

《21世纪大学英语》配套教材

主编 徐 钟 朱金花

阅读 2

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READING 2

上海大学出版社

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编 者 的 话

本系列教材是普通高等教育国家级重点教材《21 世纪大学英语》的配套系列教材,包括《阅读》、《口语》和《词汇》三种,每一种分一、二、三册,供大学非英语专业的基础英语课堂教学和练习使用。

《阅读》以提高学生的阅读能力为目的。第一册和第二册每册十单元。每一单元介绍一种阅读技能,并带针对性训练。各单元还配有三篇快速阅读,旨在通过反复训练以帮助学生掌握阅读技能,提高阅读速度。第三册以介绍文学名著为主,通过对各种不同文体和风格的文字进行讲解与分析,以增强学生对文学作品的欣赏能力。

《口语》用图片、图表等形式,围绕课文的主题,通过朗读、陈述、讲故事、小组讨论、辩论以及情景对话等活动,加深学生对课文的理解,帮助学生提高口语表达能力,以实现“大学英语课程要求”所规定的“培养学生的英语综合应用能力,特别是听说能力”的教学目标。

《词汇》教材主要以训练为主,结合每个单元所学到的词汇,通过课内课外各种形式的练习,使学生掌握前缀、后缀和词根等语言基本知识,丰富词汇量,夯实语言功底,从而使学生达到并超越“大学英语课程要求”所规定的词汇的一般要求。

《阅读》、《口语》和《词汇》是围绕《21 世纪大学英语》这一主干教材并针对课堂教学而设计的。题材广泛,内容丰富,语言规范,结构巧妙,训练多样,不仅能使教师从“一言堂”和以教师为中心的课堂教学中解放出来,而且能使学生的主观学习能动性发挥出来,变被动学习为主动学习。

本系列教材由上海大学外国语学院教师编写,美籍专家 John Nix 对《口语》和《阅读》部分内容作了修改和补充,《口语》教材的部分插图由上海大学美术学院的陈阡陌、孙剑、黄诗嘉、张睿、苏晔婷、王一鸣、顾姘琳等同学创作,对他们的辛勤工作,我们表示衷心的感谢。

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CONTENTS

Unit One	Winston Churchill — His Other Life	1
Unit Two	Why They Excel?	11
Unit Three	The Tale of a Cultural Translator	23
Unit Four	Turning Failure into Success	37
Unit Five	Holding Onto a Dream	49
Unit Six	A Brief History of Stephen Hawking	61
Unit Seven	Thinking: A Neglected Art	77
Unit Eight	Unwritten Rules	88
Unit Nine	Get Ready for Some Wild Weather	99
Unit Ten	The Next 30 Years	110

Unit One

Winston Churchill — His Other Life



I. Reading Strategy: Denotation and Connotation

Denotation (本义) means the thing pointed to by a word rather than the feelings or ideas. For example, if you tell your friend “I saw apes in the zoo”, you mean you saw large monkeys such as gorillas or chimpanzees. Word denotation can also be understood as its literal meaning.

Connotation (隐义), on the other hand, is a meaning or idea suggested by a word or thing besides the literal meaning or thing. The connotations of a particular word or thing refer to ideas or qualities which you may associate with the word. For example, “intermediate” has connotations of the inferior and the second rate. The bad connotations of the word “skinny” are quite different from the good connotations of the word “slim”. The same is true with the word “ape” in the sentence: “He is an ape of playing cards”, which means he is very cunning when he plays cards.

Connotation is similar to figurative meaning. In order to understand better the meaning behind a word, you should also have some knowledge of culture differences, especially of the words which carry particular culture information in another language. For example, the word “dragon” in Chinese is the symbol of the emperor, while in English it often means an imaginary fire-breathing animal in children’s stories. Connotation is an important reading strategy. If you fail to recognize the connotations in your reading, you cannot fully understand what you are reading. As a matter of fact, the reading comprehension parts in CET Band 4 and Band 6 cover quite a few questions about connotation.



II. Applying the Reading Strategy

In this part, you are required to use the reading strategy you have just learned. What is the proper meaning of the underlined words in the following sentences?

1. There is a mixture of the tiger and ape in the character of Hitler.
A. cruelty B. craftiness C. kindness D. bravery
2. Beijing is a place everyone wishes to visit. It is also my Mecca since my childhood.
A. city B. capital
C. sacred place D. historic place
3. We were disappointed at what the teacher said, but her last words brought a ray of sunshine into the classroom.
A. pleasure B. sadness C. anger D. smile
4. As a young scientist, you should be more creative. Parroting a theory is much easier.
A. Crying B. Making C. Voicing D. Repeating
5. Sam knows he can depend on his family, rain or shine.
A. wet or dry B. bad or good
C. cool or warm D. workable or unworkable

The following is a poem by Robert Frost, an American poet. Read it carefully and try to guess the real meanings behind the words “crown”, “scale”, and “cross”.

The Peaceful Shepherd

If heaven were to do again,
And on the pasture bars
I learned to line the figures in
Between the doffed stars.

I should be tempted to forget,
I fear, the Crown of Rule,

The Scales of Trade, the Cross of Faith,
As hardly worth renewed.

For these have governed in our lives,
And see how men have warred,
The Cross, the Crown, the Scales may all
As well have been the Sword.

III. Reading Tasks

A. Pre-reading activity

Jesse Bolero is an African American. He taught himself to become a singer, writer, actor as well as a restaurant owner. Now, you are required to read the following passage quickly and try to figure out the connotations of the underlined words and phrases.

B. Reading

Jesse Bolero

Jesse Bolero, like so many other great singers, got his start singing in church. Initially, he sang with his baby sister as a duo. At age 13, he was singing with the Spirit of Jackson, a popular gospel quartet touring the state of Mississippi. At age 17, the Mississippi native was in Chicago, enrolled at the Sadie Bruce Dance School.

He taught himself how to do impressions of the late Duke Ellington and Earl Garner on the piano. Jesse, the singer, writer, actor, hears the music, feels the music and sings the music in any style.

In Chicago, he met his cousin, the late great Dorthy Donegan, a classical music trained jazz pianist and world recognized entertainer. Dorthy encouraged Jesse to work for her and during their travels, he met her numerous show-business friends. While working and traveling, he realized the show-business bug had seriously bitten him. A move to Hollywood followed. Once there, he moonlighted as a pianist in a popular Beverly Hills establishment.

Years later, Jesse moved to New York where he studied at the Lee

Strasberg Institute. While in New York he landed a lead role in *La Traviata*. He also studied at a black musical school, the Church of the Master. Years later, he had his own show on Broadway at Lloyd Price's Turntable. From New York he traveled and performed abroad in England.

Living in Las Vegas since 1990, Jesse's first job was at the Dunes Hotel, where he worked beside Debbie Reynolds in "Jazz Room". He also played the Riveria and has done commercials for Hotels and Casinos. Jesse travels on County Fair tours as well.

Before moving to Las Vegas, Jesse slipped away from his craft to re-think, and re-direct his career. He opened a restaurant that served no red meat, and none compared. Many actors, actresses and entertainers enjoyed his menu. Jesse was never been able to escape the entertainment industry's effect on his life. Celebrities gravitate to his cooking and his performing.

Jesse was inspired by the Beatles, Little Richards, Michael Jackson and Jimi Hendrix. He produced *Café Society*, a 40 s musical, and was the assistant producer for *A tribute to Musical Giant Quincy Jones*. He co-produced a record titled *It's Sunday*. Jesse's impressions of Cab Calloway, Lena Horne, Diana Ross, Richard Burton, Pearl Bailey, Carol Channing, Richard Nixon and Lily Tomlin are included in his roster of over fifty voices.

Since launching his singing career in a Mississippi church with his baby sister, Jesse Bolero has come full circle as a polished entertainer. It's uncanny how his appearance and performance as Cab Calloway in "The Cotton Club Revue" brings the legendary performer to life right before your very eyes. Jesse says, "I'm gonna keep on cooking as long as I can."

C. Post-reading activity

Figure out the real meaning of the underlined words in the passage:

1. What is meant by "the show-business bug had seriously bitten him"?
 - A. Show-business became less attractive.
 - B. Show-business became more interesting.
 - C. Show-business became more important to him.
 - D. Show-business became less important to him.
2. What is the meaning of the word "moonlighted"?

- A. Taught in the evening.
 - B. Gave off the moonlight.
 - C. Had a second job.
 - D. Got a full-time job.
3. The word “slipped” is most likely to be _____.
 A. moved unnoticed B. nearly fell
 C. changed greatly D. slid unreported
4. What is meant by “polished”?
 A. Became shiny. B. Became smooth.
 C. Became perfect. D. Became graceful.
5. What does “keep on cooking” most likely mean?
 A. To only practice cooking.
 B. To do more practice in singing.
 C. To keep on doing what he is doing.
 D. To write more plays.

IV. Fast Reading

In this part, you are required to read three passages and choose the best answers to the questions after each passage, using the skill you have just learned.

(1)

Basketball star Yao Ming is undoubtedly China's most famous athlete. The nation watched closely over the last two years as its idol came to terms with life in the NBA.

But what is it really like to be a Chinese rookie with basketball's toughest and most high-profile champions? What is it like to have to win over skeptical teammates and demanding fans?

Yao has decided to explain it to you himself in a book. It's called “Yao: A Life in Two Worlds”. Coauthored by US sports reporter Ric Bucher, the book tells the inside story of Yao's rookie year in the NBA. The English version of the book hit bookstores simultaneously in Shanghai, Beijing and the US on Wednesday.

Since Yao's NBA debut with the Houston Rockets in 2002, the 2.26 meter

- C. Yao Writes His Book to Satisfy His Fans.
- D. Yao Writes His Book to Describe NBA's Competition.

(2)

When Sir Winston Churchill, the great British prime minister, reached his eightieth birthday in November, 1954, he was presented with his portrait by a well-known modern artist, Graham Sutherland. The painting had been ordered and paid for by the members of Parliament, who wanted to honor the Grand Old Man of World War II.

Sir Winston and Lady Churchill were deeply moved by this mark of respect and affection. Neither of them, of course, allowed the donors to see how much they both disliked the portrait. "It makes me look stupid — which I am not!" protested Churchill in private. Publicly, he only remarked that it was "a fine example of modern art". His friends smiled; it was well known that Sir Winston didn't care for modern art.

Churchill was so unhappy about the portrait that finally his wife had it destroyed. Churchill died at ninety in January, 1965. Lady Churchill followed him in 1977. Shortly after her death, the public learned what had happened to Sutherland's painting, and a heated argument broke out. The painter was understandably sad. The artistic community, shocked and angry, claimed that the destruction of the picture had been a crime. Historians said that they regretted the disappearance of a historical document. All agreed that the Churchills didn't have the right to do what they had done.

Well — did they? A good part of the public felt that the subject (and owner) of a portrait had the right to get rid of it if it made him so unhappy. The question, however, has been raised many times before: who has the right to a work of art — the sitter, the owner, the donor, or the artist who created it? And when the painting is the portrait of a historical figure, should the right of posterity be considered, as the historians claimed?

Another question comes to mind: who is qualified to judge a portrait? Graham Sutherland had told Sir Winston that he would paint him "as he saw him". Churchill never had a chance to see the work in progress since the painter refused to show it to him. He found out only when he received his present that Sutherland had seen him as a heavy, sick, tired old man. Since he hated old

age, he was naturally hurt and offended. But was the portrait a good one, as many (including the painter) said? Or was it bad and offensive as others (and the sitter) thought? Who is to judge? It is well known that we never see ourselves as others see us; but do we see ourselves better than they do?

None of these questions have been answered yet to everybody's satisfaction.

1. To have Churchill's portrait painted was the idea of _____.
A. a well-known modern artist B. Parliament
C. a friend of Churchill's D. Lady Churchill
2. When Churchill said it was "a fine example of modern art" he was _____.
A. dishonest B. joking
C. praising the portrait D. being diplomatic
3. When was the destruction of the portrait known to the public?
A. As soon as it happened.
B. After Churchill died in 1965.
C. Soon after Lady Churchill's death.
D. Not until recently.
4. Graham Sutherland painted Churchill _____.
A. as a heavy, sick, tired old man
B. as a person much younger than his age
C. according to Churchill's instructions
D. according to Lady Churchill's descriptions
5. This article is mainly about _____.
A. a world-famous British prime minister
B. a British Parliament decision
C. the destruction of a portrait of a historical figure
D. Churchill's portrait and its painter

(3)

Although Beethoven could sit down and make up music easily, his really great compositions did not come easily at all. They cost him a great deal of hard work. We know how often he rewrote and corrected his work because his notebooks are still kept in museums and libraries. He always found it hard to

satisfy himself.

When he was 28, the worst difficulty of all came to him. He began to notice a strange humming in his ears. At first he paid little attention; but it grew worse, and at last he consulted doctors. They gave him the worst news any musician can hear: he was gradually going deaf. Beethoven was in despair; he was sure that he was going to die.

He went away to the country, to a place called Heiligenstadt, and from there he wrote a long farewell letter to his brothers. In this he told them how depressed and lonely his deafness had made him. "It was impossible for me to ask men to speak louder or shout, for I am deaf," he wrote. "How could I possibly admit an infirmity in the one sense (hearing) which should have been more perfect in me than in others . . . I must live like an exile." He longed to die, and said to death, "Come when you will, I shall meet you bravely."

In fact, Beethoven did something braver than dying. He gathered his courage and went on writing music, though he could hear more and more faintly. He wrote his best music, which we remember him for, after he became deaf. The music he wrote was very different from any that had been composed before. Instead of the elegant and stately music that earlier musicians had written for their wealthy listeners, Beethoven wrote stormy, exciting, revolutionary music, which reminds us of his troubled and courageous life. He grew to admire courage more than anything, and he called one of his symphonies the "Eroica" or heroic symphony, "to celebrate the memory of a great man". Describing the dramatic opening notes of his famous Fifth Symphony, he said, "thus fate knocks on the door."

In time Beethoven went completely deaf, so deaf that he could not hear even the stormiest parts of his exciting music. But in those years he wrote more gloriously than ever. He could "hear" his music with his mind, if not with his ears. His friends had to write down what they wanted to say to him. He was lonely and often unhappy, but in spite of this, he often wrote joyful music. In his last symphony, the Ninth, a choir sings a wonderful Hymn of Joy. Because of his courage and determination to overcome his terrible disaster, his music has given joy and inspiration to millions of people.

1. To say that Beethoven was "in despair" means that he _____.

- A. was very frightened B. was unhappy
C. had given up hope D. was dying
2. The word "infirmity" in the third paragraph means _____.
A. weakness B. deafness
C. illness D. loss
3. In the fourth paragraph we are told that Beethoven _____.
A. died bravely
B. began to write for wealthy listeners
C. courageously continued to write music
D. regained his hearing
4. Which of the following best describes Beethoven's music composed when his hearing began to fail?
A. Stately and elegant. B. Stormy and exciting.
C. Quiet and unhappy. D. Loud and noisy.
5. Which of the following titles best sums up the whole passage?
A. The Story of Beethoven's Life.
B. Beethoven Becomes Deaf.
C. The Music of Beethoven.
D. Beethoven's Courageous Triumph Over Tragedy.

Unit Two

Why They Excel ?

I. Reading Strategy: Predicting Content From the Topic Sentence

More often than not, one sentence in a paragraph tells the reader exactly what the subject of the paragraph is and thus gives the main idea. This main idea sentence is called a topic sentence or topic statement. The rest of the paragraph then explains or expands on the idea of the topic sentence. The topic sentence may appear at the beginning, or in the middle, or at the end of a paragraph.

Predicting content from the topic sentence is one of the most important reading skills. It helps you to keep the writer's main ideas in front of your mind. This skill is also helpful when skimming a text, or when outlining for further review.

II. Applying the Reading Strategy

In this part, you are required to use the reading strategy you have just learned. Read the following paragraphs and answer the questions after them.

(1)

More and more college students are choosing to major in business related degree programs because of the uncertain state of the economy. Students today start college with their eyes focused on job opportunities after they graduate. College is no longer only a place to learn about literature, philosophy, or history. These areas are still important, but more important is the need to increase the college graduate's chances for a job. This need seems to be met