

总主编：戴炜栋

# 新世纪研究生 公共英语教材

READING A (STUDENT'S BOOK)

## 阅读 **A** 学生用书 第二版

主编：高桂珍 王慧莉



上海外语教育出版社

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主编：高桂珍 王慧莉

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# 出版说明

随着大学外语教学水平的不断提高,研究生外语学习的起点也逐年提升。研究生入学时,绝大多数已经具备了较为扎实的语言基础,基本上都通过了大学英语四级考试,不少还通过了六级考试。为了编写出适应新时代要求的研究生英语教材,上海外语教育出版社组织了清华大学、复旦大学、浙江大学、山东大学、中山大学、大连理工大学、南京航空航天大学等10余所重点大学,召开了教材编写委员会会议,做了广泛而深入的调研。在认真分析当时研究生英语教学状况的基础上,于2002年推出了《新世纪研究生公共英语教材》。

教材编写时曾考虑到以下几点:1. 练习设计和活动安排以学习者为中心,强调应用能力的培养。2. 针对研究生听说能力下降的情况,编写专门教材,重视口语和听力的培养。3. 课文题材、体裁多样,内容时代感强。4. 重视翻译和写作(尤其是论文写作)能力的培养。5. 在突出词法、句法的基础上,融入篇章知识的教学。

《新世纪研究生公共英语教材》由以下几个品种组成:

《阅读》A 学生用书、教师用书各一册

《阅读》B 学生用书、教师用书各一册

《阅读》C 学生用书、教师用书各一册

《听说》上 学生用书、教师用书各一册

《听说》下 学生用书、教师用书各一册

《口语口译》一册

教材推出后受到了使用学校的广泛欢迎。为了适应新时期社会对研究生人才培养的需要,满足新时期研究生英语教学的要求,在广泛听取使用高校意见的基础上,上海外语教育出版社组织原编者对这套教材进行了修订。修订在保持原教材编写结构的基础上,更新了三分之一以上的篇目,进一步突出了选材的时代性。同时亦对部分练习进行了调整,单元后增加任务型的练习,使教材更符合培养学生的听、说、读、写、译等实用技能方面的要求。

由于研究生生源不一,该套教材中可能存在这样或那样的缺点。我们衷心希望广大师生多和我们联系、沟通,提出宝贵的意见和建议,以便我们不断修订,不断提高、完善。本套教材的录音材料由上海外语音像出版社出版。

上海外语教育出版社

# 修 订 说 明

《新世纪研究生公共英语教材》于2002年面市以来，受到研究生英语学习者和教师的普遍好评。为使这套教材更加适应新时期外语教学的需要，上海外语教育出版社决定对此套教材进行修订。

本教材的修订是在广泛征求听取全国各地使用《新世纪研究生公共英语教材》的研究生英语学习者和教师的意见，并通过认真讨论的基础上进行的。《新世纪研究生公共英语教材》编委会对这套教材的修订提供了各方面的指导与帮助。修订的指导思想是，要更加适应新时期研究生英语教学的需要，满足新世纪对高层次人才的期望，进一步提高研究生的语言应用能力。

鉴于我国研究生水平参差不齐的实际情况，《新世纪研究生公共英语教材》阅读A是为具有中等水平的非英语专业硕士研究生设计的，也可供单考生、同等学力、工程硕士的研究生使用。特点是语言知识与能力训练并重；重点在于培养学生读、写、译的语言运用能力，并兼顾培养学生的听说能力。

全书共15个单元。每单元设有课前练习活动、正课文、生词、注释、练习和副课文。每单元的学时可视内容和长度及各校的教学大纲而定，一般可按平均4-6学时安排教学。

课文全部选自原文。课文题材和体裁力求多样化，课文内容丰富，具有趣味性和启发性，有利于开阔学生视野。每篇正课文长度均在1000词以上，侧重于训练学生的阅读理解能力，教师应在组织学生讨论中要求学生达到完全理解，并发展和加强学生阐述见解、表达观点的能力。课前练习部分设计的Group Discussion、Pair Work等练习旨在激发学生对课文信息的预测和联想能力。副课文的长度比正课文短，且内容与正课文贴近，便于学生联系全文的主要内容和思路进行全面理解，并有利于学生扩大阅读量，扩充词汇，提高阅读速度。对副课文内容只要求掌握中心思想和主要内容，无需完全理解。

练习形式多样，难易搭配适当，项目包括：1. 课前练习：Group Discussion、Pair Work等。2. 课文阅读理解：多项选择、问答、判断正误、思考题等。3. 词汇：同义词、反义词、构词及其他有助于学生掌握词义用法等练习。4. 翻译：汉译英（以练习课文中的生词及词组为主）。5. 综合填空。6. 写作：句子写作（包括主题句、扩展句、结论句、判断分析等练习）、段落写作和短文写作（以给定的题目、提纲，写出约180-200词的文章）。7. 读写任务。教师可根据具体情况有选择地使用或全部使用上述练习。

我们对《新世纪研究生公共英语教材》阅读A（学生用书）的修订，主要有以下具体方面：

阅读课文内容更新超过1/3，丰富课文内容，紧跟时代变化；力求题材和体裁多样化，每篇课文长度均在1000词以上。

汉译英翻译练习中除以练习课文中的生词及词组为主外，还重视学生基本的翻译技巧和翻译能力的培养。

修订本对写作练习部分的内容全部更换，比较系统地从句子、段落到篇章，循序渐进、由浅入深地介绍了写作的基本知识和技巧。写作范文均选自原版英文，并加以简要评述和知识点归纳，将英文写作的思维模式与语篇模式的培养贯穿于样文评析与写作实践之中。

除此之外，每个单元都设计了与课文主题相关的3-5个读写任务，由学习者课后有选择地自主完成，从而培养学生自主学习的能力和与学习者的互动学习能力。

尽管本书的修订做了大量的工作和努力，但编者水平与经验有限，教材难免还有不足之处，祈请广大使用者批评指正。

编者

2006年7月

# CONTENTS

## UNIT ONE

Warm-up .....	1
Text: A Young Boy's Ambition .....	1
Supplementary Readings: A. A Pound of Butter .....	12
B. Brave Ballerina .....	16

## UNIT TWO

Warm-up .....	21
Text: What the Internet Cannot Do? .....	21
Supplementary Readings: A. Tim Berners-Lee (I) .....	33
B. Tim Berners-Lee (II) .....	36

## UNIT THREE

Warm-up .....	39
Text: Oceans of Sand .....	39
Supplementary Readings: A. Desert .....	50
B. Moles Are Happy As Homes Go Underground .....	52

## UNIT FOUR

Warm-up .....	59
Text: Three Kinds of Fatigue .....	59
Supplementary Readings: A. The Breath of Life (I) .....	71
B. The Breath of Life (II) .....	74

## UNIT FIVE

Warm-up .....	79
Text: Bringing Up Children .....	79
Supplementary Readings: A. Let Children Learn to Judge Their Own Work .....	91
B. Five Parenting Styles .....	93

## **UNIT SIX**

Warm-up .....	99
Text: How Service Experiences Affect Students .....	99
Supplementary Readings: A. The Future of the Universities .....	109
B. Education Does Count .....	112

## **UNIT SEVEN**

Warm-up .....	115
Text: Supporting Science .....	115
Supplementary Readings: A. U.K. Joins Fight for IT Workers .....	129
B. The History of Space Observation and Travel .....	131

## **UNIT EIGHT**

Warm-up .....	135
Text: How Trees Are Killing Our Rivers .....	135
Supplementary Readings: A. A Fable for Tomorrow .....	146
B. Lightning in the Mountains .....	149

## **UNIT NINE**

Warm-up .....	153
Text: The Most Important Day in My Life .....	153
Supplementary Readings: A. Signs of a Changing Season (I) .....	164
B. Signs of a Changing Season (II) .....	166

## **UNIT TEN**

Warm-up .....	171
Text: How to Build a Body Part .....	171
Supplementary Readings: A. Embryos and Real Lives .....	182
B. Clone: Will There Be “Carbon Copy” People? .....	186

## **UNIT ELEVEN**

Warm-up .....	191
Text: Etiquette .....	192
Supplementary Readings: A. American Classroom Customs .....	205
B. A World Guide to Good Manners .....	207
— How not to behave badly abroad	



**UNIT TWELVE**

Warm-up ..... 211  
Text: Knowledge Management Is a Business Imperative ..... 211  
Supplementary Readings: A. The Muddle of MBAs ..... 224  
  B. Keepers of the Dream ..... 227

**UNIT THIRTEEN**

Warm-up ..... 233  
Text: Practical Psychology: Silent Speech ..... 234  
Supplementary Readings: A. Soundless Communication ..... 246  
  B. You Are How You Wait: Queue Psychology ..... 249

**UNIT FOURTEEN**

Warm-up ..... 253  
Text: Plagiarism Exposed at University ..... 253  
Supplementary Readings: A. In Praise of the F Word ..... 267  
  B. How Can Asian Children Achieve So Much ..... 270

**UNIT FIFTEEN**

Warm-up ..... 273  
Text: Genetic Studies Promise a Path to Better Treatment of Addictions ..... 273  
Supplementary Readings: A. Here's to Your Health ..... 286  
  B. Health and Safety at Work ..... 290

# UNIT ONE



## Warm-up

### I. Group Discussion

Discuss the following questions in groups of four.

1. What do you know about the American author Mark Twain?
2. What transient ambitions did you have when you were a child?
3. Do you have any permanent ambition now? What is it?

### II. Pair Work

Work with a partner and describe a childhood friend you remember clearly.

## Text

### A Young Boy's Ambition<sup>1</sup>

Mark Twain

1. When I was a boy, there was but one permanent ambition among my comrades in our village on the west bank of the Mississippi River. That was to be a steamboatman. We had transient ambitions of other sorts, but they were only transient. When a circus came and went, it left us all burning to become clowns; the first negro minstrel show that came to our section left us all suffering to try that kind of life; now and then we had a hope that if we lived and were good, God would permit us to be pirates. These ambitions faded out, each in its turn; but the ambition to be a steamboatman always remained.
2. Once a day a cheap, gaudy packet arrived upward from St. Louis, and another downward from

1. From *Life on the Mississippi* (1883).



Keokuk. Before these events, the day was glorious with expectancy; after them, the day was a dead and empty thing. Not only the boys, but the whole village, felt this. After all these years I can picture that old time to myself now, just as it was then: the white town drowsing in the sunshine of a summer's morning; the streets empty, or pretty nearly so; one or two clerks sitting in front of the Water Street stores, with their splint-bottomed chairs tilted back against the wall, chins on breasts, hats slouched over their faces, asleep — with shingle-shavings enough around to show what broke them down; a sow and a litter of pigs loafing along the sidewalk, doing a good business in watermelon rinds and seeds; two or three lonely little freight piles scattered about the "levee"; a pile of "skids" on the slope of the stone-paved wharf, and the fragrant town drunkard asleep in the shadow of them; two or three wood flats at the head of the wharf, but nobody to listen to the peaceful lapping of the wavelets against them; the great Mississippi, the majestic, the magnificent Mississippi, rolling its mile-wide tide along, shining in the sun; the dense forest away on the other side; the "point" above the town, and the "point" below, bounding the river-glimpse and turning it into a sort of sea, and withal a very still and brilliant and lonely one. Presently a film of dark smoke appears above one of those remote "points"; instantly a negro drayman, famous for his quick eye and prodigious voice, lifts up the cry, "S-t-e-a-m-boat a-comin!" and the scene changes! The town drunkard stirs, the clerks wake up, a furious clatter of drays follows, every house and store pours out a human contribution, and all in a twinkling the dead town is alive and moving.

3. Drays, carts, men, boys, all go hurrying from many quarters to a common center, the wharf. Assembled there, the people fasten their eyes upon the coming boat as upon a wonder they are seeing for the first time. And the boat is rather a handsome sight, too. She is long and sharp and trim and pretty; she has two tall, fancy-topped chimneys, with a gilded device of some kind swung between them; a fanciful pilot-house, a glass and "gingerbread", perched on top of the "texas" deck behind them; the paddle-boxes are gorgeous with a picture or with gilded rays above the boat's name; the boiler deck, the hurricane deck, and the texas deck are fenced and ornamented with clean white railings; there is a flag gallantly flying from the jack-staff; the furnace doors are open and the fires glaring bravely; the upper decks are black with passengers; the captain stands by the big bell, calm, imposing, the envy of all; great volumes of the blackest smoke are rolling and tumbling out of the chimneys — a husbanded grandeur created with a bit of pitch pine just before arriving at a town; the crew are grouped on the forecastle; the broad stage is run far out over the port bow, and an envied deckhand stands picturesquely on the end of it with a coil of rope in his hand; the pent steam is screaming through the gauge-cocks, the captain lifts his hand, a bell rings, the wheels stop; then they turn back, churning the water to foam, and the steamer is at rest. Then such a scramble as there is to get aboard, and to get ashore, and to take in freight and to discharge freight, all at one and the same time; and such a yelling and cursing as the mates facilitate it all with! Ten minutes later the steamer is under way



again, with no flag on the jack-staff and no black smoke issuing from the chimneys. After ten more minutes the town is dead again, and the town drunkard asleep by the skids once more.

4. My father was a justice of the peace, and I supposed he possessed the power of life and death over all men and could hang anybody that offended him. This was distinction enough for me as a general thing; but the desire to be a steamboatman kept intruding, nevertheless. I first wanted to be a cabin-boy, so that I could come out with a white apron on and shake a tablecloth over the side, where all my old comrades could see me; later I thought I would rather be the deckhand who stood on the end of the stage-plank with the coil of rope in his hand, because he was particularly conspicuous. But these were only day-dreams, — they were too heavenly to be contemplated as real possibilities. By and by one of our boys went away. He was not heard of for a long time. At last he turned up as apprentice engineer or “striker” on a steamboat. This thing shook the bottom out of all my Sunday-school teachings. That boy had been notoriously worldly, and I just the reverse; yet he was exalted to this eminence, and I left in obscurity and misery. There was nothing generous about this fellow in his greatness. He would always manage to have a rusty bolt to scrub while his boat tarried at our town, and he would sit on the inside guard and scrub it, where we could all see him and envy him and loathe him. And whenever his boat was laid up he would come home and swell around the town in his blackest and greasiest clothes, so that nobody could help remembering that he was a steamboatman; and he used all sorts of steamboat technicalities in his talk, as if he were so used to them that he forgot common people could not understand them. He would speak of the ‘labboard’ side of a horse in an easy, natural way that would make one wish he was dead. And he was always talking about “St. Looy” like an old citizen; he would refer casually to occasions when he “was coming down Fourth Street,” or when he was “passing by the Planter’s House,” or when there was a fire and he took a turn on the brakes of ‘the old Big Missouri’; and then he would go on and lie about how many towns the size of ours were burned down there that day. Two or three of the boys had long been persons of consideration among us because they had been to St. Louis once and had a vague general knowledge of its wonders, but the day of their glory was over now. They lapsed into a humble silence, and learned to disappear when the ruthless “cub”-engineer approached. This fellow had money, too, and hair oil. Also an ignorant silver watch and a showy brass watch chain. He wore a leather belt and used no suspenders. If ever a youth was cordially admired and hated by his comrades, this one was. No girl could withstand his charms. He “cut out” every boy in the village. When his boat blew up at last, it diffused a tranquil contentment among us such as we had not known for months. But when he came home the next week, alive, renowned, and appeared in church all battered up and bandaged, a shining hero, stared at and wondered over by everybody, it seemed to us that the partiality of Providence for an undeserving reptile had reached a point where it was open to criticism.
5. This creature’s career could produce but one result, and it speedily followed. Boy after boy



managed to get on the river. The minister's son became an engineer. The doctor's and the postmaster's sons became 'mud clerks'; the wholesale liquor dealer's son became a barkeeper on a boat; four sons of the chief merchant, and two sons of the county judge, became pilots. Pilot was the grandest position of all. The pilot, even in those days of trivial wages, had a princely salary — from a hundred and fifty to two hundred and fifty dollars a month, and no board to pay. Two months of his wages would pay a preacher's salary for a year. Now some of us were left disconsolate. We could not get on the river — at least our parents would not let us.

6. So by and by I ran away. I said I never would come home again till I was a pilot and could come in glory. But somehow I could not manage it. I went meekly aboard a few of the boats that lay packed together like sardines at the long St. Louis wharf, and very humbly inquired for the pilots, but got only a cold shoulder and short words from mates and clerks. I had to make the best of this sort of treatment for the time being, but I had comforting daydreams of a future when I should be a great and honored pilot, with plenty of money, and could kill some of these mates and clerks and pay for them.

(1, 632 Words)

## NEW WORDS

- permanent** /'pɜ:mənənt/ *a.* lasting or expected to last for a long time or for ever 永久的, 长期的
- transient** /'trænzɪənt/ *a.* lasting for only a short time; brief 暂时的; 瞬时的
- circus** /'sɜ:kəs/ *n.* 马戏团; 杂技团
- minstrel** /'mɪnstrəl/ *n.* 歌手; 吟游诗人
- pirate** /'paɪərət/ *n.* person on a ship who attacks and robs other ships at sea 海盗
- gaudy** /'gɔ:di/ *a.* too bright and showy, esp. in a vulgar way 花哨的; 俗气的
- packet** /'pækɪt/ *n.* 定期邮船, 班轮
- drowse** /draʊz/ *v.* be half asleep 假寐; 打瞌睡
- slouch** /slautʃ/ *v.* stand, sit or move in a lazy way often not quite upright 无精打采地立、坐、行
- prodigious** /prə'dɪdʒəs/ *a.* very great in size, amount or degree (在体积、数量或程度上) 大得惊人的
- assemble** /ə'sembəl/ *v.* (cause people or things to) come together 集合
- trim** /trɪm/ *a.* neat and tidy 整齐的; 整洁的
- gingerbread** /'dʒɪndʒəbred/ *n.* 华而不实的东西



<b>perch</b> /pɜ:tʃ/ <i>v.</i>	place sth. esp. in a high or dangerous position 将某物置于高处或危险处; 栖息
<b>ornament</b> /'ɔ:nəmənt/ <i>v.</i>	decorate sth. 装饰, 点缀
<b>gallantly</b> /'gæləntli/ <i>adv.</i>	bravely 勇敢地
<b>jack-staff</b> /dʒækstɑ:f/ <i>n.</i>	旗杆
<b>gorgeous</b> /'gɔ:dʒəs/ <i>a.</i>	very beautiful; wonderful 非常漂亮的; 极好的
<b>tumble</b> /'tʌmbl/ <i>v.</i>	roll to and fro 翻滚
<b>grandeur</b> /'grændʒə/ <i>n.</i>	greatness; magnificence 伟大; 壮丽
<b>churn</b> /tʃɜ:n/ <i>v.</i>	stir or disturb sth. 搅动; 扰乱某物
<b>foam</b> /fəʊm/ <i>v.</i>	froth; send out foam 起泡沫; 发出泡沫
<b>discharge</b> /dɪs'tʃɑ:dʒ/ <i>v.</i>	unload cargo from a ship 从船上卸货
<b>mate</b> /meɪt/ <i>n.</i>	大副
<b>facilitate</b> /fə'sɪlɪteɪt/ <i>v.</i>	make sth. easy or less difficult 使某事物容易或减少困难
<b>issue</b> /'ɪʃju:/ <i>v.</i>	come, go or flow out 出来; 流出
<b>intrude</b> /ɪn'tru:d/ <i>v.</i>	put (oneself/sth.) into a place or situation where one/it is unwelcome or unsuitable 闯入; 打扰
<b>conspicuous</b> /kən'spɪkjʊəs/ <i>a.</i>	easily seen; noticeable; remarkable 显而易见的; 引人注目的
<b>contemplate</b> /'kɒntemplɪt/ <i>v.</i>	meditate; consider the possibility of 冥想; 预料
<b>apprentice</b> /ə'prentɪs/ <i>n.</i>	学徒; 徒弟
<b>notoriously</b> /nəʊ'tɔ:riəsli/ <i>adv.</i>	be well known for bad quality 声名狼藉地
<b>exalt</b> /ɪg'zɔ:lt/ <i>v.</i>	make sb. higher in rank 提升; 提拔某人
<b>tarry</b> /'tæri/ <i>v.</i>	linger; delay in coming to or going from a place 徘徊; 逗留
<b>eminence</b> /'emɪnəns/ <i>n.</i>	state of being famous or distinguished 卓越; 著名
<b>obscurity</b> /əb'skjuərəti/ <i>n.</i>	state of being obscure 不明; 默默无闻
<b>technicality</b> /,tekni'kælti/ <i>n.</i>	technical term 术语
<b>cordially</b> /'kɔ:dʒəli/ <i>adv.</i>	sincerely; warm-heartedly 热情地; 热忱地
<b>diffuse</b> /dɪ'fju:z/ <i>v.</i>	spread all around 散布; 扩散
<b>ruthless</b> /'ru:θlɪs/ <i>a.</i>	very cruel; without pity 残忍的; 无情的
<b>tranquil</b> /'træŋkwɪl/ <i>a.</i>	calm, quiet and undisturbed 平静的; 安宁的
<b>partiality</b> /,pɑ:ʃi'ælti/ <i>n.</i>	being partial; bias 偏爱; 偏见
<b>providence</b> /'prɒvɪdəns/ <i>n.</i>	天意; 天道
<b>trivial</b> /'trɪvɪəl/ <i>a.</i>	of little importance 不重要的; 琐碎的
<b>disconsolate</b> /dɪs'kɒnsələt/ <i>a.</i>	hopelessly sad 十分悲痛的; 哀伤的
<b>inconsolable</b> /,ɪnkən'səʊləbl/ <i>a.</i>	that cannot be comforted 不能安慰的; 无法慰藉的



## PHRASES AND IDIOMATIC EXPRESSIONS

fade out	disappear slowly 渐隐, 淡出
break sb. down	make sb. tired or exhausted 累垮某人
in a twinkling	in a very short time; very quickly 一眨眼功夫
hurricane deck	上层轻甲板
texas deck	(内河轮船的) 最高甲板舱
be under way	moving forward; in progress 进行中
justice of peace	治安官
lapse into	sink, pass or fall by degrees 逐渐地沉下、滑过或掉下
blow up	explode or be destroyed by exploding 爆炸; 炸毁
packed like sardines	pressed tightly together 拥挤
make the best of	do as well as one can with 尽量利用; 善用
for the time being	temporarily 暂时地

## NOTES ON TEXT

**Mark Twain** (1835–1910) was the pen name of Samuel Langhorne Clemens, one of the best-known American writers. His best-known books are *The Adventures of Tom Sawyer*, *The Prince and the Pauper*, and *The Adventures of Huckleberry Finn*.

### Proper Names

#### the Mississippi River

密西西比河(世界上最长的河流之一,也是北美洲最长的河流,全长3 705公里。)

#### St. Louis

圣路易斯(美国密苏里州的一个工业城市,在美国的西进运动中被称为“通往美国西部的大门”。1904年的奥运会在该城市举办。)

#### Keokuk

奇阿库克(美国爱荷华州的一个城市)

## EXERCISES

### I. Comprehension Check

i For each of the following questions or unfinished statements, choose the most appropriate answer from the choices provided.

1. Which of the following ambitions is NOT the narrator's transient ambition?

A. To become a clown.



- B. To become a pirate.  
 C. To lead a life the Negro had who put on a minstrel show in his village.  
 D. To become a steamboatman.
2. Why did the narrator enjoy a distinction in the village?  
 A. Because of his good performance in school.  
 B. Because of his permanent ambition.  
 C. Because of his father's wealth.  
 D. Because of his father's occupation.
3. Why did the boy who later turned up as an apprentice engineer use all sorts of steamboat technicalities in his talk all the time?  
 A. Because he tried to practice all the technicalities in order to keep them in mind.  
 B. Because he got used to using these technicalities when he was on board.  
 C. Because he wanted to share these technicalities with other boys who wanted to be steamboatmen.  
 D. Because he wanted to show off that he was a steamboatman.
4. What position did the narrator first want to have if he could become a steamboatman?  
 A. A deckhand.      B. A cabin-boy.      C. An apprentice engineer.      D. A pilot.
5. Why did Mark Twain run away from home?  
 A. Because he was tired of his life in the village.  
 B. Because his father did not like him.  
 C. Because he wanted to become a pilot and come home again in glory.  
 D. Because he wanted to further his study outside.
6. What is NOT included in the comforting dream the narrator had in becoming a pilot?  
 A. Having beautiful girls surrounding him.  
 B. Earning a handsome salary.  
 C. Being respected and honored by others.  
 D. Being able to kill and pay for some mates or clerks who refused his application for a steamboatman.
7. How many boys in the village became pilots at last according to the text?  
 A. 2                      B. 4                      C. 6                      D. 8
8. What was the boys' reaction when they heard that the boat blew up?  
 A. They were quite calm.                      B. They were very content.  
 C. They were very sad.                      D. They were quite frightened.
9. How did the boys feel when the showy boy came back alive after the explosion?  
 A. They felt that the boy was a lucky dog.  
 B. They felt that God was partial to this boy.





C. They felt happy because the boy survived the explosion.

D. They felt that the boy deserved this luck.

10. What is the writing style of this text?

A. Exposition.

B. Description.

C. Narration.

D. Both B and C.

ii Please answer the following detailed questions concerning the text.

1. What was the permanent ambition the boys in Mark Twain's village had?
2. Please describe the streets of the village before the steamboat arrived.
3. What changes took place in the village when the steamboat arrived?
4. How does Mark Twain describe a Mississippi steamboat?
5. Why did Mark Twain want to be a cabin-boy, and later, a deck-hand?
6. What became of the boy who left the village and was not heard of for a long time?
7. What things did the boy do that made the others "wish he were dead"?
8. What happened the week after the boy's boat blew up?

iii Discussion questions

1. Why did Mark Twain admire his father's profession?
2. What shook the bottom out of Mark Twain's Sunday-school teachings?
3. What result did this boy's career have on the other boys? Please give examples.

## II. Vocabulary Study

i Here are some words from the text. Use the appropriate form of them to complete these sentences.

meek	cordial	ambitious	apprentice	permanence
gallant	intrusion	exalt	partial	discharge
obscurity	assemble			

1. When you are asked to fill out an application form, you are often required to write down your \_\_\_\_\_ address.
2. All the employees \_\_\_\_\_ in the hall before the meeting started.
3. The porters are busy \_\_\_\_\_ the cargo from the ship onto the dock.
4. Jack spoke to his boss \_\_\_\_\_ because he was late again for the work.
5. He worked as a(n) \_\_\_\_\_ until he became skillful.
6. A teacher should not show \_\_\_\_\_ to one particular student.
7. The politician made a speech full of \_\_\_\_\_ political jokes and many people fell asleep during his speech.

