高等学校教材

Extensive Reading

英语泛读

（第三册）

姜德杰　赵德玉　刘肖沛

中国矿业大学出版社

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内容简介

本书一套四册，供本、专科英语专业、各专业研究生及涉外专业使用，也是大学英语四级、六级考试、研究生入学考试、EPT 考试以及 TOEFL、GRE 等出国考试的优选阅读材料。本教材选材广泛，生词及词组注释简单明了，极易记忆，练习分阅读理解、替换填空、词汇强化等三形式以利提高学生的阅读理解能力。在阅读的过程中，学生通过对优秀作品阅读，可一方面提高英语水平，同时又陶冶情操、提高修养！这是其它类似读物所没有的，是一种鼓舞人心的挑战，此书不可不读。

责任编辑：安乃隽　　褚建萍

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出 版 说 明

《英语泛读》教材(1 套 4 册)是一套供本、专科英语专业，各专业研究生及各涉外专业使用的英语泛读教材，也是大学英语四、六级考试、研究生入学考试、EPT 考试以及 TOEFL、GRE 等出国考试良好的阅读材料。

本套教材是编著者经过不断地探索、研究、实验，综合国内外阅读教材的特点，本着思想性、知识性、趣味性、实用性、挑战性相结合的原则，采纳现代外语教学理论中交际法的某些观点，即以培养学生使用英语的能力为目的，通过在我院英语专业、各涉外专业、研究生、英语辅修专业及 TOEFL 培训班中试用几轮后而推出的一套全新教材。

本教材有以下特点：(一)选材广泛，涉及政治、经济、历史、地理、人文、文化、教育、体育、科技、贸易、宗教等领域，既有经典之篇，又有崭新之作。(二)生词及词组注释力求简单明了，个别词复现率高旨在增强记忆。(三)练习形式分为阅读理解(Reading Comprehension)、替换式填空(Replacement)、词汇强化(Vocabulary Building)三种形式。阅读理解意在提高学生的阅读理解能力，检验学生对于课文内容的理解程度；单词替换可帮助学生记忆每篇文章所学的典型词汇；词汇强化是通过同根词、派生词、复合词、相似词及词组等的辩析例句，扩大学生的词汇量，同时理解各词、词组之间的异同。(四)本教材的思想性和挑战性是其编著者的一种新的尝试，在试用过程中收到了良好的效果。学生通过阅读鼓舞人心的经典之篇、催人泪下的真实故事、正气盎然的爱国之作、无情自然灾害之生动描述、与人交往的精辟论证、各种职业的苦乐分析、社会问题的剖析暴露等等无所不及的优秀文章，既在不知不觉中提高了自己的英语水平，又同时陶冶了情操，提高了修养。教材内容可读性强，难度适当，练习形式新颖，目的性强，都较好地实现了编著者突出挑战性的特点。

全套教材共分四册，每册分十六个单元，每个单元包括二至四篇文章(根据文章的长短而定)，每篇文章后都附有生词、词组解释和练习。

在本教材的编写过程中，我们得到了青岛化工学院各级领导极大的关怀和支持，也得到了外语系外籍教师以及广大同仁的指导和帮助，在此一并表示衷心地感谢。

欢迎使用本教材，恭请广大读者批评指正。

编著者

1995 年 11 月

于青岛化工学院

CONTENTS

UNIT 1

Passage One

Benjamin Banneker

1 In 1792 the U. S. President George Washington and Secretary of State Thomas Jefferson were discouraged. They felt that the plans for a new capital of the country would never be completed. But a black surveyor helped to save the situation. Through his talents, the plans for the City of Washington, D. C. were finally finished. He was Benjamin Banneker—— astronomer, mathematician and surveyor.

2 Born on Maryland farm in 1731, Banneker was the son of a slave father and a freewoman mother. Since his mother was free, Benjamin was also considered free. When he was twelve years old, he attended a school, open to "all" boys, run by a Quaker neighbor. Young Banneker was the only black student in the school. He showed particular interest and talent in mathematics and soon progressed beyond the ability of his teacher. As he grew older, his interest in mathematics deepened, and he often would invent and solve his own mathematical problems.

3 When he was twenty-one years old, Banneker received a pocket watch as a gift. Soon he became thoroughly familiar with the way it worked. This interest led him to decide to build a clock. So he went to his old school teacher for advice and help. The teacher was not much help, but he did give Banneker some material to guide him: a picture of a clock from a magazine, a book on geometry, and Isaac Newton's Principia (laws of motion). Thus equipped, Banneker proceeded to draw plans for a clock, using a compass and a ruler to make measurements and the picture and the pocket watch as models. For two years he spent his spare time working on the clock. He build it entirely of wood and carved each of the parts by hand. By 1753 it was completed and it kept perfect time, striking every hour for more than forty years.

4 During the Revolutionary War Banneker grew wheat on his farm to help feed the American army. But whenever possible he also continued his interest in science. A friend who died during the war left him some books on astronomy and some scientific instruments, including a telescope. Banneker began to study astronomy and the mathematical problems relating to the stars. As a result of his studies, he announced in advance that a solar eclipse would take place on April 14, 1789. This was a different date than announced by two famous mathematicians and leading astronomers of that time——Leadbetter and Ferguson. Banneker showed where these men had made errors in their research, and the eclipse took place just when he said it would.

5 Because of his great interest in astronomy and mathematics, Banneker published an almanac in 1793. He continued to publish one each year for the next ten years. In each one he included time of eclipses, the hours of sunrise and sunset, advance weather reports for the year, times of high and low tides in Chesapeake Bay, holidays, phases of the moon, and so on. His almanac was widely read in the 1790's, especially in Pennsylvania, Delaware, Maryland

and Virginia, It became a popular household item in many American homes.

6 Throughout his life Banneker was deeply concerned about the unfortunate condition of the Negro slaves in America. He printed a good deal of antislavery material in his almanacs and elsewhere. In August 1791, when he sent a copy of his first almanac to Thomas Jefferson, he also included a twelve-page letter in which he defended the human rights of the Negro. In part, Banneker wrote to Jefferson:

7 …one universal Father hath given being to us all; and he hath not only made us all of one flesh, but he hath also, without partiality, afforded us all the same sensations and endowed us all with same faculties; and that however variable we may be in society or religion, however different in situation or color, we are all in the same family…

8 A reply from Jefferson came a few days later:

9 I thank you sincerely for your letter. Nobody wishes more than I do to see such proofs as you exhibit, that nature has given to our black brethren talents equal to these of the other colors of men; and that the appearance of the want of them is owing merely to the degraded condition of their existence both in Africa and America. I can add with truth that nobody wishes more ardently to see a good system commenced for raising the conditions, both of their body and mind, to what it ought to be……

10 I have taken the liberty of sending your Almanac to monsieur de Condorcet, Secretary of the Academy of Sciences at Paris(France)because I considered it as a document to which your whole color has a right for their justification, against the doubts which have been entertained of them.

11 When Banneker began working on his almanac, President George Washington was making plans to move the nation's capital from Philadelphia to a new location that was to be called Washington. He appointed Major Pierre Charles L'Enfant, a young Frenchman who had served with the Americans in the Revolution, to be in charge of designing the new city. An army officer, Major Andrew Ellicott, was selected to be the chief surveyor. Then at Thomas Jefferson's request, President Washington appointed Benjamin Banneker as the third member of this team.

12 The team's task was to mark the boundaries of the new city and then design and lay out its streets and major buildings. Banneker worked closely with L'Enfant and his maps . The highly sensitive and hot-tempered L'Efant, however, was not liked by government leaders, especially Jefferson. Within a year he was dismissed from the job. Angered, L'Enfant returned to France, taking many of the plans and maps with him.

13 What was to be done? Jefferson called a meeting of the men involved. Should they start over again after more than a year's work? Despair showed on their faces. Suddenly Banneker asked, "Did you like the plans that were made?"All eyes turned to him. "Of course, but we don't have many of them. ""I think I can reproduce them"said Banneker. The men were surprised as well as doubtful but they agreed to let him try. So, using his notes and remarkable memory, Banneker helped to reproduce the plans. As a result, the design for the city of Washington, with its streets and major buildings was successfully completed.

14 Banneker spent the later years of his life in retirement on his Maryland farm. There he entertained many distinguished men of science and art before his death on October 25, 1806. Shortly afterwords a Baltimore, Maryland, newspaper printed an article honoring Banneker as a man "known in this neighborhood for his quiet and peaceful manner and, among scientists, astronomer and mathematician." In France the Marquis Condorcet praised him before the Academy of Sciences, and in England Prime Minister William Pitt placed his name in the records of the Parliament.

(本单元两篇皆选自《西方科学家发明家小传》兰州大学外语系, 1979)

New Words & Expressions

Quaker *n.* (基督教的一个教派)规格会教徒
surveyor *n.* 测量员
eclipse *n.* 日食, 月食
almanac *n.* 历书
phase *n.* 盈亏(天)相, 周相; 相位
hath: (old use)have 的现在式单数第三人称
endow *v.* to give (as to a school) a large amount of money which brings in a yearly amount for use
brethren *n.* (old use) brothers
degrade *v.* 堕落
ardent *adj.* enthusiastic
commence *v.* begin

Exercises

I. Reading Comprehension:

1. A surveyor is _____.
   (A) a person who measures land (B) an architect
   (C) an astronomer (D) a politician
2. Banneker could attend school because _____.
   (A) he was a white boy (B) his mother was a free woman
   (C) he was born on a farm
   (D) schools opened to all children, black or white
3. He began to build a clock of his own effort when _____.
   (A) he left school (B) he began to attend school
   (C) he got a pocket watch (D) his teacher asked him to do so
4. Banneker announced a solar eclipse _____.
   (A) before the American Revolution (B) during the American Revolution
   (C) after the American Revolution (D) before he went to school
5. He published an almanac because _____.
   (A) there were no almanacs at that time (B) people urged him to
   (C) he was fairly good at observing and calculating
   (D) he wanted to become a popular writer
6. In 1791 Banneker wrote to Thomas Jefferson in order to _____.
   (A) demonstrate the racial equality (B) protest against the practical policy
   (C) publish his almanac (D) set free the Negro slaves

7. Thomas Jefferson _____.

(A) had a different understanding about racial equality

(B) shared his view on racial equality

(C) suggested that Banneker go to Paris (D) was grateful to him

8. Who recommended Banneker to be one of the members in designing the new capital?

(A) George Washington (B) Charles L'Enfant

(C) Andrew Ellicott (D) Thomas Jefferson

9. Why was L'Enfant dismissed?

(A) He was a French. (B) He was not on good terms with the leaders.

(C) There was a better candidate, Banneker. (D) He took away the maps and plans.

10. How was the problem solved?

(A) Banneker made a new plan. (B) Banneker got the plan from L'Enfant.

(C) Banneker got help from Thomas Jefferson. (D) Benneker reproduced the plans.

II. Replacement. Select a word from the list below to replace the one in brackets in each sentence. Change the form if necessary.

mistake, manage, predict, provide food for, perplexed, give, guard, place, function, relevant

1. In 1792 the U. S. President George Washington and secretary of State Thomas Jefferson were 〈discouraged〉.
2. He attended a school open to "all" boys 〈run〉 by a Quaker neighbour.
3. Soon he became thoroughly familiar with the way it 〈worked〉.
4. Banneker grew wheat on his farm to help 〈feed〉 the American army.
5. As a result of his studies, he 〈announced in advance〉 that a solar eclipse would take place on April 14,1789.
6. Banneker showed where these men had made 〈errors〉 in their research.
7. He also included a twelve-page letter in which he 〈defended〉 the human rights of the Negro.
8. … one universal Father hath… afforded us all the same sensations and 〈endowed〉 us all with the same facilities.
9. George Washington was making plans to move the nation's capital from Philadelphia to a new 〈location〉 that was to be called Washington.
10. Jefferson called a meeting of the men 〈involved〉.

III. Vocabulary Building. Fill in the blanks with correct forms of the proper words.

country, land, nation, state

1. This is my native _____ and I'll defend it with my life!
2. These industries are run by the _____.
3. Write down the European _____and their capitals.
4. Spain and Portugal are the two _____which occupy the Liberian peninsula.

invent, think up, formulate, design, pioneer

1. The government are _____ some new plans for decreasing unemployment.

2. Alexander Graham Bell _____ the telephone in 1876.
3. She _____ dresses for a famous shop.
4. It's just something he _____ in his bath.
5. Our grandfathers _____ this country.

continue, last, go by, endure, prevail, proceed

1. The fighting _____ for a week before the enemy were defeated.
2. A belief in magic still _____ among many people.
3. As time _____ she became more and more worried that something had happened to him.
4. As soon as he came in he _____ to tell us all his troubles.
5. Nothing _____ for ever.
6. He is a great writer and his books will _____ for ever.

just, justice, justify, justification

1. He said this in _____ of his action. 2. His _____ beliefs led him through life.
3. In some cases, the end _____ the means. 4. In the name of _____, all men should be equal.

Passage Two

Galileo Galilei

I

1 In the late dusk of an afternoon about three hundred fifty years ago, a young student of medicine at the University of Pisa in Italy was kneeling at prayer in the cathedral there. Galileo Galilei, as the Italian youth was named, or simply Galileo, as he is called today, rose at last to go when his glance fell upon the bronze lamp which hung over him in the centre of the dim sanctuary.

2 The attendant had come to light the lamp, and in order to do so more easily had drawn it towards himself. As he released it finally, it began swinging to and fro. Keenly Galileo watched.

3 And so watching, it struck him that while the swinging grew less and less as it died down, the time of each swing neither diminished nor increased. At least so it seemed. But how could he be sure? There were no watches in those days. How could he measure accurately the length of the time it took the swinging object to make each swing? His heart beat excitedly …. Ah! The beat in his body! It ticked regularly. For a timepiece he could use his pulse.

4 So he did. And he found he was right; it took the same time for the lamp to make its first largest movement as the last faint tremor. The wing was as regular as the beat of his pulse.

5 He looked up. …Something stirred in his mind. He hurried home at once, and then and there began his famous career of invention which the world forever will celebrate. It had occurred to Galileo that if a pulse beat could time a swinging object, a swinging object could also

time a pulse !

6 The result of this reflection was the first instrument for the use of doctors for taking the pulse of a patient, and the first mechanical device ever made to help a doctor treat the human body. In so many swings of the pulsilogia, for so he called his instrument, a healthy pulse beat a definite number of times, just as nowadays we know that in sixty seconds a healthy pulse beats seventy-two times.

7 Galileo himself was destined never to use his pulsilogia as a doctor because he was too poor to stay at the university. But he did not mind quitting it. He had for the time become interested in another branch of science, mathematics, and heart and soul he devoted himself to that.

II

8 When he invented the pulsilogia, Galileo was eighteen, having been in Pisa, in 1564, in the same year as Shakespeare, and three days before the death of Michelangelo. As a child he distinguished himself by his cleverness in building all kinds of toys.

9 "He is a born engineer," thought his father.

10 But no! For when it came to music, which his father, a noted musician, taught him, the young Galileo displayed a finer touch than his teacher on the lute and the organ.

11 "Ah," thought his delighted father, "he will some day play before princes."

12 But there again, just when he thought his son's career settled, a new talent began to flower in the youth —— painting. And so skillful an artist did Galileo become that no less than the great Jacopo da Empoli himself came to ask him his opinion on pictures.

13 "Well, then —— painting let it be," said the perplexed father.

14 Yes, but what about the youth's poetry?

15 "Settle it once for all," cried the bewildered father. "Become a business man, a doctor——anything!"

16 Galileo decided for himself in this as he did in all things. He had been captivated by the art of mathematics, and he determined to follow science, the language of which is mathematics.

17 At college, he was dubbed the "Wrangler," because he asked and argued questions which embarrassed his professors. But instead of being encouraged for his cleverness and originality, he was frequently made to suffer for these traits, for learning them especially in science, was a strange affair. The greatest scientist known up to that time had been an old Greek philosopher, Aristotle by name, who lived about twenty-two hundred years ago. For some not good reason this Aristotle said a thing, that thing was settled. Nobody thought of putting his word to any test. In fact, if you questioned the word of Aristotle, people became suspicious of you at once. What did you mean, they asked. Were you trying to be different from everybody else?

18 Aristotle had said, for instance, that if you let drop a ten-pound weight and a one-pound weight at the same time, the ten-pounder would fall ten times as fast as the one-pounder. For eighteen-hundred years everybody believed this, but no one thought of testing it.

19 No one but Galileo, that is. He was now a professor of mathematics, and announced one day to his students that he had found Aristotle to be mistaken: that two bodies, falling through space at the same time, reached the ground at the same time, regardless of their weight. Furthermore he invited everybody to witness the trial of Aristotle's saying about falling bodies.

20 So one morning, around the famous leaning tower of Pisa, there was a great stir of people. Professor mingled with student, cleric with layman, on that day. All had gathered to witness the contest which would decide the downfall of either Aristotle's principle or Galileo's teaching. What was it to be? Aristotle, the renowned sage, or Galileo Galilei, the mere youth of twenty-five? It seemed an unequal match.

21 "The youth is headstrong, as well as deluded," sneered one gownsman politely.

22 "He won't go far with such crazy notions," rejoined another, shrugging his shoulders. "As you will see," he added, pointing to the tower.

23 The students, however, who liked Galileo, were anxious.

24 "Would to Heaven," you could hear them say, "that Maestro Galileo might succeed!"

25 Meanwhile the figure of Galileo, with stocky frame and reddish head, was showing itself on the top of the tower. In his left hand he balanced a ten-pound shot. In his right, a one-pound shot. The crowd below became tense. A shout went up as he suddenly let go of the shots. The two weights cut the air, and——to the greater glory of Galileo——both struck the earth at the same time, just as he had said they would.

26 A few die-hard Aristotelians refused to believe their own eyes. They even accused Galileo of using magic. Nevertheless, from this time onward, though he continued to be opposed more bitterly than ever, partly from ignorance, partly from envy, he leaped into fame at home and abroad. In fact, his popularity all over Europe was such that often his lectures could not be given indoors, so large were the crowds that wanted to hear him.

27 But what a disturbing fellow he was! Just when you thought you had learned something from the books of some ancient philosopher, along came Galileo, not at all abashed by the reputation of your philosopher, and tried out the idea with his hands and eyes. Likely as not, he proved that you had learned nothing but a worthless lie.

28 One evening, for instance, Galileo was at the Duke's house among a group of scientists.

29 "…ice, now," someone happened to remark, "is condensed water, and——"

30 "No, it isn't," said Galileo abruptly. "It's rarefied water. That's the reason ice is lighter than water."

31 "Ice lighter than water! What an idea! Read your Aristotle, my friend."

32 "Aristotle," replied Galileo calmly, "was a very great man, but he made many mistakes. If ice is heavier than water, why does it float?"

33 "That depends," retorted his opponent, "on the shape of the ice——as Aristotle says."

34 Galileo did not argue. There was a way to decide any question——experiment. In a basin of water he put some ice. "Choose your shape," he invited. The result was undeniable. No matter what the shape, the piece of ice floated. It was lighter than water. That was

Galileo's way. In scientific matters he cared not a rap for authority.

35 A powerful lord of Italy; one of the Medici family, invented a dredging machine. He sent a model of it to Galileo for his opinion. Now Galileo was living in poverty, and here was his chance to win favour. Here it was indeed, but the young scientist rejected it because it meant that he would have to stoop to flattery and lies.

36 "Your machine is worthless," he said bluntly··· .

37 The nobleman was furious, and build his machine defiantly. That did him no good, however. The machine would not work.

38 In the meantimes, Galileo carried on his own mechanical inventions. At this time the most noted among these was the sector, which is used even yet by draughts-men. In all Europe demand for his instruments sprang up, and to such an extent that Galileo opened a workshop for their manufacture.

III

39 One summer day, the news reached him that an optician in Holland had made a startling discovery. The optician had, by accident, held two lenses: one he held at arm's length, the other close to his eye. Peering through both at once, he was amazed to find that objects appeared upside down, and larger than usual. The reason for this peculiar fact he did not know, nor could anybody tell him.

40 So much Galileo heard. The wonder of it! Under your very eyes an object grew! Distant thing came nearer! What secret of Nature was hidden there?

41 Galileo spent the night thinking. "Two pieces of glasses," he reasoned. "Should they be flat, convex, or concave? Not flat, because that does not bend the rays of light that pass through it. Well, then: two concave lenses, two convex, or one of each—— which should it be? Let's see···. "

42 On the following day , he had not only discovered the reason why a spyglass brings an object nearer, but also had made one which far surpassed in power the original glass of the Dutchman. Galileo's glass, moreover, showed the object upright.

43 But he was not satisfied. He worked for perfection. Within six months he had created a telescope which magnified an object a thousand times, making appear more than thirty times nearer. With this powerful instrument , he gazed overhead into the skies, and things undreamed of began to glimmer and whirl and wink down on him.

44 He turned his glass on the moon. The ancients had stated that the moon was polished and smooth. Yet there, before Galileo's eyes, was the surface of the moon, rough with deep shadows and high lights. What do these shadows mean? "Mountains on the moon," concluded Galileo. "The moon is a body similar to the earth; only, as Copernicus says, it turns around the earth. "

45 The world began to take an interest. The stargazer turned to the sun. He looked and was puzzled. The glorious lamp of heaven was spotted and blotched. And day after day, as he stared at them, the spots seemed to move and disappear around the rim of the sun. Then some of them reappeared on the opposite side. What did that mean ?

46 "The sun spins around like a top,"announced Galileo.

47 But the glory of the heavens first burst forth when Galileo trained his spyglass on that cloudy expanse known as the Mikey Way. Every-body who looked up at the heavens at night had marveled at the bluish——white stretch,like a ribbon across the sky.

48 "What's it?" they asked.

49 "Millions of stars,too far away to be seen by the eye alone,"was Galileo's answer.

50 The world was breathless with excitement. Galileo was discovering the hidden universe! But the most amazing spectacle came on the night of January 7,1610. The discoverer,that night,turned his attention to the planet Jupiter. He was a little surprised to see three bright stars near the planet,two stars on one side,and one on the other side. It was nothing unusual that he should discover a few more stars. But the next night he found that these three stars were in different positions. All were on the same side of Jupiter! Galileo was astounded. And what was his excitement when one of the stars disappeared around the edge of Jupiter! A few nights later he saw four stars where before there had been three.

51 Galileo was no longer in any doubt and made the announcement:"There are four moons wheeling around Jupiter. Jupiter has four satellites. "His glass was not strong enough to see the other eight moons which have since been discovered.

52 The world could contain itself no longer. Everyone wanted a telescope with which to see these marvels. The Queen of France,when hers came,shocked the court by falling on her knees in her impatience to see Jupiter's moons,and the mountains on our earthly moon,and all the new worlds of Galileo. King Henry of France sent an order to Galileo for a star to be named after him. It was a matter of business with the king. He would pay for a star,as one pays for a rose. Let the star,preferably an ice big one,be named"Henry". Alas,the king had to do without his star.

53 To the mass of people,Galileo had simply opened the heavens and shown millions of new stars,spots on the sun,mountains on the moon,and such-like wonders. But for scientists he had done a far more significant thing— he had proved beyond any doubt that Copernicus was right. He had answered the sneer of the enemies of Copernicus,"Show us!"

54 "Those planets whirling around Jupiter furnish a model of our solar system,"said Galileo,and it could not be denied.

55 But despite the world-wide chant in praise of Galileo,the hero's way was by no means rosy. His old antagonists,the Aristotelians,had the usual weapon of refusing to admit what they saw with their eyes. "This is some trick of Glileo's," they said. "These new planets cannot exist. Why,Aristotle does not mention them. "Many refused even to put their eyes to the telescope,"I will never admit the existence of those moons of Jupiter,"each said.

56 In addition to such prejudice and envy,Galileo began to suffer from bodily illness,which affected his hard lot still more,and family difficulties arose to plague him. But against all these evils,and many more,he kept a stout heart. He had one great cure for every ill:work.

57 "Work,and you forget your troubles,"he was fond of saying over and over again.

58 In a letter of July 4,1637,to a friend,Galileo wrote,"…the sight of my right eye,that

eye whose labours have had such glorious results is lost forever…"

59 Six months passed and he was totally blind. Then it was that the great English poet, John Milton, visited him, little realizing that he, too, was destined to end his life in a blind night. But as long as there was a spark of life in the infirm old hero, he set it a glow with all his soul. Crippled and sightless, he still carried on his scientific work….

60 Then last glimpse we get of Galileo is impressive. He is feverishly trying to complete an intention before death overtakes him. At the time of his death, which occurred on January 8, 1642, he was heroically imparting to his son plans for this invention, a pendulum clock based on his youthful observation of the lamp in the cathedral of Pisa.

New Words & expressions

Pisa *n.* 比萨|意大利城市|(城内有著名的斜塔)
time-piece *n.* a clock counting time 时计
destine *v.* decide in advance
lute *n.* 琵琶
dub *v.* give a nickname
originality *n.* quality of being earliest
mingle *v.* mix
sage *n.* wise man
delude *v.* 欺骗,哄骗
maeastro *n.* (Italian)大师
abash *v.* to cause to feel uncomfortable or ashamed in the presence of others
condense *v.* 浓缩
rarefy *v.* to make (a substance, esp. air) thinner, more widely spread, etc.
retort *v.* answer back
lord *n.* a man who rules people; ruler; master
stoop *v.* lower oneself morally
defiant *adj.* showing refusal
sector *n.* 扇形;两角规;函数尺
optician *n.* person who makes eye-glasses
convex *adj.* curved outside 凸的
whirl *v.* move round quickly
impart *v.* 分给
blotch *n.* large, discoloured mark
bluish *adj.* 带蓝色的
antagonist *n.* 对抗者;对手
plague *v.* annoy
feverishly *ad.* very fast and in a state of high excitement
sancturary *n.* a church
tremor *n.* shaking
bewilder *v.* 使迷惑
captivate *v.* fascinate
wrangler *n.* 数字学位考试的一等及格者
trait *n.* quality
cleric *n.* 神父
headstrong *adj.* 刚愎自用的
gownsman *n.* 教士
stocky *adj.* short and strong
dredge *v.* 挖取
rap *n.* the least bit
blunt *adj.* 直率的
don't care a rap: 全然不介意
draughtsman *n.* 绘图员
concave *adj.* curved inwards 凹的
spy-glass *n.* small telescope
rim *n.* 边缘
top *n.* 陀螺
burst forth: 爆发;突然出现
chant *n.* 圣歌
lot *n.* 命运;运气
infirm *adj.* physically weak

Exercises

I. Reading Comprehension:

1. What was Galileo doing when he began to notice the rhythmic movement of the lamp?
   (A) He was studying medicine. (B) He was conducting an experiment.
   (C) He was saying his prayers in a church. (D) He was lighting a lamp.
2. What was strange about the swing?
   (A) The time taken seemed more or less the same.
   (B) The swinging grew less as it died down.
   (C) There was no watch to count the time. (D) The only way to count it was his pulse.
3. The first use of his discovery was _____.
   (A) measuring the movement of heavenly bodies (B) counting the time
   (C) observing the stars (D) taking a patient's pulse
4. Galileo quitted school because _____.
   (A) he was poor (B) he became interested in mathematics
   (C) he wanted to become an engineer instead of a doctor
   (D) he went to count people's pulse
5. When he was a child he seemed to be _____.
   (A) good at making toys (B) talented in many fields
   (C) a common boy (D) interested in art
6. When he was working creatively at university _____.
   (A) every scientific problem had already been settled by Aristotle
   (B) he was discouraged by his professors
   (C) he was against Aristotle in everything
   (D) there was no way to make further discoveries
7. The first person ever to think of testing Aristotle's theory on falling bodies was _____.
   (A) Galileo's professor (B) Aristotle himself
   (C) a cleric (D) Galileo
8. What was most people's feeling towards his test?
   (A) Indifferent. (B) Anxious.
   (C) Suspicious. (D) Angry.
9. His opponents refused to believe their own eyes because _____.
   (A) they were jealous of his success (B) they thought he used magic
   (C) they didn't like people to believe him (D) they would rather believe Aristotle
10. How did he prove ice is rarefied water?
    (A) With his great theory. (B) With his convincing argument.
    (C) With the help of other scientists. (D) With experiment.
11. The example of the powerful Italian lord show that Galileo was _____.
    (A) an upright man (B) a poor man
    (C) a hot-tempered man (D) a snobbish man
12. The invention of telescope shows that _____.