



全国普通高等学校优秀教材一等奖 **第一版**
普通高等教育“十一五”国家级规划教材

总主编 黄源深 魏冰

Extensive Reading

英语泛读教程

第三版

主 编 刘乃银



1

Student's Book
学生用书

 高等教育出版社
HIGHER EDUCATION PRESS



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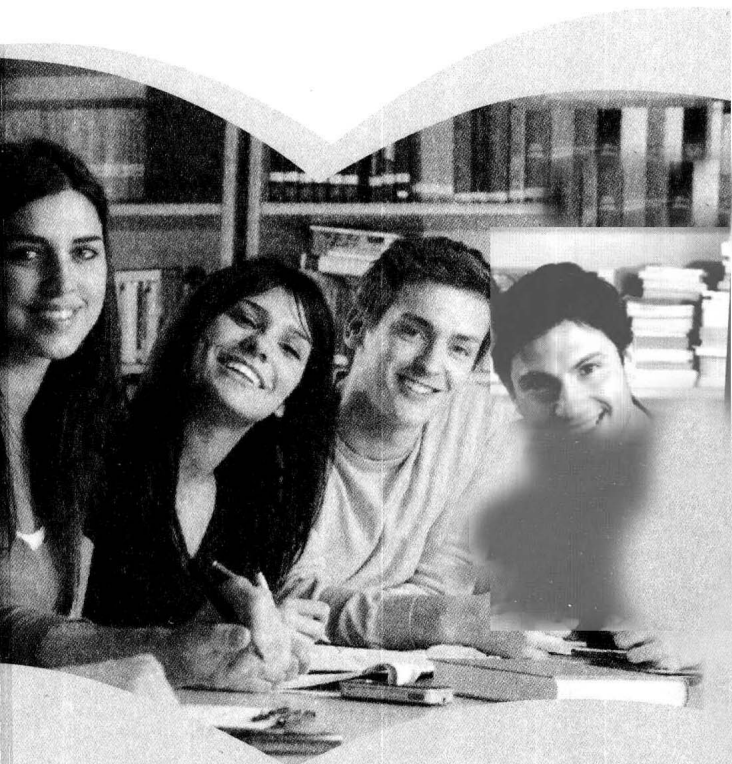
Extensive Reading

英语泛读教程

第三版

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高等教育出版社·北京
HIGHER EDUCATION PRESS BEIJING

图书在版编目(CIP)数据

英语泛读教程. 1 / 刘乃银主编. -- 3版. -- 北京:
高等教育出版社, 2011. 4
ISBN 978-7-04-031751-0

I. ①英… II. ①刘… 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(2011)第030110号

策划编辑 贾巍 项目编辑 甘红娜 责任编辑 赵凯峰
封面设计 张志奇 版式设计 刘艳 责任校对 赵凯峰
责任印制 韩刚

出版发行	高等教育出版社	购书热线	010-58581118
社 址	北京市西城区德外大街4号	咨询电话	400-810-0598
邮政编码	100120	网 址	http://www.hep.edu.cn http://www.hep.com.cn
经 销	蓝色畅想图书发行有限公司	网上订购	http://www.landrace.com http://www.landrace.com.cn
印 刷	中原出版传媒投资控股集团 北京汇林印务有限公司	畅想教育	http://www.widedu.com
开 本	850 × 1168 1/16	版 次	2005年12月 第1版 2011年4月 第3版
印 张	17.75	印 次	2011年4月 第1次印刷
字 数	445 000	定 价	30.00元

本书如有缺页、倒页、脱页等质量问题, 请到所购图书销售部门联系调换。

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物料号 31751-00

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前 言

《英语泛读教程》(第三版)是普通高等教育“十一五”国家级规划教材,供高等学校英语专业一、二年级使用,也适用于同等程度的英语自学者。教材旨在提高学生英语阅读理解能力,扩大学生词汇量,介绍基本的阅读技巧。

本教材编写的主要特点:

- 一、阅读材料题材广泛,涉及英语国家社会、政治、经济、文化等方面;内容新颖,注意收入反映近年来社会进步和科学技术发展的文章;注重趣味性,文体多样。
- 二、突破传统教材课文篇幅太短的局限,阅读量明显加大。课文长度从第一册的1 200词增加到第四册的2 400词。学生通过阅读实践,可扩大英语词汇量,提高阅读速度和理解能力。
- 三、注重培养学生快速、准确、有效地获取信息的能力和把握文章中心思想的能力,训练学生见“树”又见“林”的能力。

本教材共4册,每册15个单元,按阅读材料的内容和难度进行编排。单元一般分为四部分。第一部分为阅读课文及练习,练习包括判断课文中心思想、阅读理解、课堂讨论题和词汇练习;第二部分为阅读技巧,介绍各种阅读技巧,并配有相应的练习;第三部分为快速阅读练习,提供3篇短文,要求在规定的时间内完成;第四部分为课外阅读,提供与课文长度相当的语言材料,配有阅读理解题和思考题。第3、6、9、12、15单元无“阅读技巧”部分。

本书是《英语泛读教程》(第三版)第一册。在本册第一、二版编写过程中曾有多位教师参加,在此谨表谢意。第一版中的一部分曾在华东师范大学英语系试用,有关教师和同学给予了热情的支持。Mr. Robert A. Mackie仔细阅读了教材,提出了修改意见,为保证教材质量作出了贡献。复旦大学孙骊教授、高等学校外语专业教学指导委员会委员华南理工大学秦秀白教授、大学英语专业课程指导委员会委员北京师范大学王蔷教授、湖北黄冈师范学院蓝葆春教授和河南新乡师范高等专科学校郭爱先教授也为教材提出了意见。

第一、二版教材自出版后,为全国多所高校选用,受到广大师生欢迎。许多教师也对教材提出了建设性意见,我们根据这些意见对其进行了修订。第三版在第二版的基础上,对内容进行增删调整,增加了新的阅读材料,以符合时代发展的需要。具体而言:第一册更换了第一单元和第十五单元的阅读课文,四篇快速阅读短文以及四篇课外阅读文章;根据难易程度调整了部分单元顺序。由于编者的水平和经验的限制,错误和缺点在所难免,欢迎读者批评指正。

编 者
2011年1月

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Unit 1

1 Text

Love by Jesse Stuart

Jesse Stuart (1907—1984) was the son of an illiterate tenant farmer from eastern Kentucky. He had little formal education as a child. When he finally managed to attend high school, and then college, he discovered his talent for writing and turned out to be a good writer. His short fiction is noted for his great love of nature and his lyrical, simple language. Read the following story.

Yesterday when the bright sun blazed down on the wilted corn my father and I walked around the edge of the new ground to plan a fence. The cows kept coming through the chestnut oaks on the cliff and running over the young corn. They bit off the tips of the corn and trampled¹ down the stubble².

My father walked in the cornbalk. Bob, our Collie, walked in front of my father. We heard a ground squirrel whistle down over the bluff³ among the dead treetops at the clearing's edge. "Whoop, take him, Bob," said my father. He lifted up a young stalk of corn, with wilted dried roots, where the ground squirrel had dug it up for the sweet grain of corn left on its tender roots. This has been a dry spring and the corn has kept well in the earth where the grain has sprouted. The ground squirrels love this corn. They dig up rows of it and eat the sweet grains. The young corn stalks are killed and we have to replant the corn.

I could see my father keep sicking⁴ Bob after the ground squirrel. He jumped over the corn rows. He started to run toward the ground squirrel. I, too, started running toward the clearing's edge where Bob was jumping and barking. The dust flew in tiny swirls behind our feet. There was a big cloud of dust behind us.

"It's a big bull blacksnake," said my father. "Kill him, Bob! Kill him, Bob!"

Bob was jumping and snapping at the snake so as to make it strike and throw itself off guard. Bob has killed twenty-eight copperheads this spring.



He knows how to kill a snake. He doesn't rush to do it. He takes his time and does the job well.

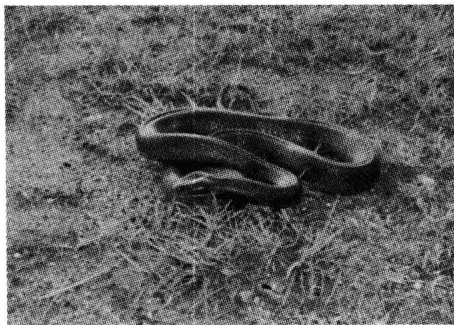
"Let's don't kill the snake," I said. "A blacksnake is a harmless snake. It kills poison snakes. It kills the coppershead. It catches more mice from the fields than a cat."

I could see the snake didn't want to fight the dog. The snake wanted to get away. Bob wouldn't let it. I wondered why it was crawling toward a heap of black loamy⁵ earth at the bench of the hill. I wondered why it had come from the chest-nut oak sprouts and the matted greenbriars on the cliff. I looked as the snake lifted its pretty head in response to one of Bob's jumps. "It's not a bull blacksnake," I said. "It's a she-snake. Look at the white on her throat."

"A snake is an enemy to me," my father snapped. "I hate a snake. Kill it, Bob. Go in there and get that snake and quit playing with it!"

Bob obeyed my father. I hated to see him take this snake by the throat. She was so beautifully poised in the sunlight. Bob grabbed the white patch on her throat. He cracked her long body like an ox whip in the wind. He cracked it against the wind only. The blood spurted from her fine-curved throat. Something hit against my legs like pellets. Bob threw the snake down. I looked to see what had struck my legs. It was snake eggs. Bob had slung them from her body. She was going to the sand heap to lay her eggs, where the sun is the setting-hen that warms them and hatches them.

Bob grabbed her body there on the earth where the red blood was running down on the gray-piled loam. Her body was still writhing in pain. She acted like a green weed held over a new-ground fires. Bob slung her viciously many times. He cracked her limp body against the wind. She was now limber⁶ as a shoestring in the wind. Bob threw her riddled body back on the sand. She quivered like a leaf in the lazy wind, then her riddled body lay perfectly still. The blood covered the loamy earth around the snake.



"Look at the eggs, won't you?" said my father. We counted thirty-seven eggs. I picked an egg up and held it in my hand. Only a minute ago there was life in it. It was an immature seed. It would not hatch. Mother sun could not incubate it on the warm earth. The egg I held in my hand was almost the size of a quail's egg. The shell on it was thin and tough and the egg appeared under the surface to be a watery egg.

"Well, Bob, I guess you see now why this snake couldn't fight." I said. "It is life. The stronger devour the weaker even among human beings. Dog kills snake. Snake kills birds. Birds kill the butterflies. Man conquers all. Man, too, kills for sport."

Bob was panting. He walked ahead of us back to the house. His tongue was out of his mouth. He was tired. He was hot under his shaggy⁷ coat of hair. His tongue nearly touched the dry dirt and white flecks of foam dripped from it. We walked toward the

house. Neither my father nor I spoke. I still thought of the dead snake. The sun was going down over the chestnut ridge. A lark was singing. It was late for a lark to sing. The red evening clouds floated above the pine trees on our pasture hill. My father stood beside the path. His black hair was moved by the wind. His face was red in the blue wind of day. His eyes looked toward the sinking sun.

“And my father hates a snake,” I thought.

I thought about the agony women know of giving birth. I thought about how they will fight to save their children. Then I thought of the snake. I thought it was silly for me to think such thoughts.

This morning my father and I got up with the chickens. He says one has to get up with the chickens to do a day's work. We got the posthole⁸ digger, ax, spud⁹, measuring pole and the mattock¹⁰. We started for the clearing's edge. Bob didn't go along.

The dew was on the corn. My father walked behind with the posthole digger across his shoulder. I walked in front. The wind was blowing. It was a good morning wind to breathe and a wind that makes one feel like he can get under the edge of a hill and heave the whole hill upside down.

I walked out the corn row where we had come yesterday afternoon. I looked in front of me. I saw something. I saw it move. It was moving like a huge black rope winds around a windlass. “Steady,” I said to my father. “Here is the bull black-snake.” He took one step up beside me and stood. His eyes grew wide apart.

“What do you know about this,” he said.

“You have seen the bull blacksnake now.” I said. “Take a good look at him! He is lying beside his dead mate. He has come to her. He, perhaps, was on her trail¹¹ yesterday.”

The male snake had trailed her to her doom. He had come in the night, under the roof of stars, as the moon shed rays of light on the quivering clouds of green. He had found his lover dead. He was coiled beside her, and she was dead.

The bull blacksnake lifted his head and followed us as we walked around the dead snake. He would have fought us to his death. He would have fought Bob to his death. “Take a stick,” said my father, “and throw him over the hill so Bob won't find him. Did you ever see anything to beat that? I've heard they'd do that. But this is my first time to see it.” I took a stick and threw him over the bank into the dewy sprouts on the cliff.

1 351 words

Notes

- | | | | |
|-------------------------|----------------|------------------|-----------------|
| 1. trample: 踩踏 | 2. stubble: 断株 | 3. bluff: 断崖 | 4. sick: 唆使狗去攻击 |
| 5. loamy: 肥沃的 | 6. limber: 柔软的 | 7. shaggy: 毛发蓬松的 | |
| 8. posthole: 插旗杆或电线杆用的洞 | 9. spud: 小锄头 | 10. mattock: 鹤嘴锄 | |
| 11. trail: 追踪 | | | |

Exercises

A. Determining the main idea.

Choose the best answer. Do not refer to the text.

The main purpose of the text is to show _____.

- how dogs kill snakes skillfully
- how the father wrongfully kills a harmless snake
- ways love exists among animals
- how a father learns something from his son about love and hate

B. Comprehending the text.

Choose the best answer.

- The father and the boy walked around the edge of the new ground to plan a fence against _____.
 - people trampling down the corn stubble
 - chestnut oaks running over the young corn
 - cows running over the young corn
 - bright sun blazing down on the corn
- They had to replant the corn _____.
 - because it has been a dry spring and young corn stalks are wilted
 - because the grain has not sprouted well
 - because ground squirrels love the tender tips of the corn
 - because ground squirrels eat the grain of corn left on the roots
- Bob knows how to kill a snake, and when he does it, he _____.
 - takes great pains
 - is in a haste
 - just waits till the job is done
 - does it not in a hurried way
- The boy does not want the blacksnake to be killed, for all of the following reasons EXCEPT that _____.
 - a blacksnake is poisonous
 - a blacksnake kills copperheads
 - a blacksnake catches many mice
 - a blacksnake is harmless
- The boy finds that the blacksnake was a she-snake since _____.
 - it did not want to fight
 - it was crawling toward a heap of black loamy earth
 - it came from the chest-nut oak sprouts
 - it had the white on her throat

6. As Bob was killing the snake, the boy found that the snake was unwilling to fight because _____.
- as a she-snake she could not fight
 - if she got to the sand heap she was safe
 - she was pregnant and was going to lay eggs
 - she was wounded and limber
7. The boy thought that the stronger devour the weaker and man conquers for _____.
- fun
 - survival
 - justice
 - nothing
8. The next day the boy saw the bull blacksnake _____.
- looking for his dead mate
 - finding his dead mate by chance
 - coiling beside his dead mate
 - shivering in the cold
9. The bull blacksnake followed the boy and his father and would have fought to his death. The father asked the boy to throw it away because _____.
- he was afraid
 - he thought about the safety of Bob
 - he could not understand the snake
 - he did not want to kill the snake this time

C. Understanding vocabulary.

Choose the correct definition according to the context.

- Yesterday when the bright sun blazed down on the wilted corn my father and I walked around the edge of the new ground to plan a fence.

a. stiff	b. drooping
c. young	d. dried
- Bob was jumping and snapping at the snake so as to make it strike and throw itself off guard.

a. ready	b. unprepared
c. vigilant	d. shaking
- The blood spurted from her fine-curved throat. Something hit against my legs like pellets.

a. trickled	b. flew
c. leaked	d. gushed

4. Bob grabbed her body there on the earth where the red blood was running down on the gray-piled loam. Her body was still *writbing* in pain.
- a. panting
b. heaving
c. bleeding
d. struggling
5. She was now limber as a shoestring in the wind. Bob threw her *riddled* body back on the sand.
- a. punched with holes
b. white and mysterious
c. seriously wounded
d. wound closely
6. It would not hatch. Mother sun could not *incubate* it on the warm earth.
- a. move
b. keep alive
c. produce
d. hatch
7. "It is life. The stronger *devour* the weaker even among human beings."
- a. oppress
b. support
c. consume
d. conceive
8. I thought about the *agony* women know of giving birth. I thought about how they will fight to save their children.
- a. ecstasy
b. pain
c. destruction
d. effect
9. The male snake had trailed her to her *doom*.
- a. fortune
b. tragedy
c. place
d. end
10. "Take a stick," said my father, "and throw him over the hill so Bob won't find him. Did you ever see anything to *beat that*?"
- a. destroy that
b. be equal to that
c. love that
d. surpass that

D. Discussing topics.

Discuss the following topics in groups.

- ① How do the father's and the boy's attitude differ towards snakes?
- ② How does the boy compare animals with human beings in the story?
- ③ What does the story title "love" refer to?

2

Reading Skills

Previewing (I)

Previewing means looking ahead and checking for information in advance. Before you read a book in detail, you can learn quite a bit about it by previewing. You can preview or examine specific parts of it first.

Here are steps you may follow when you begin to preview a textbook.

► **Read the title of the book.**

A title can tell you a great deal about a book. Before you read, think about what the title means.

► **Read the table of contents.**

The table of contents appears at the beginning of a book. It is a list of the names of the chapters and the pages on which they begin. Sometimes you also find subheadings given under some chapters. If the book is divided into parts, that information also appears in the table of contents. After you study the names of the chapters and subheadings, you will know what each section of the book is about and how the topics of the sections relate to each other and to the whole book.

► **Read the preface.**

The preface is a brief essay in which the author gives reasons for writing the book. It comes before the table of contents. From the preface you will learn for whom the book is written, the aims and the topics of the book and the best ways to use the book.

► **Read briefly the index, glossary, appendix, bibliography and other special supplements.**

These usually appear at the back of a book.

An index is an alphabetical list that tells the reader where particular topics, subjects and names of people, places or events, etc. are referred to in a book.

A glossary gives definitions to a list of difficult words or terms that appear in a book.

An appendix adds to a book extra information (charts, graphs, documents, facts, etc.) that is helpful to the understanding of the book.

A bibliography is a list of some or all the sources that the author has used to write his or her book.

Practice

Use previewing to learn about this textbook. Then answer the following questions.

1. What is the title of this book? _____
2. Who are the authors? _____
3. What is the publication date? _____
4. What is the main reason the authors produced this book? _____

5. Where did you find the answer to Question 2? _____
6. For what kind of reader is this book intended? _____
7. How many units does this book contain? _____

8. What are the specific reading and study skills to be learned in this book?

3 Testing Your Reading Comprehension and Speed

Directions: Read the following passages and do the multiple-choice exercises. Record the time you have used and the number of correct answers you have got.

Fast Reading

1 Science has questioned whether animals are capable of love. But anyone with a pet knows that animals feel a wide range of emotions, including anger, happiness, sadness, disgust, fear and surprise.

“Animals have a strong bond to love each other,” said Marc Bekoff, a professor of ecology and evolutionary biology at the University of Colorado and author of *The Emotional Lives of Animals*.

Bekoff says there’s considerable evidence that many animals are capable of feelings, and the latest science argues for the existence of love in many different species. Numerous species’ brain chemistry is identical or similar to ours that allows us to feel love.

In his new book, *Animal Manifesto*, Bekoff urges us to be more mindful of our interactions with animals. One way is to make a commitment to care for an animal that is suitable to our lifestyle.