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# What A Life!

精彩人生——传奇人物故事

# 2



Pearson  
Education

Milada Broukal



中国电力出版社  
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LONGMAN 朗文

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## **精彩人生——传奇人物故事2**

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# 出版者的话

新的中学英语课程标准(实验稿)不仅对中学生的语言知识和语言技能提出了更高的要求,而且把包括情感态度、学习策略和文化意识等素养在内的全面提高作为英语学习的根本目标。越来越多的教师和学生都意识到,在英语的教与学中,除了始终强调实践的重要性之外,还需要以多种形式培养兴趣和信心,锻炼意志和个性。在我们引进《朗文快捷英语教程》口语系列图书后,广大读者反映,当前与之配套、有益于拓展跨文化交际能力的英语阅读材料在市场上较难找到。为此,我们精选并引进了这套原文包含3册的传记类系列读物《精彩人生——传奇人物故事》。这套书有三个特点。

第一,文化视野宽阔。全书共收录近70位传奇人物的事迹,他们的人生经历、个性风貌迥异,但都对世界的进步作出了重要贡献。这些原汁原味、经过长短取舍的英文传略,不仅可以让读者从语言学习的角度品味文章精华,还可以从历史、世界的角度汲取文化营养。

第二,梯级递进合理。根据文选的长度和难度,这套书按3分册编排,其三个级别为Beginning, High Beginning和Intermediate,可以满足不同程度的读者的需求。例如,第1册的24篇文选每篇为300多个单词,根据我们对该册所选注的约350个词语的分析,其中属于高中需要掌握的词语和超出新课程标准的词语为200个左右,即对初中学生来讲,生词率保持在3%以下。该册可供与初中学生程度相当的读者使用。第2、第3册在文章的长度和词语的难度上都是递进的,可供高中生、上公共英语课的大学低年级学生及与之水平相当的读者使用。

第三,兼顾了课堂学练与自学提高的要求。这套书收录的数十篇文选为读者提供了丰富的英语泛读材料,各单元以文选为中心所配备的单词释义、文章理解、问题讨论、写作训练等系统练习,则满足了学习者课内外的精读需求。使用这套书的读者还会发现,虽然各篇文选独立成章,但作者刻意让较生僻的词语在前后连接的单元中重复出现,这样学习者就可以在科学的指导下轻松地体会到学用合一的成就感。

《英语世界》杂志执行主编高峰先生等对这套书的出版给予了巨大的支持,在百忙之中为全书各篇文选中的关键词语作了注释,并给出了每篇文选的参考译文,在此特致谢忱。在征求了多方面的意见后,我们把3册书的生词短语注释、参考译文和练习答案独立汇编成一册《<精彩人生>注译参考》,以满足教师 and 不同读者群的需要。

我们盼望得到广大读者的使用意见和建议,让《朗文快捷英语丛书》在推动英语学习与普及中发挥更大的作用。

中国电力出版社世纪东方外语部  
2002年9月

# 作者前言

《精彩人生——传奇人物故事》属于初、中级英语读物，这套包含3册的人物传记系列读物是为英语为第二语言或外语的学生编写的。第1分册选入24位人物（12位女性，12位男性）的传略，第2分册选入24位人物（12位女性，12位男性），第3分册选入20位人物（10位女性，10位男性）。他们的背景、经历和才能都很不一样，但无论是19世纪俄罗斯的作曲家，非洲裔的美国拳王，还是年轻的中国美术家，都对世界作出了卓越的贡献。

每一单元围绕一位人物的传略编写，各册书中的传记按人物诞生时间的先后顺序排列。不过，在讲授中可以视情况而采用任何顺序。

每一单元包括：

- 阅读前导
- 阅读文选（3册的各篇分别长约300—350、650—700和1100—1200单词）
- 词语精练
- 理解练习（包括组对练习）
- 问题讨论
- 写作练习

**阅读前导** 每一单元以所述传奇人物的图片为开篇，其后附有若干读前问答题，目的在于激发学生的阅读兴趣，鼓励学生对阅读内容作猜测，在可能的情况下还让学生与自己的亲身经历相联系。如有必要，此时可给出文中的有关词语。

**阅读文选** 学生首先应通过个人略读来了解内容梗概，此时教师可对文中的黑体词语作讲解。然后学生应进行更细致的第二次阅读。更深入的阅读可配合以大声的朗读。

**词语精练** 两套词语练习的重点都针对文选中的黑体词语：词义练习，这是一组定义题，目的是鼓励学生根据上下文来理解词语的意思；应用练习，是为了进一步巩固文中的黑体词语，其方式是让学生在意义明确而可能出现的不同的上下文中使用它们。这一部分可以在阅读文选阶段或其后进行操练，也可以贯串于这两个阶段。

**理解练习** 每单元包含的练习有**理解内容**、**记忆细节**或**推断**，其后接练习还有**掌握顺序**或**完成句子**。以上练习都是为了从整体或细节方面巩固对课文内容的把握，这些培养阅读技能的练习可以由学生独立完成，也可以通过组对、分小组或由全班来完成。由于这些练习并不是专门用来测试记忆能力的，所以最好是结合课文来完成它们。如果练习是**掌握顺序**，则其后续练习是**讲述故事**；如果练习是**完成句子**，则其后续练习是听写。两种后续练习都需要学生组对口头练习，这时学生可以相互纠正出现的错误。

**问题讨论** 鼓励学生对与每篇阅读相关联的话题表达自己的观点和联想，还可以对不同文化之间的异同表达看法。

**写作练习** 鼓励学生写出描述自己生活的简单语句，教师在决定是否改正学生的写作练习时应该注意到每个人的具体情况。《精彩人生》是对历史上最有传奇色彩的一部分人物的精彩介绍。教师还可以借助其他相关书籍、杂志、报纸和音像资料作为课堂讨论的辅助材料。此外，还有许多很好的网站可供选用，下面列出了其中的三个。各网站拥有非常丰富的资料，漫游和浏览也十分简便，无论对学生还是对教师，它们都是极佳的资源。

www.encycarta.com——属于一般的网上在线百科全书。

www.biography.com——属于专门介绍人物传记的网站。

www.pathfinder.com/time/time100.com——专门介绍《时代》杂志选出的“20世纪百位最重要人物”的传记。本书中的部分人物，如科学家爱因斯坦、艺术家毕加索、索尼公司的创始人盛田昭夫、《安妮日记》的作者安妮·弗兰克、拳王阿里、球王贝利、戴安娜王妃等，都在“20世纪百位最重要人物”之列。



# INTRODUCTION

*What A Life! Stories of Amazing People* is a high beginning reader. It is the second in a three-book series of biographies for students of English as a second or foreign language. Twenty-four people have been selected for this book: 12 women and 12 men. Their backgrounds and talents are very different, ranging from a nineteenth-century English writer, to a Hawaiian princess, to a Native American sports hero. All of them have made significant contributions to the world.

Each unit focuses on one person's biography. The biographies have been arranged in chronological order; however, they can be taught in any order.

Each unit contains:

- A prereading activity
- A reading passage (650–700 words)
- Topic-related vocabulary work
- Comprehension exercises, including pair work
- Discussion questions
- A writing activity

**BEFORE YOU READ** opens with a picture of the person featured in that unit. Prereading questions follow. Their purpose is to motivate students to read, encourage predictions about the content of the reading, and involve the students' own experiences when possible. Vocabulary can be presented as the need arises.

The **READING** passage should be first done individually, by skimming for the general content. The teacher may wish to explain the bolded vocabulary words at this point. The students should then do a second, closer reading. Further reading(s) can be done aloud.

The two **VOCABULARY** exercises focus on the bolded words in the reading. *Meaning*, a definition exercise, encourages students to work out the meanings from the context. The second exercise, *Use*, reinforces the vocabulary further by making students use the words in a meaningful, yet possibly different, context. This section can be done during or after the reading phase, or both.

There are several **COMPREHENSION** exercises. Each unit contains *Understanding the Reading*, *Remembering Details*, and *Making Inferences*. All confirm the content of the text either in general or in detail. These exercises for developing reading skills can be done individually, in pairs, in small groups, or as a class. It is preferable to do these exercises in conjunction with the text, since they are not meant to test memory. These exercises are followed by *Tell the Story*, which is a spoken pair work activity where students can correct each other's mistakes.

**DISCUSSION** questions encourage students to bring their own ideas and imagination to the related topics in each reading. They can also provide insights into cultural similarities and differences.

**WRITING** provides the stimulus for students to write simple sentences about their own lives. Teachers should use their own discretion when deciding whether or not to correct the writing exercises.

*What A Life!* is an exciting introduction to some of history's most amazing people. Teachers may want to support their discussions with other books, magazine and newspaper articles, or videos. There are also many good websites, three of which are listed below. These sites are very informative, yet easy to navigate. They will be excellent resources for students and teachers alike.

[www.encarta.com](http://www.encarta.com) is a general, online encyclopedia.

[www.biography.com](http://www.biography.com) is a website that specializes in biographies.

[www.pathfinder.com/time/time100.com](http://www.pathfinder.com/time/time100.com) features profiles of *Time* magazine's choices for the "100 Most Important People of the 20th Century." Two of the people in this book—Louis Armstrong and Mother Teresa—were among those that were chosen.

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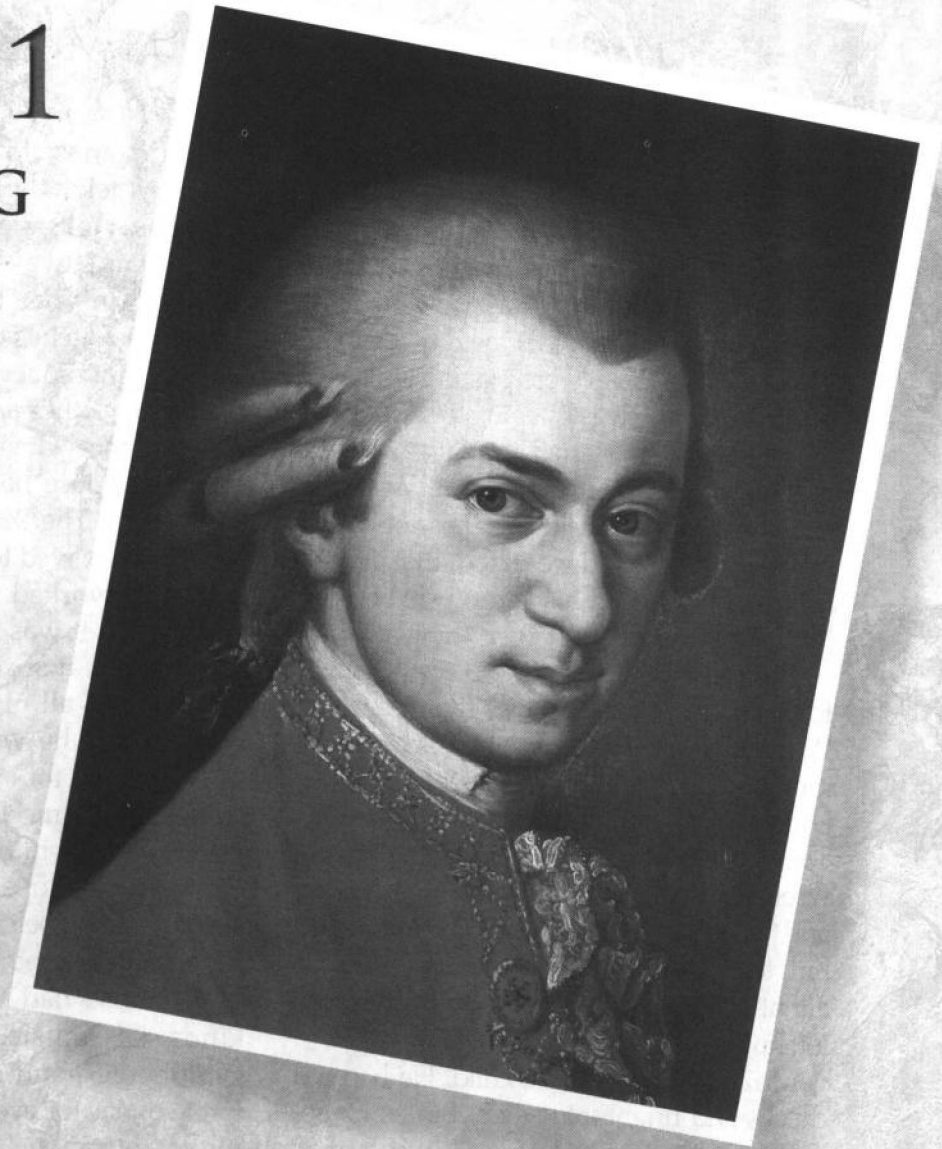
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# UNIT 1

## WOLFGANG AMADEUS MOZART

(1756–1791)



### BEFORE YOU READ

**Wolfgang Amadeus Mozart was one of the greatest composers of all time. He was famous and wrote hundreds of beautiful works during his lifetime.**

**Discuss these questions with a partner.**

1. At what age do you think a child can learn to play a musical instrument?
2. What is your favorite kind of music?
3. Look at the picture of Wolfgang Amadeus Mozart. What can you say about him?

**Now read about Wolfgang Amadeus Mozart.**

# WOLFGANG AMADEUS MOZART

Wolfgang Amadeus Mozart was a musical genius. He was born in 1756 in Salzburg, Austria. His father, Leopold, was a musician. He taught Wolfgang and his sister Maria Anna to play musical instruments. Wolfgang started to play the piano when he was only three years old. One day, Leopold and some musicians were playing a piece of music. Wolfgang was listening to them. After they finished, he started to play the violin part exactly as he had heard it. Wolfgang remembered the music after hearing it just once! Soon Leopold **realized** that it was impossible to teach his son music because Wolfgang knew almost everything already.

Wolfgang wrote his first piece of music for the piano when he was five years old. When he was six, he was already earning money for his family. He played for kings and queens and other important people. They paid a lot of money to hear him. He wrote his first symphony at the age of eight and his first opera at age 11. People called him the “wonder child.” Wolfgang liked the attention. He worked hard and traveled a lot, but he was often sick.

Mozart was **cute** as a child. He had red cheeks and bright, blue eyes. But as he got older, he was not handsome. He was a small man with a large head and **pale** skin. He was always worried about his appearance. He liked to wear **elegant** clothes. He also took special care of his hair, which he thought was his best **feature**.

Mozart fell in love with his landlady’s daughter. She did not love him, so he married her sister, Constanze. Constanze

was very much like her husband. She was musical and loved to have fun. Unfortunately, the Mozarts had money problems. Wolfgang made a lot of money, but he **was** always **in debt**. Sometimes people didn’t pay him with money; they gave him watches or jewelry instead. But when he got money, he usually spent it on expensive clothes and furniture. One story said that once when Mozart had no money to heat his house, he danced with his wife to keep warm. The Mozarts had six children, but only two lived to be adults.

Mozart worked very hard. He liked to work when it was quiet in the house. He began work at six o’clock in the evening and worked all night. He liked to write music while he was standing. He often slept for only four hours a night. He also worked very quickly. He wrote three of his greatest works in only six weeks. He also wrote a whole opera in just a few weeks. Many people believe that Mozart wrote faster than any other composer in history. Mozart also had the ability to write all kinds of music. He wrote operas, symphonies, and church music. And he wrote music for every instrument. He even wrote music for clocks. In all, Mozart wrote over 600 pieces of music.

Mozart died at the age of 35. No one really knows how he died. Some people believe someone **poisoned** him. Others say that he had a **weak** heart. Sadly, no one went to his funeral. They buried him as a poor person in a grave with no name. No one knows where his body is to this day.

# VOCABULARY

## ◆ MEANING

**What is the best meaning of the underlined words? Circle the letter of the correct answer.**

1. Wolfgang Amadeus Mozart thought his hair was his best feature.  
a. something that people don't notice    b. something that people notice    c. something that is long
2. Mozart was always in debt.  
a. gave money to the poor    b. had a lot of money    c. owed money to people
3. Mozart's father realized his son had musical ability.  
a. hoped    b. didn't think    c. began to understand
4. Some people think that someone poisoned Mozart.  
a. gave him something to eat or drink to kill him    b. was in a bad accident with him    c. said bad things about
5. Mozart was a cute child.  
a. pretty    b. clean    c. unhappy
6. Mozart wore elegant clothes.  
a. old and dirty    b. new and colorful    c. stylish and beautiful
7. Some people say that Mozart had a weak heart.  
a. small    b. not strong    c. very sick
8. Mozart had pale skin.  
a. dark    b. very thin    c. without much color

## ◆ USE

**Work with a partner and answer these questions. Use complete sentences.**

1. What do you think a *cute* child looks like?
2. Why do you think a lot of people *are in debt*?
3. Where do people usually wear *elegant* clothes?
4. What do you think is your best *feature*?
5. What colors are *pale*? What colors are bright? Which do you like?
6. What kinds of things can be *weak*?

# COMPREHENSION

## ◆ UNDERSTANDING THE READING

**Circle the letter of the best answer.**

1. As a child, Wolfgang Amadeus Mozart \_\_\_\_\_.  
a. didn't want to take music lessons    b. had a great talent for music    c. played one instrument
2. Mozart became successful \_\_\_\_\_.  
a. at a young age    b. after he was married    c. later in life
3. When Mozart worked, he \_\_\_\_\_.  
a. wanted people around him    b. created a lot of work in a short time    c. only wrote for a few hours every night

## ◆ REMEMBERING DETAILS

**Reread the passage and answer the questions.**

1. Who was Mozart's first teacher?
2. How old was Mozart when he wrote his first piece of music?
3. What did Mozart look like as an adult?
4. Why did Mozart marry Constanze instead of her sister?
5. At what time did Mozart begin to work?
6. How many pieces of music did Mozart write?

## ◆ MAKING INFERENCES

**When you make an *inference*, you decide something based on information that you already know. What inferences can you make about Mozart based on what you read in the story? Read these sentences. Circle *T* if the sentence is true and *F* if it is false. Then, underline one sentence in the passage that supports your answer.**

	True	False
1. Mozart had the same kind of childhood as most people.	T	F
2. Mozart was careful with his money.	T	F
3. Mozart had very few friends.	T	F

## ◆ TELL THE STORY

**Work with a partner. Tell the story of Wolfgang Amadeus Mozart to your partner. Use your own words. Your partner can ask you questions about the story. Then, your partner tells you the story and you ask questions.**

# DISCUSSION

**Discuss the answers to these questions with your classmates.**

1. What amazing people do you know?
2. When do you like to listen to music?
3. Mozart was successful in his lifetime, but he died without money or friends. What do you think about this?

# WRITING

**On a separate piece of paper, write six sentences or a short paragraph. Describe your work schedule. What days do you work? What time do you begin and end work?**

Example: *I start work at 8 o'clock every day except Saturdays and Sundays.*

# UNIT 2

DR. JAMES  
BARRY

(1795–1865)



## BEFORE YOU READ

**Dr. James Barry was the first woman in England to attend medical school and become a doctor.**

**Discuss these questions with a partner.**

1. Who are some great people in medicine?
2. What are some recent discoveries in medicine?
3. Would you like to be a doctor? Why or why not?

**Now read about Dr. James Barry.**

# DR. JAMES BARRY

Dr. James Barry was the first woman in England to go to medical school. When she was growing up, women could not go to medical school. So how did she become a doctor? She simply **pretended** that she was a man.

No one knows Dr. Barry's real name, her birth date, or her family's background. Some records show that she was born in 1795 in London. Some people say she was the daughter of a rich man or a royal prince. One fact we know is that in 1810, James Barry became a medical student at the University of Edinburgh.

James Barry's classmates **made fun** of her because she didn't have a beard and she was only five feet tall. But no one thought she was a girl. At the age of 20, James Barry graduated from the University of Edinburgh as a Doctor of Medicine. She was one of the youngest students to complete her studies. Dr. Barry then went to work in a London hospital and studied **surgery**. A year later, she entered the army and became a hospital assistant. We will never know how she avoided the army physical exam.

For the next 45 years, Dr. James Barry was a British officer and a successful surgeon. Everyone admired her. She began to do a lot of important work for the army. At that time, England had many **colonies** around the world. Dr. Barry spent a lot of time in foreign countries. She traveled to India, Corfu, Malta, and Jamaica. In 1856 she went to South Africa, and she was soon known as the best doctor and surgeon in the colony. She saved the life of the governor's daughter, and later she became the governor's personal doctor. People admired Dr. Barry, but she also had a

**reputation** as a troublemaker. If people talked about her high voice or tiny figure, she became very angry. She was an excellent swordsman, and she started fights often.

Her work also got her in trouble. Dr. Barry wanted the highest medical **standards**. She made hospitals follow strict rules for taking care of the sick. She reported prison officials if they treated prisoners badly. She made many important changes, but she also made many enemies. Sometimes the army supported her and sometimes it didn't. Once there was even a **trial** for Dr. Barry because she did not obey orders.

Some people did not agree with Dr. Barry, but they always admired her as a doctor and a surgeon. However, some also thought the doctor was very strange. For example, she always dressed behind closed doors. In fact, she often shared rooms with male officers. She asked them to leave the room when she dressed.

In 1857, at the age of 62, Dr. Barry became Inspector General and moved to Canada. There, she worked to improve the soldiers' living conditions and get better food for them. In 1859, Dr. Barry became ill with the flu and went back to England to retire. She was very lonely after that. She died in 1865 at the age of 71.

An army doctor looked at the body quickly and simply said that Dr. Barry was dead. Later, someone discovered she was a woman. The secret was out, but the army never made an official announcement about its female officer. They buried Dr. Barry as a man. The details of Dr. Barry's life and the **sacrifices** she made died with her.



# VOCABULARY

## ◆ MEANING

**What is the best meaning of the underlined words? Circle the letter of the correct answer.**

1. In the nineteenth century, England had many colonies.  
a. countries England fought with    b. countries under England's control    c. countries that England sold things to
2. Dr. James Barry wanted the highest medical standards.  
a. position of importance    b. level of quality    c. type of information
3. Dr. Barry had a reputation as a troublemaker.  
a. the opinions others had of her    b. way of acting    c. the things that others did for her
4. Dr. Barry pretended that she was a man.  
a. acted in a way that was not true    b. didn't want to be    c. talked about herself all the time
5. Dr. Barry made many sacrifices to be a doctor.  
a. strong desires    b. important things she gave up    c. orders she gave to people
6. There was a trial for Dr. Barry because she did not follow orders.  
a. when the police ask questions about a crime    b. when somebody goes to jail    c. when a court of law decides whether somebody did a crime
7. Dr. Barry's classmates made fun of her.  
a. enjoyed spending time with her    b. joked about her in an unkind way    c. thought she was funny
8. She studied surgery in a London hospital.  
a. medical treatment for men only    b. medical treatment where a doctor gives medicine to a patient    c. medical treatment where a doctor cuts open a patient's body

## ◆ USE

**Work with a partner and answer these questions. Use complete sentences.**

1. What kind of *reputation* do you want to have?
2. What are some types of *surgeries* that doctors perform?
3. Why do people often *pretend*?
4. Why do some people *make fun of* others?
5. What are some *standards* that your favorite restaurant has?
6. What country has or had *colonies*?

# COMPREHENSION

## ◆ UNDERSTANDING THE READING

**Circle the letter of the best answer.**

1. When Dr. James Barry studied at the University of Edinburgh, she was \_\_\_\_\_.  
a. a very bad student      b. treated badly because she was a woman      c. laughed at because she looked different
2. People thought that Dr. Barry \_\_\_\_\_.  
a. was loved for her kindness and concern for others      b. was an excellent doctor but was not very likeable      c. did not do anything to make people notice her
3. When Dr. Barry wanted to improve the health of the soldiers, \_\_\_\_\_.  
a. she was only following orders      b. she often got into trouble      c. people loved her for her good work

## ◆ REMEMBERING DETAILS

**Reread the passage and answer the questions.**

1. At what age did James Barry graduate from the University of Edinburgh?
2. For how many years was Dr. Barry a British officer?
3. Where did she go in 1856?
4. Why did Dr. Barry become the governor's personal doctor?
5. What kind of reputation did Dr. Barry have?
6. Why was there a trial for Dr. Barry?

## ◆ MAKING INFERENCES

**Circle *T* if the sentence is true and *F* if it is false. Then, underline one sentence in the passage that supports your answer.**

- |   | True | False |
|---|------|-------|
| 1. Dr. Barry was less successful than the male doctors of her time. | T    | F     |
| 2. Dr. Barry cared a lot about her patients.                        | T    | F     |
| 3. Dr. Barry was afraid to disagree with people.                    | T    | F     |

## ◆ TELL THE STORY

**Work with a partner. Tell the story of Dr. James Barry to your partner. Use your own words. Your partner can ask you questions about the story. Then, your partner tells you the story and you ask questions.**