

Extensive

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Reading

英语泛读教程

同步辅导

第二版

主 编 赵小玲
副主编 原 昉
审 校 李 辉



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Workbook 1

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主 编:赵小玲

副主编:原 昉

编 者:冯有贵 景小涛 王娟娟

张素苓 周 恬

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主 编 赵小玲

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前言

《英语泛读教程同步辅导》是根据高等教育出版社出版的《英语泛读教程》编写的一本同步辅导参考书，旨在帮助英语专业的学生能更有效地以教材为本，以同步辅导参考书为辅助，获得有关阅读技巧、词汇学习，以及如何提高阅读能力、多方面了解英美文化等方面的知识。

根据《英语泛读教程》一书的特点，我们编写的《英语泛读教程同步辅导》内容安排如下：

一、作者和文化背景介绍 (Author and Cultural Background)。针对本教材中课文阅读材料题材广泛、内容新颖的特点，我们特地在这本同步辅导教材中，安排了有关文章作者和文化背景知识介绍，旨在扩大学生知识面，从不同角度了解课文中所涉及的内容。

二、词汇和难点注释 (Words and Notes)。这也是帮助学生理解和掌握课文的一种办法。原教材课文后附有一些课文注释，这本同步辅导参考书所提供的词汇和课文注释是对教材中课文注释的补充，旨在帮助学生进一步增加对课文的理解。对课文中长句和难句的分析解释、必要的知识点的注释，以及词义辨析、词汇搭配等的注释，都是理解和掌握课文语言要点的关键所在。

三、文章结构分析练习 (Structural Analysis of the Text and Home Reading)。这是《英语泛读教程同步辅导》最重要的一部分，目的是帮助学生学会从分析文章结构这一途径入手，快速有效地领会文章的主旨大意，并在此基础上通过阅读全文，从而真正理解和掌握文章的重要细节，全面提高阅读理解能力。

四、阅读技巧学练 (Reading Skills Practice)。这部分补充的练习内容与教材内容安排基本是一致的，也是针对教材中阅读技巧部分的练习补充。

五、补充阅读 (Supplementary Reading)。这一部分的内容与教材所选文章内容或作者是相关的，这也是对原教材内容的补充习读。其特点是：文章或是出于课文的同一作者，或是语言风格及主题相关联，有利于进一步熟

悉和扩展教材中课文的文化和文学知识。

六、课后练习参考答案 (Reference Answers)。该部分是教材各单元中课文、快速阅读，以及课外阅读后面所附练习的参考答案。

在本书编写过程当中，我们得到多方的支持和帮助，在此谨表谢意。该书的一部分曾在西安外国语大学英文学院、英语教育学院和高等职业技术学院试用，有关教师和同学给予了热情的支持。李辉、马国友、冯有贵等老师仔细阅读了这本书后提出了修改意见，为保证该书质量作出了贡献。由于编者的水平和经验有限，错误和缺点在所难免，欢迎广大读者批评指正。

编 者
西安外国语大学
2008 年 1 月

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Unit One

Little House in the Big Woods

Author and Cultural Background

Author

Wilder, Laura Ingalls (1867—1957, American) author of the classic *Little House* series of children's books, was born in Pepin County, Wisconsin. She and her pioneer family traveled (1869—1879) throughout the Midwest by covered wagon, settling (1880) in the Dakota Territory. She became a rural school teacher at 15,



married (1885) Almanzo Wilder, and with him moved (1894) to a farm in the Missouri Ozarks. She began writing in her forties and, encouraged by her daughter, the writer Rose Lane, Wilder recorded tales of her childhood. The resulting novels, lively accounts of a loving, challenging, hardscrabble (贫苦的) pioneer life, began with *Little House in the Big Woods* (1932), published when she was 65. Extremely popular, the series came to include *Farmer Boy* (1933), *Little House on the Prairie* (1935), *On the Banks of Plum Creek* (1937), *By the Shores of Silver Lake* (1939), *The Long Winter* (1940), *Little Town on the Prairie* (1941), *These Happy Golden Years* (1943), and *The First Four Years* (1971). Translated into some 40 languages, they were also the basis of a successful television series (1974—1982).

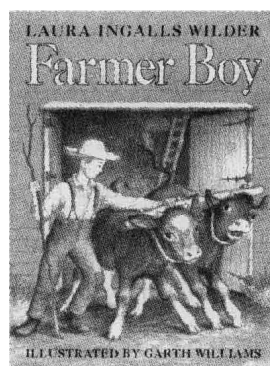
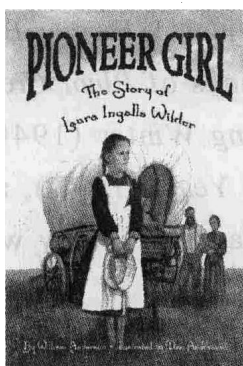
Cultural Background

American Westward Movement (美国历史上的“西进运动”)

American Westward Movement, movement of people from the settled regions of the United States to lands farther west. Between the early 17th and late 19th centuries, Anglo-American peoples and their societies expanded from the Atlantic Coast to the Pacific Coast. This westward movement, across what was often called the American frontier (美国拓荒者), was of enormous significance. By expanding the nation's borders to include more than three million square miles, the United States became one of the most powerful nations of the 20th century. However, this expansion also resulted in great suffering, destruction, and cultural loss for the Native Americans of North America.

An abundance of land and other natural resources lured (吸引) America's pioneers westward. Fur traders, cattle ranchers, farmers, and miners led the push to the west. Merchants and other business people followed. These hard-working men and women faced great dangers, endured severe hardships, and suffered loneliness and boredom in the hope of making a better life for themselves and their children. Some of them looked to the west for wealth or adventure. Others sought to improve their social position or increase their political power.

Book Covers



Words and Notes

Words

thaw v. (Para. 2)	pass into an unfrozen or a liquid state after being frozen. All the snow has thawed. thaw out: thaw out the ice in the pipes 水管里的冰溶化了 (syn.) melt
quiver v. (Para. 2)	tremble slightly (syn.) shake v. move quickly
sparkle v.(Para.2)	shine brightly with flashes of light
trap (Para. 2)	① v. catch (an animal) with a device ② n. device for catching animals, etc. ③ trapper n. person who traps animals esp. for their fur
strap v. (Para. 4)	hold, or fasten (sth. /sb.) with strip of leather, cloth etc. strap sth. on one's back
chores n.(Para.8)	small routine task do the chores e. g. the housework
leap v.(Para.12)	(leapt or leaped) jump vigorously
snatch v.(Para.19)	(try to) seize sth. /sb. quickly.
slam v. (Para. 19)	(slammed, slammed) shut forcefully and loudly

Notes

1. At noon all the big icicles along the eaves of the little house quivered and sparkled in the sunshine, and drops of water hung trembling at their tips.
(Para. 2)

午间的时候，屋檐下所有的大冰柱在阳光下颤动闪烁。在冰柱尖儿上，一颗颗的小水珠摇摇欲坠。

2. Pa said he must go to town to trade the furs of the wild animals he had been trapping all winter. (Para. 3)

爸爸说，他得去城里一趟，卖掉他一冬捕获的兽皮。

3. Its sides were of tin, with places cut in them for the candle-light to shine through. (Para. 11)

灯笼壁是用锡皮做的，上面有一些豁口，以便烛光透出去。

4. The woods were dark, but there was a gray light on the snowy path, and in the sky there were a few faint stars. (Para. 12)

森林里已经暗淡下来，但铺满白雪的小路隐隐泛着灰色的光，夜空中悬挂着几颗暗淡的星星。

5. shine, glitter, glare, sparkle

shine v. ① used about the moon, the stars, lights, and other things that produce light (月亮、星星、灯等) 发光，发亮

② If the sun shines, it produces a bright light and the weather is usually warm. (太阳) 发光，照耀

glitter v. to shine with a lot of small quick flashes of light (很多亮光) 闪烁，闪耀

All that glitters is not gold. 闪闪发光的未必皆金子。

glare v. to shine with a very strong light that makes you feel uncomfortable 发出强光

sparkle v. ① to shine with small points of reflected light 闪烁；闪耀；闪闪发光

② If someone's eyes sparkle, they are bright and lively. (眼睛) 发亮

Structure Analysis of the Text and Home Reading

Text

There are 35 paragraphs in this text, and they could be divided into three

parts. Discuss the following questions about the arrangement of the paragraphs and fill in the blanks with what you have got from your discussion.

Part I (Para. 1 to Para.)

Topic: _____

Main idea: _____

Details (underline the major details in the Paragraphs):

Part II (Para. to Para.)

Topic: _____

Main idea: _____

Details (underline the major details in the paragraphs):

Part III (Para. _____ to Para. _____)

Topic: _____

Main idea:

Details (underline the major details in the paragraphs):

Main idea of the text: _____

Summary: _____

Home Reading

There are ____ paragraphs in this text, and they could be divided into three

parts. Discuss the following questions about the arrangement of the paragraphs and fill in the blanks with what you have got from your discussion.

Part I (Para. 1 to Para. _____)

Topic: _____

Main idea: _____

Details (underline the major details in the paragraphs):

Part II (Para. _____ to Para. _____)

Topic: _____

Main idea: _____

Details (underline the major details in the paragraphs): _____

Part III (Para. ____ to Para. ____)

Topic: _____

Main idea: _____

Details (underline the major details in the paragraphs): _____

Main idea of the text: _____

Summary: _____

Reading Skills Practice

Read the reading skills on page 57: Understanding the Topic and write the

topic of each paragraph on the line.

1. Finding the power of fire was an important step in the changing and growing use of energy. It was probably discovered by accident when the sun made something burn— perhaps a dry tree in a hot summer. Soon fire began to be used as a source of energy. There were many things in the world which would burn and they could be found easily. There were plenty of bushes and trees and there were also pieces of black rock which would also burn; this black rock was coal. There were also pools of oil which burned.

Topic: _____

2. A lot of coal was found on the earth many years ago but most of the coal could only be found under the ground. The reason for this is that coal was made by trees which died millions of years ago. The trees sank into mud which was carried along by rivers; and the wood slowly changed into coal. The coal was buried deep in the ground by the movement of rocks, earth and plants which pressed down on it and formed different layers above it. Coal is the same as wood, therefore; but it burns much longer and produces much more heat so it is more useful as a source of energy than wood.

Topic: _____

3. Oil was probably made from very small sea animals. When they died, they sank to the bottom of the sea. The weight of heavy rocks pushed all the dead bodies together and after many millions of years, they changed into oil. Like coal, oil is found deep in the earth, often in places which are very difficult to reach. Men drill into the ground to get oil.

Topic: _____

4. Natural gas is also a fuel; it will burn in air. It is very often found together with oil sources, caught between the oil and the rocks. At first, when oil was discovered under the ground the gas was not considered useful. It was seen only as one more problem in the search for oil and was burned off so that the oil could be reached more quickly. But after many years of burning off the gas, it was realized that the gas was also a useful fuel. Then gas pipelines were

built under the ground so that the gas could be taken to different parts of the country. Gas can also be taken in liquid form in large lorries. But this is dangerous because if the liquid gas escapes and reaches the air it can explode.

Topic: _____

5. A large area of the world is covered with water, most of which is always moving. It did not take very long before people began to make use of the power of water. When water falls, the force which is created is quite powerful and it is possible to turn a large wheel by this force. This wheel will then turn another wheel which can carry out a certain job such as moving two stones together to cut corn into small pieces.

Topic: _____

Supplementary Reading

Plot Summary of *Farmer Boy*

In this novel Laura Ingalls Wilder recounts the boyhood adventures of Almanzo Wilder, who later in life became her husband. It is the 1800's and Almanzo and his family are living on a prosperous farm in Malone, New York. It is winter time and the New York winters are notoriously cold. Nine year old Almanzo must endure the long, frigid one and a half mile walk to the schoolhouse with his elder brother Royal and his two elder sisters, Eliza Jane and Alice. Although Almanzo isn't fond of school, he realizes that getting his education is a necessary tool in life. Almanzo tries to hide his fears. The older Hardscrabble Settlement boys arrive at the school to make trouble for the new teacher, Mr. Corse. Almanzo and his siblings (兄弟姐妹) help out around the farm doing chores such as feeding the livestock, milking the cows, mucking out the stalls and cleaning out the barns. Almanzo's father teaches him the importance of honesty, patience, integrity and the value of a hard day's work. The novel takes the reader through the various seasons and demonstrates the various aspects of keeping a farm running all year

round. Whether it is picking ice from the river for storage or aiding with the summer harvesting, the entire Wilder clan works together to keep their farm prosperous. It is at dinnertime that the Wilder clan gathers together at the table and enjoys mother's wonderful home cooking. Almanzo is a bit of a dreamer. His most fervent desire is to break in one of his father's Morgan colts (摩根马, 美国佛蒙特州轻型马). Almanzo's father has warned him against trying to break in one of the colts due to his inexperience and the dangers involved in the process. Although Almanzo practices breaking in his two calves (小牛) Star and Bright, he is tempted by the wild, beautiful horses. When Almanzo learns the value of honoring his promise to his father, he is rewarded for his integrity with a gift beyond his wildest dreams.

Reference Answers

Text

A. d

B. 1. b 2. c 3. c 4. d 5. c 6. c 7. b 8. c

D. 1. a 2. d 3. d 4. b 5. a 6. b 7. b 8. b 9. c 10. a

Fast Reading

1. b 2. d 3. d 4. a 5. c 6. c 7. d 8. b 9. c 10. a 11. c

12. c 13. b 14. c 15. d

Home Reading

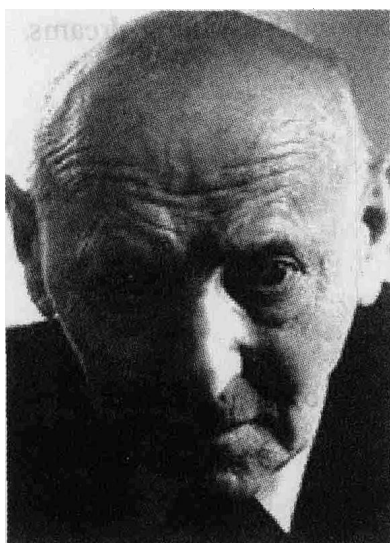
1. d 2. b 3. b 4. c 5. c 6. b 7. a 8. b 9. d 10. c

Unit Two

Fool's Paradise

Author and Cultural Background

Author



Isaac Bashevis Singer (Born July 14, 1904, Radzymin, Russian Empire — died July 24, 1991, Surfside, Florida, U. S.), is a Polish-born U. S. writer of novels, short stories, and essays.

He received a traditional Jewish education at the Warsaw Rabbinical Seminary (犹太神学院). After publishing his first novel, *Satan in Goray* (1932), he immigrated to the U. S. in 1935 and wrote for the *Jewish Daily Forward*, a Yiddish (依地语, 犹太人使用的国际语) newspaper in New York.

Though he continued to write mostly in Yiddish, he personally supervised the English translations. Depicting Jewish life in Poland and the U. S., his works are a rich blend of irony, wit, and wisdom, flavoured distinctively with the occult (玄妙) and the grotesque (奇异的风格). His works include the novels *The Family Moskat* (1950), *The Magician of Lublin* (1960), and *Enemies: A Love Story* (1972; film, 1989); the story collections *Gimpel the Fool* (1957), *The Spinoza of Market Street* (1961), and *A Crown of Feathers* (1973, National Book Award); and the play *Yentl the Yeshiva Boy* (1974; film, 1983). He was awarded the Nobel Prize for Literature in 1978.