘米洗菜，60 年代浇地灌溉，70 年代水质变坏，80 年代鱼虾绝代。(淘米 wash rice; 浇地 water fields; 灌溉 irrigate; 绝代 extinct)

4. 没钱人跟有钱人

民谣	Translation
没钱人养猪， 有钱人养狗。 没钱人在家里吃野菜， 有钱人在酒店吃野菜。 没钱人在马路上骑自行车， 有钱人在客厅里骑自行车。 没钱人想结婚， 有钱人想离婚。 没钱人假装有钱， 有钱人假装没钱。	

4. 综合练习

4.1. 选词填空

a. 能源	b. 过程	c. 威胁	d. 排放	e. 破坏	f. 疾病
g. 代价	h. 应运而生	i. 污染	j. 浪费	k. 耗费	l. 森林
m. 持续	n. 快速	o. 触目惊心	p. 必不可少		

一次性筷子的危害

筷子是中国人的主要餐具，是中国饮食文化的重要体现。近年来，古老的传统遇到现代社会“快速、方便、卫生”的价值观，一次性木筷_____。但很多人不知道的是，中国人在这项餐具上所付的_____实在让人_____。

在中国的很多餐馆里，一次性筷子早已成了_____的餐具。随着经济_____发展，国内流动人口增加，中国从上世纪八十年代开始推广使用一次性筷子，以提高公共用餐卫生水平，预防_____传染。

据统计, 中国每年消耗和出口一次性木筷 800 亿双。每年为生产一次性筷子要 _____ 木材 166 万立方米, 需要砍伐大约 2500 万棵大树, 减少 _____ 面积 200 万立方米。

中国森林覆盖率 (*coverage*) 仅为 18.21%, 居世界第 130 位。其中还存在森林质量不高、树种单一、树龄低等问题。中国长期以来由于经济 _____ 发展的需要已对森林造成了严重的破坏。但如果为了十三亿人每日用餐的需要而失去那么多的森林, 这种不必要的 _____ 确实让人痛心。

其实, 在市场上两块钱就能买到一百双的一次性筷子消耗的远远不止宝贵的森林。因为大多数筷子的生产都需要经过漂白的 _____, 漂白后, 还需要大量的水蒸煮或冲洗。因此, 一次性筷子的生产不仅浪费大量的水电 _____, 其漂白后 _____ 的污水更会对环境造成 _____, 对人们身体健康造成 _____。

4.2. 按照上面这篇文章的意思, 下面的说法对不对? (T/F)

- _____ 1. 在中国, 大多数的餐馆都使用一次性木筷。
- _____ 2. 使用一次性木筷主要是为了预防传染性疾病。
- _____ 3. 制造一次性木筷要耗费大量木材。
- _____ 4. 中国的森林覆盖率虽然低, 森林的质量却很高。
- _____ 5. 中国森林遭到破坏的主要原因是一次性筷子的普及。
- _____ 6. 一次性筷子价格十分便宜。
- _____ 7. 一次性筷子的生产过程还造成其他方面的环境污染。
- _____ 8. 使用一次性筷子的利大于弊。

4.3. 英译汉

1. You will witness (见证) one of the greatest moments in history.

2. Government officials should always bear the welfare of the masses in mind. (将……置于……)

3. The real estate prices in this city are really expensive. A two-bedroom apartment costs at least 500,000 yuan, and sometimes as much as 800,000 yuan. (少则……多时达……)

4. In my memory, my hometown had a little river of crystal clear water with canopies of green trees on both sides. (绿树成荫)

5. The water of the Huai River was polluted due to the waste water discharged by the factories on the riverside. (因……而……)

6. Those who want to establish their own business should take him as an example: be cautious in investment but also unafraid of taking risks when the opportunity comes. (以……为……)

7. Since the launch of environmental protection, this city gradually became a place of green trees which provided pleasant shade.

8. They started their band (乐队) as long ago as 1970. After undergoing many difficulties, the band is now gaining worldwide popularity. (早在, 历经)

9. A newspaper photographer happened to be on the spot and took some pictures of the startling accident site. (触目惊心)

5. 阅读练习

短文一：沙尘暴 (*dust storm*)

近年来，中国北方越来越成为沙尘暴高发地区。有时一个月能发生几次。大风一起，大街小巷尘土飞扬，风沙吹得人睁不开眼睛白天好像黄昏一样。特别具有讽刺 (*irony*) 意味的是，今年3月31号，北京举行“绿色中国—环保公益日”之时，却偏偏遇到沙尘天气。中国环保总局副局长站在满天飞舞的黄沙中说：“触目惊心的环境问题已经成

为威胁经济、影响社会的大问题。”他强调，要积极推动公众参与环境保护，因为解决中国严重环境问题的最终动力 (*driving force*) 来自公众。

北京居民张小姐说，沙尘暴太可怕了。遇到沙尘暴，她总是请假躲在家里。张小姐认为，环保问题的关键在上层 (*upper level*)，“最终动力来自公众”，只是不负责任的说法。她说：“上层不制定保护环境的政策法令，公众恐怕没那么大的热情，也没那么大的力量。现在企业都讲究经济效益，你让他停产搞环保，他会愿意吗？”

香港评论人刘先生认为：“中国在发展经济的时候，只追求GDP的增长，却忽视了对环境的保护。除了中国政府以外，整个中国社会也非常短视 (*short-sighted*)，不考虑长久的利益，因为在环保上的投入在短期内是看不到效益的。”

刘先生表示，“目前中国政府能做的就是加大环保部门的权力，因为环保工作会跟地方政府重经济发展的政策有利益冲突，在这种情况下，如果环保部门的权力很小，对监督地方政府就无能为力。另外，中国政府也应该加大在环保方面的投资。而且还要在学校里进行环保生态教育，因为环保是一个全国的问题，长期的问题，必须整个社会从上到下都去关注。”

1. 根据短文内容，选择最佳答案回答问题：

1. 今年 3 月 31 日，_____。
 - a. 是环保公益日
 - b. 北京遇到沙尘暴天气
 - c. 中国环保总局副局长发表关于环保问题的讲话
 - d. 以上都对

2. 中国环保总局副局长认为，解决环保问题的根本在于_____。
 - a. 上层
 - b. 公众
 - c. 企业
 - d. 教育

3. 北京居民张女士认为，解决环保问题的根本在于_____。
 - a. 上层
 - b. 公众
 - c. 企业
 - d. 教育

4. 香港评论人刘先生认为，造成环保问题的根本原因在于_____。
 - a. 中国在追求短期经济效益时，忽视了长久利益和环境保护
 - b. 中国政府没有制定明确的保护环境的政策法令
 - c. 中国民众对于保护环境的关注和热情不够
 - d. 以上都对

5. 香港评论人刘先生认为，解决环保问题的措施包括_____。
 - a. 中国政府应该加大环保部门的权力
 - b. 中国政府应该加大在环保方面的投资
 - c. 中国政府应该在学校里进行环保教育
 - d. 以上都对

6. 下面哪项最好地说明了短文的主题？
 - a. 各界人士对北京沙尘暴及环保问题的看法。
 - b. 解决中国严重环境问题的最终动力来自公众。
 - c. “最终动力来自公众”只是不负责任的说法。
 - d. 在环保上的投资在短期内是看不到效益的。

短文二：藏羚羊 (*Tibetan antelope*) 的命运

在神秘 (*mysterious*) 的西藏高原，在那片空气极度稀薄 (*thin*)、气温极度寒冷的大地上，生存着一种美丽的生灵 (*creature*)，在雪地上飞一般地成群奔跑，它们就是藏羚羊。20 世纪初，在西藏大约生活着 100 万只以上的藏羚羊。一个世纪过去了，西藏已经没有了以前那种到处是藏羚羊的景象。到 20 世纪末

时，藏羚羊的数量已经不到 75,000 只。

是什么原因使藏羚羊的数量迅速减少呢？美国的一位科学家从 1985 年到 1997 年对西藏的野生动物作了深入的调查和研究，发现了藏羚羊数量越来越少的原因。据说，藏羚羊在晚上最怕灯光，它们白天奔跑如飞，但只要在黑暗中看见刺眼的灯光，就会惊呆，站在原地一动不动。很多偷猎者 (*poachers*) 就在晚上打开车灯，从汽车上向藏羚羊开枪 (*shoot*)。一次打死一二百是很平常的事。

一张藏羚羊皮可以卖到人民币 500 元以上。藏羚羊皮上的羊绒 (*cashmere*) 又轻又软，被称为“羊绒之王”。用这种羊绒做成的披肩 (*cape*) 既保暖又漂亮，在欧美市场上最高可以卖到一万美元。但是，披肩的真正价值远远不止这个价钱，因为我们付出的是青藏高原上平均每天 50 只藏羚羊丧生 (*lose life*) 的代价。除了羊皮以外，藏羚羊头还被做成羊头标本 (*specimen*) 卖给游客，而藏羚羊角更是藏药中不可缺少的药材。

人们为了暂时的经济利益，大量枪杀藏羚羊。由此可见，正是人类的贪婪 (*greed*) 才造成了藏羚羊数目迅速减少。如果我们现在还不赶快保护藏羚羊，那么在不远的将来，我们的子孙后代就只能在博物馆和历史书上看到藏羚羊了。

按照上面这篇文章的意思，下面的说法对不对？(T/F)

- _____ 1. 20 世纪初西藏有很多藏羚羊。
- _____ 2. 每年有大约一万多只藏羚羊死去。
- _____ 3. 偷猎者们都是晚上去捕杀藏羚羊。
- _____ 4. 藏羚羊只有羊皮有用。
- _____ 5. 人们捕杀藏羚羊主要是为了得到羊绒。
- _____ 6. 一条披肩要用 50 只藏羚羊的羊绒才能织成。
- _____ 7. 人类的贪婪是藏羚羊数目减少的真正原因。
- _____ 8. 如果不赶快采取措施，以后的孩子将看不到活着的藏羚羊了。
- _____ 9. 这篇文章的主要意思是我们应该赶快保护藏羚羊。

6. 口语练习：

1. 一位工厂厂长因该工厂污染环境（当地河流）而被老百姓告上法庭。法官判决如果他愿意参加一个环境保护学习班，就可以免去六个月的有期徒刑。你觉得这个法官判得怎样？要是你是法官，你会怎么判？
2. 如果因为工厂污染环境而停产，那些工厂的工人就要失业。是人们的就业重要还是保护环境重要？
3. 你有没有用过一次性筷子？对于一次性筷子破坏森林的问题，你觉得应该用什么办法解决？
4. 由于发展中国家的环境保护法不够完善，有些发达国家把他们的化工和制造业转移到发展中国家来，这样就不会对他们自己的国家的环境造成破坏。这种做法你觉得怎样？

5. 我们日常生活中有没有污染环境的行为？请举例说明。
6. 保护环境到底是誰的责任？我们每个人都能做些什么？
7. 下列国家据说是対环境保护做得最好的国家：你同意吗？为什么？

芬兰 (Finland)

德国 (Germany)

加拿大 (Canada)

日本 (Japan)

英国 (UK)

西班牙 (Spain)

韩国 (Korea)

美国 (USA)

俄国 (Russia)

印度 (India)

尼日利亚 (Nigeria)

墨西哥 (Mexico)

委内瑞拉 (Venezuela)

8. 你的国家对环境保护得怎么样？请举例说明。
9. 完成下列句子：
要是我看见有人在街上扔垃圾，我就会……
要是我知道我工作的工厂在偷偷地污染环境，我就会……
要是我是中国环保总局局长，我就会……
要是政府要在我们家附近建一个垃圾回收站，我就会……
要是我上学或工作的地方离我家太远，我就会……

7. 写作练习 (650-750 字)

1. 有人觉得人类的行为破坏了地球的环境，也有人说人类的行为让地球成为一个更适合于人类居住的地方。你的观点是什么？请用具体的例子支持你的观点。
2. 人类正在一步一步地占有更多的土地，而很多动物却因为失去生存的地方而灭绝。有人觉得人类生产和居住对土地的需要比动物的需要更重要。你同不同意这种观点？为什么？请给出具体的理由和例子来说明你的观点。

Required vocabulary and expressions:

1. Use at least 10 of the following new vocabulary words and phrases:

疾病	记忆	高发	排放	历经	遍及	快速
高速	相关	清澈	透明	流域	普查	结论
密切	针对	治理	启动	扩散	致富	忽视
代价	能源	污染	耗费	破坏	效益	官员
触目惊心	无能为力	绿树成荫				

2. Use at least 4 of the following expressions:

少则……，多时达……	A 与 B 密切相关	因……而……
由于……	……时，从来不……	据……显示，……
……，其中……	从……以来……	以前……；而如今……
早在……，历经……，至今……	以……为……	