

# 英语阅读教程

English Reading Course

主编 于秀华

上册

黑龙江教育出版社。

# 英语阅读教程 English Reading Course

## 上册

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#### 英语阅读教程

上册

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## 前 言

大量而广泛的阅读是学好英语的重要方法之一。通过阅读可以拓宽知识面,扩大词汇量,提高阅读速度,增强语感,熟悉英语的习语,巩固和加深对英语语法的应用。这是获取有关语言大量信息的重要途径。阅读理解能力的强弱是衡量英语水平高低的重要标准,因此目前在各类英语中高级水平测试中,阅读理解题已占总题量 30%以上。一般要求在 30~40 分钟内完成阅读 3000 字左右的阅读量。平均每分钟 70 字左右。要达到这样的阅读能力需要大量阅读实践和训练。因此,我们编写了这套教材。

本套教材分为上下两册。每册 30 个单元,每单元 4 篇文章,共选编 240 篇文章。内容涵盖科学技术、文学艺术、体育、卫生、文化习俗、政治事件等多方面知识,其词汇量达 20 余万字,丰富的内容具有知识性、趣味性和可读性。并且每篇文章均配有适当的练习题,便于自我测试。

本教材可供大学英语专业低年级学生,具有一定英语基础的非英语专业学 生和自学者使用。

由于编者经验有限,书中难免有疏漏和不足,欢迎读者批评指正。

编者 2005年4月10日

## 目 录

Passage	1	••	• • •	••	•••	••	• • •	• •	• •	••	• •	••	•••	• • •	• •	••	• •	••	•••	• • •	• •	••	••	• •	•••	• • •	••	• • •	• • •	• •	• •	•••	· • • •	•••	•••	•••	••••	• •	1
Passage	2	••	•••	• •	•••	• •	• • •		· • •	••	• • •	••	•••	• •	••	••	٠.	••	•••	• • •	• •	••		• •	••	•••	••	• • •	• • •	• •	•••	••	· • • •	•••	· • •	•••	••••		2
Passage	3	••	•••	••	•••	••	• • •	•••	••	••	• • •	••	•••	• • •	••	••	••	••	•••	• • •	••	••	••	••	• • •	•••	••	•••	• • •	• •	• • •	•••	· • • •	•••		•••	••••	••	4
Passage	4	••	•••	••	•••	••	• • •	•••	•••	••	• • •	••	•••	• • •	••	••	••	••	• • •	• • •	• •	••	••	• •	••	• • •	••	• • •	• • •	• •	• •	•••	• • • •	•••	•••	•••	••••	••	6
Passage	5	••	•••	••	•••	••	• • •	• • •	• • •	٠.	• •	••	•••	• •	••	••	••	••	• •		• •	••	••	••	••	• • •	••	• • •	• • •	• •	• •	•••		•••	•••	•••	••••	•	8
Passage	6	• •	• • •	••	•••	••	• •		•••	••	• •	••	••	• •	••	••	••	••	•••	• • •		••	••	• •	••	• • •	••	• • •	• • •	• •	• •	•••	•••	•••	•••	•••	••••	•	9
Passage	7		••		• •	••	•••	••	• •	••	•••			• • •	• • •	• •	• • •	• •	• • •	• • •	••	• • •	••	• • •		٠.	•••	•••	•••	•••	•••	, <b></b>	• • •	• • •	•••	• • •	• • • •	1	1
Passage	8		••		• •	••	•••	••	٠.	••	•••	• • •		•••	••	••	• • •	• •	••		••	• • •	•••	•••	• • •		•••	•••	• • •	•••	•••	. <b></b>	• • •	• • •		• • •	• • • •	1	13
Passage	9		••	• • •	• •	• •	•••	••	• •	••	•••	• • •	••	•••	• • •	•••	••	• •	••	• • •	••	• •	••	•••	• • •	• •	••	•••	•••	•••	•••	. <b></b>	• • • •	• • •		• • •	• • • •	1	15
Passage	10	)	••		• • •	• •	•••		• •	• •	•••		•••	• • •	• • •	••	••	• •	• •	•••	••	• •	•••	•••		• •	••	•••	•••	•••	•••	. <b></b>	• • •	• • •		• • •	• • • •	1	16
Passage	11	l	••	• • •	• • •	••	•••		••	••	•••	• • •	•••	•••	• • •	••	•••	• •	••	•••	••		••	•••	• • •	• •	•••	•••	•••	•••	•••		•••	• • •	• • •	• • •	• • • •	1	18
Passage	12	2	••	• •	•••	••	•••	• • •	••	••	•••	• •	•••	•••	• • •	••	•••	• • •	•••	•••	••	• •	••	•••		• •	••	•••	•••	•••	•••	. <b></b>	• • •	• • •		• • •	• • • •	2	20
Passage	13	3	••	• •	•••	••	•••	• • •		••	•••	• • •	••	•••	• •	••	••	• •	• •	•••	••	• •	••	••		• •	••	•••	•••	•••	•••	. <b></b>	•••	• • •		• • •		2	21
Passage	14	1	••		•••	• •	•••	• • •		••	•••	• •	••	•••	• •	••	•••	• •	•••	• • •	••	• •	••	••	• • •		••	•••	•••	•••	•••		•••	• • •	• • •	• • •		2	23
Passage	15	5	••	• •	· • •	••	•••	. <b></b>	• •	••	•••		•••	•••	• •	••	••	• •	•••	• • •	••	• •	••	•••	• • •	• •	••	•••	•••	•••	•••	• • •	• • •	•••		• • •	• • • • •	2	25
Passage	16	5	••	• •	• • •	••	•••			• •	•••	• •		•••	• • •	••	••	• •	••	• • •	••	• •	••	••	• • •	• •	••	•••	•••	•••	•••		• • •	•••	• • •	•••	• • • • •	2	27
Passage	17	7	••	• •	• • •		•••		• •	••	•••	• • •	••	•••	• •	••	••	••	••	•••	••	• •	••	••	• • •	• •	••	•••	•••	•••	•••	• • •	• • •	• • •	• • •	•••	• • • • •	2	29
Passage	18	3	••	• •	•••	••	• • •	· • •		••	••	• •	•••	•••	• •	••	••	••	••	• • •	•••	• •	••	•••	• •	• • •	•••	•••	•••	•••	• • •	• • •	• • •	• • •	• • •	•••	• • • • •	3	31
Passage	19	•	٠.	• •	•••	• •	•••	. <b></b>	• •	••	•••	٠.	••	•••	• •	••	••	••	••	•••	•••	• •	••	••	• • •	• • •	•••	•••	•••	•••	•••	• • •	• • •	• • •	•••	•••	• • • • •	3	34
Passage	20	)	••	••	• • •	••	•••		· • •	••	•••	• •	••	••	• •	••	••	• •	••	•••	•••	٠.	••	••	• • •	• • •	• • •	•••	•••	•••	• • •	• • •	• • •	•••		•••	••••	3	35
Passage	21	i	••		•••	••	•••		· • •	٠.	••	••	••	•••	••	••	••	٠.	••	•••	•••	٠.	••	••	• • •	• • •	•••	•••	•••	•••	•••	• • •		• • •		•••	••••	:	37
Passage	22	2	••	••	• • •	••	••		· • •	•••	•••	٠.	••	•••	••	٠.	••	٠.	٠.			٠.	••	••		• • •	•••		•••	• •	•••	• • •		• • •		•••	••••		39
Passage	23	3	••		•••	••	•••	• • •	•••	•••	••	• •	••	••	••	••	••	••	••	•••		٠.	••	••	• •	••	•••	•••	•••	••	• • •	• • •	• • • •	• • •		•••			41
Passage	24	4	••		•••	•••	•••	• • •		• • •	••	٠.	٠.	••	٠.	••	••	٠.	٠.	•••		٠.	••	••		• •	•••	•••	•••	••		•••			. <b></b>				43
Passage	25	5	••		•••		• •	• • •	• • •	•••	٠.	٠.	••	••	••	••	••	٠.	••	•••			••	••	٠.	• •	• • •	•••	•••	••		• •		• • • •		•••	••••		45
Passage	26	6	••		•••	••	••	• •	•••		••	٠.	••	••	٠.	••	••	٠.	••	•••		• •	••		٠.	••	• • •	•••	••	•••		• • •		• • •	· <b>· ·</b>	•••			46
Passage	27	7	••		•••		••	• • •		• • •	••		••	••	٠.	••	••			••		• •	••	••	٠.	••	• • •	•••	•••	•••	• • •	• •	• • • •	• • •	· · ·	•••			48
Passage	28	8			••		••	• • •	•••	٠.,		٠.	•••	٠.	٠.	•••		٠.	••	• • •		•••	•••	٠.	٠.	••	• • •	•••	••	•••			• • • •	, <b></b> .		•••		• ;	50
																																							1

Passage 29		52
Passage 30		54
Passage 31		56
Passage 32		57
Passage 33		59
Passage 34		61
Passage 35		63
Passage 36		65
Passage 37	······	68
Passage 38		69
Passage 39		71
Passage 40		73
Passage 41		75
Passage 42		76
Passage 43		78
Passage 44		80
Passage 45		82
Passage 46		84
Passage 47		86
Passage 48		88
Passage 49		91
Passage 50		93
Passage 51		95
Passage 52		97
Passage 53		99
Passage 54	••••••	101
Passage 55		103
Passage 56		105
Passage 57		108
Passage 58		110
Passage 59		112
Passage 60		114
2		

Passage 61	116
Passage 62	 118
Passage 63	 120
Passage 64	 123
Passage 65	 125
Passage 66	 127
Passage 67	 129
Passage 68	 131
Passage 69	 133
Passage 70	 135
Passage 71	 137
Passage 72	 138
Passage 73	 140
Passage 74	 142
Passage 75	 143
Passage 76	 145
Passage 77	 147
Passage 78	 149
Passage 79	 151
Passage 80	 153
Passage 81	 155
Passage 82	 156
Passage 83	 158
Passage 84	 161
Passage 85	 163
Passage 86	 165
Passage 87	 168
Passage 88	 170
Passage 89	 173
Passage 90	 174
Passage 91	 178
Passage 92	 180

	Passage 93		182
	Passage 94		185
	Passage 95		188
,	Passage 96		190
	Passage 97		193
	Passage 98		195
	Passage 99		197
	Passage 100		200
	Passage 101		201
	Passage 102		203
	Passage 103		205
	Passage 104		207
	Passage 105	······································	209
	Passage 106	j	210
	Passage 107		212
	Passage 108	<b></b>	214
	Passage 109	)	216
	Passage 110	)	218
	Passage 111		220
	Passage 112	2	222
	Passage 113	3	224
	Passage 114	ı ······	226
	Passage 115	5	227
	Passage 116	5	231
	Passage 117	7	235
	Passage 118	3	237
	Passage 119	)	239
	Passage 120	)	242
	Keys to the	questions	247

### Passage 1

Traditionally, universities have carried out two main activities: research and teaching. Many experts would argue that both these activities play a critical role in serving the community. The fundamental question, however, is: how does the community want or need to be served?

In recent years universities have been coming under increasing pressure from both the governments and the public to ensure that they do not remain "ivory towers" of study separated from the realities of everyday life. University teachers have been encouraged, and in some cases constrained, to provide more courses which produce graduates with the technical skills required for the commercial use. If Aristotle wanted to work in a university in the UK today, he would have a good chance of teaching computer science but would not be so readily employable as a philosopher.

A post-industrial society requires large numbers of computer programmers, engineers, managers and technicians to maintain and develop its economic growth but "man", as the Bible says, "does not live by bread alone." Apart from requiring medical and social services, which do not directly contribute to economic growth, the society should also value and enjoy literature, music and arts. In these cost-conscious times, it has even been pointed out in justification for the funding of the arts that they can be useful for money earners. A successful musical play, for instance, can contribute as much to the Gross National Product through tourist dollars as any other things.

1.	The main idea of the first paragraph is that
	A. traditional universities do a good job serving the society
	B. universities must meet the needs of the society
	C. research and teaching are of great importance in universities
	D. universities play an important role in our society
2.	We can infer from the second paragraph that
	A. the society is not satisfied with the present college education
	B. the government interfere too much with college education
	C. teachers are forced to do what they don't like to do
	D. teachers dislike teaching commercially useful courses
3.	The Aristotle example is used to make the point that
	A. universities in the UK have produced too many good-for-nothing graduates
	B. such abstract subjects as philosophy is no longer useful
	C. education should serve the social needs

- D. it is advisable for today's philosophers to know computer science
- 4. According to the passage, literature, music and arts \_\_\_\_\_
  - A. do not contribute to economic growth at all
  - B. are less useful to the society because they do not make direct contribution economic growth
  - C. are similar to medical and social services in their way of promoting economic growth
  - D. should develop only when they are good for economic growth
- 5. The author believes that
  - A. art is useful only when it is made into a money earner
  - B. the promotion of economic growth is the only goal of today's society
  - C. universities should not provide literature or art courses
  - D. the society needs both technical skills and arts

#### Words and Expressions

ivory towers

象牙塔

constrain

强迫: 迫使

commercial

adj. 商业的

employable

adj. 有资格任职的

contribute to

起促进作用: 贡献: 资助

Aristotle

亚里士多德

Literature

n. 文学

Dittiutuit

· 人 7

**Gross National Product** 

国民生产总值

#### Note

In recent years universities have been coming under increasing pressure from both the governments and the public to ensure that they do not remain "ivory towers" of study separated from the realities of everyday life.

近年来,政府和公**众给**了大学越来越多的压力。他们要确保大学不再是脱离实际生活的"象牙塔"。

## Passage 2

When we speak of the family, we think of a husband and wife, their children, and occasionally an extra relative. This is called the "nuclear family," and its core is the married couple. In comparison, the "extended family" is founded, not upon the marital relationship of two people, but upon the blood relationship of a large 2

number of relatives. While we use the extended family pattern for family reunions and other ceremonial purposes, our important family functions proceed on a nuclear family basis. Our folklore warns against in-laws and urges the couple to set up their own household. Our laws require a husband to maintain his wife in a home apart from other relatives if she insists, and she sometimes does. Our laws require parents to support their own children, but impose only slight obligation to care for their parents, and no obligation to care for brothers and sisters, uncles and aunts, or other relatives.

Whereas the nuclear family has a couple at its core, the extended family has a group of brothers and sisters at its core. One's principal responsibilities are toward the family into which one was born, not the family into which one has married. In such a family, affection and responsibility are widely shared among a large group of people. Children are the joint responsibility of the entire family, and a child develops a relationship with his aunts very like that with his mother. He is surrounded by many adults, any of whom may act as parents toward him when necessary. The family tends to turn out personalities with less individuality than ours, since each child has more nearly the same socialization experience. Such a family protects the individual against misfortune and loneliness, but offers little opportunity for individuality.

- 1. The most suitable title of the passage would be \_\_\_\_\_.
  - A. Characteristics of the Two Different Kinds of Families
  - B. The Extended Family will be Replaced by the Nuclear Family
  - C. The Nuclear Family Is No Better Than the Extended Family
  - D. How the Two Kinds of Families Came Into Being
- 2. Which of the following is true of the first paragraph?
  - A. In a nuclear family old people are not cared for at all.
  - B. A nuclear family has no functions except supporting the children.
  - C. A nuclear family can consist of only a husband and a wife.
  - D. A nuclear family cannot be founded if the wife does not insist that be maintained by the husband in a home apart from other relatives.
- 3. It is inferred from the passage that \_\_\_\_\_.
  - A. Both children and old people are better cared for in an extended family than in a nuclear family
  - B. Members in an extended family have a greater sense of responsibility for the family than those in a nuclear family do
  - C. Uncles and aunts have as much affection for children in an extended family as parents do in a nuclear family
  - D. It seems easier for children growing up in an extended family to develop a social nature

4. In this passage, we can infer that the law in the author's country favors \_\_\_\_\_.

A. an extended family

B. a rich family

C. a poor family

D. a nuclear family

5. In a country with an agricultural economy, it would be more practical to belong to

A. a nuclear family

B. an extended family

C. a rich family

D. a poor family

#### **Words and Expressions**

Relative

n. 亲戚

Core

n. 核心

Marital adj.

(古)婚姻的

ceremonial adj. 仪

adj. 仪式的;礼仪的

folklore

n. 民间传说;民俗

obligation

n. 义务

individual

n. 个人; 个体

#### Note

While we use the extended family pattern for family reunions and other ceremonial purposes, our important family functions proceed on a nuclear family basis.

尽管"广义家庭"的模式被用来进行家庭聚会和进行其他礼仪性目的,我们的重要的家庭功能仍是以"核家庭"模式为基础来发挥作用的。

## Passage 3

Children display an amazing ability to become fluent speakers of any language consistently spoken around them. Every normal human child who is not brought up in virtual isolation from language use soon comes to speak one or more languages natively.

The child's acquisition of his native language is not dependent on any special tutoring. Parents may spend many hours "reinforcing" every recognizable bit of their child's verbal activity with a smile or some other reward. But there is no particular reason to believe that such activity affects the child's ultimate success in becoming a native speaker of his parents' language. Children can pick up a language by playing with other children who happen to speak it just as well as they can through the concentrated efforts of doting parents. All they seem to need is sufficient

exposure to the language in question.

This capacity for acquiring language is remarkable for a number of reasons. It is remarkable first because of its uniformity throughout the human race. There simply are no cases of normal human children who, when they are given the chance, fail to acquire a native language. By way of comparison, it is not at all unusual for a child to fail to master arithmetic, reading, swimming, or gymnastics despite a considerable amount of instruction. Language acquisition, in other words, is species uniform.

It is also species specific. Every normal person learns a human language, but no other animal, not even the most intelligent ape, has been shown to be capable of making the slightest progress in this direction, although some animals can learn to solve problems, use tools, and so on. Language acquisition thus appears to be different in kind from acquisition of the other skills mentioned.

The progress is further remarkable for its comparative speed and perfection. When we actually attempt to take a language apart to see how it works, we find it is extraordinarily complex and it involves highly abstract organizational principles. Yet, within the first few years of his life, every human child has succeeded in mastering at least one such system. Furthermore, the linguistic system that the child masters is identical to the one employed by the people around him. If children are regularly exposed to two languages, they will very probably learn both; moreover, they will succeed in keeping the two linguistic systems separate, which is a considerable achievement in itself.

1. The key word in na	ive language learning is
A. tutoring	B. reinforcement
C. exposure	D. concentration
2.The author compare	s learning a native language to learning arithmetic to sho
•	
A. that learning a la	nguage is a different kind of process
B. how unusual it is	for the child to fail in either case
C. how normal child	ren master both
D. that they both ne	ed a lot of instruction
	says that language is "species uniform", he means th
A animals cannot l	orn a language

- A. animals cannot learn a language
- B. all children learn the same linguistic system
- C. all human beings learn a language
- D. all the specific principles of different languages are the same
- 4. The fact that even the most intelligent ape cannot learn a language shows that language learning \_\_\_\_\_.
  - A. is like solving problems
- B. requires training in skills

- C. is species uniform
- D. is species specific

1

- 5. Since language is complex, it is remarkable that children\_\_\_\_
  - A. compare their native language to other languages
  - B. learn their native language so quickly and so well
  - C. master one such system
  - D. learn the language for practical purposes

#### **Words and Expressions**

fluent adj. 流利的 isolation n. 隔绝

acquisition n. 习得; 学习

ultimate adj. 最后的; 最终的

doting adj. 溺爱的 exposure n. 暴露

linguistic adj. 语言的;语言学的

identical adj. 完全相同的

#### Note

Children can pick up a language by playing with other children who happen to speak it just as well as they can through the concentrated efforts of doting parents.

孩子们可以通过和说某一种语言的其他孩子们玩耍而掌握了这门语言。这和在宠爱他 们的父母的共同努力下而使他们掌握了这种语言的效果是一样好的。

## Passage 4

In his later years, English scientist Charles Darwin (1809-1882) made a long and careful study of earthworms. He had deep feelings of respect for these humble creatures of the soil. This great man's research taught us just how much earthworms do for the health of our environment.

Earthworms are useful. Out of the ground, they are the food for other animals. In the ground, they make rich soil for fields and gardens.

Earthworms dig tunnels that loosen the soil and make it easy for air and water to reach the roots of plants. These tunnels help keep the soil well drained. The way an earthworm digs tunnels depends on whether the soil is soft or hard. If the soil is soft, the worm can push its way through easily. When a stone gets in the way, the worm just pushes it aside. An earthworm can move a stone that is fifty times its own weight! If the soil is hard, the worm eats its way through. It swallows the

earth. Earthworms drag dead leaves, grass and flowers into their burrows. When this plant material decays, it makes the soil more fertile.

No other animal is so useful in building up good topsoil. It is estimated that in one year fifty thousand earthworms carry about eighteen tons of fine soil to the surface of an acre of land. One worm may add three quarters of pound of earth to the topsoil in one year. Fifty thousand worms carry about eight tons of fine soil to the surface in the same time.

1.	The best title for this short passage is	· 				
	A. Fertilizing the Soil					
	B. How Earthworm Improve the Soil					
	C. Working Underground					
	D. How Earthworm Carry Topsoil					
2.	By digging tunnels, the earthworm helps	s to				
	A. find food for other animals					
	B. carry water and air to the roots of p	lants				
	C. destroy the roots of the plants					
	D. destroy the weeds					
3.	The amount of topsoil that one worm m	ay bring to the surface is about				
	A. three-quarters of a pound	B. three pounds				
	C. a quarter of a pound	D. eighteen pounds				
4.	The plant material carried under ground	by earthworm makes soil				
	A. well drained	B. more fertile				
	C. easier to plow	D. uneven				
5.	. This short passage says					
	A. good crops will grow wherever ther	e are earthworms				
	B. worms sometimes harm the soil					
	C. worms do a lot to improve the soil					
	D. worms are most useful as food for other animals					

#### **Words and Expressions**

humble adj. 卑下的; 谦逊的 push through 完成; 挤过 burrow n. 洞穴 topsoil n. 表层土

#### Note

It is estimated that in one year fifty thousand earthworms carry about eighteen

tons of fine soil to the surface of an acre of land.

据估计,在一年中,五万只蚯蚓会把大约十八吨的优良土质运送到一英亩土地的表层。

## Passage 5

What do we see when we look up in the sky? Many times there are only clouds! But when the clouds are gone, the show begins...

During the day we see the SUN, our star that illuminates and heats our planet! During the night we see the Moon, our MOON; the rest of the night sky we use to call "the stars" ...

When man began to search the skies with improved telescopes, what he saw made him feel very small. Compared with the universe, Earth seemed to be just a tiny bit of cosmic dust. Earth is only a small planet perched on the edge of the Milky Way. The Milky Way, our galaxy, has roughly thirty billion stars like our sun. It is just one of about a hundred million galaxies in the known universe.

Space is so vast and distances are so great that there is a problem in measuring them. Instead of writing down all the zeros, we describe these distances in light-years. A light-year is the distance which light, moving at 186,326 miles per second, travels in one year.

Andromeda is the nearest major galaxy to our own Milky Way Galaxy. Our Galaxy is thought to look much like Andromeda. Together these two galaxies dominate the Local Group of galaxies. The diffuse light from Andromeda is caused by the hundreds of billions of stars that compose it. The several distinct stars that surround Andromeda's image are actually stars in our Galaxy that are well in front of the background object. Andromeda is frequently referred to as M31 since it is the 31st object on Messier's list of diffuse sky objects. M31 is so distant it takes more than two million years for light to reach us from there.

1.	The improved telescopes showed men that									
	A. the Milky Way is the only galaxy									
	B. other galaxies are close to ours									
	C. the sun is the largest star in the Milky Way									
	D. the earth is a tiny part of the universe									
2.	A galaxy is the name for									
	A. a large group of stars	B. the sun								
	C. planets like the earth	D. the universe we know								
3.	In the Milky Way we can see	e								
	A. galaxies	B. suns like ours								
	C. stars like ours	D. both B and C								
4.	Distances in the universe are	e measured in .								
8										

A. miles

B. feet and inches

C. light-years

D. months and years

5. Our closest neighbor galaxy is as far as \_\_\_\_\_.

A. more than two million light-years

B. less than two million light-years

C. more than two million kilometers

D. less than two million kilometers

#### Words and Expressions

illuminate

ν.

照明,照亮

cosmic

adj.

宇宙的

roughly

adv.

概略的

galaxy

n. 天河

Milky Way Galaxy

银河系

Dominate

支配

Diffuse

adi.

散开的; 弥漫的

#### Note

Compared with the universe, Earth seemed to be just a tiny bit of cosmic dust. 和宇宙相比,地球似乎只是宇宙尘埃中微小的一部分。

## Passage 6

Some years ago, during an election campaign in a large American city, one of the candidates was having a hard time. Just when he needed all the support, a well-known wealthy woman announced her support for him. This made things even worse. His followers described the woman's act as a "kiss of death".

The reason was that the woman was not respected. It was known to many that her riches had come from very questionable business and dealings. Her support for the candidate could do more harm than good. So it was a "kiss of death".

Where did this phrase come from? The origin can be found in historical accounts in the Bible. According to a well-known story, Jesus was given away to the enemy by one of his followers, Judas. The act of giving-away was a kiss. On the surface it appeared to be a show of deep love, but by doing so, Judas helped the enemy, who had been looking for Jesus, recognize him easily. Jesus was later nailed to a wooden cross and put on death. In present day usage, an act of pretended love that is really intended to do harm is often called a "kiss of death" or a "Judas kiss".