秦中书 吴莉 王欣 主编

大学英语阅读

兴趣篇

COLLEGE ENGLISH READING

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前言

深化大学英语教学改革，探索独具特色的英语教学模式，实施分类指导、因材施教是时代发展的必然要求，也是提高大学英语教学质量的必经之路。《大学英语阅读·兴趣篇》以教育部颁发的《大学英语课程教学要求》为指导思想，倡导广泛阅读和兴趣阅读，扩大学生的阅读面和知识面，提高综合文化素养，从而达到激发学习兴趣、增强自主学习能力、提高英语语言技能和培养实践能力的目的。

《大学英语阅读·兴趣篇》是为民办普通高校大学生设计和编写的，以话题形式集结各单元篇目，共分8个单元。本教材具有以下特点：

1. 立足于民办普通高校大学生的英语基础和认知能力。篇目选择和题目设计由简入难，循序渐进，整体难度适中；强调对学生英语基本技能的培养和训练，突出学生英语实际运用能力的提高。

2. 强调批判性思维和创新能力的培养。题目设计灵活，包括客观阅读理解题和主观问答题，以考查学生的思辨能力为主，培养学生分析问题、解决问题的能力；文章概要写作题考查学生的综合语言能力，可供教师对学生进行逻辑思维能力的训练。

3. 注重学生自主学习能力和非智力因素的培养。摈弃传统教材以知识灌输为主的缺陷，本教材在体例设计上注重发挥学习者的主观能动性，教会学生正确的学习方法和途径，同时内容选择上关注对学生的心理、情绪、动机的正确引导。

4. 着力提高学生文化素养、科普知识和跨文化交际能力。以语言为载体，选材体现时代性、科学性和实用性。题材新颖、广泛，内容涵盖经济、科技、文化、生活等方面；教材容量和深广度适当，深入浅出；趣味性强，富有启发性；结构清晰、设计合理、便于操作。让学生了解英美国家文化，懂得简单科普知识，开拓国际视野，适应当前跨文化交流的形势。

需要指出的是，本书New Words 部分收录的单词按在文中出现的顺序排列，文中用斜体表示，音标为英式英语，四、六级词汇用★表示。每单元Text 4最后的English Sayings and Proverbs 部分为该单元主题或人物相关的英文谚语、俗语、名人名言，供学生课外阅读与鉴赏。

本书的文章素材由编者共同收集完成，各单元题目设计分工如下：Unit 1和Unit 2由王欣负责，Unit 3至Unit 5由吴莉负责，Unit 6至Unit 8由秦中书负责。西南师范大学出版社为本书的编写、版式设计、插图选配等方面做了大量的工作。在此，编者表示由衷的感谢。

由于编者水平有限，本书的不足之处在所难免，恳请各位专家、同仁和广大读者提出宝贵意见。

编者

2014年2月

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Unit 1
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Text 1

Galileo and the Pendulum

Anonymous

Galileo Galilei was born in Italy in the year 1564. His father had a small business in the city of Pisa. This city is in the north of Italy near the sea. He had two brothers and four sisters, but they were born after him.

In 1572 his father sent him to school. "You're eight years old now," he said, "and you're a clever boy. Work hard at school and don't waste your time. Perhaps you'll be a doctor one day."

Galileo was certainly the cleverest pupil in his class, so his teacher was pleased with him. He was clever with his hands, too. He liked to draw and to paint pictures. He liked to play music.

In the evenings he often stayed at home and made his own toys. They were special toys because they were little machines. They worked. His favorite machine could raise heavy things off the ground.

At night he sat outside and watched the stars. His young head was full of strange ideas. Even his teacher could not answer his questions. His thoughts were far, but he was not dreaming. He was trying to explain things to himself.

"When you're thirteen," said his father, "I'll send you to a better school. There

is a famous school at Vallombrosa, near Florence.The teachers there are very clever, so they will be able to answer your questions.They will help you to get a place in a university, too. If you want to be a doctor, you'll have to go to a university."

The Galilei family left Pisa and made a new home in Florence. Galileo did not like his new school very much, but he loved Florence. From Florence it ran down to Pisa. Then it reached the sea.

Galileo had one real friend, the teacher at the Pisa school. With this man's help, he was able to go to Pisa University. He was now seventeen years old. Some teachers did not like him, because he was too clever for them.

"You ask too many questions," they said. "You must accept our ideas."

"Some teachers have wrong ideas," replied Galileo. "They say that Aristotle was always right. But Aristotle made mistakes. He only knew a small corner of the world. Men are always finding out new facts. For example, Francis Drake has just sailed round the world; he returned to England last year."

"Do you think that Drake is cleverer than Aristotle?"

"No. But men like Drake and Columbus have taught us new facts. We must learn from life; we can't learn from books alone. Some things in Aristotle's books aren't true."

Many teachers were angry. They said, "The leaders of the Church say that his books are true. If you don't accept the Church's ideas, you'll soon be in trouble."

But Galileo answered, "The Church gives orders, but it doesn't give reasons. In these days men are beginning to think for themselves. You must explain your ideas to them, and you must be ready to answer their questions properly."

Galileo's life was full of questions. He tried to answer them himself. If possible he liked to find the answers by experiment. He liked to weigh things and to measure them.

"Archimedes is my teacher," he used to say. "He lived a long time ago, but he made experiments and he tested his ideas properly. He was a real scientist."

Galileo always wanted to test his own ideas. "I test them with numbers first," he said. "Then I test them with my hands and eyes. If they give the same answer, it will usually be correct."

Why do things fall to the ground? Why do they not fall up to the sky? Why can heavy ships sit in the water? The cleverest teachers in the state could not tell him. He had to look for his own answers. He did not always find them, but the questions themselves were important.

Galileo often visited the big church in Pisa. He was not a very good artist himself, but he loved its pictures and its *sculptures*. It was quiet there, too, so he could think.

One day, when he was sitting in the church, he noticed a lamp. It was hanging on a long *cord*. While he was looking at it, a boy came and lit it. Then the boy went away, but the lamp was still moving. It was swinging from side to side.

That was not unusual. Things will often swing, if they are hanging on a cord. But he was watching the swings with special care. "That's strange," he thought, "every swing takes the same amount of time." He pushed the lamp and watched again. At first it made long swings. Then they grew shorter. But the short swings and the long ones took the same time.

Galileo wanted to be certain. He wanted to test the time of every swing. "There isn't a clock in the church," he said to himself, "but I don't need one. I can feel my *pulse*."

He was learning to be a doctor, so he knew the use of a pulse. His teacher used to say, "The pulse is *pumping* your blood. If you're sitting, it will pump slowly. If you're running, it will pump quickly. Also if you're ill, it will usually pump your blood quickly."

So Galileo felt his pulse and watched the swings of the lamp. Yes. Every swing was taking the same time.

Then he went home. He got a cord and a heavy piece of iron. He fixed the iron to the end of the cord, and he allowed it to swing. Then he tested the swings, and they were slower than his pulse. "My pulse pumps seventy-two times in a minute," he said,"if I use a shorter cord, perhaps the swings will be quicker."

He tested this idea and it was correct. Now the swings were quicker than his pulse, so the cord was too short. He tried again and again. At last the swings were just right. The cord was swinging seventy-two times in a minute.

"This idea could help doctors in their work," he thought. He made a small machine, and he showed it to his teachers. They were pleased.

"You wind this cord round the top of the machine," he told them,"You fix this iron to the bottom of the cord, and you allow it to swing. If you want a shorter cord, you wind it up. If you want a longer cord, you wind it down."

"There's a mark on the cord, and there are numbers on the machine. When the mark is beside number 72, the cord will swing seventy-two times in a minute. When it's beside number 80, it will swing eighty times. This cord is the *pendulum*

of the machine; it must hang freely and swing freely. Don't move the machine while the pendulum is swinging."

With this machine a doctor could measure a man's pulse quickly and correctly. Galileo made many copies of it, and he sold them to doctors. There were three kinds of Galileo's machines. The best one had a face like a clock.

New Words

Galileo Galilei 伽利略·伽利雷(1564－1642),意大利物理学家、天文学家。他发明了摆针和温度计,在科学上为人类做出过巨大贡献,是近代实验科学的奠基人之一

sculpture /'skʌlptʃə(r)/ *n.* 雕刻(品),塑像

cord* /kɔ:d/ *n.*(细)绳

pulse* /pʌls/ *n.* 脉搏;活力;有节奏的跳动(或拍打)

pump* /pʌmp/ *vt.* & *vi.* 给……打气;输送;涌出

pendulum /'pendjələm/ *n.*(钟)摆;摇摆不定的事态(或局面)

■ Task 1: Reading Comprehension

Choose the best answers to the following questions.

1. Galileo's father hoped that his son would study____.
   A. science　　B. medicine
   C. music　　D. fine art
2. Which of the following is not true?
   A. Galileo thought that Aristotle was sometimes wrong.
   B. Galileo thought that people should not follow the orders of the Church blindly.
   C. Galileo thought that Drake was the greatest scholar of all time.
   D. Galileo thought that we must learn from life, not from books alone.
3. Galileo regarded Archimedes as a real scientist because____.
   A. Archimedes was a man of great ideas
   B. Archimedes lived at the same time as Aristotle
   C. his teachers in the university told him so
   D. Archimedes was a man of action, not of empty words
4. Galileo often went to the big church in Pisa because____.
   A. he wanted to watch and study the swings of the lamp
   B. the art works and the quietness there attracted him
   C. he had been a church-goer ever since his early childhood
   D. he believed in God

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5. With the help of Galileo's pendulum, a doctor____.
   A. could know a man's pulse quickly
   B. could give his patients better treatment
   C. could make all his patients recover quickly
   D. could save all his patients

■ Task 2: Vocabulary

Choose the best meanings or synonyms for the words taken from the passage.

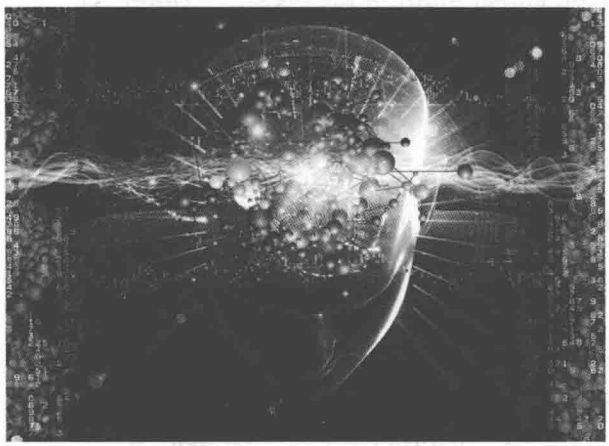
1. waste, "Work hard at school and don't waste your time." (Para. 2)
   A. to use freely B. to use unwisely
   C. to give away D. to give out
2. certainly, "Galileo was certainly the cleverest pupil in his class..." (Para. 3)
   A. luckily B. usually C. surely D. strictly
3. toys, "In the evenings he often stayed at home and made his own toys." (Para.4)
   A. little dolls B. glass animals
   C. funny puppets D. things children play with
4. favorite, "His favorite machine could raise heavy things off the ground." (Para.4)
   A. most loved B. most successful
   C. most useful D. most beautiful
5. trouble, "If you don't accept the Church's ideas, you'll soon be in trouble." (Para.13)
   A. worry B. difficulty C. disorder D. disease
6. tested, "...but he made experiments and he tested his ideas properly." (Para.16)
   A. gave an examination to
   B. asked a number of questions about
   C. searched by measuring carefully
   D. tried to find out the worth or effect of
7. properly, "...and he tested his ideas properly." (Para.16)
   A. correctly B. unhurriedly C. again and again D. carefully
8. swinging, "It was swinging from side to side." (Para. 20)
   A. jumping up and down B. shaking without stopping
   C. changing position now and then D. moving regularly between two sides
9. care, "But he was watching the swings with special care." (Para. 21)
   A. anxiety B. sorrow C. attention D. interest
10. wind, "You wind this cord round the top of the machine..." (Para. 28)
   A. to blow hard B. to roll C. to tie securely D. to fix tightly

Text 2

Strange Minds

Anonymous

The mind of man is clever and wonderful, but it is not properly understood. Sometimes the mind can do very surprising things.



One strange mind was that of Edgar Cayce, who was the son of a farmer in *Kentucky*, and knew little or nothing about science or medical matters. When he was young, he fell ill and lay in bed *unconscious*. Doctors, of course, did their best for him and tried to make him better, but he remained unconscious for a long time. Then he suddenly began to speak clearly.

He described the cause of his illness and explained all the things that must be done to make him better. He gave the names of the medicines that he must take, and of something which must be used on his back. Everyone was very surprised, of course. How did a farmer's son know all this? The doctors did as the boy said, and he soon began to get better.

There was another surprising thing. How did he know the medical words that he used when he was unconscious? It seems that he had never read a medical book of any sort, and of course there were not many medical books on a Kentucky farm.

Edgar Cayce's strange powers were soon widely known in Kentucky. Doctors noticed that he used the long medical names while he was unconscious, but did not understand them when he was conscious. He seemed to know a lot of things which could be most valuable to sick people. So it was thought that he ought to be made unconscious again. Then the doctors could ask him some special questions and perhaps get some useful answers. But Edgar did not like this plan, and did not want to

take part in it.

Then one of his friends fell ill, and Edgar again described a useful medicine, using Latin words that he had never learnt. The medicine was prepared and given to the sick boy, and he got better in a week.

After the first of these strange events, the story that had surprised the medical world was soon forgotten. But when Edgar Cayce did the same thing a second time, some important American doctors met together to consider the position. The boy had never learnt anything about sickness or medicine. Was someone putting ideas into his head while he was unconscious? If so, who was doing it and how was it being done? Was thought being sent across space from one mind to another? Ought the doctors to allow the young man to do this kind of thing in public?

At a later date Cayce mentioned another unusual medicine, but he also gave the name of a town where it could be found. The town was far away, but someone telephoned to the place. He was told that the medicine was, in fact, being prepared, but was not yet ready for sale.

It was now clear that Cayce knew a lot of things that were hidden from other people. Nobody could explain all this, but there was no doubt that Cayce could help a lot of sick people. So his help was demanded by more sick men and women. He had to hold two meetings a day to answer questions about different illnesses, and he had to do this while he was unconscious. He had doctors with him to help, but after he became conscious again, he could remember nothing about these meetings with the public.

He was asked how he could answer medical questions like this. He replied that he could enter the minds of other people. He could enter the mind of a sick man, and see the cause of his illness. Then he could find a great doctor and enter that doctor's mind. He could ask that mind what ought to be done, and so he could give everyone the best possible advice. He himself knew hardly anything about a doctor's work, but he had this unusual power to see into other minds.

There was another man who could do almost, but not exactly, the same sort of thing. His name was Hurkos, and he lived in *Nijmegen*, Holland. He was able to help the Nijmegen police at different times. In August 1951, a lot of fires were started in and near the city, but the police failed to find the man who was starting them. The fires continued, and several buildings were burnt to the ground.

Hurkos told the police that he knew who started the fire, but the police didn't believe him. Hurkos turned to the police *captain* and described all the things that he

had in his pockets. He even gave the name which was printed on a bit of pencil in one pocket. He could not, of course, see through the cloth, but he was right. This made the police listen to him with greater attention, and they began to believe him.

He was taken to a building which had been destroyed by one of the fires. In the burnt *remains* he found one or two things which are partly destroyed, and he felt these with his hands. Then he said, "You must look for a boy who is still at school. This fire was started by a schoolboy." Later the police found some photographs which had been taken at the different schools in Nijmegen, and they brought them to the police station. These were shown to Hurkos, and he immediately picked one out. Then he pointed to one of the boys in the photograph and cried, "That's the one! That's the boy who started the fire!"

The police officer laughed because the boy was the seventeen-year-old son of a rich man. He was not the sort of boy who went through the city, burning down buildings belonging to other people. He explained this to Hurkos, but Hurkos did not change his opinion.

The boy was found and brought to the police station, but he said that he knew nothing about the fires. So Hurkos asked him to show them the marks on his left leg, at present hidden by his clothes.

"What marks?" the boy asked.

"There are some cuts on that leg," Hurkos replied. "You got them when you were running away after you started the fire. Your leg was cut when you tried to get through the wire round the building."

The boy's face showed his surprise, but now he had to show his leg. Everyone could see the red marks on it, and the boy agreed that he had started the fire when they asked him to explain. It was then found that he was sick in mind, and he had to be put in the care of a doctor.

✵ New Words ✵

Kentucky /kən'tʌkɪ / *n.* 肯塔基州，位于美国中东部
unconscious /ʌn'kɒnʃəs/ *adj.* 无意识的；不省人事的
Nijmegen 奈梅亨，荷兰最古老的城市，位于荷兰和德国的交界处
captain /'kæptɪn/ *n.* 船(机)长；队长；组长
remains /rɪ'meɪnz/ *n.* 遗骨，残骸；废墟

■ Task 1: Reading Comprehension

Choose the best answers to the following questions.

1. Which of the following is true?
   A. Edgar once studied medicine at school.
   B. Edgar studied science by himself on a farm.
   C. Edgar knew a lot of medicine when he was a boy.
   D. Edgar knew little about science or medicine.
2. After some careful study, Edgar's doctors allowed him____.
   A. to ask some special questions
   B. to read some medical books
   C. to prepare medicine for sick people
   D. to give medical advice to sick people
3. Edgar seemed to know a lot about medicine ____.
   A. while he was unconscious
   B. when things were difficult for doctors
   C. after he recovered from his illness
   D. whenever his friends needed his help
4. Hurkos made the police listen to him by____.
   A. saying that he had a strange mind
   B. offering to help them at times
   C. telling them a lot of things about the fire
   D. telling them what the captain had in his pockets
5. The schoolboy went about setting fires because____.
   A. he hated the police
   B. he hated to go to school
   C. he was mentally ill
   D. his father was a rich man

■ Task 2: Vocabulary

Choose the appropriate words or phrases to fill in the blanks, and change the form if necessary.

consider	burn... to the ground	unconscious
valuable	immediately	describe
demand	at present	
remain	see through	

1. At present, the _____ for IT products grows gradually.
2. Everyone _____ jumped up from the table, but mother stopped them.
3. She was_____ but her heart was still beating.
4. Life is complicated, but if you can _____ the games people play, the way becomes clearer.
5. You have to_____all the possible consequences before you take action.
6. Many things in the country are now waiting to be done, but_____ they are not able to do the things all at once.
7. Arguing about such details consumed many hours of their _____ time.
8. What would _____ of the little village if the war went on for another year?
9. He _____ what he had seen and heard in vivid detail.
10. Toward the end of World War II, the Air Force was looking for a better way to _____ Japanese cities_____.

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