

图书在版编目(CIP)数据

创新大学英语拓展阅读教程. 第1册/ 邓联健主编.

—上海: 华东师范大学出版社, 2014.9

(创新大学英语)

ISBN 978-7-5675-2526-9

I. ①创… II. ①邓… III. ①英语—阅读教学—高等学校—教材 IV. ①H319.4

中国版本图书馆CIP数据核字(2014)第210638号

创新大学英语 拓展阅读教程 1

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装帧设计 创图文化

出版发行 华东师范大学出版社

社 址 上海市中山北路3663号 **邮编** 200062

网 址 www.ecnupress.com.cn

电 话 021-60821616

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网 店 <http://hdsdcbs.tmall.com>

印 刷 者 成都市海翔印务有限公司

开 本 787×1092 16开

印 张 5.25

字 数 88千字

版 次 2014年9月第1版

印 次 2014年9月第1次

书 号 ISBN 978-7-5675-2526-9/H·724

定 价 20.00元

出 版 人 王 焰

(如发现本版图书有印订质量问题,请寄回本社客服中心调换或电话021-62865537联系)

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Unit One

Text A

How to Study Read

Author unknown

Most students don't know how to study read. They usually open their textbooks to the assigned page and start reading. But before long, their minds have wandered off somewhere. Or they read and mark up the pages by underlining everything that seems important. Study reading is different from regular reading. You are expected to remember more, and in most cases, will be tested on what you read. Here is a four-step method for study reading that can help improve comprehension and promote retention¹ of what is read.

Step One: Preparing to Read

It's important to prepare yourself to read. Much time can be lost when you try to plunk yourself into² reading an assigned chapter when your mind isn't ready. Because you can think faster than you can read, your mind can easily go into daydreams or other thoughts if you aren't ready to read an assignment. The wisest thing to do is to skim over the chapter to be read. Let the title sink in. Read an opening paragraph or two to see what the chapter is about. Then read the headings and subheadings. Next read the summary or the last couple of paragraphs. It may not make a lot of sense, but your mind will begin to clear out other thoughts. You'll begin to think about the content of the chapter. If there are study questions at the end of the chapter, read those. Having questions about what you are reading helps concentration and gives you a purpose for reading.

¹retention *n.* 记忆(力)

²plunk oneself into 扑通坠落, 此处为“开始”

Step Two: Reading

After you've looked over the chapter, you are ready to read. If you don't have any questions about the content of the chapter, make some up. You can do this by turning the title and headings into questions. If you are reading a long chapter, don't try to read too much at once. It's better if you read from one heading to the next. Then stop and follow Step Three below. If there are no headings in the chapter, read about two pages; then stop and follow Step Three below.

Step Three: Examining What You Read

By reading only short passages and then stopping, you stand a better chance of concentrating on the chapter's content. The third step is now to examine what you read. Put the textbook aside, and write some notes in your own words. In a few key words or phrases, write down the major points you just read. Research shows that doing this aids comprehension and retention for future tests. If you don't believe in taking reading notes, at least try to recite to yourself the key points you just read. When you are satisfied you understand what you read, then read from the next heading to the next, stopping every once in a while to take notes or go over what you read. Follow this step until you are finished with the chapter. Though this may seem slow, as you practice this study reading technique, you'll discover it's really faster because you don't waste time by losing concentration or having to reread what you've read.

Step Four: Planning to Review

This last step does not take place immediately after you read, but it's very important for remembering what you read and can mean the difference between a C and an A on a test. You should make a definite plan to review your reading notes every week. As you move through a course, you have more and more to learn. You can't remember it all. In fact, unless we review every week what has been studied before, we can forget over 80 percent of what we read. So plan to review once a week. Go over your notes. If they don't make sense when you review, go back to the chapter and reread what isn't clear. (It's important to write chapter titles and page references to key points in your notes so you can find things quickly when you review.)

Research shows it's not so much how long you study that gets good grades, but how well and how often you study. Try this four-step method (PREP) and watch those grades go up.

**Exercises**

Directions: Choose the best answer to each of the following questions based on the information given in the text.

1. According to the passage, you can get your mind ready for an assigned chapter by _____.
A. thinking faster than reading

- B. asking questions before you read it
 - C. browsing it quickly before a careful reading
 - D. reading the summary first
2. In Step Two, you are advised to _____.
- A. read a chapter from one heading to another slowly
 - B. go over a chapter as soon as possible
 - C. test yourself after reading every couple of paragraphs in a chapter
 - D. prepare yourself with questions about the content of a chapter
3. Why do we need to examine what we read?
- A. In order to check the correctness of our note.
 - B. In order to take notes of the keywords, phrases or major points.
 - C. In order to read again what we have read.
 - D. In order to improve our reading efficiency.
4. What will mean the difference between a C and an A on a test for you?
- A. Going over the important points frequently.
 - B. Learning more and more through the course.
 - C. Rereading what you have read once a week.
 - D. Remembering 80% of what you have read.
5. We can benefit most from this passage if _____.
- A. we read a text without missing a single word
 - B. we take notes when we read
 - C. we follow its instructions carefully in reading
 - D. we review what we have read frequently

Text B

Adventures of a Pen Pal

By Myrtle "Cookie" Potter

By the time I was in junior high school I had 15 pen pals with whom I corresponded faithfully. I found that being a pen pal was a non-threatening way of making friends. All my correspondents lived in San Francisco, while I was about 15 miles south in Burlingame. They were all too young to drive, so the chances we'd meet were slim. Since I was extremely

¹**bashful** *adj.* 害羞的

²**stationary** *n.* 文具

³**horticulturist** *n.* 园艺家

⁴**creative juice** 创作欲

⁵**pass...off** 把……冒充成

⁶**Boy Scout** 男童子军

⁷**flourish** *n.* 华丽的辞藻

bashful¹, this suited me fine.

I found my correspondents in the 1928 *San Francisco News* — its “Junior Page” had a regular listing of young people looking for pen pals. I chose other girls’ names, and before long I was receiving at least five letters a day and writing that many in return. I earned my stamp and stationary² money by gardening and mowing lawns.

“What do you hope to accomplish with all this letter writing?” asked my uncle one day, eyeing the stack of mail I had received.

“I want to be a writer,” I said. “I’m learning now.”

“Then you’re going to have to see things from different points of view,” he said. “All your letters are from girls. You should write to some boys. They look at life differently, you know.”

Hmmm, I thought, my uncle has a point. The next day I wrote to a boy named Norvell. He wrote in reply, telling me he wanted to be a writer and horticulturist³, travel and own a little house with a big garden. I loved to garden too. Our letters flew back and forth.

By this time I was in high school and my creative juices⁴ were just warming up. Apparently I could write well enough as a girl, but could I pass myself off⁵ writing as a boy? I tried a letter to another male name — but this time I signed my letter *Myron*. Soon “Myron” had a lively correspondence going with other guys about camping, sports and Boy Scouts⁶.

Once I had the boy stuff mastered the next step was irresistible. I would pretend I was a boy and write to a *girl*! After choosing a feminine name from the *News*’s pen-pal list, I composed a letter in my most boylike style. Using what I hoped was a manly flourish⁷, I signed the name *Mervin*.

For months “Mervin’s” correspondence was mostly about school affairs, books and movies. And then one day I received a letter that shocked me. “Mervin,” my girl pen pal wrote, “you’re the kind of boy I want to marry. In my dreams last night you kissed me! I’m coming to see you as soon as I can.”

I was horrified. I had never written anything even remotely romantic to this silly girl! I stopped my end of the correspondence immediately, but to my dismay she kept writing, insisting she was coming to visit. For the first time I realized that what I had done might hurt somebody.

One Sunday I was in the shower with my head covered with shampoo when Mama rapped on the door. “Hurry out!” she called. “One of your pen pals is here.”

I nearly fainted. It was probably that drippy⁸ girl wanting to kiss me. “Lord,” I whispered, “forgive me for letting that girl think I was a boy. Please help me.”

I made up my mind to stay in the bathroom until they left. But a few minutes later, Mama was at the door again. “What’s taking you so long? You’re being very rude.”

“Mama, what’s this visitor’s name?”

“There are three of them. Your pen pal and two friends. I forget what they said their names were.”

“Are they girls?”

“No. Three boys.”

So it wasn’t that lovesick girl. But I still could be in deep trouble. What if it was a boy expecting to find a boy?

“Mama, who did my pen pal ask for when he came?”

“He asked for you, of course. Who do you think he came to see, Geronimo?”

I got dressed and was considering climbing out the window when someone started to play the funeral dirge⁹ on the piano below. The notes portrayed my feelings exactly. I knew then that whoever my pen pal was, he was shy and afraid too. Somehow that thought gave me courage.

I tiptoed toward the living room. “Go on,” Mama hissed, and gave me a shove. I stumbled in and the boys jumped up as if a firecracker had gone off. I must have looked a sight with my hair still glistening from my extended shower.

The four of us stood in tongue-tied¹⁰ silence until the boy closest to me stepped forward. “I’m your pen pal,” he said. “It’s me, Norvell.”

He was the one who wanted to be a writer and have a garden! “How do you do?” I asked, greatly relieved.

Norvell introduced his friends. “I guess I should have told you I was coming,” he said, looking so sheepish I felt sorry for him. He gestured toward the window. “I got my driver’s license last week, so I borrowed my brother’s car,” he said. “Would you like to go for a ride?”

Mama had been listening behind the door. “You can go,” she said, “after the boys write their names, addresses and phone numbers on our guest book.”

I enjoyed the ride, but after Norvell left, my fears came back. When Mama cornered¹¹ me to ask what the fuss in the shower was all about, I told her about the girl in love with “Mervin.”

She smiled. “You’ve gotten yourself in quite a fix,” she said.

⁸**drippy** *adj.*
故作多情的，
过于伤感的

⁹**dirge** *n.* 挽歌，
哀伤的歌曲

¹⁰**tongue-tied**
adj. 张口结舌
的

¹¹**corner** *vt.* 将
……逼入困境，
使……走投无
路

“I know,” I said, miserable. “I feel awful about it.”

Mama’s expression turned serious. “I expect you do, Myrtle,” she said gently. “That’s what happens when we don’t do as the Bible says and deal with others truthfully. You have to write to that girl, tell her you deceived her and ask for her forgiveness.”

I wrote that afternoon, and a few days later I received a wonderful letter back. “I forgive you,” she wrote. “It was my fault too. I’ve been seeing too many romantic movies.”

A few weeks later Norvell took me for another ride; he found a much happier person. Soon he was visiting frequently. Knowing I could now relax and be myself, I got involved in school activities and gradually became too busy to write to any of my other pen pals. Consequently they stopped writing — a cause for much jubilation¹² on the part of my mailman.

I learned several lessons from my pen-pal ventures. First, not to deceive anyone ever — it only brings unhappiness. I also learned the power of owning up¹³ when you do wrong, and the great relief forgiveness can bring. From then on I’ve never pretended to be someone I’m not. Believe me, it’s made my life much more pleasant — and a lot less complicated.

Three years later Norvell and I started college together, majoring in journalism¹⁴ and horticulture. After graduation he became garden editor of *Sunset Magazine* and I became garden editor of the *San Francisco Chronicle*. We got married, had two wonderful children and, eventually, three grandchildren who show a propensity¹⁵ for gardening and writing. It all turned out to be quite a postscript¹⁶ to my life as a pen pal!

¹²jubilation *n.*
欢腾; 欢庆

¹³own up 承认
错误

¹⁴journalism *n.*
新闻

¹⁵propensity *n.*
偏好, 偏爱

¹⁶postscript *n.*
附记



Exercises

I . Directions: For questions 1—7, decide whether the statement is true (T) or false (F).

1. I was fond of making pen pals because I wanted to do some preparations for becoming a writer. ()
2. I pretended to be a boy and wrote to boy pen pals for the reason that I wanted to do something boys always do. ()
3. I successfully made the girl pen pal believe that I was a boy by our

correspondences. ()

4. The boy pen pal Norvell felt quite shocked when he saw me because he had expected to meet a boy instead of a girl. ()

5. My mother criticized me mercilessly because I had done something awful. ()

6. I stopped pretending to be someone I was not because I had learned some lessons from my past experiences. ()

7. Making pen pals not only set a foundation for my future career, but also brought me a happy marriage. ()

II. Directions: For questions 8—10, complete the statement with the information given in the text.

8. My uncle gave me a very inspiring suggestion, that is, _____.

9. My mother expected me to do as the Bible says and _____ when I made friends.

10. My pen-pal adventures taught me not to _____.

Text C

The Great Writer Mark Twain

Author unknown

Samuel Langhorne Clemens (November 30, 1835 — April 21, 1910), better known by his pen name Mark Twain, was an American author and humorist. He grew up in Hannibal, Missouri, which provided the setting for *Huckleberry Finn* and *Tom Sawyer*. After an apprenticeship¹ with a printer, he worked as a typesetter² and contributed articles to the newspaper of his older brother Orion Clemens. He later became a riverboat pilot on the Mississippi River before heading west to join Orion in Nevada. He referred humorously to his singular lack of success at mining, turning to journalism for the *Virginia City Territorial Enterprise*. In 1865, his humorous story, *The Celebrated Jumping Frog of Calaveras County*, was published, based on a story he heard at Angels Hotel in Angels Camp, California, where he had spent some time as a miner. The short story brought international

¹**apprenticeship**
n. 学徒身份,
学徒期

²**typesetter** n.
排字工人

³**satire** *n.* 讽刺

⁴**sequel** *n.* 续集, 续篇

⁵**offshoot** *n.* 分支, 支流

⁶**predecessor** *n.* 前身, 前任

⁷**premise** *n.* 前提

⁸**account** *n.* 理由

⁹**in tandem with** 同……合作, 同……串联

¹⁰**chronicler** *n.* 年代记录者

¹¹**hypocrisy** *n.* 虚伪, 伪善

¹²**sturdy** *adj.* 坚定的

¹³**render** *vt.* 提供, 提出

attention, and was even translated into classic Greek. His wit and satire³, in prose and in speech, earned praise from critics and peers, and he was a friend to presidents, artists, industrialists, and European royalty.

Mark Twain wrote *The Adventures of Tom Sawyer* (1876) and its sequel⁴, *The Adventures of Huckleberry Finn* (1885). The former drawing on his youth in Hannibal with Tom Sawyer being modeled on Twain as a child; the latter often called “the Great American Novel” and required reading in many schools throughout the United States.

Huckleberry Finn was an offshoot⁵ from *Tom Sawyer* and had a more serious tone than its predecessor⁶. The main premise⁷ behind *Huckleberry Finn* is the young boy's belief in the right thing to do though most believed that it was wrong. Four hundred manuscript pages of *Huckleberry Finn* were written in mid-1876, right after the publication of *Tom Sawyer*. Some accounts⁸ have Twain taking seven years off after his first burst of creativity, eventually finishing the book in 1883. Other accounts have Twain working on *Huckleberry Finn* in tandem with⁹ *The Prince and the Pauper* and other works in 1880 and other years. The last fifth of *Huckleberry Finn* is subject to much controversy. Some say that Twain experienced, as critic Leo Marx puts it, a “failure of nerve.” Ernest Hemingway once said of *Huckleberry Finn*, “If you read it, you must stop where the Nigger Jim is stolen from the boys. That is the real end. The rest is just cheating.” Hemingway also wrote in the same essay, “All modern American literature comes from one book by Mark Twain called *Huckleberry Finn*.”

Twain began his career writing light, humorous verse, but evolved into a chronicler¹⁰ of the vanities, hypocrisies¹¹ and murderous acts of mankind. At mid-career, with *Huckleberry Finn*, he combined rich humor, sturdy¹² narrative and social criticism. Twain was a master at rendering¹³ colloquial speech and helped to create and popularize a distinctive American literature built on American themes and language. Many of Twain's works have been suppressed at times for various reasons. Leading these banning campaigns, generally, were religious organizations or individuals in positions of influence — not so much working librarians, who had been instilled with that American “library spirit” which honored intellectual freedom (within bounds of course). In 1905, the Brooklyn Public Library banned both *The Adventures of Huckleberry Finn* and *The Adventures of Tom Sawyer* from the children's department because of their

language.

Though Twain earned a great deal of money from his writings and lectures, he invested in ventures that lost a great deal of money, notably the Paige Compositor, which failed because of its complexity and imprecision¹⁴. In the wake of these financial setbacks¹⁵, he filed for protection from his creditors via bankruptcy, and with the help of Henry Huttleston Rogers eventually overcame his financial troubles. Twain chose to pay all his pre-bankruptcy creditors in full, though he had no legal responsibility to do so.

Twain was born shortly after a visit by Halley's Comet, and he predicted that he would "go out with it" too. He died the day following the comet's subsequent¹⁶ return. He was lauded¹⁷ as the "greatest American humorist of his age" and William Faulkner called Twain "the father of American literature."



Exercises

Directions: Choose the best answer to each of the following questions based on the information given in the text.

- Which is the field that Mark Twain did not get involved according to the passage?
 - Newspaper.
 - Mining.
 - Printing.
 - Acting.
- Which of the following statements is NOT TRUE about *The Adventures of Huckleberry Finn* according to the passage?
 - Huckleberry Finn first appeared in *The Adventures of Tom Sawyer*.
 - It has been banned for some time by influential men.
 - Ernest Hemingway was supportive of the ending part of it.
 - People still do not come to an agreement on the exact year when Mark Twain finished it.
- Mark Twain compared himself with Halley's Comet because _____.
 - both his birth and his death had a connection with it
 - he earned a reputation as great as the Comet's
 - he attracted the attention of all human beings as the Comet did
 - he was fond of astronomical stuff

¹⁴**imprecision**
n. 不精密, 不精密

¹⁵**setback** n. 挫折

¹⁶**subsequent**
adj. 后来的, 随后的

¹⁷**laud** vt. 称赞, 赞美

4. What do we learn from this passage about Mark Twain?
 - A. Throughout his life, Mark Twain hardly met financial problems because he earned a great deal of money from his writings and lectures.
 - B. *The Celebrated Jumping Frog of Calaveras County* was a humorous story about Mark Twain's life as a miner.
 - C. Many of Twain's works were once prohibited mainly due to their language.
 - D. *The Adventures of Huckleberry Finn* was so important that every American school recommends students to read it since its publication.
5. Why is Mark Twain regarded as "the father of American literature"?
 - A. Because he created the great works *The Adventures of Huckleberry Finn*.
 - B. Because his works are based on American themes and language and have a distinctive American feature.
 - C. Because he had accumulated a lot of experiences before he began his career as a writer.
 - D. Because his works reflect the intellectual freedom that Americans cherish all the time.



Questions for Consideration

1. Which foreign writer do you admire most? Why?
2. Could you find a book that has occupied a similar position in Chinese literature as *The Adventures of Huckleberry Finn* in American literature? Please justify yourself with detailed analysis.





Unit Two

Text A

Why Debating Doesn't Work

By Sophie Fox

In politics, in the courts, even on the TV talkshow, it is good form to pick an intellectual fight. People attack each other and it counts as logical argument. I cannot understand it.

It seems that our society favors a kind of ritualized¹ aggression. Everywhere you look, in newspapers and on television, issues are presented using the terminology² of war and conflict. We hear of battles, duels and disputes. We see things in terms of winners and losers, victors and victims.

The problem is society's unquestioning belief in the advantages of the debate as a way of solving disagreements, even proving right from wrong.

Our brainwashing³ begins early at school, when the brightest pupils are selected into the debating team. They get there because they can think up a good argument to support their case. Once on the debate team, they learn that they earn bonus points for the skill with which they verbally attack, or insult, the opposing team. They win if they can successfully convince the audience that they are right, even if the case they are arguing is clearly meaningless. They do this by proving themselves to be stronger, brighter, more outrageous, even.

¹**ritualize** *vt.* 使仪式化

²**terminology** *n.* 术语

³**brainwashing** *n.* 洗脑

⁴**adversarial**
adj. 对抗的

⁵**sidestep** vi. 回避

⁶**pull up** (口)训斥, 纠正

⁷**mockery** n. 嘲笑

⁸**conciliatory**
adj. 调和的, 调解的

⁹**oblige** vt. 帮忙, 效劳

The training in this adversarial⁴ approach continues at our universities. The standard way to present an academic paper, for instance, is to take up an opposing argument to something expressed by another academic. The paper must set out to prove the other person wrong. This is not at all the same thing as reading the original paper with an open mind and discovering that you disagree with it.

The love for the adversarial approach spill over into all areas of life. Instead of answering their critics, politicians learn to sidestep⁵ negative comments and turn the point around to an attack on their accusers. Defence lawyers argue the case for their clients even when they suspect they may be guilty. And ordinary people use the same tactics — just listen to your teenager next time you pull him up⁶ for coming home late. You can be sure a stream of abuse will flow about your own time-keeping, your irritating habits, your history of bad parenting.

Unfortunately, the smarter your kid, the better his or her argument against you will be. You'll be upset, sure, but you'll comfort yourself that those teenage monsters of yours will one day turn into mature, tough adults who can look after themselves — by which you mean, of course, they will be able to argue their way out of sticky situations.

It's not that you should never use angry words, or take up a position in opposition to someone or something. There are certainly times when one should take a stand, and in such cases strong words are quite appropriate: if you witness injustice, for instance, or feel passionately about another's folly. Mockery⁷ — so cruel when practiced on the innocent — can be very useful in such situations. There is no better way to bring down a tyrant than to mock him mercilessly.

What I dislike is the automatic assumption most people have when it comes to disagreements: they should attack, abuse, preferably overpower their opponent, at whatever the cost. The approach is so deep-rooted that “compromise” has become a dirty word. We feel guilty if we are conciliatory⁸ rather than confrontational. We have trained ourselves, or been brainwashed into believing, that to be pleasant is a sign of weakness.

But just think how easy it can be to persuade a “difficult” person to be considerate of you or your wishes when you are pleasant to them, and unthreatening. Give them a way out of a potentially aggressive situation without losing face and they will oblige⁹ you willingly.

Discuss a subject without taking an adversarial position and you will find the

other person happy to explore the possibilities with you. I'm prepared to bet on it: you'll get closer to the truth of the matter than you would by going at each other hammer and tongs¹⁰.



Exercises

Directions: Choose the best answer to each of the following questions based on the information given in the text.

1. According to the passage, debating _____.
 - A. can solve disagreements and prove right from wrong
 - B. aims at attacking and insulting people
 - C. is widely applied in many aspects of our society
 - D. is regarded as a game of winners and losers
2. Which of the following statements is NOT TRUE according to the passage?
 - A. It is common that an academic paper holds an opinion opposite to that of another one.
 - B. The goal of early education is to brainwash pupils.
 - C. A debating team may win even if the argument it supports is not right.
 - D. The original academic papers should be read open-mindedly instead of proposing an opinion opposite to it blindly.
3. Parents become upset when _____.
 - A. their kids answer back fiercely instead of admitting their mistakes
 - B. they fail to do things on time
 - C. they cannot use the debating tactics to communicate with their kids
 - D. their kids cannot look after themselves like an adult
4. You can use strong words _____.
 - A. when you are extremely angry with the person you are talking to
 - B. when you want to show your disagreements
 - C. when you feel guilty of injustice
 - D. when you need to take up a position
5. According to the passage, debating doesn't work because _____.
 - A. it has been adopted by too many people
 - B. it often involves verbal attacks instead of logical thinking

¹⁰go at each other hammer and tongs 激烈地争吵或打斗

- C. it uses mockery of which people are not usually fond
D. it is a sign of weakness and impoliteness

Text B

Physicist Albert Einstein

By James Gleick

The name echoes through the language: It doesn't take an Einstein. A poor man's Einstein. He's no Einstein. In this busy century, dominated like no other by science, he stands alone as our emblem of intellectual power. We talk as though humanity could be divided into two groups: Albert Einstein and everybody else.

He discovered, just by thinking about it, the essential structure of the cosmos. The greatest scientific discoveries of our age — the bomb, space travel, electronics — all bear his fingerprints.

We may as well join him in 1905, when he was a patent-office clerk in Bern, Switzerland. That year, in his spare time, he produced three world-shattering papers for a single volume (now priceless) of the premier¹ journal *Annalen der Physik*². They were “blazing rockets which in the dark of the night suddenly cast a brief but powerful illumination³ over an immense unknown region,” as the physicist Louis de Broglie said.

One offered the startling view that light comes as much in particles as in waves — setting the stage for generations of deep tension between granularity⁴ and smoothness in physicists' view of energy and matter. Another discovered, imaginatively, the microscopic motion of molecules in a liquid — making it possible to calculate their exact size and incidentally proving their very reality (many scientists, as the 20th century began, still doubted that atoms existed). And the third — well, as Einstein said in a letter to a friend, it “modifies the theory of space and time.” Ah, yes. Relativity.

The time had come. The Newtonian world view was fraying⁵ at the edges. The 19th century had pressed its understanding of space and time to the very limit. Humanity was standing on a brink⁶, ready to see something new.

¹premier adj.
最重要的

²*Annalen der Physik* (德语)
《物理学年报》

³illumination
n. 光明

⁴granularity n.
粒度

⁵fray vi. 磨损

⁶brink n. 边缘

It was Einstein who saw it. Space and time were not apples and oranges, he realized, but mates — joined, homologous⁷, inseparable. Well, we all know that now. “Space-time,” we knowingly call it. Likewise energy and matter: two faces of one creature. $E=mc^2$, as Einstein memorably announced.

All this was shocking and revolutionary and yet strangely attractive, to the public as well as to scientists. The speed of light; the shifting perspective of the observer — it was heady fare. Light has mass. Newspapers and popular magazines went wild. More than 100 books on relativity appeared within a year.

The very name relativity fueled the fervor, for accidental and wholly unscientific reasons. In this new age, recovering from a horrible war, looking everywhere for originality and novelty and modernity, people could see that absolutism was no good. Everything had to be looked at relative to everything else. Everything — for humanity’s field of vision was expanding rapidly outward, to planets, stars, galaxies.

Einstein had conjured the whole business, it seemed. He did not invent the “thought experiment,” but he raised it to high art: Imagine twins, wearing identical watches; one stays home, while the other rides in a spaceship near the speed of light... Little wonder that from 1919, Einstein was — and remains today — the world’s most famous scientist.

Meanwhile, like any demigod⁸, he accreted⁹ bits of legend: that he flunked math in school (not true). That he opened a book and found an uncashed \$1,500 check he had left as a bookmark (maybe — he was absent-minded about everyday affairs). That he was careless about socks, collars, slippers... that he couldn’t work out the correct change for the bus... that he couldn’t even remember his address: 112 Mercer Street in Princeton, N. J. , where he finally settled, conferring an aura of scientific brilliance on the town, the university and Institute for Advanced Study. In 1955 he died there.

In embracing Einstein, our century took leave of a prior universe and an erstwhile¹⁰ God. The new versions were not so rigid and deterministic¹¹ as the old Newtonian world. Einstein’s God was no clock-maker, but he was the embodiment of reason in nature — “subtle but malicious¹² he is not.” This God did not control our actions or even sit in judgment on them. This God seemed rather kindly and absent-minded, as a matter of fact. Physics was freer, and we too are freer, in Einstein’s universe.

⁷**homologous**
adj. 同种异体的

⁸**demigod** *n.* 受膜拜的人

⁹**accrete** *vt.* 渐渐增加

¹⁰**erstwhile** *adj.* 从前的

¹¹**deterministic**
adj. 规定的

¹²**malicious** *adj.* 有恶意的



Exercises

I. Directions: For questions 1—7, decide whether the statement is true (T) or false (F).

1. Albert Einstein not only exerted a significant influence on physics, but also did the same to language. ()
2. Albert Einstein found the basic structure of the cosmos by doing researches on bomb, space travel and electronics. ()
3. The three papers written by Albert Einstein in 1905 was revolutionary and shocking. ()
4. It is most probably a fact that Albert Einstein left a check of a large sum of money in a book. ()
5. Albert Einstein could not remember his own address because he had failed math in school as a little kid. ()
6. Hundreds of books on relativity came into being in 1916. ()
7. Newton's God was like a clock-maker. ()

II. Directions: For questions 8—10, complete the statement with the information given in the text.

8. The expression "it doesn't take an Einstein" probably means _____.
9. The Newtonian view of space and time was _____ in the 19th century.
10. _____ to _____ is what space is to time.

Text C

The Importance of Learning and Understanding Science

By Divya Bichu

Kumamoto, March, 1894

Does science remind you of your school days, where there were labs, chemicals, digestive system, circuits, weird scientific names, inventions, discoveries and what not? And finally to test what you have absorbed, exams! Does it still haunt¹ you? Science is a subject liked by very few in school, however,

¹haunt vt. 时常
萦绕心头,使
困窘

its importance is massive. Science is not a subject you study only in school; in fact you study it and experience it every day. Look at things around you. All of them have a scientific mechanism behind their function. It wouldn't have been possible for you to even read this article without the advancement of science. A simple action of an apple falling from a tree involved a deep science. Of course we call it gravitational force now. Learning and understanding the importance of the various branches of science is a continuous process and not just restricted to textbooks and practices. What follows next is a detailed discussion about what understanding science does to develop oneself and his country at large².

Technological Advancement

The technological development we experience is mainly due to the scientific theories involved in them. Imagine your life without the Internet, cell phones, television, cars and the various other machines that have become a part and parcel of your life. Seems difficult, isn't it? It is only after learning and understanding the various theories of science, such machines were created and developed. The deeper you delve, while studying science, the more complex technologies you discover and employ them in making gadgets and machines, which only make our way of life more comfortable and easier.

Develops a Rational Attitude

The best thing about learning and understanding science is that every theory or law has a concrete reasoning and conclusive proof to it. And that is exactly what science teaches us; to not follow anything blindly, which in turn, helps develop a rational attitude. There are a number of superstitions and blind beliefs followed all over the world. A scientifically rational person will always question such beliefs and find out whether they are really worth following. Developing a rational attitude not just helps in self-development but also helps the country progress.

Increases Exploration and Curiosity

Scientific knowledge develops a rational attitude, which in turn, gives rise to curiosity and the greed to explore; to reach a mature conclusion. Once you start learning and understanding science, you want to know more about it. If the study of science is inculcated³ in kids from a tender age, not as a subject they fear, but in a way that generates curiosity and instigates⁴ them to explore more, then these little minds are sure to come up with some wondrous ideas. A little cousin of mine asked me the other day how does a clock work, why does the fan rotate in one direction only, why do we feel hurt when pricked⁵ with a pin and many more such questions, which absolutely amazed me! This curiosity not only increases our

²at large 一般来说;详细地;逍遥法外;(囚犯)在逃

³inculcate vt. 极力主张,反复灌输

⁴instigate vt. 激起,煽动

⁵prick v. 刺,扎,戳;刺伤,刺痛

⁶a lion's share
最大或最好的一份

⁷exhaustible
adj. 可耗尽的

knowledge base but also tickles our gray cells and keeps them in good condition.

Inventions and Discoveries

Science has a lion's share⁶ in all the discoveries and inventions possible till date while some probably are in the making. There will be a time when scientists or researchers will develop low-emission vehicles, substitutes for petrol and other exhaustible⁷ sources of energy, new devices, life-saving medicines, and it would be possible only because of science. It plays an important role in developing skills to overcome obstacles and challenges posed before us. To achieve great discoveries and inventions, one has to master scientific theories about the nature of different things.

Learning and understanding the importance of science forms the basis for a whole new creative and innovative world. Hence, it is important to encourage teaching and learning this valuable subject, Science! I am going to end this article with a quote that defines science in the best way possible, "Equipped with his five senses, man explores the universe around him and calls the adventure Science." — Edwin Powell Hubbles.



Exercises

Directions: Choose the best answer to each of the following questions based on the information given in the text.

- From the first paragraph, we can see that _____.
A. we experience science more in our daily life than in school
B. students in school are not fond of learning science at all
C. the action of an apple falling from a tree is not that simple
D. this article is difficult to understand for most of us
- What can we learn about technological advancement according to this article?
A. It is indispensable to the correspondent scientific theories.
B. It has become the most important part in people's lives.
C. It is the basis of the scientific theories.
D. The more complex the technology is, the more elaborate machine we will make.
- The author believes that _____.
A. we learn by science that every theory is reasonable
B. blind beliefs are not favored in this world
C. both science and technology are helpful for people to develop a rational attitude
D. science can teach us how to form a rational attitude

4. Which of the following statements is NOT TRUE according to the passage?
- A. It will be wonderful if science can be introduced to kids in an interesting and intriguing way.
 - B. The author was disturbed when his little cousin asked him lots of questions the other day.
 - C. After one forms a rational attitude, he/she may become more curious and eager to know more about science.
 - D. Our brains can stay energetic if we are always curious about this world.
5. According to this passage, it is vital to learn and understand science because _____.
- A. science is the only way to develop a rational attitude and explore the world
 - B. science is the most important subject in school
 - C. science has played a fairly big role in the discoveries and inventions in human history
 - D. science enables every human being in this world a happy life



Questions for Consideration

1. Do you agree that science is a fascinating and interesting subject? Why or why not?
2. How important is science to China as well as to the world? Please elaborate your answer with concrete examples.

