



全国高等院校21世纪新创规划教材

新编MPA英语教程

徐 沁 周心红 主 编



中国科学技术出版社
CHINA SCIENCE AND TECHNOLOGY PRESS

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· 北 京 ·

BEIJING

图书在版编目(CIP)数据

新编 MPA 英语教程/徐沁,周心红主编. —北京:中国科学技术出版社,2008.3
ISBN 978 - 7 - 5046 - 5105 - 1

I. 新… II. ①徐… ②周… III. 英语 - 研究生 - 教材 IV. H31

中国版本图书馆 CIP 数据核字(2008)第 016785 号

自 2006 年 4 月起本社图书封面均贴有防伪标志,未贴标志的为盗版图书。

内 容 提 要

本教程选取与 MPA 专业有一定相关的各题材英语文章作为阅读主体进行英语运用的综合训练,各单元主要内容包括:视频欣赏、听力训练、文章阅读、实用翻译或写作和实用的口语练习。

本教程的特色在于:注重教材的实用性和针对性,兼顾视、听、说、读、写、译六大技能;写译板块与学生的工作、生活紧密结合,能够激发学生的学习兴趣。

本书主要供各大高等院校的 MPA 专业研究生使用,同时也适用于具有大学英语六级水平或水平相当的有意提高英语水平的人员。

中国科学技术出版社出版

北京市海淀区中关村南大街 16 号 邮政编码:100081

策划编辑	林 培 孙卫华	责任校对	林 华
责任编辑	林 培 符晓静	责任印制	安利平

发行部电话:010 - 62103210 编辑部电话:010 - 62103181

<http://www.kjpbooks.com.cn>

科学普及出版社发行部发行

北京蓝空印刷厂印刷

*

开本:787 毫米×1092 毫米 1/16 印张:12.5 字数:301 千字

2008 年 3 月第 1 版 2008 年 3 月第 1 次印刷 定价:27.00 元(附光盘)

ISBN 978 - 7 - 5046 - 5105 - 1/H · 54

(凡购买本社的图书,如有缺页、倒页、
脱页者,本社发行部负责调换)

前 言

《新编 MPA 英语教程》主要供各大高等院校的 MPA 专业研究生使用，同时也适用于具有大学英语六级水平或水平相当的有意提高英语水平的人员。

根据作者教授 MPA 英语多年的经验发现，MPA 公共英语教学若以专业学术论文为教材，题材过于单一，学生在学习后期易产生厌倦感，且与专业课程内容重复。作者认为该专业公共英语教学应选取与专业有一定相关的各题材英语文章，在听说能力方面也应与现实话题紧密结合，并配以视听材料练习，激发学生兴趣。

本书的编写原则是：注重教材的实用性和针对性，兼顾视、听、说、读、写、译六大技能；写译板块注重与学生的工作、生活紧密结合，激发学生的学习兴趣。各单元主要内容包括：视频欣赏、听力训练、文章阅读、实用翻译或写作和实用的口语练习。本书附有光盘。

本教程由徐沁负责总体设计、章节安排和审稿工作，各章节由徐沁、周心红、富瑜和李俊兵共同完成，并由陈炜先生进行了全书的统审。由于时间较紧，本书难免有不到之处，敬请读者谅解。

在本书的编写和审核过程中，得到了浙江大学研究生院培养处的大力支持，在此特别表示感谢。

徐沁
2007 年 11 月
于杭州

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Unit 1 Diplomacy

Part One : View , Listen & Speak

Domestic and International News

For this part, you are required to watch a news program. Before you watch, please scan the following news reports to get a brief idea of what's going on in the video.

On December 13, 1937, Nanjing fell to invading Japanese troops who launched a ruthless massacre, known as the Nanjing Massacre. The massacre lasted about a month. More than 300,000 Chinese were brutally slaughtered.

UN Secretary-General Kofi Annan has delivered his final speech on the Middle East to the UN Security Council. He has criticized General Assembly members and the world powers for failing to ease the tension in the Middle East.

German Chancellor Angela Merkel says the international community must use all diplomatic options—including sanctions—to prevent Iran from getting nuclear weapons.

Now please watch the program and complete the sentences with the exact words you hear.

1. Today is a _____ day that the Chinese people will always remember. It marks the 69th _____ of the Nanjing Massacre, _____ by Japanese troops during World War II.
2. He has rebuked General Assembly members as well as _____ for failing to come to grips with the _____ Israeli-Palestinian conflict.
3. The two countries are calling for a _____ by the _____ to impose sanctions against Iran.

Now please watch the program again and try to write a news headline for each news item in the video. You might discuss in pairs to finish this exercise.

- 1.
- 2.
- 3.

Special issues

Oil pipeline issue among the three neighbors.

Words to know

feasibility *n.* 可行性, 可能性

petroleum *n.* 石油

guarantee *v.* 保证, 担保

reputation *n.* 名誉, 名声

compromised *adj.* 妥协的, 折中的

leakage *n.* 泄漏, 渗漏

seismic *adj.* 地震的

Now watch the video and finish the following exercises.

Exercise 1

Directions: Watch the video and decide whether the following statements are true or false.

1. The Southern Line has already been built between China and Russia.
2. Russia abandoned the oil export plan to China.
3. The oil pipeline to China may harm Russia's environment.
4. Japan's investment to build the Northern Line is enough to Russia.
5. Russia proposed a new line to meet the demand of both China and Japan.

Exercise 2

Directions: Watch the video and complete the following sentences with the exact words you hear.

In March Russia tried to solve the problem of meeting the _____ of both China and Japan by proposing to _____ the Northern Line. So that it will still run from Angarsk to Nakhodka but with a _____ line running into China. On paper it sounds _____. But, it has a fatal flaw. The biggest problem of the 2 in 1 plan is that Russia currently doesn't have the _____ and extraction capacity to meet the needs of both China and Japan. China wants to import 30 million tons per year, Japan 50 million tons. So the pipeline would have to carry 80 million tons each year. But the oil reserves in Angarsk and neighboring areas cannot meet this demand. Russia would have to find new oil fields to meet this _____.

Exercise 3

Directions: Discuss the following questions in groups.

1. According to the video, what's the meaning of the word "vacillation"?
2. Why the oil pipeline from Russia is of strategic importance to China?
3. According to the program, what should China do concerning the current uncertainty?
4. Do you know the latest about this issue? If yes, introduce it to the whole class.

Part Two : Reading

Passage A

Changing the Guard

*What will a new secretary of state¹ mean for American foreign policy
and transatlantic relations?*

America's capital is split down the middle on the significance of Colin Powell's resignation as

secretary of state and his replacement (subject to Senate confirmation) by Condoleezza Rice, the national security adviser. In the blue corner² (as it were) are those who fear the change will mark an expansion of American hubris. The administration has lost its most powerful advocate for traditional moderate Republican internationalism, and can now be expected to stress its hard-edged, ideological hawkishness even more (if that were possible). This is the view—fear might be a better word—held by Democrats and many Europeans. In the more optimistic red corner are those who think the change might provide an opening for renewed diplomacy. Both George Bush and Ms Rice, on this view, recognize that America's dismal image in the world is a problem and both want to repair frayed alliances. Mr. Bush will travel to Europe soon after his inauguration. He also says he will do all he can to create a Palestinian state in his second term.

On balance, the red-corner optimists have the better argument, albeit with a proviso³. Change in foreign policy is being driven more by facts on the ground than by any change of mind by the president and his foreign-adviser-in-chief⁴.

Indeed, some diplomats and foreign-policy wonks fear Ms Rice's move will shift the balance of power inside that cabal towards its most hawkish members. While Ms Rice was at the National Security Council⁵ (NSC), the theory goes, she was the swing vote between Mr. Powell on one side and Dick Cheney, the vice-president, and Donald Rumsfeld, the defense secretary⁶, on the other. Most of the time she sided with the hawks⁷, but not always.

Now that Ms Rice has been moved to the State Department, and her deputy, Stephen Hadley, has taken over a probably less-influential NSC, the super-hawks will swoop. Unlike Mr. Powell, Ms Rice will not try to be a counterweight to Messrs⁸ Cheney and Rumsfeld. As national security adviser, she was rarely able to rein in these two champion bureaucratic street fighters and they will duly come to dominate foreign policy in the second term. In short, Mr. Powell's removal will mark a hard right turn for an administration not known for emollience.

Perhaps. But the reasons for doubting this view are more persuasive. Ms Rice's influence in the administration is not institutional, like Mr. Rumsfeld's. It is not rooted in a wealth of experience, like Mr. Cheney's. It comes from having the president's ear, and trust. There is some risk that this influence could be diluted by distance. She will not, after all, be inside the White House, seeing the president every day.

Still, her personal connection with the arbiter of policy⁹—what her friends call the “mind meld”¹⁰ between herself and the president—will remain. And since her deputy is taking over the NSC, she may even have a little more influence in the second term than in the first, combining, as she will, a personal connection with the president with institutional power at State and some residual sway over the NSC.

Ms Rice is no ideologue. By background, she is a hard-edged realist, a believer in the uses of American power and the importance of great-power relations. This puts her at odds with those in the administration who see no point in diplomatic charm offensives. She may have a purely instrumental view of diplomacy, but at least she thinks it has a role. Her nomination is no neo-conservative grab at every lever in the foreign-policy machine.

The three uncertainties Nor is it clear that the removal of Mr. Powell really changes anything much within the administration. Though he had some successes, they were confined to bilateral ties (China and India come to mind). But on the broader issues of the war on terror and the particular case of Iraq, he had little influence. When he did make a difference—such as persuading Mr. Bush to seek a second UN resolution on Iraq—it ended in failure. The truth is that the State Department under Mr. Powell was marginal, not a competing center of power.

Indeed, his replacement by Ms Rice may actually improve the prospects for diplomacy by bringing greater certainty to proceedings. Foreigners liked Mr. Powell. But there was always a chance that what he said would be disavowed by the president 48 hours later—as when he famously admitted that he had “got a little too far forward on my skis” in saying the administration would pick up the North Korea where Bill Clinton had left off. Ms Rice, by contrast, has the president’s ear.

All that said, three big uncertainties loom over the Rice State Department. The first concerns the new secretary herself. For four years, Ms Rice has been a sounding board, tutor and weathervane¹¹. She will now have to articulate a clearer view of the post-al-Qaeda world¹². For example: she has a lot of expertise in Russia (her academic speciality was the Soviet army). But should America’s attitude to Vladimir Putin’s centralization of power be determined by the need to keep good relations with a partner in the war on terror? Or should it be influenced more by Mr. Bush’s view that the best way to starve global terrorism is to encourage democracy?

The second uncertainty concerns her department. Does she spend time reshaping it, replacing the diplomats in charge of North Korea and the Middle East (say), while risking the sort of hostility and disruption that Porter Goss, the new chief of the Central Intelligence Agency¹³, is encountering there? Or does she—as James Baker did—bypass the diplomats, isolate the 7th floor of the State Department (where the secretary sits) and work around the bureaucracy? One measure of which route she intends to take will be her choice to succeed Mr. Powell’s loyal lieutenant, Richard Armitage, who also resigned this week. If she picks John Bolton, the punchy undersecretary for arms control, that would be a signal she intends to try to mould the department, not circumvent it.

But the big imponderable is how much appetite there is on both sides of the Atlantic for real diplomatic engagement. Even before the election, Mr. Bush and Ms Rice privately indicated that, having got through three roller-coaster years after September 11th, it was time to patch things up in Europe and the Middle East—if only because diplomatic failure there could threaten what the president sees as his achievements in the war on terror. Even the most censorious of European governments know they must find a way to deal with the re-elected Bush administration.

But the fact remains that the three big “Is” dividing Europe and America—Israel, Iraq and Iran—are all hard to solve and easy to disagree about. At the moment, circumstances in all three (the death of Yasser Arafat, Iran’s apparent nuclear concession, the prospect of Iraqi elections) are driving Europe and America together in a benevolent way. They are doing so at a time when Ms Rice’s appointment opens up some possibility of greater diplomatic engagement. But there has been an overlap of interests, not a meeting of minds.

New words

transatlantic / ˌtrænzət'læntɪk / *adj.* situated on or coming from the other side of the Atlantic Ocean

跨大西洋的, 位于或来自大西洋的另一边的

split / split / *v.* to divide from end to end or along the grain by or as if by a sharp blow 劈开, 切开

resignation / ˌrezɪɡ'neɪʃən / *n.* the act or an instance of resigning 放弃, 辞去或放弃的行为或事例

replacement / rɪ'pleɪsmənt / *n.* the act or process of replacing or of being replaced; substitution 代替

confirmation / ˌkɒnfə'meɪʃən / *n.* the act of confirming 证实, 证实的行为

mark / mɑ:k / *v.* to distinguish or characterize 标志或表示……的特征

expansion / ɪks'pænsən / *n.* the act or process of expanding 扩张, 扩张的行为或过程

hubris / 'hju:brɪs / *n.* overbearing pride or presumption; arrogance 傲慢, 盛气凌人, 自以为是

advocate / 'ædvəki:t / *n.* one that argues for a cause; a supporter or defender 拥护者, 为某项事业而争辩的人, 支持者或保护者

moderate / 'mɒdərɪt / *adj.* opposed to radical or extreme views or measures, especially in politics or religion 稳健的, 不激进的, 反对激进的或极端的观点或措施的, 尤指在政治或宗教上

internationalism / ˌɪntə(ɪ)'næʃənəlɪzəm / *n.* a policy or practice of cooperation among nations, especially in politics and economic matters 国际友好合作方针, 多国之间, 特别是有关政治和经济事务合作的政策或惯例

stress / stres / *v.* to place emphasis on 着重于

hard-edged *adj.* 立场鲜明的

ideological / ˌaɪdiə'lɒdʒɪkəl / *adj.* of or relating to ideology 意识形态的, 或与意识形态有关的

hawkishness *n.* 鹰派, 强硬派

Democrat / 'deməkræt / *n.* 民主党人

optimistic / ˌɒptɪ'mɪstɪk / *adj.* 乐观的

renewed / ri'nju:d / *adj.* restored, resumed 更新的, 重建的, 复兴的, 重申的

diplomacy / di'pləʊməsi / *n.* the art or practice of conducting international relations, as in negotiating alliances, treaties, and agreements 外交

recognize / 'rekəɡnaɪz / *v.* to perceive or show acceptance of the validity or reality of 承认, 认可, 认识到

dismal / 'dɪzməl / *adj.* characterized by ineptitude, dullness, or a lack of merit 不高明的, 乏味的, 愚笨的

frayed / freɪd / *adj.* be driven away 被吓走的, 紧张的

alliance / ə'laɪəns / *n.* a close association of nations or other groups, formed to advance common interests or causes 联盟, 同盟; 联姻

inauguration / ɪˌnɔ:ɡju'reɪʃən / *n.* formal induction into office 就职典礼

Palestinian / ˌpæli'stiːniən / *adj.* 巴勒斯坦(人)的

diplomat / 'dipləmət / *n.* 外交官

wonk / wɒŋk / *n. slang* a student who studies excessively; a grind 过度用功学习的学生, 刻苦

用功的学生

shift / ʃɪft / *v.* to alter (position or place) 变动

cabal / kə'bæl / *n.* a conspiratorial group of plotters or intriguers 阴谋集团, 由密谋者或谋划者组成的共谋集团

swing / swɪŋ / *v.* to shift from one attitude, interest, condition, or emotion to another; vacillate 犹豫, 心意摇摆不定

deputy / 'depjuti / *n.* an assistant exercising full authority in the absence of his or her superior and equal authority in emergencies 副手, 在其主管不在时行使主管全部职权或在紧急时刻行使与主管同等职权的助手

influential / ɪnflu'ensjəl / *adj.* having or exercising influence 有影响力的

swoop / swu:p / *v.* to make a rush or an attack with or as if with a sudden sweeping movement 突然扑向, 以或似以突然向前疾驰的动作冲向(某物)或向(某物)进攻

counterweight / 'kauntəweit / *n.* a force or influence equally counteracting another 平衡力, 相等地与另一个力或影响抗衡的力或影响

rein / rein / *v.* to restrain or control 箠制或控制

champion / 'tʃæmpjən / *n.* one that is clearly superior or has the attributes of a winner 优胜者, 出类拔萃的人

bureaucratic / bjʊə'reu'krætɪk / *adj.* 官僚政治的

duly / 'dju:li / *adv.* at the expected time 适时地

dominate / 'dɒmineɪt / *v.* to control, govern, or rule by superior authority or power 支配, 以权威或力量控制

removal / ri'mu:vəl / *n.* dismissal, as from office 免职

emollience / i'mɒljəns / *n.* 缓和, 温和

persuasive / pə'sweɪsɪv / *adj.* tending or having the power to persuade 有说服力的, 易使人信服的

dilute / dai'lju:t / *v.* to lessen the force, strength, purity, or brilliance of, especially by admixture 削弱, 减小强度、浓度、纯度或变淡

arbitrator / 'ɑ:bitə / *n.* one chosen or appointed to judge or decide a disputed issue; an arbitrator 仲裁人, 公断人

meld / meld / *n.* a blend or merger 混合, 合并

residual / ri'zɪdʒuəl / *adj.* remaining as a residue 剩余的

sway / swei / *n.* to fluctuate, as in outlook 观点的动摇不定

ideologue / 'aɪdɪɔ:lɒɡ / *n.* an advocate of a particular ideology, especially an official exponent of that ideology 理论家, 倡导者

realist / 'riəlɪst / *n.* one who is inclined to literal truth and pragmatism 现实主义者

charm / tʃɑ:m / *n.* the power or quality of pleasing or delighting; attractiveness 魅力, 魔力

offensive / ə'fensɪv / *n.* an attitude or a position of attack 攻势, 进攻的态度或方式

instrumental / ɪnstru'mentl / *adj.* serving as a means or an agency; implemental 作为手段的, 作为中介的, 有帮助的

nomination / nɒmɪ'neɪʃən / *n.* the act or an instance of appointing a person to office 任命

- neo-conservative *n.* [美] (前自由派在政治上转向保守的) 新保守主义者, 新保守派
- grab / græb / *n.* a mechanical device for gripping an object 抓取装置, 抓东西的一种机械装置
- lever / 'li:və / *n.* a means of accomplishing; a tool 工具, 手段
- uncertainty / ʌn'sə:nti / *n.* something uncertain 不确定的事物
- confine / 'kɒnfain / *v.* to keep within bounds; restrict 限制, 使局限于
- bilateral / bai'lætərəl / *adj.* having or formed of two sides; two-sided 双边的
- terror / 'terə / *n.* violence committed or threatened by a group to intimidate or coerce a population, as for military or political purposes 恐怖行为
- marginal / 'mɑ:dʒinəl / *adj.* of, relating to, located at, or constituting a margin, a border, or an edge 边缘的
- prospect / 'prɒspekt / *n.* chances 前景, 机会
- proceeding / prə'si:diŋ / *n.* a course of action; a procedure 进行, 行动
- disavow / 'disə'vau / *v.* to disclaim knowledge of, responsibility for, or association with 否认, 不承认
- loom / lu:m / *v.* to appear to the mind in a magnified and threatening form 赫然耸现, 以放大的和有威胁性的形象出现在意识中
- articulate / ɑ:'tikjʊlit / *v.* to express in coherent verbal form; give words to 言语表达, 清晰明白地说
- expertise / ˌekspə'ti:z / *n.* skill or knowledge in a particular area 专门领域的知识或技巧
- speciality / ˌspeʃi'æliti / *n.* 专业
- centralization / 'sentrəlai'zeɪʃən / *n.* 集中, 中央集权化
- starve / stɑ:v / *v.* to suffer or die from extreme or prolonged lack of food 挨饿, 遭受或死于极端或长期的缺乏食物
- reshape / 'ri:'ʃeɪp / *v.* to shape, form, or organize again or anew 给……以新形式, 再塑造、使再成形或重新组织
- hostility / hɒs'tɪlɪti / *n.* the state of being hostile; antagonism or enmity 敌对状态
- disruption / dis'rʌpʃən / *n.* 中断, 分裂, 瓦解, 破坏
- encounter / in'kaʊntə / *v.* to confront in battle or contention 对抗, 在战役或辩论中遭遇
- bypass / 'baɪpɑ:s / *v.* to be heedless of; ignore 忽视, 不留意
- isolate / 'aɪsəleɪt / *v.* to set apart or cut off from others 分开, 隔断

Phrases

- split sth. down the middle; to divide sth. into two equal parts 平分, 将某物分为相等的两半
- subject to; be likely to be affected by sth. bad 使服从, 使遭受
- on balance; in general 总的来说
- have the better argument; be more reasonable 更有道理
- on the ground; in the place or situation where sth. important is happening, rather than somewhere else 重要现实的

side with; support, in favor of 与(某人)站在同一边,和(某人)抱同样的见解
take over; to take control of sth. 接收,接管
in short; in brief 简而言之
be known for; be famous for 以……著名
a wealth of; a lot of 很多的
have one's ear; have one's favor 获得某人的好感,受到某人的重视
at odds with; disagree with sb. 意见不一致
come/spring to mind: 出现于某人的脑海中
make a difference; be important 紧要,重要
by contrast; on the opposite side 相反
in charge of; be responsible for 负责,掌管

Notes

1. secretary of state: 美国国务卿
2. blue corner: 文中指美国政府较悲观的一派; red corner: 文中指美国政府较乐观的一派
3. albeit with a proviso: 虽然要加上一些条件
4. foreign-adviser-in-chief: 外交政策总顾问, 这里指赖斯
5. the National Security Council: 国家安全委员会
6. the defense secretary: 国防部长
7. the hawks: 鹰派, 积极好战的或有侵略性态度的人
8. Messrs [法][pl.] (= Messieurs): 各位(先生)
9. the arbiter of policy: 文中指总统
10. mind meld: 神交
11. a sounding board, tutor and weathervane: 是传声筒, 是辅导老师, 也是风向标
12. the post-al-Qaeda world: 后基地组织的世界
13. the Central Intelligence Agency (CIA): 美国中央情报局

Reading Comprehension

Answer questions

Directions: Answer the following questions based on the original text.

1. What are the different expectations of Powell's resignation as secretary of state and his replacement by Rice?
2. Where does Ms Rice' influence in the administration come from?
3. What is the biggest uncertainty for the Rice State Department?
4. As the secretary of state, in which area did Mr. Powell gain achievements?
5. What are the three big "Is" dividing Europe and America?

Vocabulary

Directions: Choose the best from the four choices to complete each sentence.

- The rapid _____ of cities can cause social and economic problems.
A. enlargement B. expansion C. stretch D. invasion
- According to the weather forecast, there will be _____ rain tomorrow morning.
A. middle B. medium C. moderate D. modest
- We are still relatively _____ that the factory can be saved.
A. optimistic B. optical C. optional D. opposite
- Some of the northern cities _____ themselves with the emperor.
A. united B. combined C. reinforced D. allied
- The finance director keeps a tight _____ on spending.
A. restrict B. limit C. rein D. master
- Our noses are capable of detecting human smells even when these are _____ to far below one part in one million.
A. dissolved B. diluted C. dispersed D. diffused
- The girl _____ sugar, butter, and flour to make the dough.
A. combined B. united C. associated D. merged
- The coach watched the _____ from a ringside seat.
A. preceding B. processing C. proceeding D. presiding
- His only reason for investing in the company was to _____ it _____.
A. take ... down B. hand ... in C. hand ... over D. take ... over
- Suddenly a mountain _____ up in front of them.
A. appeared B. emerged C. lingered D. loomed

Cloze

Directions: In this section, you are to read a passage with 20 blanks and fill in the blanks with words given. Choose one suitable word or phrase marked A, B, C or D for each blank.

When British voters go to the polls during General Elections to decide 1 will govern them they usually have a choice of at least three candidates who will each 2 one of the three main political parties in Britain today.

The Labor Party is the party of 3, while the Tory Conservative Party the right and 4 the two, with policies and opinions of its own, is the smaller Liberal Party.

Britain is divided into over 600 political units 5 "constituencies", each with 6 own candidates who stand for Parliament hoping to be elected (or reelected) with large majorities. The cities and large towns are themselves 7 into constituencies and they also choose the Members of Parliament (MPs) who will represent their 8 in the Houses of Parliament at Westminster. Here, in the "House", the government 9 the day led by its Prime Minister and his Cabinet—a team of specially selected ministers—10 its duties of governing the country. Various 11 are

put forward for debate and discussions and these may 12 become part of the law of the land. The government 13 has to face the criticism of the other parties which are in 14. This is the sort of democratic process that the majority of British people seem to 15. Her Majesty's Government is watched over by Her Majesty's Opposition, and 16 a certain balance of power is 17. Decisions are made by a majority vote and this, of course, is 18 the other parties, the liberals, the national and regional parties and other independent parties can 19 their influence. Some issues may be decided on a 20 handful of votes.

- | | | | |
|---------------------|--------------------|----------------|------------------|
| 1. A. what | B. which | C. who | D. whom |
| 2. A. represent | B. present | C. stand | D. oppose |
| 3. A. rightist | B. leftist | C. the right | D. the left |
| 4. A. between | B. among | C. from | D. amidst |
| 5. A. called | B. named | C. known | D. recognized |
| 6. A. its | B. their | C. his | D. her |
| 7. A. divided | B. separated | C. classified | D. isolated |
| 8. A. outlooks | B. prospects | C. views | D. morals |
| 9. A. for | B. with | C. of | D. in |
| 10. A. carries | B. gives | C. takes | D. goes |
| 11. A. propositions | B. presuppositions | C. proposals | D. presumptions |
| 12. A. at last | B. finally | C. necessarily | D. eventually |
| 13. A. in office | B. in position | C. in place | D. in upper hand |
| 14. A. opposite | B. difference | C. opposition | D. oppression |
| 15. A. agree | B. disagree | C. favor | D. follow |
| 16. A. thus | B. however | C. so | D. as |
| 17. A. broken | B. maintained | C. held | D. interrupted |
| 18. A. which | B. how | C. where | D. what |
| 19. A. expose | B. impose | C. effect | D. exercise |
| 20. A. only | B. mere | C. sole | D. solo |

Passage B

Diplomacy

Diplomacy in one form or another has had a long history, dating back to the beginning of political states. Since the nature, size, and composition of these states varied, so did the system of relations between them. Usually such relations were simple and personal, but in time they became more complex as the political entities became better organized and more tightly controlled.

The Origin and Testing of Early Modern Diplomacy

By the middle of the fifteenth century the principal city-states of Renaissance Italy had reached a tenuous balance of power and began establishing more permanent diplomatic relations with one another through the instrument of resident embassies. Resident ambassadors were accredited

representatives of one government to another, assigned for an extended period of time for the purposes of negotiating, providing a constant source of important information to the home government, and safeguarding the honor and prestige of the ruler they represented. Primary negotiations of treaties and alliances, as well as other specific assignments, were still carried out by special envoys sent with plenipotentiary powers for that purpose, but the more permanent resident became an additional aid in this process.

The system in the early modern period was far less structured than it was later to become. In the first place, not everyone was convinced that it was the safest or wisest course to follow. Rulers, especially, were reluctant to have representatives of other states snooping around their capital, randomly inquiring about matters that they would just as soon the ambassadors not know. But that led to one of the key dictums of diplomacy, *quid pro quo* (something for something), interpreted to mean that the best way to get information is to give it. Diplomats needed to be well informed so they could exchange their own information for equally or more valuable information possessed by someone else. Even the shrewd Cardinal Richelieu (1585-1642) advised, "A great prince should sooner put in jeopardy both his own interests and even those of the state than break his word." This advice was not often followed, especially by Richelieu, and agents had to be constantly on the alert not to reveal more than they received. By the seventeenth century it was becoming evident that honesty was the best policy for diplomats because honesty inspired confidence and that, more than anything else, gave credibility to what an ambassador was trying to accomplish. The counsel of Charles Colbert, Marquis de Croissy (1625-1696), French secretary of state for foreign affairs, to his son who was leaving for an embassy to Portugal in 1684, "to gain the reputation as a perfectly honorable man, and deserve it," was good advice, even though it was not always followed.

The testing period came in the second half of the sixteenth century when Europe was split into hostile camps as a result of the Reformation¹ and the Wars of Religion². "The religious wars," wrote Garrett Mattingly, the authority on early diplomatic history, "nearly wrecked the diplomatic institutions with which Europe had been trying to adjust its quarrels . . . Successful diplomatic negotiations require that parties involved can at least imagine a mutually satisfactory settlement, . . . But the clash of ideological absolutes drives diplomacy from the field." Nevertheless diplomacy was not driven from the field. Compromises and adjustments continued to be made, and some states, especially France under the cautious Catherine de Médicis (1518-1589), found ways to balance ideology and necessity with theory and practice and to give early modern diplomacy a valuable new impulse.

The Theory of Early Modern Diplomacy

The theory and practice of diplomacy did not always correspond in real life. Diplomatic practice continued along lines determined primarily by precedent and practicality rather than by the suppositions of political theorists. Still, in the seventeenth and eighteenth centuries their correspondence was closer than it had ever been, due in part to the fact that it was practical diplomats themselves who wrote most insightfully about diplomatic theory.

The first of these practitioner/theorists was Juan Antonio de Vera, a distinguished Spanish