

英语专业基础阶段1~4级用书

英语阅读

主编 李 军 郑春耕

ENGLISH
READING

2

中国海洋大学出版社

English Reading
英语阅读

(英语专业基础阶段 1~4 级用书)

2

主 编 李 军 郑春耕
副主编 宋卫琴 李兰萍 吴晓燕 吴宏军

中国海洋大学出版社

· 青 岛 ·

图书在版编目(CIP)数据

英语阅读/李军等主编. —青岛:中国海洋大学出版社,2005.1

ISBN 7-81067-661-X

I. 英… II. 李… III. 英语—阅读教学—自学参考资料 IV. H319.4

中国版本图书馆 CIP 数据核字(2004)第 133967 号

中国海洋大学出版社出版发行

(青岛市鱼山路5号 邮政编码:266003)

出版人:王曙光

淄博恒业印务有限公司印刷

新华书店经销

*

开本:787mm×1 092mm 1/16 印张:82 字数:1 944 千字

2005年8月第1版 2005年8月第1次印刷

印数:1~2 100 全套(4册)总定价:120.00元

前言

人类创造了文字以后,阅读便成为人类获取知识的主要手段和途径。即使在科学技术高度发达、知识传播媒介先进多样的今天,阅读仍然是人类获得知识和信息的主要途径和手段。就英语学习而言,阅读历来受到教育部门、专家学者和师生的重视。在中国,英语阅读传统上分为精读和泛读。顾名思义,精读要精,精读课文主要解决学生对英语基本词汇和基本语法的学习和使用问题,对精读课文的讲解要精而细;泛读要泛,泛读课文包含的内容和题材广而泛,主要让学生通过大量的阅读去熟悉各种语言现象,了解与英语语言有关的英美国家的社会、文化、地理、历史等背景知识,但由于课时安排得少,泛读课文的讲解只能粗而略,很多学习上的问题,学生只能课后自己去解决。那么,通过泛读学生要解决哪些学习问题呢?根据编者30余年的教学经验,认为以下4点尤为重要:

1. 通过泛读熟悉、消化、掌握精读课学过的重要词汇,并在此基础上通过联想和归纳,充实和扩大词汇量和习语量。对英语专业四级认知词汇5 000~6 000个,八级认知词汇9 000~12 000个的词汇量要求,主要应通过泛读来完成。

2. 通过泛读熟悉、消化、掌握精读课学过的语法和结构。

3. 通过泛读熟悉和了解英语的各种体裁和文体。

4. 通过泛读了解和学习英美国家的社会、文化、地理、历史等背景知识。

根据以上理念和大纲的要求,结合目前尚无一套理想的阅读教材能满足学生达到以上目的的实际,我们编写了这套《英语阅读》,供高等学校英语专业学生基础阶段学习使用。

本套教材共4册,每学期(或每级)学习1册,每册含16个单元,每个单元含3~4篇文章(text),根据目前英语专业四级考试的考试内容需要,其中1篇为快速阅读练习(Speed Reading),由若干小段(passage)组成。为了达到以上所述泛读的目的,根据四级考试内容的需要,每篇文章(快速阅读练习除外)后设有5个方面的学习内容:

1. 阅读理解(Comprehension)部分采取多项选择、True or False、填空等多种形式以检验学生的阅读理解能力。

2. 词汇学习与联想(Word Study and Associations)部分旨在帮助学生充实和扩大词汇量,让学生对课文中的重要词汇(学过的或未学过的)进行联想和归纳式学习,包括以下内容:

(1)横向顺向联想——学到一个词联想到它的派生词以及由该词组成的常用短语。例如:universe → universal → universal agreement(全体一致); a universal language(世界通用语言) → universally → It is universally acknowledged that... (普遍认为……)。

(2)横向逆向联想——学到一个词联想到它的反义词。例如:advantage → disadvan-

tage; reveal → conceal。

(3)纵向联想——学到一个词联想到它的同义词。例如:colossal → huge → immense → gigantic → titanic → tremendous。

(4)纵向联想用法辨析——学到一个词联想到它的同义词时,如果其同义词在用法上有区别,指出其区别并用例句加以说明。例如:alter → change。alter表示使某事物在外观、性质、用途等方面稍作改变,而change的词义广泛,常指使某事物在各方面作完全改变。例如:I'll have to alter the plan because some data are wrong。(我必须修改一下计划,因为一些数据有误。)He changed the design of the house completely。(他完全更改了房屋的设计。)

3. 短语与用语(Phrases and Expressions)部分旨在通过对课文中的重要短语和用语的纵向同义联想和归纳,充实和扩大学生的词语量。例如:concentrate one's mind on (sth./doing sth.) → focus/center one's attention on(sth./doing sth.)。

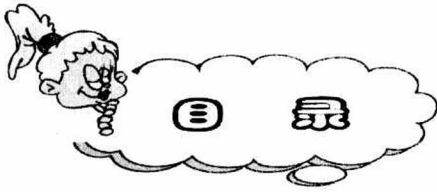
4. 结构与语法(Structure and Grammar)部分采用解释加例句的方式,帮助学生学习和掌握课文中的重要句子结构和语法,扫除阅读中的障碍,并学会在语言实践中应用。例如:Highly advanced civilizations may have existed on other planets long before intelligent forms of life evolved on the earth。(在有智慧的生命形式在地球上进化以前,高度发达的文明或许早就在其他星球上存在了。)本句中的情态动词(may)+动词完成形式(have existed)是表示说话人推测的一种结构。根据说话人推测语气的强弱,情态动词可用may/might,can/could,should/ought to,must等,分别表示或许、可能、应当、一定已经发生的事情。例如:She left last night, and she may (might/can/could/should/ought to/must) have arrived in Beijing now。(她昨晚走的,或许(可能/应该/一定)已经到北京了。)

5. 背景知识(Background Knowledge)部分主要介绍课文中涉及的有关英美国家社会、文化、地理、历史等方面的背景知识,以扩大学生对西方社会了解的知识面。

本书以语言学的基本原理和语用原则为指导,编写上刻意求新,试图以有限的语料拓展出一个较大的语义场及语用语境,让学生利用有限的语料最大限度地获得和提高自己的语言能力和背景知识,从而提高交际能力与应试能力。

李 军

2005年7月



10月28日

Unit 1 (1)

 Passage One Methods of Education; East and West (1)

 Passage Two Little Sister of the Poor (5)

 Passage Three Packaging (15)

 Speed Reading (22)

10月29日

Unit 2 (27)

 Passage One How to Deal with Difficult People (27)

 Passage Two The Girl with the Lavender Dress (36)

 Speed Reading (44)

10月30日

Unit 3 (47)

 Passage One The Chunnel (47)

 Passage Two Who Will Take Advantage of Human Cloning?
 (53)

 Speed Reading (59)

10月31日

Unit 4 (65)

 Passage One How Hurricanes Get Their Names (65)

 Passage Two Beauty on the Wing (69)

 Passage Three Never Trust Appearance (75)

 Speed Reading (80)

11月1日

Unit 5 (82)

 Passage One How to Cope with Insomnia (82)

 Passage Two The Gift of Understanding (87)

 Passage Three Bargains (92)

 Speed Reading (95)

11月11日

Unit 6 (101)

 Passage One The Gentlemen in White (101)

 Passage Two Surprises in Ice (106)

 Passage Three Detective on the Trail (110)

Passage Four The Importance of Just Being There (115)
 Speed Reading (120)

11A2A **Unit 7** (123)

Passage One Why I Teach (123)
 Passage Two The Story of Jazz (130)
 Speed Reading (134)

11A3A **Unit 8** (141)

Passage One Death of a Dream (141)
 Passage Two International Joint Efforts Against AIDS (146)
 Passage Three The Most Famous Broadcast in the World (150)
 Speed Reading (156)

11A4A **Unit 9** (158)

Passage One Living as a Navajo (158)
 Passage Two The Voices of Time (165)
 Speed Reading (171)

11A5A **Unit 10** (179)

Passage One The Making of a Surgeon (179)
 Passage Two Success (185)
 Speed Reading (191)

Unit 11 (199)

Passage One Profits of Praise (199)
 Passage Two Culture Shock (204)
 Passage Three The Sixth Sense (210)
 Speed Reading (216)

Unit 12 (219)

Passage One The Secrets of Sleep (219)
 Passage Two Are These the Best Years of Your Life? (225)
 Passage Three What in a Face (231)
 Speed Reading (238)

Unit 13 (240)

Passage One Sivilizing Huck (240)
 Passage Two Language (250)
 Speed Reading (257)

Unit 14 (260)

Passage One Do Insects Think? (260)
 Passage Two Science and Antiscience (264)
 Passage Three How to Complain About Faulty Goods (270)

Speed Reading	(273)
Unit 15	(276)
Passage One To Clone or Not to Clone; the Ethics Question	(276)
Passage Two How Love Heals	(280)
Passage Three Lady Hermits Who Are Down but Not Out	(286)
Speed Reading	(292)
Unit 16	(296)
Passage One You Are What You Think	(296)
Passage Two Feathered Friend	(304)
Speed Reading	(314)

Unit 1

Passage One

Methods of Education: East and West

A teacher from Canada recently visited an elementary school in Japan. In one class, she watched sixty young children as they learned to draw a cat. The class teacher drew a big circle on the blackboard, and sixty children copied it on their papers. The teacher drew a smaller circle on top of the first and then put two triangles on top of it; the children continued their cats in exactly the same way. The lesson continued until there were sixty-one identical cats in the classroom.

The Canadian teacher was startled by the lesson. The teaching methods — and their effects — were every different from those in her own country. An art lesson in a Canadian school would lead to a room full of unique pictures, not a series of identical cats. Why? What causes this difference in educational methods?

In any classroom in any country, the instructor teaches more than just art or history or language. Part of what's going on — consciously or not — is the teaching of culture; the attitudes, values and beliefs of the society. Every education system is inevitably a mirror that reflects the culture of the society it is a part of.

In many Western societies, such as the United States or Canada, which are made up of many different nationalities, religious groups and cultural orientations, individualism and independent thinking are highly valued. And these values are reflected by the education systems in these countries. Teachers emphasize the qualities that make each student special. Students are seldom expected to memorize information; instead, they are encouraged to think for themselves, find answers on their own and come up with individual solutions. At an early age, students learn to form their own ideas and opinions, and to express their ideas in class discussion.

In Japan, by contrast, the vast majority of people share the same language, history, and culture. Perhaps for this reason, the education system there reflects a belief in group goals and traditions rather than individualism. Japanese schoolchildren often work together and help one another on assignments. In the classroom, the teacher is the main source of knowledge; he or she lectures, and the students listen. There is not much dis-

discussion; instead, the students recite rules or information that they have memorized.

The advantage of the education system in Japan is that students there learn the social skill of cooperation. Another advantage is that they learn much more math and science than most American students. They also study more hours each day and more days each year than their North American counterparts do. The system is demanding, but it prepares children for a society that values discipline and self-control. There are, however, disadvantages. For one thing, many students say that after an exam, they forget much of the information they memorized. For another, the extremely demanding system puts enormous psychological pressure on students, and is considered a primary factor in the high suicide rate among Japanese school-age children.

The advantage of the education system in North America, on the other hand, is that students learn to think for themselves. They learn to take the initiative — to make decisions and take action without someone telling them what to do. The system prepares them for a society that values creative ideas and individual responsibility. There are drawbacks, however. Among other things, American high school graduates haven't studied as many basic rules and facts as students in other countries have. And many social critics attribute the high crime rate in the US at least partially to a lack of discipline in the schools.

I. Comprehension

1. What was it that startled the Canadian teacher in the class she visited?
 - A. The large number of students.
 - B. The method of drawing cats.
 - C. The method of teaching.
2. What does the author mean by the statement "in any classroom in any country, the instructor teaches more than just art or history or language"?
 - A. Instructors everywhere teach many different subjects.
 - B. Teachers inevitably imbue students with the values of their culture.
 - C. Instructors are part of what's going on, consciously or not.
3. According to the author, what factors contribute to the high value placed on individualism in North America?
 - A. The variety of nationalities, religious groups and cultural orientations there.
 - B. The values reflected by the education systems there.
 - C. The students expressing their own ideas in class discussion.
4. In the author's view, what are some of the advantages of the Japanese system of education?
 - A. Japanese people share the same language, culture and history.
 - B. The teacher lectures and the students listen; and there is not much discussion.
 - C. The students learn to cooperate, and they learn a lot of math and science.

5. What is the most serious problem with the Japanese system, according to the author?
- A. It prepares children for a society that values discipline and self-control.
 B. The students forget things after exams.
 C. The demands of the system contribute to the high suicide rate among students.
6. How does the author view the fact that in the North American system students “learn to take the initiative”?
- A. She considers it an advantage over the Japanese system.
 B. She considers it a disadvantage.
 C. She considers it appropriate for North American society.
7. What is the most serious problem with the North American system, according to the author?
- A. American students haven't studied as many basic rules and facts as other students.
 B. The lack of discipline may contribute to the high crime rate.
 C. Students learn to take action without someone telling them what to do.
8. According to the author, which system of education is better?
- A. The Japanese system.
 B. The North American system.
 C. Neither system.

II. Word Study and Associations

1. method /'meθəd/ *n.* (1)方法 → modern methods of teaching arithmetic 现代教算数的方法。(2)(U)秩序;条理;规律 → (例句) We must get some method into our office filing. 我们必须把公文归档工作弄出些条理来。→ methodical /mi'θədikəl/ *adj.* 有条理的;有秩序的
2. triangle /'traɪæŋɡl/ *n.* (1)三角形。(2)三角关系 → a love triangle 三角恋爱
3. consciously /'kɒnʃəsli/ *adv.* 自觉地;意识到
4. conscious /'kɒnʃəs/ *adj.* (1)意识到;感觉到 → be conscious of being watched/that one is being watched 察觉有人在监视自己。(2)神志清醒
5. consciousness /'kɒnʃəsnɪs/ *n.* (1)察觉,感觉。(2)知觉 → (例句) The blow caused him to lose consciousness. 那一击打得他失去了知觉。
6. inevitably /ɪn'evɪtəbli/ *adv.* 不可避免地;必然发生地 → inevitable /ɪn'evɪtəbl/ *adj.* (1)不可避免的;必然发生的 → an inevitable disaster 不可避免的灾难。(2)(attrib)在意料中的;熟悉的;惯常的 → a tourist with his inevitable camera 惯常带着照相机的游客
7. reflect /rɪ'flekt/ *vt.* (1)反映;表明 → trees reflected in a lake 湖中映出的树影。(2)反射(光、热、声等) → (例句) The heat reflected from the white sand formed a mirage. 热气经白色的沙面反射形成了海市蜃楼。→ reflect on/upon sth. 沉思;思考 → (例句) I need time to reflect on your offer. 我需要时间来考虑你的建议。
8. reflection /rɪ'flekʃən/ *n.* (1)反映。(2)(光、热、声等)反射

9. emphasize, -ise /'emfəsaiz/ *v.* 强调;着重 (同义) stress; accentuate; give emphasis to
→ (例句) He emphasized the importance of careful driving. 他强调小心驾驶的重要性。
→ emphatic /im'fætik/ *adj.* (1)加强的;强调的;重视的 → an emphatic denial 断然的否认。(2)肯定的;明确的;显著的 → an emphatic victory 有目共睹的胜利
10. recite /ri'sait/ *v.* 背诵;朗诵 → recitation /resi'teɪʃən/ *n.* 背诵 → the recitation of a ballad, an ode 叙事歌谣、颂诗的背诵
11. cooperation /kəu'ɒpə'reɪʃən/ *n.* 合作;配合 (同义) collaborate; work together; assort; work in → a report produced by the government in cooperation with the chemical industry 政府在化工部门的配合下所提出的一份报告 → cooperate /kəu'ɒpəreɪt/ *v.* → cooperate with one's friends in raising money 与朋友合作集资 → cooperative /kəu'ɒpərətɪv/ *adj.* 合作的
12. self-control /'selfkən'trəʊl/ *n.* 自制力
13. disadvantage /dɪsəd'vɑ:ntɪdʒ/ *n.* 不利条件,不利地位 → (例句) The other candidate's main disadvantage is her age. 另一候选人的主要不利条件是她的年龄问题。→ to sb's disadvantage 对某人不利;有损声誉 → (例句) It would be to your disadvantage to invest in the project. 你在这项工程上投资,可能要吃亏。
14. extremely /ɪks'tri:mli/ *adv.* 非常 (同义) very; extraordinarily; highly; in the extreme; super → (例句) That's extremely interesting. 那极为有趣。→ extreme /ɪk'stri:m/ *adj.* (usu. attrib)最大可能的;极度的 → show extreme patience, kindness, gentleness 表现出极为耐心、和蔼、温柔 → extreme *n.* → in the extreme 极度;极端 → (例句) This is inconvenient in the extreme. 这极不方便。
15. suicide /'sju:saɪd/ *n.* (1)自杀 → commit suicide 自杀 → suicide rate 自杀率。(2)自毁,自杀性行为 → suicidal /sju:'saɪdəl/ *adj.* 自杀的;可能导致自杀的 → suicidal tendencies 自杀倾向
16. initiative /ɪ'nɪʃɪətɪv/ *n.* (1)主动的行动 → (例句) It is hoped that the government's initiative will bring the strike to an end. 希望政府采取的行动可以结束罢工。(2)主动 → on one's initiative 主动地;积极地 → (例句) In the absence of my commanding officer, I acted on my own initiative. 指挥官不在场,我主动见机行事。→ initiate /ɪ'nɪʃieɪt/ *v.* 创始;发起;开始实施 → initiate plans, schemes, social reforms 开始实施计划、方案、社会改革
17. drawback /'drɔ:bæk/ *n.* 欠缺;不利条件 → (例句) The great drawback to living on a main road is the constant noise. 住在大道上的最大缺点就是噪音不断。(同义) shortcoming; defect (用法) drawback 多指某物体所具有的“缺点”或“不足之处”; defect 指某物体表面上的缺陷,或指人或物的本性上的缺点;shortcoming 主要指某人在各种好的品质之中尚有短处。(例句) Everything has its drawback. 每样事物都有它的缺点。He has the defects of his qualities. 他有随优点而来的缺点。Jenny was a good girl, but she had one shortcoming. 珍妮是个好姑娘,但她有一个毛病。
18. crime rate 犯罪率
19. partially /'pɑ:ʃəli/ *adv.* 部分地;不完全地 (同义) in part → partial /'pɑ:ʃəl/ *adj.*

(1)部分的,不完全的 → a partial recovery 部分复原。(2)偏袒的 → (例句) The referee was accused of being partial. 裁判被指责偏袒。

III. Phrases and Expressions

1. take the initiative 主动做某事
2. take action (1)采取行动,开始工作。(2)控告
3. prepare for 使对……有所准备 (同义) gird oneself for
4. put pressure on 对……施加压力;反复劝说
5. on one's own (1)独自地;独立地。(2)独自一人;独立的。(3)无人与之相比的;突出的
6. for one thing, for another 一则…… 二则;首先…… 其次

IV. Background Information

Individualism

Individualism is one of the dominant American values. The individualistic theory of human nature holds that the interest of a person are best served by allowing him maximum freedom and responsibility for choosing his objectives and the means for obtaining them, and acting accordingly. This belief follows from the opinion that each person is the best judge of his own interests and given educational opportunities, can discover how to advance them. It is also based upon the assumption that the act of making these choices contributes to the development of the individual and to the welfare of society. So it is most important for individuals to be allowed full opportunity to achieve material success through their efforts. Society, from this point of view, is seen as only a collection of individuals, each of which is a self-contained and almost self-sufficient entity.

Passage Two

Little Sister of the Poor

Kenneth L. Woodward

With a will of iron and a heart of love, Mother Teresa served the dying and desperate in India and around the world.

When she died last week in Calcutta — just days after her 87th birthday — she was known the world over as Mother Teresa. Thin and bent, she had been hospitalized with numerous illnesses over the last two years. That night, after finishing dinner and her prayers, Mother Teresa complained of a pain in her back. “I cannot breathe,” she told a doctor summoned to her side. Moments later, she died. Shortly after, her nuns tolled a

huge metal bell and some 4,000 people gathered in the rain outside — among them many of the street people she had served for so long. Inside, Mother Teresa's body was washed, dressed and laid on a bed of ice. One by one the nuns filed past, touching her bare feet in a traditional Indian gesture of respect.

Widely regarded as a living saint, Mother Teresa was perhaps the most admired woman in the world. When she appeared at the side of John Paul II, it was the pope who stood in the tiny nun's shadow. Although she was a Roman Catholic, her simplicity and true concern for the dying, the abandoned and the outcast transcended the boundaries of religion and nationality. "By blood and origin I am Albanian," she once said of herself. "My citizenship is Indian. I am a Catholic nun. As to my calling, I belong to the world."

When Sister Teresa first came to India, she taught slum children in Calcutta whose parents were too poor to send them to school. The children called her Mother Teresa, and that is who she became. One day, as she later recalled, she found a woman "half eaten by rats" lying in the street. She sat with her, stroking her head, until the woman died. With that experience a new vocation — and a new religious order — was born. She decided that her goal would be to minister to the "unwanted, unloved and uncared for" who filled the streets and slums of her adopted city. And to that end, she gathered a small group of nuns around her.

Mother Teresa's first clinic was in an old hostel that had once served pilgrims to the temple of Kali, the Hindu goddess of death. She and her nuns converted it into a shelter where the desperate people they found abandoned on the streets of Calcutta could die in peace.

The clinic's neighbors objected to the moans and smells, and they complained to the civil authorities. But when a police commissioner arrived to close down the clinic, he was so stunned by the horror and misery that he said he would stop Mother Teresa only when the neighbors persuaded their wives and sisters to take over the work the nuns had started. None came forward.

Building shelters for the dying was Mother Teresa's signature service. Poverty was her chosen way of life. When Pope Paul VI gave her an expensive car that he had used during a visit to Calcutta in 1964, she sold it — without ever stepping inside — and used the money to build a clinic in West Bengal.

Today, Mother Teresa's order numbers more than 4,500 nuns, with 550 centers in 126 countries. Their range of concerns has also expanded to include AIDS patients, drug addicts and victims of domestic violence. Led by Mother Teresa, the sisters have fed the hungry in Ethiopia, treated radiation victims at Chernobyl and helped families made homeless by an earthquake in America.

None of this was achieved through prayer alone. Mother Teresa possessed iron resolve and her tireless efforts to gain support for her clinics proved nearly irresistible.

Church authorities and civil authorities gave way to her arguments; chiefs of state who wanted to be identified with her work paid her visits and even begged her to establish clinics in their countries. She accepted celebrity as the price of expanding her missionary outreach.

As her fame grew, so did her honors. Among the most significant were the Bharat Ratna, or Jewel of India — that country's highest civilian award — and the 1979 Nobel Peace Prize. At her request, the Nobel committee skipped the usual lavish dinner for the prizewinner, and gave the money to the poor.

But Mother Teresa also had her critics. Advocates of women's rights protested her steady fight against both abortion and birth control. There were medical authorities who said her work let government ignore their responsibilities toward the poorest members of society. Even the Catholic Church was sometimes uneasy about her independent ways. But to the millions of Indians who called her Mother, and to the millions more who deeply admired her countless acts of mercy, Mother Teresa lit a path to saintliness and invited other to follow it.

I. Comprehension

1. The author describes the public's immediate response to Mother Teresa's death to illustrate _____.
 - A. that many people in Calcutta felt personal grief over her death
 - B. why the whole world regarded her as a saint
 - C. that her death was a tragedy for the poorest people in Calcutta
 - D. that people had been expecting her death
2. By saying "it was the pope who stood in the tiny nun's shadow", the author means that _____.
 - A. the pope seemed more courteous in Mother Teresa's presence
 - B. Mother Teresa, an ordinary Catholic nun, appeared more dignified than the pope
 - C. it was Mother Teresa who became the focus of the public's attention
 - D. Mother Teresa tried to attract attention
3. We can conclude from Paragraph 4 that Mother Teresa decided to devote herself to the sick and dying because _____.
 - A. she felt dissatisfied as a teacher
 - B. it was part of her duty as a Roman Catholic nun
 - C. it was unpleasant to see people dying on the streets
 - D. she felt that this was the work God meant for her to do
4. The paragraph about the police inspector who came to close Mother Teresa's first clinic illustrates _____.
 - A. how unpleasant it is to live near a clinic
 - B. how easy it is to influence police inspectors
 - C. how impressive the nun's work was

- D. how honest Mother Teresa was
5. Mother Teresa chose poverty as her way of life; this is illustrated by _____.
 A. the numerous illnesses she suffered
 B. her decision to sell the car she received from Pope Paul VI
 C. her Indian citizenship
 D. the 550 centers her nuns run
6. Mother Teresa treated her growing fame as _____.
 A. an opportunity to increase her honors
 B. a form of missionary outreach
 C. the price she paid for helping more and more needy people
 D. the reason church and civil authorities gave way to her arguments
7. Critics of Mother Teresa were concerned about _____.
 A. her constant contact with celebrities
 B. the medical authorities who surrounded her
 C. the millions of Indians who called her "mother"
 D. none of the above
8. According to the author, Mother Teresa will be remembered mainly _____.
 A. for the critics she had
 B. for the simple life she chose to lead
 C. for her countless acts of mercy
 D. all of the above

II. Word Study and Associations

1. hospitalize, -ise /'hɒspɪtəlaɪz/ *vt.* (常用被动态) 送进医院治疗
2. numerous /'nju:mərəs/ *adj.* 许多的 → her numerous friends 她的许多朋友 (同义) multitudinous; myriad; considerable; various (用法) multitudinous 意为众多的, 大量的, 程度比 considerable 要强些; myriad 意为无数, 数量极大的; considerable 强调是数量非常大的; various 强调种类的不同, 意为“各种各样的”。(例句) multitudinous debts, problems, crowds 大批的债务、问题、人; Each galaxy contains myriads of stars. 每一星系都有无数的恒星。a considerable quantity, sum, distance 相当大的数量、数目、距离; The boy invented various reasons for his absence. 这个男孩为自己的缺席编造了种种理由。→ numerical /nju:'merɪkəl/ *adj.* 数字的
3. prayer /preɪ/ *n.* 祈祷, 祷告 (常作 ~s) 祈祷仪式 → a prayer for forgiveness, rain, success 为获得宽恕、雨水、成功而做的祷告 → pray *v.* → (例句) The priest prayed for the dying man. 牧师为死者做祷告。
4. summon /'sʌmən/ *vt.* 召唤; 传唤 → (例句) I was summoned by my boss (to explain my actions). 老板把我召去 (要我对自己的行为作出解释)。→ summons *n.* 传唤
5. nun /nʌn/ *n.* 修女
6. toll /təʊl/ *v.* (缓慢而有节律地) 敲(钟), 鸣钟 → *To Whom the Bell Tolls* 《丧钟为谁而鸣》(海明威小说) → toll *n.* 缓慢而有规律的钟声

7. bare /beə/ *adj.* (1) 赤裸的; 无遮盖的 → bare to the waist 裸露上身。(2) 空的 → a larder bare of food 空空如也的食品柜 → lay sth. bare 揭露; 揭发 → lay bare the truth, sb's treachery, a plot 揭露真相、某人的背叛行为、阴谋
8. gesture /'dʒestʃə/ *n.* (1) 姿态; 表示。(2) 手势; 示意动作 → make a rude gesture 作出粗野的姿势 → gesture *v.* 作表意的动作 → to gesture with one's hands 做手势
9. saint /seɪnt/ *n.* (1) 圣徒。(2) 圣人
10. pope /pəʊp/ (常作 Pope) (天主教) 教皇
11. Catholic /'kæθəlɪk/ *n.* 天主教徒 *adj.* 天主教的 → a Catholic priest, school 天主教教士、学校 → catholic *adj.* 包罗万象的; 广泛的; 普遍的
12. simplicity /sɪm'plɪsɪti/ *n.* 纯朴 → the simplicity of the problem 该问题的简单性 → simplify /'sɪmplɪfaɪ/ *v.* → (例句) We simplify the instructions so that children can understand them. 我们简化指示以便于儿童理解。
13. abandon /ə'bændən/ *vt.* 抛弃; 放弃 (反义) conserve, maintain, preserve, reserve (同义) desert; discard; evacuate; quit; relinquish (用法) abandon 指永远、完全的放弃、遗弃或抛弃, 特别是指一个人放弃已有的兴趣或所负的责任, 其原因可能是自愿的, 也可能是被迫的, 或是可能为了逃避责任; desert 指在违背信仰、誓言、允诺、责任、义务或命令的情况下, 放弃岗位、职责、忠诚或法律上的关系; discard 指抛弃不再需要或不再追求的人或东西; evacuate 指将某人移往比较安全的地方, 也指军事上疏散撤离某地; quit 一般强调辞职行为的自愿性, 并且暗示在一时冲动之下, 没有事先仔细考虑而辞职; relinquish 指不再采取某行动或不再有某种感觉, 也指放弃要求权利等, 和 abandon 比较接近。(例句) The cruel man abandoned his wife and child. 那个残忍的人抛弃了他的妻子和孩子。A soldier who deserts his post in time of war is punished severely. 在战时, 对放弃阵地的士兵处罚很严厉。We discarded all the clothes we'd grown out of. 我们把穿着小的衣服都扔掉了。The soldier evacuated the area as the enemy advanced. 敌军推进时, 士兵都撤出了那地区。He quitted his job and accompanied us to London. 他辞去了工作, 和我们一道来到了伦敦。relinquish a right, privilege 放弃权利、特权 → an abandoned car, dwelling, fort, village 被抛弃的汽车、被离弃的住所、被遗弃的堡垒、被离弃的村庄 → abandon *n.* 放任; 纵情 → abandoned *adj.* (指人或行为) 放荡的, 堕落的 → abandonment *n.* 遗弃; 抛弃; 离弃
14. transcend /træn'send/ *vt.* 超越……的范围 (同义) exceed; excel; go beyond → (例句) Such matters transcend man's knowledge. 这些问题人类是无法了解的。→ transcend sb./sth. (in sth.) 超出, 优于, 超过 (同义) surpass → (例句) She far transcends the others in beauty and intelligence. 她才貌出众。→ transcendent /træn'sendənt/ *adj.* 卓越的; 至高无上的 → a writer of transcendent genius 杰出的天才作家
15. boundary /'baʊndəri/ *n.* 界(限); 边界 → (例句) Scientists continue to push back the boundaries of knowledge. 科学家不断把知识领域的边缘向外扩展。
16. religion /rɪ'lɪdʒən/ *n.* (1)(U) 宗教。(2) 信仰; 宗教信仰