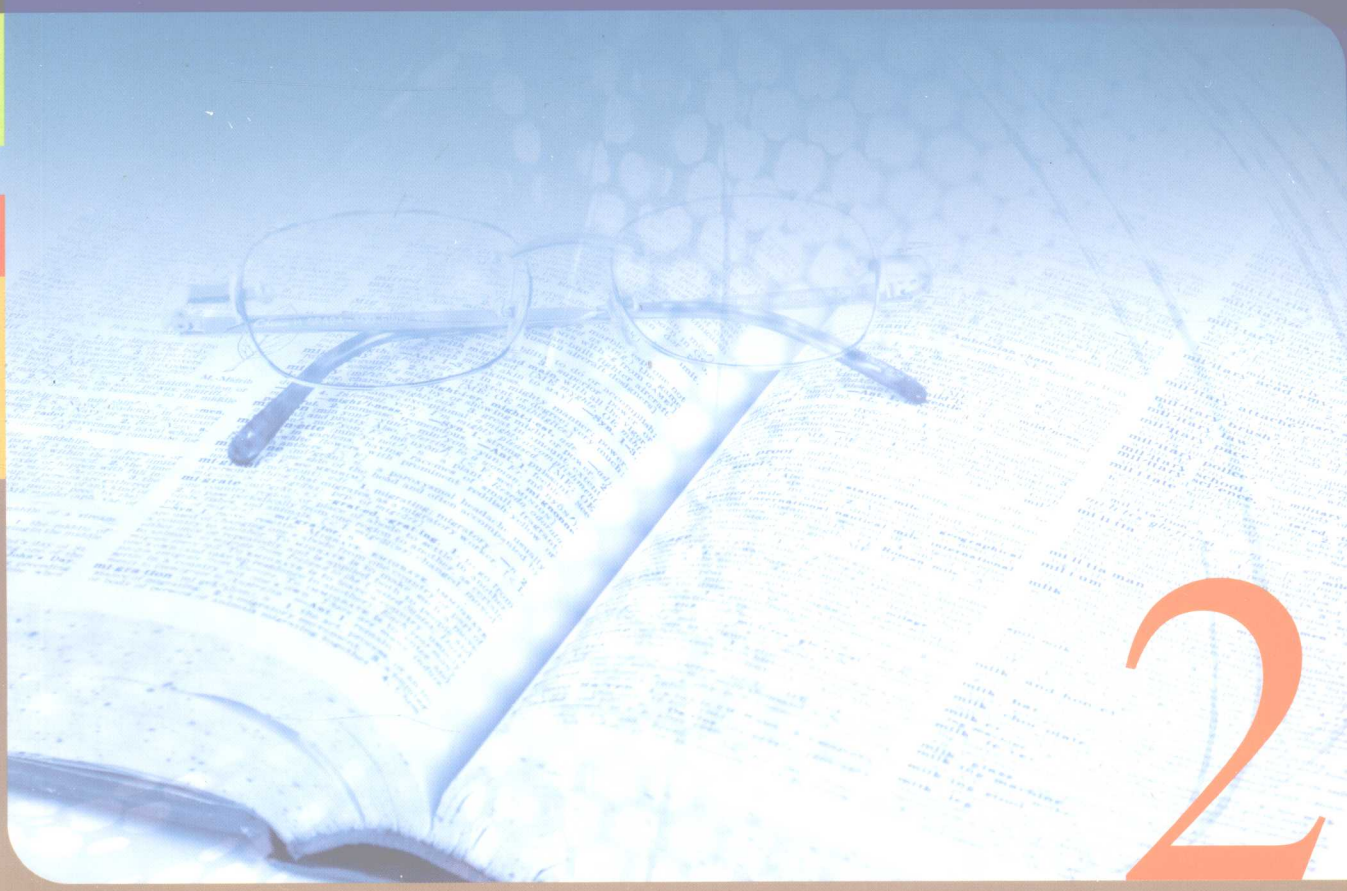


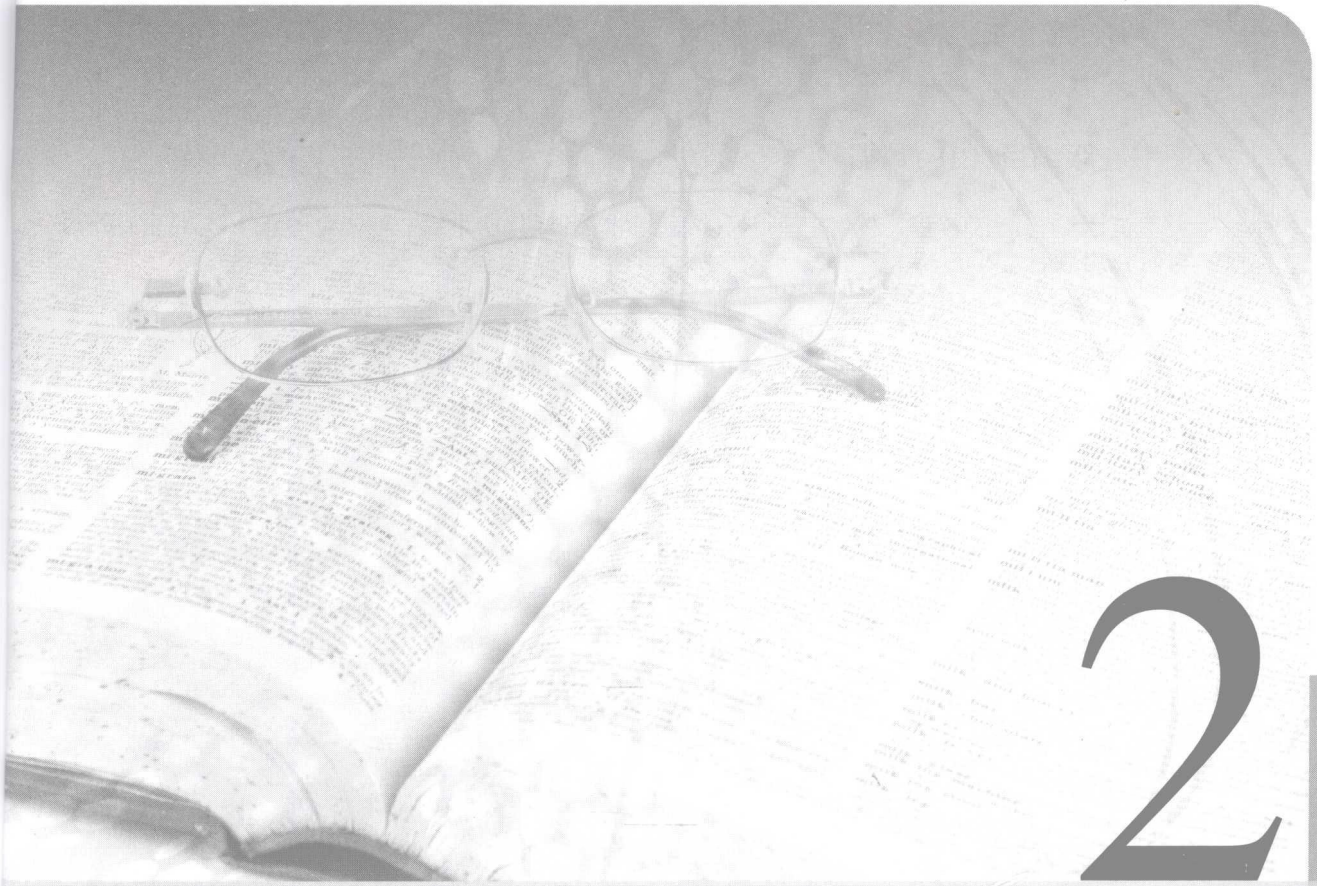
2

READING

大学英语综合阅读教程

总主编：屠国元 沈金华　主 编：颜靖平 印晓红

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS
北京　BEIJING

图书在版编目(CIP)数据

大学英语综合阅读教程. 2 / 屠国元等主编；颜靖平等分册主编；陈晓勤等编 . — 北京：外语教学与研究出版社，2009.8
ISBN 978-7-5600-8418-3

Ⅰ. 大… Ⅱ. ①屠… ②颜… ③陈… Ⅲ. 英语—阅读教学—高等学校—教材 Ⅳ. H319.4

中国版本图书馆 CIP 数据核字 (2009) 第 155500 号

出 版 人：于春迟
责任编辑：李婉婧
封面设计：张 峰
出版发行：外语教学与研究出版社
社 址：北京市西三环北路 19 号 (100089)
网 址：http://www.fltrp.com
印 刷：北京联兴盛业印刷股份有限公司
开 本：787×1092 1/16
印 张：9.25
版 次：2009 年 8 月第 1 版 2009 年 8 月第 1 次印刷
书 号：ISBN 978-7-5600-8418-3
定 价：19.00 元

* * *

物料号：184180001

编写说明

在英语学习中，阅读是掌握语言知识、打好语言基础、获取信息的重要渠道之一，是提高英语应用能力（听、说、读、写、译综合能力）的重要手段。培养学生综合阅读、快速反应和思辨性的理解能力，使学生在今后的学习、工作和社会交往中能用英语进行有效地交流正是本教程的目标。

新颁布的《大学英语课程教学要求》对阅读理解能力的要求为：能基本读懂一般性题材的英文文章，阅读速度达到每分钟 70 词；在快速阅读篇幅较长、难度略低的材料时，阅读速度达到每分钟 100 词（较高要求对快速阅读的要求为每分钟 120 词）；能基本读懂国内英文报刊，掌握中心意思，理解主要事实和有关细节；能读懂工作、生活中常见的应用文体的材料；能在阅读中使用有效的阅读方法。调查显示，阅读能力是大部分非英语专业的学生今后使用英语的主要技能。为了适应这一要求，在改革后的大学英语四、六级考试中，阅读理解部分的测试内容、题型和分值比例仍占很高，为 35% 到 40%。《综合阅读教程》系列教材以敏锐的眼光捕捉到这一变化，始终坚持把阅读能力的培养放在首位，以大量的阅读来体现“精讲多练”的原则，旨在使学生能按“课程教学要求”掌握阅读技巧，能够高效、快速地阅读中等水平和较高水平的一般性题材的英语文章，进行一定的分析、推理和判断，促进应用能力的提高。

本教程共分四册，每册分为 8 个单元，每个单元由同一主题的 5 篇文章组成。每篇文章配有生词注释、英文介绍、文章出处、有关文化背景介绍和阅读理解练习。练习形式多样，有判断题、选择题、词汇题、翻译题，还有具有总结归纳作用的填空题和查找细节的表格补充信息题。为了方便学生课外自学，我们在书后附有所有练习的参考答案。

本教程的特点如下：

1) 本教程从选材到编写、审校等各个环节全部由具有丰富教学经验的教师分工合作，集中了集体智慧编写而成，具有很强的专业性和针对性。

2) 本教程在编写的过程中充分吸收了我国在英语教学方面长期积累的行之有效的经验和方法，取各家之长，兼容并蓄，能适应大学本科几个不同年级的英语教学课内外的要求。

3) 本教程旨在通过把教师课内的“精讲”和学生课外的“多练”结合起来，从而达到提高学生阅读的主动性、积极性和创造性的目的。

4) 本教程选用当代英语中常见语体或文体的典型样本作为素材，内容新颖，文章选材主要来自近年来英美国家出版的报刊、杂志和网络，涵盖了教育、科技、政治、经济、

文化、社会生活等各个方面，具有时代性、可读性、文化教育性和娱乐欣赏性。

5) 本教程将阅读教学中的“精读”、“泛读”和“快速阅读”的特点较好结合，对所选文章的生词量和文章长度作了较好的控制，既有利于学生扩大生词量和阅读量，又有利于学生提高阅读速度。

6) 本教程在每篇文章的开头都用简短的语言对文章内容作了介绍，既能让学生在阅读初始就了解文章主要内容，也给学生如何总结归纳文章重点作了示范。

7) 本教程课后练习题型均按照最新的大学英语四、六级考试的标准和难度设计。题型多样，题量适中，既能较好地帮助学生提高阅读理解能力和写作能力，也能帮助学生逐步熟悉考试形式。

8) 本教程的每单元都列有与主题相关的词汇，便于学生练习写作和专题对话之用。

本教程由屠国元、沈金华两位教授担任总主编，从整体上设计了“编写提纲”和“编写要求”；肖立明教授对全书进行了严格审查，并提出了宝贵的修改意见。在本教程的策划、编写和出版过程中，得到了很多兄弟院校的教授专家的支持和帮助，在此一并表示衷心感谢！

编 者

2009 年 5 月

Contents

Unit 5 Personality

Unit 6 Travelling

Unit 7 Language

Unit 8 Love

UNIT 1 Space Exploration

Text A-1

New words and expressions

capsule *n.* [航空] 密闭舱，宇宙容器
certify *v.* 证明，证明合格
clear up 整理，消除；放晴
comic strip hero 连环漫画；连环图画（亦作：strip cartoon）
eliminate *v.* 淘汰；不予考虑，排（删，消）除
high-performance aircraft 高性能航空器
Manned Orbiting Laboratory 载人轨道试验室
manned space flight program 载人航天飞行计划
mercury *n.* 水星（文中为单人宇宙飞船的名称）
National Aeronautics and Space Administration (NASA) 美国国家航空航天局
natural science 自然科学
Project Mercury 水星计划
recruit *v.* 征募（新兵），吸收（新成员）；充实，补充
screening *n.* 筛选，审查
specialist *n.* 专家，行家
stringent *adj.* 迫切的；紧要的，严苛的
tailor *v.* 使适应
test pilot school 试飞员学校
the Apollo Soyuz Test Project 阿波罗 - 联盟测试计划
the National Academy of Sciences 美国国家科学院

Early Astronaut Selection and Training

Introduction

Of NASA's first selection of seven Mercury astronauts, only three were available to continue with the Gemini and Apollo programs on completion of the Mercury program. Alan

Shepherd and Donald Slayton were both removed from flight duties due to physical health problems, John Glenn resigned from NASA to take up a political career and Scott Carpenter resigned to carry out underwater research with the US Navy in Sealab. The remainder, Virgil "Gus" Grissom, Walter Schirra and Gordon Cooper, remained with the space program while NASA continued to select further batches of astronauts to provide flight crews that would be needed for the Gemini and Apollo programs.

Text

Spacemen of fiction—Jules Verne's travelers to the Moon, or the comic strip heroes Flash Gordon and Buck Rogers—were familiar characters midway through the 20th Century, but nobody could describe accurately a real astronaut. There were none.

Then in 1959 the National Aeronautics and Space Administration (NASA) asked the United States military services to list their members who met specific qualifications. The search was underway for pilots for the exciting new manned space flight program.

In seeking its first space pilots, NASA emphasized jet aircraft flight experience and engineering training, and it tailored physical stature requirements to the small cabin space available in the Mercury capsule then being designed. Basically, those 1959 requirements were: less than 40 years of age; less than 5 feet, 11 inches tall; excellent physical condition; bachelor's degree or equivalent in engineering; qualified jet pilot; graduate of test pilot school, and at least 1,500 hours of flying time.

More than 500 hundred men qualified. Military and medical records were examined; psychological and technical tests were given; personal interviews were conducted by psychological and medical specialists. At the end of the first screening, many candidates were eliminated and others decided they did not want to be considered further.

Even more stringent physical and psychological examinations followed, and in April 1959 NASA announced its selection of seven men as the first American astronauts. They were Navy Lieutenant M. Scott Carpenter, Air Force Captains L. Gordon Cooper, Jr., Virgil I. "Gus" Grissom, and Donald K. "Deke" Slayton, Marine Lieutenant Colonel John H. Glenn, Jr., and Navy Lieutenant Commanders Walter M. Schirra, Jr., and Alan B. Shepard, Jr.

Each flew in Project Mercury except Slayton, who was grounded with a previously undiscovered heart condition. After doctors certified that the condition had cleared up, Slayton realized his ambition to fly in space 16 years after his selection. He was a member of the American crew of the Apollo Soyuz Test Project in July 1975, the world's first international manned space flight.

More recruiting

Three years after that first selection, NASA issued another call for Gemini and Apollo astronaut trainees. Experience in flying high-performance aircraft still was stressed, as was education. The limit on age was lowered to 35 years, the maximum height raised to 6 feet, and the program was opened to qualified civilians. This second recruitment brought in more than 200 applications. The list was screened to 32, then finally pared to 9 in September 1962.

Fourteen more astronaut trainees were chosen from nearly 300 applicants in October 1963. By then, prime emphasis had shifted away from flight experience toward superior academic qualifications. In October 1964, applications were invited on the basis of educational background alone. These were the scientist-astronauts, so called because the 400-plus applicants who met minimum requirements had a doctorate or equivalent experience in natural sciences, medicine, or engineering.

These applications were turned over to the National Academy of Sciences in Washington for evaluation. Sixteen were recommended to NASA, and six were selected in June 1965. Although the call for volunteers did not specify flight experience, two of the applicants were qualified jet pilots and did not need the year of basic flight training given the others.

Another 19 pilot astronauts were brought into the program in April 1966, and 11 scientist-astronauts were added in mid-1967. When the Air Force Manned Orbiting Laboratory program was cancelled in mid 1969, seven astronaut trainees transferred to NASA.

(569 words)

Notes:

1. **Jules Verne (1828 – 1905)**：19 世纪法国作家，被誉为“科学幻想小说的鼻祖”。他写了许多具有前瞻性而且很不寻常的旅游小说，其中包括《环游世界 80 天》(*Around the World in 80 Days*)、《地心之旅》(*Journey to the Centre of the Earth*) 和《海底两万里》(*Twenty Thousand Leagues Under the Sea*)。
2. **Flash Gordon (《飞侠哥顿》)**：1934 年美国漫画家阿列克斯·罗曼德 (Alex Raymond) 的经典漫画，其中塑造的妄图毁灭宇宙的人物酷明 (Ming the Merciless) 在 2007 年度全球最富有的 15 名虚拟人物排行榜中名列第 2 位。
3. **Buck Rogers**：Philip Francis Nowlan 小说中的虚构人物，最初被命名为 Anthony Rogers，于 1928 年首次在《惊奇故事》(*Amazing Stories*) 中与广大读者见面。在其后长达数十年的发展中，Buck Rogers 的身影频繁出现在电影、电视、广播、连环画中，成为一代代美国人心目中的英雄，被誉为太空歌剧 (Space Opera) 的鼻祖，其后更是影响了包括库布里克 (Stanley Kubrick)《2001

太空漫游》（*2001: A Space Odyssey*, 1968）在内的一系列科幻片。恰逢 20 世纪第三次科技革命，宇航技术的进步使得 Buck Rogers 顺理成章地成为了宇航员的代名词。

Exercises

A. Decide on the best choice to answer the question or complete the sentence according to the passage.

1. What might determine the maximum height of the pilots in the first search for astronauts in the USA in 1959?

A. The NASA's decision
B. The height of a qualified pilot
C. The flight program
D. The cabin space in the Mercury capsule

2. According to the passage, _____ was stressed in the selections of astronauts in the USA in 1959, 1962 and 1964.

A. educational background
B. flight experience
C. psychological state
D. age

3. What does "There were none" in the first paragraph mean?

A. There were no real astronauts.
B. None of Jules Verne's travelers, Flash Gordon and Buck Rogers were real astronauts.
C. There was no person who could make an accurate description of a real astronaut.
D. There was no accurate description of real astronauts.

4. Which of the following statements is NOT true according to the passage?

A. Sixty-six astronauts had been chosen by the end of 1967 in the USA.
B. Astronauts selected in 1965 in the USA were scientists.
C. Civilians might have met the qualifications in the selection of astronauts in USA in 1962.
D. Slayton was a member of the American crew of the first manned space flight.

5. What advantage might jet pilots gain over other applicants?

A. They were in better physical condition.
B. Other applicants needed basic flight training.
C. They had flight experience.
D. They had more courage to overcome hardship.

B. Make the best choice to complete the sentence or to substitute the underlined word or phrase in the sentence.

1. At the end of the first screening, many candidates were _____ and others decided they did not want to be considered further.

A. admitted B. eliminated

C. selected D. promoted

2. Each flew in Project Mercury except Slayton, who _____ a previously undiscovered heart condition.

A. was killed by B. was cured of

C. was grounded with D. left the group because of

3. In 1959 the National Aeronautics and Space Administration asked the United States military services to list their members who met specific _____.

A. specifications B. qualifications

C. quality D. demand

4. This second recruitment brought in more than 200 applications. The list was screened to 32, and then finally pared to nine in September 1962.

A. selected B. remained

C. added D. narrowed down

5. These applications were turned over to the National Academy of Sciences in Washington for evaluation.

A. handed over B. taken over

C. come over D. change over

6. In April 1959 NASA announced its selection of seven men as the first American astronauts.

A. warned B. informed

C. declared D. concealed

Text A-2

New words and expressions

adage *n.* 格言；谚语；古语
adaptation *n.* 适合，适应
asteroid *n.* 小行星
boon *n.* 赏赐物；恩惠；福利，方便
comet *n.* 彗星
ecological niche 生态小环境
genetic *adj.* 遗传的；起源的
heightened *adj.* 提高的；升高的，增高的
lessen *v.* 缩小，减少；减轻
plain *n.* 平原，草原
populace *n.* 人民，平民，老百姓
species *n.* 种，类；（物）种，人种
survival *n.* 生存，幸存

Why Do We Explore Space?

Introduction

There are many different but reasonable answers to that question. The big reason is the simplest: because we are curious. Five hundred years ago people supposed that our earth was the center of the universe. The bright points of light in the night sky were some kinds of bodies that moved around in a way so complicated that it led to all kinds of superstitions—like what came to be called astrology.

Text

Why should mankind explore space? Why should money, time and effort be spent exploring, investigating and researching something with so few benefits? Why should resources be spent on space rather than on conditions and people on Earth, or in our own country.

Perhaps the best answer lies in our genetic makeup. What drove our distant ancestors to move from the trees into the plains? Was it the lack of skills to compete in one ecological niche? If so, the adaptations selected for after the move have resulted in a species expanding into all possible areas and environments. The drive was to spread genetic material and ensure the success of not just the species, but of one type of genetic material. The wider the distribution of a species, the better the chance of survival. Perhaps the best reason for exploring space is built in genetic predisposition to expand into all possible niches.

Culturally nearly every successful civilization has been willing to explore. In exploring, dangers of surrounding areas may be learned and prepared for. Dangers may be political

enemies in neighboring cultures, physical features of the area, a change in the area which might affect food supplies, or any other factors. All pose a real danger and all may be made less dangerous if certain preparations are made. Without knowledge, the danger may strike and completely destroy. With knowledge, the effects or consequences may be lessened.

Exploration also allows resources to be located. Resources translate into power and success at survival. Whether the success be financial, political or genetic, additional resources are always a boon when used wisely. In any of the three manners, uses of resources allow a heightened percentage for survival. If the resources have no immediate need, perhaps they will be used later.

Resources may be more than physical assets. Knowledge or techniques acquired in exploring or preparing to explore always filter from the developers to the general populace. Techniques may be medical applications, uses for drugs or ways of living to increase the quantity of time lived or the quality of that time. Techniques may be social, allowing the people in a society to better understand those within or outside the culture. Better understanding may lead to better use of resources or a lessening of outright competition for the resources.

While many resources are spent on what seems a small return, the exploration of space allows the creative, the brave, the intelligence of our species to focus on what may serve to save us. While space may hold many wonders and explanations of how the universe was formed or how it works, it also holds dangers. The chance of a large asteroid or comet hitting the earth is small. But given time, it will happen. Several current models of evolution propose many changes in a very short time period. Some explanations for the drastic speed of extinction and evolution include strikes by asteroids or comets.

Human technology is reaching the point where it might be able to detect such a threat and allow us to do something about it. Though dangers exist, knowledge can allow us as a species to survive. Without the ability to reach out across space, the chance to save ourselves might not exist.

While Earth is the only planet known to sustain life, surely the adaptive ability of humans would allow other planets and moons to become inhabited. It is true that the life style would be different, but human life and cultures have adapted in the past and surely could in the future. Our genetic makeup will allow humans to move into unoccupied niches and flourish.

The culture group holding the high ground, in this case space, has attained a great advantage over other groups. It can see farther, act sooner and be safer from attack. In space all of these things are true. The culture which expands is like the organism which adapts. It

may be found everywhere. If one group is eliminated, the species as a whole survives.

The old adage—do not put all your eggs in one basket—holds true for humans and cultures. The more a culture expands, the less chance of its becoming extinct. Space allows us to expand and succeed.

(707 words)

Exercises

Fill in the chart with the information according to the passage.

Item	Contents
1. Why do we explore space?	Perhaps the best answer lies in _____.
2. In space exploration, dangers may be:	1) _____;
	2) _____;
	3) _____; or
	4) _____.
3. Whether the success be	_____, _____ or _____ additional resources are always a boon when used wisely.
4. Techniques may be medical applications, uses for drugs or ways of living	to increase the _____ of time lived or the _____ of that time.
5. Techniques may be social, allowing the people in a society	to better understand those within or outside the _____.
6. While space may hold many wonders and explanations	of how the universe was formed or how it works, it also holds _____.
7. While Earth is the only planet known to sustained life,	surely the adaptive ability of humans would allow other planets and moons to become _____.

Text B-1

New words and expressions

elite *n.* 精英；精华；中坚分子
emphatic *adj.* 语势强的；用力的；断然的
exhilaration *n.* 高兴，兴奋，愉快
lunar *adj.* 月的，月亮的
mourn *v.* 哀悼，忧伤
sacrifice *n.* & *v.* 牺牲，献身
senator *n.* 参议员
veteran *n.* 老兵，退伍军人

Former Astronauts Say Space Exploration Must Continue

Introduction

Columbia broke up soon after re-entering the Earth's atmosphere. The families of the astronauts killed in the accident have said space exploration must continue because space exploration and manned spaceflights are very important for human race to survive in the future. We will continue this work despite this tragedy. We give all our respect to the Columbia crew and their families.

Text

The shuttle Columbia astronauts were part of an elite corps of explorers, which is the frontiers of space. They are mourned by their families, their country and by those also experienced the dangers of space travel.

The names of many space veterans are now in history books. They know the exhilaration of leaving earth's orbit. They also know the risks.

In 1969, Buzz Aldrin was a member of the first American space mission to land on the moon. Neil Armstrong took the initial set of steps on the lunar surface. Buzz Aldrin took the second. A colleague urged the White House to have a speech ready just in case the mission failed and the astronauts were lost.

Buzz Aldrin laughs about the old story now. "Well, I think Neil and I both enjoyed being on the moon. But I don't think we would have chosen to stay there," he said.

His face turns somber when his attention turns to those who never made it home, the three *Apollo* astronauts killed in a 1967 launch pad fire, and the crews of two doomed space shuttles. During an appearance on NBC's Meet the Press, Buzz Aldrin said space

exploration must go on.

"We owe it to the people who lost their lives in the *Apollo* fire, the *Challenger* and *Columbia* and all the other contributing losses that have gone in sacrifice for the future of our space program," he said.

A number of former astronauts shared their thoughts and experiences on Meet the Press Sunday. All struck a common theme when asked about the Columbia crew. It was expressed best by Rick Hauck, a veteran shuttle commander. "They died doing what they wanted to do. I think all of those who died would say, 'don't abandon the cause. Don't let our death be in vain.'"

They saluted the bravery of the Columbia VII, and offered vivid descriptions of the beauty that draws men and women to space travel, and the dangers they face. Senator Bill Nelson, a Florida Democrat, took part in a mission on board the shuttle *Columbia* in 1986.

"You know, on that re-entry, we were on the night side of the earth. And I remember looking out the window, and it was just like day because of the 3,000 degree heat... and that glow of the underside is coming around the entire craft," he said.

But when asked if he would do it again, Senator Nelson responded with an emphatic "yes". So did John Glenn, perhaps the best known of all American astronauts.

In 1962, he became the first American to orbit the earth. Thirty-six years later, at the age of 77, he returned to space in a shuttle mission, taking part in experiments on the aging process.

"If NASA said 'we found something, we would like to look at on your body again in space', would I be willing to go? I'd be down there tomorrow morning," he said.

John Glenn says scientific research is the main reason why the space program must go on. The former U.S. senator, who is now 81, points to decades of discovery. He says the *Columbia* crew was pushing back the frontiers of knowledge.

(534 words)

Exercises

A. Give brief answers to the questions according to the passage.

1. Who will lament the shuttle *Columbia* astronauts?

2. Who took the second set of steps on the lunar surface?