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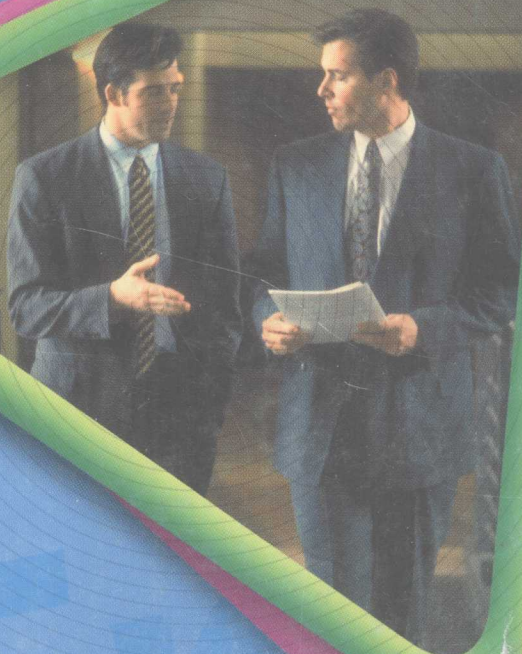
总主编 刘鸿章

Intensive
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Exploring Horizon Teacher's Book

多维教程·探索
教师用书

主编 王同顺



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内 容 简 介

本书是教育部“高等教育面向 21 世纪教学内容和课程体系改革计划”的研究成果,是面向 21 世纪课程教材和教育部“九五”规划教材。本书是《研究生英语系列教程》基础阶段《多维教程·探索·教师用书》。全书不仅提供了学生用书中课文的背景材料、练习参考答案和课文参考译文,而且还对课文知识点进行了详细的讲解,提供了充足的例句。此外,全书提供了大量与课文主题相关的材料和文章,以供教师授课时选择。

本书可供从事高等学校非英语专业研究生英语教学工作的教师备课之用,书中材料亦可作为高等学校非英语专业研究生的英语课外阅读材料,供教师灵活选择。

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总 序

在“科教兴国”的基本方针指引下,我国的研究生教育有了蓬勃的发展。随着各层次、各类型研究生教学的开展,英语教学也面临着越来越高的要求。《研究生英语系列教程》就是为了适应这一新的形势而编写的系统教材。

《研究生英语系列教程》是以教育部(原国家教委)颁布的《非英语专业研究生英语教学大纲》为依据,根据我国研究生教学的实际情况和国家对21世纪高级技术与管理人才的要求进行编写的。考虑到目前我国研究生层次多,其入学英语水平参差不齐,需要以不同水平为起点,因此本系列教程的编写原则是:既从当前研究生的实际水平出发,也力求满足新世纪对高层次人才的期望,既重视培养学生扎实的语言技能,更注重提高其全面的应用能力;既注意语言教育,更重视素质教育。

本系列教程具有以下特点:

1. 在编写中注意吸收我国在长期的研究生英语教学和教材编写中积累的丰富经验,同时充分采纳国外的先进教学理论和方法,力求有所继承又有所创新,使本系列教程成为具有中国特色的新一代研究生英语教材。

2. 本系列教程统一设计,分工编写,涵盖了自研究生课程班学生、硕士生至博士生的全部教学过程。各个分册目的明确,相互衔接,系统性强。由于我国研究生入学时的英语起点不一,对英语的教学目的和要求也不尽相同,因此各分册又相对独立,有利于在教学中根据学生的实际情况和水平灵活使用。既可以从第一册开始,也可以从后续教材开始;可以使用全套教材,也可以针对本专业需要有所选择地使用。

3. 研究生阶段培养的是高层次的专业人才,其英语教材应体现先进性和学术性。本系列教程务求内容新颖、知识性强,并且具有学术英语(English for academic purposes)的特点。同时,语言是交际工具,非英语专业研究生掌握英语的目的是为了进行国际信息交流和从事各种涉外业务活动,研究生英语教学也必须重视学以致用原则。为此,本系列教程讲求实用,选材广泛,具有鲜明的时代特征。

本系列教程由基础阶段教材和提高阶段教材组成。

基础阶段

《多维教程》:包括3册教材,即:《探索》、《熟谙》、《通达》。本教程以课文为核心,通过语言知识和技能的各种综合训练,提高学生理解和应用英语的能力,从

而达到熟练掌握和运用英语的目的。《多维教程》配有教师用书。

《听说教程》：包括2册教材，即：《进阶听说》、《熟练听说》。本教程通过听说能力的强化训练，着重提高学生的听力和口头表达能力，以适应在各种场合用英语进行交际的需要。2册教材各配有3盒录音带。

《泛读教程》：包括2册教材，即：《泛读教程》第一册、《泛读教程》第二册。本教程旨在使学生通过大量阅读英语文章，提高阅读技能和熟巧，培养学生独立阅读原著的能力。

《实用写作教程》：1册。本教程以练习写作应用文为重点，通过由段落至文章的循序渐进的强化训练，培养学生的书面表达能力。

提高阶段

《国际交流英语教程》：包括3册教材，即：《国际会议交流英语》、《论文写作与发表》、《文献阅读与翻译》。本教程通过各种语言技能的综合训练和介绍学术交流的有关知识，培养学生以英语为工具进行对外学术交流的实际能力。

《英美文学名篇选读》：1册。本教程通过介绍各种体裁和题材的英美文学作品，培养学生对英美文学的欣赏能力和语感，从而有助于提高学生的文化素养和英语水平。

本系列教程可供非英语专业的硕士生和博士生使用，也可供研究生课程班和MBA班学生使用，还可供具有相当于或接近于本科英语四级水平的英语自学者使用。

《研究生英语系列教程》由上海交通大学、清华大学、哈尔滨工业大学、浙江大学为主的数十位有长期研究生教学经验的骨干教师分工编写。本系列教程已列为教育部面向21世纪课程教材和普通高等教育“九五”规划教材。高等教育出版社对本系列教程的编写和出版给予了鼎力支持，投入了很大力量。本系列教程在编写过程中还得到各有关院校领导的关怀和广大研究生英语教师的支持。我们全体编写人员在此谨表示衷心的感谢。

本系列教程的编者怀着为我国的研究生英语教学改革略尽绵力的心情，集思广益，通力合作，编写了这套可供各类研究生使用的大型系列教材。由于这是第一次尝试，经验不足，水平有限，缺点在所难免。我们诚挚地希望广大师生和读者提出批评与建议，以便使这套系列教材在今后修订中不断得到改进和完善。

刘鸿章

1999年3月20日于上海

前 言

随着21世纪的到来,我国对高层次专业人才的需求将越来越大,要求也越来越高。为了适应国家和社会的需要,非英语专业研究生的英语教学也必须加快改革的步伐,以培养出更多的全面掌握英语、善于以英语为工具进行专业研究和工作的高级人才。

作为《研究生英语系列教程》基础阶段的主干教材,《多维教程》以培养学生的语言交际能力为目标,从课文入手,对学生进行读、听、说、写、译综合训练,从而全面提高学生实际应用语言知识和语言技能的能力。本教程不囿于孤立地强调“精读”,而是强调“以阅读带动综合培养”,这就是其定名为《多维教程》的缘由。

我们认为,目前非英语专业研究生的英语教学中有两个问题值得重视:其一是要强调学生应用能力的提高。学习英语的目的是为了使用英语,理解是使用,表达也是使用。二者之间,后者往往滞后于前者,对外语学习者来说后者也困难得多,因此表达能力的培养显得尤其重要,这也是学生日益迫切的需要。其二是要从学生的实际出发,因材施教。由于目前学生的入学英语水平差距甚大,班级的高低不一定代表英语水平的高低,甚至硕士生和博士生也不一定截然分为两个英语水平层次。按部就班、齐头并进的教學只会导致时间和精力的浪费。因此我们主张根据学生的实际水平来选用教材。《多维教程》各分册的编写既循序渐进也相对独立,这就便于在教学中有选择地使用。这是一个新的尝试,希望能更有利于有针对性地进行教学。

《多维教程》的选材均来自20世纪90年代后期的英美原著,广泛地涉及当前社会、政治、经济、文化、科技等题材,具有很强的现实性和学术性;同时饶有趣味,启迪思维。

英语是一门实践性很强的课程,其教材中的练习至关重要。《多维教程》新颖而多样化的练习与课文有机结合,既利于学生语言知识和技能的单项训练,更注重其综合训练。有的练习(如:Comprehension)需要结合阅读、讨论和书写等多种手段完成,这就既能巩固所学知识 with 技能,又富有启发性。

总之,《多维教程》严格贯彻《非英语专业研究生英语教学大纲》制定的目标,在以语言基本功训练为主的同时,着重培养学生实际应用语言的能力。它以阅读教学为出发点,使学生通过语言的应用习得语言和掌握语言技能,语言的习得又促进应用能力的提高,从而达到学以致用目的。

《多维教程》分《探索》、《熟谙》和《通达》三册,以相当于大学本科英语四级的程度为起点,各册循序渐进,涵盖研究生课程班学生、硕士生和博士生的整个基础阶段。教师在教学中可以按学生的实际水平循序使用三册,或选用其中的两册甚至一册。

为了强化学生读、听、说、写、译的能力,建议同时选用《研究生英语系列教程》中相应的配套教材。本教程的后续教材是《研究生英语系列教程》中的提高阶段教材。

三册教程的安排如下:

《探索》供相当于以大学本科英语四级为起点,供有初步听、说、读、写、译能力的硕士研究生或研究生课程班学生使用。全书共12课。本书从对课文的理解着手,侧重于围绕基本语言能力的综合训练。本书的练习从各个角度用不同的形式和题型帮助并引导学生理解课文的内容,深入了解课文的主题思想与作者的意图。本书的课文包括不同的题材和体裁,内容有一定的思想性、趣味性与启发性,有利于学生在巩固所学内容、提高基本技能的同时加强文化素质的培养。每一课的主课文前有有关课文主题的讨论题,以减少阅读理解时的障碍,使学生逐步进入课文内容。主课文之后,除了理解和讨论的练习外,还配有与课文主题相关的、能巩固课文中出现的词汇和句型的各种语言活动。本书使本科阶段与研究生阶段紧密衔接,可为学生学习《熟谙》打下良好的基础。

《熟谙》是《探索》的后续教材,供略高于大学英语四级水平,有一定的听、说、读、写、译能力的硕士研究生使用。但这并不意味着必须学完《探索》再学《熟谙》。教师可以根据学生的实际水平考虑是否两册教材都用。《熟谙》共12课。本书既注重对课文的理解也注重语言的表达与应用。《探索》使学生有了探索语言的能力,《熟谙》则使学生在巩固这些语言能力的基础上,得到进一步的提高,以达到基本熟练运用语言的程度。本书的编写形式与《探索》大体相似,但语言的难度与深度有明显的增加,主课文的内容更为广泛。学生在语言知识与能力不断提高的过程中,知识面也在不断地扩大,从而在不同的问题上都能够较熟练地用英语来表达自己的思想,为《通达》阶段的学习打好更坚实的基础。

《通达》适用于已掌握相当扎实的英语知识和具有较好的听、说、读、写、译能力的学生,全书共12课,分为两大部分。本书以语言应用能力的培养为重点,提供听、说、读、写、译等各种训练(如讨论、演说、写作、英汉互译等等),以便充分开展教学活动,从而不仅能引导学生深入理解课文的内容,还可以帮助他们提高应用英语的熟巧。本书的课文包括不同的体裁和题材,涉及21世纪面临的各种热点问题。每一课的主课文前有激发学生学习兴趣的有关讨论题,还有利用课文原句编写的、根据上下文猜测词义的练习,以减少阅读课文时的生词量,并取得逐步进入课文意境的效果。每课除主课文外,还提供了与其主题相关的文章,使学生能在主题更广泛的基础上投入各种培养语言能力的活动。

鉴于《多维教程》的使用对象是各级各类研究生,教师在教学中不应局限于语言知识的传授,而应侧重于语言交际能力的培养。教师应自始至终扮演语言实践活动的组织者、指导者的角色,引导学生利用自己现有的语言知识积极参与教学的全过程,以便在学习中运用语言,在语言运用中使自己的言语能力得到进一步培养和提高。学生应:

1. 完成 **Warming-up Activities** 里规定的任务。课前准备好有关问题的答案,初步了解课文内容,在课堂上做有准备的发言。完成《通达》中猜测词义练习是学生消除部分生词障碍、进一步阅读全文、了解文章大意的必要一步。

2. 主动去图书馆或上网寻找与本课题相关的资料,摘抄有关词组或语汇,补充或启发新思路、新观点,丰富自己的思想,充实讨论的内容。

3. 自学课文后的 **Phrases and Expressions, Notes on the Text**, 以及 **Reading** 中的文章,为上课时积极参与教学活动做好准备。

在组织教学活动时,建议整个课文教学过程按照每课后 **Comprehension** 部分设定的步骤进行。因为 **Comprehension** 练习设计的指导思想是除了检查学生对课文的理解外,更重要的是能起到导教、导学的作用。因此这部分练习应与教师的课文讲解紧密结合,以练习带讲解,不宜在课文讲解之后孤立使用。在 **Comprehension** 练习中,部分问题没有提供答案,因为这些问题仅供学生讨论之用,学生可以根据自己不同的阅历和思想给出不同的答案,以达到讨论的目的。做完这一步仅仅意味着阅读过程的结束,在此基础上教师可根据学生的情况,做有关的语言知识点的检查或讲解。这项工作大致包括: **An Oral Summary of the Text, Sentence Paraphrasing, Long Sentence Translation into Chinese, Useful Sentence Pattern Imitation (from Chinese into English)** 等。**Vocabulary, Cloze** 等练习由教师自定方式进行。**Speaking** 练习,除了课后规定的活动外,在课文阅读教学一开始就可进行:可要求学生当堂回答,也可先分小组讨论,后班组汇报等;还可以就文中的某个 **statement** 所说的观点以个人阐述、分组讨论后汇报、全班讨论等方式进行。总而言之,一定要让学生在课堂上多开口。

在 **Related Passage** 部分,我们提供了一定量的与课文题材相关的阅读材料,其主要用途在于为教师提供更多的有关该题材的信息和语言素材,以帮助教师更好地组织好说、写活动。这些材料也可以作为学生的补充阅读材料。

《多维教程》教师用书的编写原则是:

1. 竭诚为教师服务,努力为教师有效地组织、指导整个教学过程提供便利。因此,在编排上对所有重难点、语言点都标明了在文中的段落和行数,免除教师备课查资料

之苦。在教学参考内容的选择上,除了练习参考答案之外,还提供文章背景材料,为教师提供的与话题有密切关系的人物、机构、公司、事件、历史、典故、作品等的背景知识。为了有利于开展话题的口头讨论、笔头讨论,还同学生用书课后的Reading部分相配合,增加了Related Passages部分,提供与课文主题密切相关的具有启迪作用的文章。这些资料和文章不仅能帮教师清除教学过程中因背景不明而造成的障碍,还有助于对有关话题的讨论提供更多可供选择的语料。对教师来说,了解这些资料的内容,不仅是一种知识的充实,更重要的是可以借此丰富教学内容,以适应高层次人才的语言应用能力培养中必然会涉及的思想深度的要求,有利于同学生进行比较有深度的交流,更好发挥自己在教学活动中的指导作用。

2. 针对课文中有关的语言知识点、难点进行较为详尽的解释或释义,并提供大量例句。由于注释相当详尽,教师在使用中有更大的选择余地。

应广大一线教师的要求,我们对《多维教程·教师用书》进行了修订。修订后的教师用书一分为三,与《多维教程》中《探索》、《熟谙》和《通达》三分册对应。修订后的《多维教程·教师用书》在内容上作了以下调整:

- 1) 进一步完善了Background Information部分,对课文内容和作者情况均作了介绍;
- 2) 完善了Language Points部分,增加了大量难句,长句讲解;
- 3) 更换了原教师用书中Related Passages部分里的部分过时文章,并增补了注释,降低了阅读文章难度;
- 4) 增补了课文译文。

总之,《多维教程》教师用书的宗旨重在方便教师,减轻教师备课时查资料的负担。以便集中精力研究教学,把课教好。

另外,林俐、周青、程洪珍也参加了《多维教程·探索·教师用书》的修订,承担了部分课文的翻译工作。何晓风、潘海光参加了第一版的编写工作。对他们所作的工作表示衷心的感谢。

编者

2003年5月

《研究生英语系列教程》一览表

适用阶段	书 名	总主编	分册主编
基础阶段	多维教程（探索）	刘鸿章	王同顺
	多维教程（熟谙）		王同顺
	多维教程（通达）		张振中
	进阶听说		何福胜
	熟练听说		何福胜
	泛读教程（一）		秦寿生
	泛读教程（二）		秦寿生
	实用写作教程		秦寿生
	多维教程（探索）教师用书		王同顺
	多维教程（熟谙）教师用书		王同顺
	多维教程（通达）教师用书		张振中
	进阶听说录音磁带（三盒）		何福胜
	熟练听说录音磁带（三盒）		何福胜
提高阶段	国际会议交流英语		胡庚申
	文献阅读与翻译		胡庚申
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郑 重 声 明

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通信地址：北京市西城区德外大街 4 号

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Unit

1

Travel Language

Background Information

1. Introduction to the Author

Karsten Schmidt, a Chief Executive Officer, founded one of the oldest Contract Research Organizations in Europe in 1971. Ever since its establishment, the company has been financially sound with more than 30 pharmaceutical and biotech companies in Denmark and abroad. For many years, the company provided expertise in the area of biostatistics and data management. The company was reorganized in 1996, 25 years after its formation, to comprise two sister companies, in 2000 a third company was established in Sweden. Karsten Schmidt himself also has many other titles, such as Chairman of the European Federation of Statisticians in the Pharmaceutical Industry (EFSPI) standing committee on regulatory affairs, Member of the International Statistical Institute, Member of DIA's European Statistics Advisory Committee (ESAC). He used to be the associate professor and deputy head, and head of the Institute of Mathematical Statistics and Operations Research at the Technical University of Denmark, associate professor of Statistics at the Royal Veterinary and Agricultural University and associate professor of Applied Statistics at the Institute of Mathematical Statistics at the University of Copenhagen.

2. Introduction to the Text

It has been said that as technology advances, the world grows smaller. It is much easier to travel to any corner of the globe today than it was 100 years ago. As people from different countries mix, how will they communicate? Whether because England colonized many areas around the world or because the United States has become a business and political giant, English has become a common ground on which people of all nationalities can stand together. In many places, having signs posted in English links the place with prosperity in people's minds. The path to this common ground is long. Acquiring a second language is not easy and mastering one can take a lifetime. What happens when language learners, seeking prosperity, trip along the way; when a language is bungled so badly that the meaning is changed? The passage gives many humorous examples of less than fluent use of English. As you read, reflect on what each instance was likely meant to say and what it actually says.

Language Points

1. **The law covers even technical applications.** (*lines 4-5, Para. 1*): The law even describes regulations for using technical terms.
2. **The list is very long and detailed and applies to all facets of life.** (*line 7, Para. 1*): The word list is very long and detailed, covering all aspects of life.
3. **The mind boggles at what the world might face.** (*lines 10-11, Para. 1*): People find it difficult to imagine what change may happen to French.

boggle at: If your mind boggles at sth or if sth boggles your mind, you find it difficult to imagine it or understand it fully and are therefore very confused by it
 e.g. My imagination **boggles at** the thought of her reaction.
 He **boggles at** the thought of swimming in winter.
4. **Quite apart from the unforgivable deviations from the King's English prevalent in America, ...** (*lines 2-3, Para. 2*): Very different from the unacceptable changes from British English popular in American English ... *the King's English* refers to British spoken

or written English that is considered the standard of good usage. Also known as *the Queen's English*.

5. **... it could be argued that the British speak English with a speech deficiency.** (*lines 10-11, Para. 2*): ... it could be argued that when British people speak English, they may use some nonstandard English (lacking some words or use incomplete English).
6. **Anyone ... and indeed in everyday life can testify that what used to be the king's lingo has become in these places but a poor relation thereof.** (*lines 1-4, Para. 3*): In daily life, anyone ... can find proof that standard English has changed in these places and may consider a lesser version of the language.
7. **The travel writer Perrot Phillips has taken pains to highlight some of his experiences, which I feel should not be withheld from a wider readership.** (*lines 1-3, Para. 4*): The travel writer Perrot Phillips has made great efforts to describe some of his specific experiences, to which I think more readers should be exposed. *A wider readership* means a bigger audience than only those who have read his books.

take pains (to do sth): make a great effort (to do it or to do it properly)

e.g. She **took great pains to** conceal this from her parents.

If you **take no pains**, you will get no gains.

withhold v.: refuse to grant or give

e.g. I decided to **withhold** the information till later.

He **withheld** the news from us.

8. **He refers to a Dutch bulb catalogue which promised customers "a speedy execution" and to an East Berlin cloakroom sign that requested guests to "please hang yourself here."** (*lines 3-5, Para. 4*): He talks about a Dutch light bulb catalogue which promised customers fast action by saying "a speedy execution" which can mislead people by making them think they will be put to death quickly. He also mentions a cloakroom sign in East Berlin "please hang yourself here" which means "please kill yourself here by hanging" to English speakers.
9. **To these I can add some of my own experiences, encountered in long years of traveling**

the world. (*lines 1-2, Para. 5*): To these examples mentioned above, I can add my own which I saw when I traveled around the world.

10. **There was, for example, the observation in an Ostend novelty shop that “revolting new ideas” were being marketed, and the boast of some Bombay bakers that “we are No.1 loafers, best value in whole town.”** (*lines 2-5, Para. 5*): For example, I noticed a novelty shop advertising their “revolting new ideas” which can mean “disgusting new ideas” literally and some Bombay bakers advertising by saying “We are No. 1 loafers, best value in whole town” which can mean “We are the laziest, the best in the whole town.” *Novelty shop* means a shop that sells new and unusual items, sometimes referred to as *revolutionary items*. Hence the humor for the mistaken word “revolting”.
11. **I realized how far Christianity had come when I read in Hong Kong the following call by a dentist.** (*lines 1-2, Para. 6*): I realized how influential Christianity had been when I read in Hong Kong the following expression by a dentist. (Methodists are a Protestant Christian sect.)
12. **I feel quite strongly, however, that the Haifa Medical Association should have prevented one of its members from claiming on his brass plate ...** (*lines 3-5, Para. 7*): I most certainly think it is very likely that the Haifa Medical Association should have kept one of its members from asserting on his brass plate ...
13. **Hotels seem to revel in their multilingual signs.** (*line 1, Para. 8*): Hotels seem to love to give signs in different languages.
14. **One supposes these signs were designed to facilitate the use of modern services in otherwise sterile and barely functional establishments.** (*lines 1-3, Para. 8*): People believe that the purposes of these signs are to help guests to use modern equipment, and that without these signs, the hotel might seem boring and useless.

facilitate v.: make easy or easier; help forward; aid; promote

e.g. They bought a computer to **facilitate** the calculating process.

The friendly contacts between different peoples **facilitate** the cultural interchange.

15. **Nevertheless, the unsuspecting guests confronted in a Brussels hotel with the**

following instruction for the use of the lift (elevator) might well prefer to walk ... (*lines 3-6, Para. 8*): But, the inexperienced guests seeing in a Brussels hotel advice for using the lift might choose to walk ...

16. **The less sophisticated notice in Istanbul ... at least does not confront the guest with electronics that might not always work.** (*lines 10-14, Para. 8*): The less complex notice in Istanbul ... at least won't make guests trouble with electronics that may not work.
17. **In Turkey, the delight in "straight talk" expresses itself in the by-now-famous Ankara brochure ...** (*lines 1-2, Para. 9*): In Turkey, the joy in "direct talk" reveals itself in the now popular Ankara pamphlet ...
18. **A note on a Swiss menu that "our wines leave nothing to hope for" was equally inviting.** (*lines 3-5, Para. 9*): A note on a Swiss menu saying "our wines make you want no other wines", meaning "our wines are the best of the best" was also tempting.
19. **Eastern European courtesies have never left the once grand hotels of the former Austro-Hungarian empire.** (*lines 1-2, Para. 10*): In the former grand hotels of the Austro-Hungarian empire, Eastern European courtesies still exist.
20. **A notice in the hotel rooms that "the honored guests are invited to take advantage of the chamber maids from 12-14 o'clock" might, however, result in some unplanned traffic jams.** (*lines 2-5, Para. 10*): A note saying that guests can have sexual relations with the maids from 12-14 o'clock might cause many people to stand in line, causing the corridors to be blocked.
21. **A recent Moscow exhibition's announcement drew attention to "a showing of 300 paintings by Russian artists, most of whom were executed in the last ten years" — hardly a welcoming thought to the occasional visitor.** (*lines 5-8, Para. 10*): Recently people paid attention to the words from a Moscow exhibition's announcement: "an exhibit of 300 paintings by Russian artists, most of whom were put to death in the last ten years" — hardly a pleasant thought to tourists.
22. **... could also be seen as an invitation to extracurricular activities in that Far Eastern capital of fun.** (*lines 2-3, Para. 11*): ... could also be regarded as an invitation to get

involved in some sexual activities in that Far Eastern capital of pleasure.

23. **The German preoccupation with Majorca led a Munich nightclub to copy a trilingual Palma announcement that dancing was going on in what is indeed a surprising way.** (*lines 2-5, Para. 13*): The Germans' love of Majorca made a Munich nightclub imitate a trilingual Palma announcement that dancing was going on in an unusual way.

24. **We are spared the upper Bavarian version of the activity.** (*line 7, Para. 13*): We are saved from learning the upper Bavarian dance.

spare v.: If someone spares you the unpleasant aspects of a story or incident, they do not tell them to you.

e.g. He could **have spared** the explanation.

They had it printed in the Palace News, **sparing** no details of what was going on.

25. **I am told that for the otherwise unsuspecting tourist, the following sign proved a real crowd puller.** (*lines 1-2, Para. 15*): I am told that apart from the unsuspecting tourist, the following sign could attract lots of readers.

26. **... unprotected as our language is from the interference of emerging and ambitious entrepreneurs.** (*lines 2-3, Para. 16*): ... unguarded as our language is from the influence of new and bold business persons.

27. **for the sake of** (*line 5, para. 16*): for the aim or purpose of

e.g. I usually check the door at night before I go to bed, just **for the sake of** safety.

Key

Comprehension



1. D
2. It contrasts the attitudes of the French and the English-speaking people toward keeping their mother tongue "pure."
3. The author does not appreciate the French attitude. He believes that they