

夏国芳 编著

# 硕士研究生 英语教程

COMPREHENSION AND COMPOSITION

• 上册 •



南京大学出版社

硕士研究生英语教程

上册

社

131  
21

社

# Comprehension and Composition

## 硕士研究生英语教程

(上 册)

夏国芳 编著

南 京 大 学 出 版 社

---

# 硕士研究生英语教程

夏国芳 编著

\*

南京大学出版社出版

(南京大学校内 邮编 210008)

江苏省新华书店发行 南京人民印刷厂印刷

\*

开本 787×1092 1/16 印张 10.25 字数 290 千

1998 年 8 月第 1 版 1999 年 2 月第 2 次印刷

印数 3001—6000

ISBN 7—305—03242—5/H·209

定价 14.00 元

(南大版图书若有印、装错误可向承印厂退换)

## 前 言

《硕士研究生英语教程》(Comprehension and Composition)根据原国家教委 1992 年颁布的《非英语专业研究生英语教学大纲》编写,是一本文、理、工各科硕士研究生通用的综合英语教材。全书共分二十单元,上下两册各十单元。每单元包含课文、课文注释、课文理解选择题、讨论题、阅读技巧、阅读技巧实践、词汇练习、完形填空、阅读理解练习、英译汉、汉译英、写作技巧、写作技巧实践等十三个项目。我们从英美等国高校教科书、期刊报纸上选取了大部分课文,内容涉及当前世界关注的热点问题,如信息高速公路、环境保护、人口增长、生物特征辨别技术等。同时为提高学生的文化修养,也收入了一些有关社会文化、心理素质、高等教育改革等方面的文章;课文中还有知名学者和科学家撰写的散文,可对学生今后发展起指导作用。此外,我们还参阅了文献著作编写了大量的练习,内容覆盖面广,基本保证语句篇章“原汁原味”,让学生在反复操练的过程中熟悉并掌握地道的语言表达方式。

根据研究生的特点,我们把阅读技巧——从分析作者的创作意图到如何从作者的用词造句、词汇结构猜生词,理解隐含意义等比较系统地作了介绍。为了便于掌握,每次只讲一点,然后再配上实践,意在使学生不但提高阅读效率,而且逐步体会到“阅读过程是一个思维过程”(1985, James E. Twining),可看作是一个“着手解决问题或任务的方法”(1980, H. Douglas Brown)。

同样,写作技巧也对学生易感困惑的问题作了重点介绍。每次都用标题提出一个问题和解决办法,如“使写作容易——压缩大题选小题”,“使句子有力——用具体的词”,“使文章有吸引力——用特指词,并变换句式”等。由于篇幅关系,本书关于写作的讨论主要着重于短文。

翻译,尤其是汉译英,是令大多数学生头痛的事。翻译的提高很大程度上要靠亲手实践。因此在每单元练习中都有较大的练习量。加上任课老师的讲解,学生在这方面的水平也可望有所提高。

考虑到相当部分的困难学生面临学位课程考试的现实,练习基本按考试题型编排,而且其中大部分在难度上和大纲要求相当,着重强调常用、实用的词和句型。甚至增加了一些大纲由于时差未及收入的词汇,如有关多媒体技术方面的等。为了照顾部分水平较高的同学以及留有一定程度的提高余地,有少部分题目难度高于大纲。

本书在初稿完成后在南京大学试用了多次,并作了修订。裴文老师参与了本书第七、八、九和十二、十三、十六单元的部分初稿的编写工作。陈永祥、吴宗森先生也参与了本书部分审校工作,并提出了宝贵意见。由于力量单薄,水平有限,书中定有不少问题和错误,欢迎读者批评指正。最后借此机会向本书的策划者南京大学研究生院张小明教授及责任编辑李寄先生表示衷心感谢,没有他们的支持和帮助,本书也难以完成。

编 者

## Contents

### Unit One

How I Served My Apprenticeship .....	( 1 )
--------------------------------------	-------

### Unit Two

Ethics in America's Money Culture .....	(13)
---	------

### Unit Three

Autonomy .....	(26)
----------------	------

### Unit Four

Death to All Magic Bullets .....	(42)
----------------------------------	------

### Unit Five

Pioneering the Electronic Frontier .....	(57)
--	------

### Unit Six

Vital Signs of Identity .....	(72)
-------------------------------	------

### Unit Seven

Thinking as a Hobby .....	(89)
---------------------------	------

## **Unit Eight**

How to Avoid Foolish Opinions ..... (108)

## **Unit Nine**

Aspects of Reality ..... (121)

## **Unit Ten**

Grading the Effects of a Liberal Arts Education ..... (135)

# Unit One

## Text

### How I Served My Apprenticeship<sup>1</sup>

*Andrew Carnegie*

*Carnegie was one of several famous, self-made American millionaires of the late 19th century. The huge Carnegie fortune, made in the steel industry, provided the funds for the establishment of public libraries in various parts of the United States, as well as the philanthropic<sup>2</sup> Carnegie Foundation. But what did he have to say about poverty and wealth? Read the following essay which is the first chapter of his book, The Gospel<sup>3</sup> of Wealth, published in 1900.*

1        It is a great pleasure to tell how I served my apprenticeship as a businessman. But there seems to be a question preceding<sup>4</sup> this: Why did I become a businessman? I am sure that I should never have selected a business career if I had been permitted to choose.

2        The eldest son of parents who were themselves poor, I had to begin to perform some useful work in the world while still very young in order to earn an honest livelihood, and was thus shown even in early boyhood that my duty was to assist my parents and, like them, become, as soon as possible, a bread-winner in the family. What I could get to do, not what I desired, was the question.

3        When I was born my father was a well-to-do master weaver<sup>5</sup> in Dunfermline, Scotland. He owned no less than four damask-loom<sup>6</sup> and employed apprentices. This was before the days of steam-factories for the manufacture of linen. A few large merchants took orders, and employed master weavers, such as my father, to weave the cloth, the merchants supplying the materials.

4        As the factory system developed, hand-loom weaving naturally declined, and my father was one of the sufferers by the change. The first serious lesson of my life came to me one day when he had taken in the last of his work to the merchant, and returned to our little home greatly distressed because there was no more work for him to do. I was then just about ten years of age, but the lesson burned into my heart, and I resolved then that the wolf of poverty should be driven from our door some day, if I could do it.

5        The question of selling the old looms and starting for the United States came up in the family council<sup>7</sup>, and I heard it discussed from day to day. It was

finally resolved to take the plunge<sup>8</sup> and join relatives already in Pittsburgh. I well remember that neither father nor mother thought the change would be otherwise<sup>9</sup> than a great sacrifice for them, but that "it would be better for the two boys."

6 In after life, if you can look back as I do and wonder at the complete surrender of their own desires which parents make for the food of their children, you must reverence<sup>10</sup> their memories with feelings akin<sup>11</sup> to worship.

7 On arriving in Allegheny City (there were four of us; father, mother, my younger brother, and myself), my father entered a cotton factory. I soon followed, and served as a "bobbin-boy"<sup>12</sup> and this is how I began my preparation for subsequent apprenticeship as a business man. I received one dollar and twenty cents a week, and was then just about twelve years old.

8 I cannot tell you how proud I was when I received my first week's own earnings. One dollar and twenty cents made by myself and given to me because I had been of some use in the world! No longer entirely dependent upon my parents, but at last admitted to the family partnership as a contributing member and able to help them! I think this makes a man out of a boy sooner than almost anything else, and a real man, too, if there can be any germ of true manhood in him. It is everything to feel that you are useful.

9 I have had to deal with great sums. Many millions of dollars have since passed through my hands. But the genuine satisfaction I had from that one dollar and twenty cents outweighs<sup>13</sup> any subsequent pleasure in money-getting. It was the direct reward of honest, manual labor; it represented a week of very hard work—so hard that, but for the aim and end which sanctified<sup>14</sup> it, slavery might not be much too strong a term to describe it.

10 For a lad of twelve to rise and breakfast every morning, except the blessed Sunday morning, and go into the streets and find his way to the factory and begin to work while it was still dark outside, and not be released until after darkness came again in the evening, forty minutes' interval only being allowed at noon, was a terrible task.

11 But I was young and had my dreams, and something within always told me that this would not, could not, should not last—I should some day get into a better position. Besides this, I felt myself no longer a mere boy, but quite a little man, and this made me happy.

12 A change soon came, for a kind old Scotsman, who knew some of our relatives, made bobbins, and took me into his factory before I was thirteen. But here for a time it was even worse than in the cotton factory, because I was set to fire a boiler in the cellar, and actually to run the small steam-engine which drove the machinery. The firing of the boiler was all right, for fortunately we did not use coal, but the refuse<sup>15</sup> wooden chips; and I always liked to work in wood. But the responsibility of keeping the water right and of running the engine, and the danger of my making a mistake and blowing the whole factory to pieces, caused too great a strain, and I often awoke and found myself sitting up in bed through the night, trying the steam-gauges. But I never told them at home that I was having a hard tussle<sup>16</sup>. No, no! everything must be bright to them.

13 This was a point of honor, for every member of the family was working



hard, except, of course, my little brother, who was then a child, and we were telling each other only all the bright things. Besides this, no man would whine<sup>17</sup> and give up—he would die first.

14       There was no servant in our family, and several dollars per week were earned by the mother by binding shoes after her daily work was done! Father was also hard at work in the factory. And could I complain?

15       My kind employer, John Hay—peace to his ashes! —soon relieved me of the undue<sup>18</sup> strain, for he needed some one to make out bills and keep his accounts, and finding that I could write a plain school-boy hand and could “cipher,”<sup>19</sup> he made me his only clerk. But still I had to work hard upstairs in the factory, for the clerking took but little time.

16       You know how people moan about poverty as being a great evil, and it seems to be accepted that if people had only plenty of money and were rich, they would be happy and more useful, and get more out of life.

17       As a rule, there is more genuine satisfaction, a truer life, and more from life in the humble cottages of the poor than in the palaces of the rich. I always pity the sons and daughters of rich men, who are attended by servants, and have governesses at a later age, but am glad to remember that they do not know what they have missed.

18       They have kind fathers and mothers, too, and think that they enjoy the sweetness of these blessings to the fullest; but this they cannot do; for the poor boy who has in his father his constant companion, tutor, and model, and in his mother—holy name! —his nurse, teacher, guardian angel, saint, all in one, has a richer, more precious fortune in life than any rich man’s son who is not so favored can possibly know, and compared with which all other fortunes count for little.

19       It is because I know how sweet and happy and pure the home of honest poverty is, how free from perplexing care, from social envies and emulations, how loving and how united its members may be in the common interest of supporting the family, that I sympathize with the rich man’s boy and congratulate the poor man’s boy; and it is for these reasons that from the ranks of the poor so many strong, eminent, self-reliant men have always sprung and always must spring.

20       If you will read the list of the immortals who “were not born to die,” you will find that most of them have been born to the precious heritage of poverty.

21       It seems, nowadays, a matter of universal desire that poverty should be abolished. We should be quite willing to abolish luxury, but to abolish honest, industrious, self-denying<sup>20</sup> poverty would be to destroy the soil upon which mankind produces the virtues which enable our race to reach a still higher civilization than it now possesses.

## Notes to the Text

This essay is taken from *Mind Speaks to Mind*, edited by Dean Curry and published in 1988.

1. **apprenticeship**: *n.* the condition of being a person learning a trade or art while working for the employer a certain length of time with little or no pay in return for the training
2. **philanthropic**: *adj.* characterized by being practically kind and helpful to humanity because of love of mankind
3. **gospel**: *n.* principles earnestly believed or taken as a guide for action
4. **precede**: *v.* to go or come before in order, pace or time
5. **master weaver**: an owner or employer or the head persons who form threads or strips into a thing or fabric
6. **damask-loom**: *n.* a hand-weaving machine that produces a firm, shiny linen or cotton fabric with woven designs
7. **family council**: a family meeting called to discuss or settle problems
8. **take the plunge**: to throw oneself into a new course of action in spite of fear, reluctance, or risk
9. **otherwise**: *adj.* different; *adv.* in other ways; under other circumstances
10. **reverence**: *v.* to revere; to regard with deep respect, wonder, fear and love
11. **akin(to)**: *adj.* similar to; of the same kind
12. **"bobbin-boy"**: *n.* a boy delivering thread or yarn reels or spools for weavers
13. **outweigh**: *v.* to exceed in value, importance or influence
14. **sanctify**: *v.* to make holy or legitimate
15. **refuse**: *n.* useless stuff; waste; rubbish
16. **tussle**: *n.* a vigorous conflict or a severe struggle or hard contest
17. **whine**: *v.* to make a high, complaining cry or sound; to complain in a peevish, childish way
18. **undue**: *adj.* unsuitable; not fitting; improper
19. **cipher**: *v.* to use figures to work arithmetical problems; to do arithmetic
20. **self-denying**: *adj.* unselfish; sacrificing one's own wishes and interests

## Comprehension Questions

1. Carnegie became a businessman later in his life, because \_\_\_\_\_.
  - A. his parents thought it an honest livelihood
  - B. life gave him no other choice
  - C. it was his long-time wish
  - D. he inherited a business from the family
2. Carnegie had his first taste of poverty when \_\_\_\_\_.
  - A. a few large merchants took over his father's orders
  - B. machines began to replace handicraftsmen's work
  - C. merchants refused to give his father any more work
  - D. his father's hand-looms were out of order
3. The author's parents decided to go to America, for they \_\_\_\_\_.
  - A. had some wealthy relatives in Pittsburgh

- B. wanted to seek for a better life for themselves
  - C. hoped to find an opportunity for their sons
  - D. wished to move to a new place for a change
4. According to Carnegie, one gets genuine satisfaction from \_\_\_\_\_.
    - A. being useful to one's family
    - B. getting great sums of money
    - C. real hard work
    - D. reward for honest work
  5. What did Carnegie think of the job of firing the boiler?
    - A. He found himself under big pressure of responsibility.
    - B. He liked it because it burned wooden chips.
    - C. He felt that it was better than working in the cotton factory.
    - D. He thought that he was fortunate to get this better-paying job.
  6. It became a rule for the family to \_\_\_\_\_.
    - A. start working a young age
    - B. train the boys to be tough
    - C. encourage each other by telling good news only
    - D. be honest to each other by telling truths only
  7. We may infer from the selection that the author was very proud that \_\_\_\_\_.
    - A. his family appreciated the spirit of perseverance
    - B. his parents were exceptionally industrious
    - C. the family was able to give his brother a better life
    - D. he could do some clerical work at an early age
  8. The author thought that his parents \_\_\_\_\_.
    - A. were better than those in other poor families
    - B. loved their children more than those in rich families
    - C. were unaware of what they had missed in their life
    - D. were the most precious fortune in his life
  9. Speaking of the children in rich families, Carnegie was glad that \_\_\_\_\_.
    - A. he had obtained more from life than they had
    - B. they were at least free from social envies
    - C. they turned out to be more successful than he did
    - D. he had parents who were kind to their children
  10. What is Carnegie's philosophy concerning poverty?
    - A. Poverty should be done away with.
    - B. Poverty is caused by luxury, so the latter must be eliminated.
    - C. Poverty helps produce great people and human merits.
    - D. The wolf of poverty should be driven from his door some day.

## Reading Skills

### To Make Your Reading Easier Identify the Author's Purpose (1)

There are basically four purposes for writing:

1. To relate a story or recount events. (narration)
2. To tell what something looks like, sounds like or feels like. (description)

3. To convince the reader to believe an idea or take a course of action. (persuasion)
4. To inform or teach. (exposition)

If you respond differently to different types of writing—that is, if you don't try to read everything the same way—you will find your reading task much easier and more interesting.

The primary response required by narration is that you follow the sequence of events and share the experience so that you may get the same view of life the authors are presenting.

Description, on the other hand, requires that you recreate the image in your mind. Authors expect you to use your past experience to visualize a scene and to become emotionally involved so that the experience is as real for you as it can possibly be.

### Reading Skill Practice

- I. In the light of what you have just learned, study the text again and discuss the following questions.
  1. What is the author's purpose of telling us about his childhood?
  2. What is the verbal picture the author tries to create in the text?
  3. What kind of emotion does the author try to arouse among his readers?
  4. What is the view that the author tries to present through his narration and description?

- II. Read the following two short passages, and find out what kind of scenes the authors are trying to make us see in our mind's eye.

1. Sometimes in the dark we heard the troops marching under the window and guns going past pulled by motortractors. There was much traffic at night and many mules on the roads with boxes of ammunition on each side of their pack-saddles and gray motor trucks that carried men and other trucks with loads covered with canvas that moved slower in the traffic. There were big guns too that passed in the day drawn by tractors, the long barrels of the guns covered with green leaf branches and vines laid over the tractors.

2. On the eighth night, I was more careful than before. The clock's hand moved more quickly than my hand. I opened the door slowly. I put the lantern in the room. The old man moved suddenly in his bed. But I did not go back. The room was very dark. I knew he could not see me. I put my head in the room. I began to open the lantern, but my hand hit the side. It made a loud noise.

The old man sat up quickly in bed. "Who's there?" he cried.

I stood still and said nothing. For one long hour I did not move a finger. And he did not lie down. He listened. I knew his fear!

And now I began to open the lantern. I opened it just a little. A small thin light fell upon the horrible blue eye.

I could not see the old man's face or body. But I saw the eye very well. The horrible bird's eye. My blood ran cold. At the same time, anger began to grow inside me. Now a low, quick sound came to my ears. It was like the sound of a small wooden clock. I knew that sound well, too. It was the beating of the old man's heart!

## Vocabulary Exercises

I. For each word in column A find a synonym from column B.

A	B
1. precede	a. hire
2. distressed	b. weaken
3. well-to-do	c. prosperous
4. decline	d. sorrowful
5. employ	e. go before
6. council	f. exceed
7. reverence	g. later
8. subsequent	h. improper
9. outweigh	i. cry
10. tussle	j. diligent
11. whine	k. calculate
12. undue	l. confusing
13. cipher	m. conference
14. humble	n. shabby
15. perplexing	o. strain
16. industrious	p. respect

II. Fill in the blanks with a word or phrase chosen from the list given below and change it into proper form when necessary.

*a great pleasure, come up, take the plunge, order, apprenticeship, otherwise, have a tussle, akin to, but for, to the full, too severe a blow, mean everything*

- During their long \_\_\_\_\_, the boys also absorbed the community traditions and culture from their elders.
- Mr. Shonfield, brave man that he is, has \_\_\_\_\_ and stated the fact in bald language.
- Mother asked when the grocer would deliver our \_\_\_\_\_.
- It might have been \_\_\_\_\_ if you hadn't warned them before they left.
- We \_\_\_\_\_ a bit of a \_\_\_\_\_ over the price of the car with the salesman.
- \_\_\_\_\_ your interference, things should have looked very black indeed.
- Since he decided to live on his own, getting a job \_\_\_\_\_ to him.
- The contestants displayed \_\_\_\_\_ their talent and wisdom.
- After the space shuttle exploded, something \_\_\_\_\_ panic swept the NASA offices.
- "He was a good negotiator, and price never \_\_\_\_\_ until the very last," Mary said.
- As he was the only bread-earner of the family, his being laid off was \_\_\_\_\_ to his wife and children.
- It is \_\_\_\_\_ to be able to visit your labs and meet with the research fellows here.

III. Fill in the blanks with a derived form of the words given in the brackets after each sentence.

1. The orphanage is just one of her \_\_\_\_\_ organizations.  
(philanthropy)
2. Last year's school picnic set a \_\_\_\_\_ for having one this year.  
(precede)
3. Farming has been the family's \_\_\_\_\_ for three generations.  
(live)
4. We're moving to a more \_\_\_\_\_ neighborhood.  
(desire)
5. If you know what you're doing will serve to improve human life, the work becomes respected, even \_\_\_\_\_.  
(revere)
6. We were deeply awed by the \_\_\_\_\_ of St. Paul's Cathedral.  
(sanctify)
7. Most churches believe that a man's body dies, but his soul is said to be \_\_\_\_\_.  
(mortal)
8. \_\_\_\_\_ of the lives of great men influences many ambitious young men.  
(emulate)
9. His collaboration with the enemy brought \_\_\_\_\_ to the family.  
(honor)
10. Because of his special intelligence he was employed in ciphering and \_\_\_\_\_ letters.  
(cipher)

## Cloze

With her career as a television superstar well under way, Kan is searching for new projects. She recently started writing a column for North Airlines 1 entitled Yue Sai's Asia.

She also has a radio show and 2 a book on traditional Chinese medicine recently, something 3 which she has strong faith.

One of her major new 4 is a series of videos aimed at Asian 5 wanting to do business in America. The series should be finished 6 Easter(复活节).

"Life consists of a series of changes. They 7 you as a person and allow you to grow to be a 8 human. The only way to grow is by doing things as best as you can," she said, "Even I don't know 9 I want to do when I grow up."

Kan felt she had grown up 10 to justify her current fame: "I like being famous. I 11 see anything wrong with it. But my kind of fame is different from a rock star's. I'm 12 for what I have contributed, not because I have written 13. Being famous is acknowledgment for 14 over many years."

- |                     |                  |                      |                  |
|---------------------|------------------|----------------------|------------------|
| 1. A. company       | B. magazine      | C. library           | D. plant         |
| 2. A. has completed | B. was completed | C. does not complete | D. will complete |
| 3. A. at            | B. for           | C. with              | D. in            |
| 4. A. projects      | B. interviews    | C. questions         | D. arguments     |
| 5. A. scientists    | B. immigrants    | C. businessmen       | D. tourists      |

- |                                    |                                |               |                |
|------------------------------------|--------------------------------|---------------|----------------|
| 6. A. in                           | B. for                         | C. during     | D. by          |
| 7. A. expand                       | B. enrich                      | C. utilize    | D. overcome    |
| 8. A. more natural                 | B. better                      | C. truer      | D. more polite |
| 9. A. what                         | B. how                         | C. why        | D. where       |
| 10. A. already                     | B. only                        | C. enough     | D. yet         |
| 11. A. won't                       | B. don't                       | C. may not    | D. didn't      |
| 12. A. amazed                      | B. famous                      | C. ready      | D. concerned   |
| 13. A. a project                   | B. a proposal                  | C. an article | D. a song      |
| 14. A. I have put the hard work in | B. I have put in the hard work |               |                |
| C. the hard work I have put in     | D. I have the hard work put in |               |                |

## Reading Comprehension Practice

### Passage I

#### A Theory of Roasting

The structures and processes involved in everyday theorizing can be very nicely illustrated in the following brief account of the discovery of cooking in China. In a story entitled "A Dissertation upon Roast Pig", a Chinese family living in an era when meat was still eaten raw went into town one day, leaving a litter of young pigs locked in their wooden house. When the family returned, the house had just finished burning to the ground and the embers were still hot and smoking. As the place cooled, the family began to sift through the ashes, searching for utensils and other family valuables. In the search, one member of the family happened to grasp one of the trapped pigs. Since it was very hot, the person's fingers were burned. The reaction to burning, then as now, was to place the fingers in the mouth to cool them. Some of the cooked flesh stuck to the fingers was conveyed to the mouth. The end result was the first taste of cooked pork. The reaction was quick and positive; Yummy, Yum, Yum! It was delicious.

The sequence of events thereafter is readily imagined. The remains of the pig were brought from the ashes and sampled a second time; the resulting reinforcement of the original judgment stimulated further consumption. Other members of the family were invited to sample and reacted similarly. The rest of the piglets were located and consumed. When the orgy was finished, the family was hooked on roast pork. Now came the crucial question in theoretical development: How to get more?

- The author's purpose of this passage is to \_\_\_\_\_.
  - tell us a story about Chinese cooking
  - trace the origin of roast pork
  - show how theory in daily life is developed
  - persuade readers to theorize in everyday life
- We may deduce from the story that \_\_\_\_\_.
  - the Chinese family raised some pigs for cooked meat
  - it took place in ancient times
  - the Chinese used to live in wooden houses
  - it is a true story in history

3. The question "how to get more" means how to get more \_\_\_\_\_.  
A. theories      B. samples      C. cooked pork      D. yummy food
4. We can also infer from the story that a theory differs from a discovery in that it is \_\_\_\_\_.  
A. accidental      B. experimental      C. preliminary      D. intentional

## Passage II

In the middle of the 18th century, Arab tribes from the central wastelands of Arabia migrated to the more hospitable shore of the Persian Gulf. In 1756 they chose the Sabahs to be the ruling family of Kuwait.

The region was nominally part of the Turkish Ottoman Empire(奥斯曼帝国), but the Sabah family was allowed much self-government in local matters. During the 18th and early 19th centuries, Kuwait developed into a fairly important center for the sea trade. It served as a port for all of central Arabia.

In the 18th century the town of Kuwait was frequently attacked by raiding Arab tribes and by Persian pirates. As a result its economy declined, and Kuwait lost its importance.

Britain became interested in Kuwait because the Persian Gulf was a vital waterway on the route to British-controlled India. By the end of the 19th century Sheikh Mubarak al-Sabah feared that Turkey would occupy his country and that he would lose his right to govern. In 1899 he signed a treaty with Britain. In return for British protection, the Sheikh promised that he would not give away any of the territory of Kuwait except to the British Government. He also agreed not to enter diplomatic relations with any other country without British consent.

During World War I Sheikh Mubarak's son Sheikh Salem supported Turkey rather than Britain. In 1914 the British recognized Kuwait's independence from Turkey but continued to exercise protection over the country. After the war—under the pro-British rule of Sheikh Ahmad, a nephew of Salem—the country began to flourish. Concessions were signed with the oil companies, and immigrants began to swell the population. The oil boom and its accompanying prosperity began in 1945, when oil operations, halted during World War I, were resumed.

When Ahmad died in 1950, Sheikh Abdullah al-Salim al-Sabah came to power. Under Abdullah the country made great economic progress. It was due to his efforts that the increasing oil wealth was used to develop Kuwait as a modern nation and to provide the people with a share of the country's riches.

Kuwait gained full independence from Britain on June 19, 1961. That year Iraq, which had long claimed Kuwait a part of its territory, threatened to seize the country. British troops were sent to aid Kuwait at the request of its ruler. Kuwait then joined the Arab League, which took responsibility for Kuwait's defense, and the threat ended in 1963.

Abdullah died in 1965 and was succeeded by Sheikh Sabah al-Salim al-Sabah. Sabah dissolved the legislature in 1976 and ruled by decree. After Sheikh Jaber al-Ahmad al-Sabah became emir(王公;酋长) in 1977, there were growing demands for a return to constitutional rule. Elections for a new National Assembly were held in 1981.

1. Which of the following would be the best title for this passage?  
A. The Origin of Conflicts Between Kuwait and Iraq



- B. A Brief History of Kuwait
- C. The British Rule over Mid-East
- D. Oil Industry Development in Persian Gulf
2. Britain became interested in Kuwait because \_\_\_\_\_.
  - A. Kuwait had rich natural resources
  - B. Britain wanted to protect weak nations in the world
  - C. Kuwait was strategically important to British imperialism
  - D. Britain wanted to annex Kuwait
3. The 1899 Treaty between Kuwait and Britain actually \_\_\_\_\_.
  - A. submitted Kuwait to the British domination
  - B. did not protect Kuwait against Turkish occupation
  - C. supported al-Sabah's rule among Arabic tribes
  - D. opened up the waterway from west to east
4. The most popular ruler who made outstanding contribution to the prosperity of Kuwaitian people was \_\_\_\_\_.
  - A. al-Sabah
  - B. Salem
  - C. Ahmad
  - D. Abdulla
5. Kuwait was safe from Iraq's threatening invasion thanks to \_\_\_\_\_.
  - A. the growing power of the Shiekh family
  - B. the military reinforcement of British troops
  - C. the intervention of international community
  - D. the modernization of the nation itself
6. What is the author's purpose of writing this passage?
  - A. To persuade us that Kuwait is an old country.
  - B. To show us how to study history.
  - C. To relate a series of factual events in history.
  - D. To describe what Kuwait looked like years ago.

## Translation Exercises

- I. Translate the following passage into Chinese.

Our educational system has done little to change the increasing loss of identity with oneself. Rewards are given for neat papers, for correct answers, for recalling the proper information. Little is done to stimulate the child to find satisfaction in solving his own problems, to take pleasure in developing greater knowledge and understanding for its own sake, or to measure success or failure in areas of importance to the self.

- II. Translate the following sentences into English, using the words, phrases or sentence patterns given.
  1. 今天我很荣幸,也很高兴在这里谈谈我是怎么获得这项发明奖的。(... a pleasure ...)
  2. 失败往往是成功的前奏。(precede)
  3. 如果我能选择,我将选择教师作为我的终生事业。(permit to choose)
  4. 如何完成这项工作而不是谁来干才是问题的所在。(... is/was the question)
  5. 她断然把全部积蓄都投入了那个新开发的项目。(take the plunge)
  6. 簿记工作(book-keeping)并未改变卡内基的生活,只是使他从异常的紧张中解脱出