



新课程名校名师系列

*Gu Zhongxing*

# 顾中行英语课堂

## 阅读教程与训练

(高中二年级)

应试训练      专题练习

科学方法      精辟解析

顾中行      主编

中国对外翻译出版公司

新课程名校名师系列

# 顾中行英语课堂

## 阅读教程与训练

# ENGLISH

(高中二年级)

顾中行 主编

钱乐明 顾越施 编著  
(英) Justin Crozier

中国对外翻译出版公司

---

## 图书在版编目(CIP)数据

阅读教程与训练(高中二年级)/顾中行主编. —北京:中国对外翻译出版公司, 2005.1  
(新课程名校名师系列·顾中行英语课堂)

ISBN 7-5001-1308-0

I. 高… II. 顾… III. 英语—阅读教学—高中—教学参考资料 IV. G634.413

中国版本图书馆 CIP 数据核字(2004)第 131372 号

---

---

出版发行/中国对外翻译出版公司

地 址/北京市西城区车公庄大街甲 4 号物华大厦六层

电 话/(010)68002481 68002482

邮 编/100044

传 真/(010)68002480

电子邮件/ctpc@public.bta.net.cn

网 址/www.ctpc.com.cn

策划编辑/宗 颖

责任编辑/宗 颖

责任校对/立 序

封面设计/毛 雨

排 版/宏宇电脑排版中心

刷 印/北京奥鑫印刷厂

经 销/新华书店北京发行所

规 格/787×1092 毫米 1/16

印 张/15.75

版 次/2005 年 1 月第一版

印 次/2005 年 1 月第一次

印 数/1-10 000 册

ISBN 7-5001-1308-0/G·466 定价:18.80 元

---



版权所有 侵权必究  
中国对外翻译出版公司

# 出版前言

## PREFACE

英语作为最重要的信息载体之一，早已成为人类生活各个领域中使用最广泛的语言。社会生活的信息化和经济的全球化使学习英语的重要性日益突出。

自改革开放以来，我国的英语教育规模日益扩大，但是还不能很好适应我国经济建设、科学技术的进步与社会发展的需要，与时代发展的要求仍有差距。所以国家教育部对现行的英语教材由下到上做了全部的改革，而且还制定了来源于实践并正在实践中受到检验的新《英语课程标准》。

新《英语课程标准》的基本理念是：面向全体学生，注重素质教育；整体设计目标，体现灵活开放；突出学生主体，尊重个体差异；采用活动途径，倡导体验参与；注重过程评价，促进学生发展与开发课程资源，拓展学用渠道。

“工欲善其事，必先利其器”这是人所共知的道理。新《英语课程标准》对从小学三年级一直到高中毕业的各年级在听说读写四方面的具体目标作了笼统的规定，这就像提出了“过河”的任务。要完成“过河”这个任务，必须首先解决桥或船的问题，换言之，必须首先掌握能够提高英语这四个方面的能力的学习方法或学习技巧。

为此，我们特别邀请了原北京市 101 中学高级教师顾中行，运用他几十年英语教学的丰富经验编写了这套丛书：《新课程名校名师系列·顾中行英语课堂》。丛书内容包括：1.《中学英语实用语法》；2.《中学英语实用词典》；3.《中学英语单词背诵技巧》；4.《听力教程与训练》（高中一年级）；5.《听力教程与训练》（高中二年级）；6.《阅读教程与训练》（高中一年级）；7.《阅读教程与训练》（高中二年级）。

顾老师不仅对高中学生英语学习的实际情况了如指掌，而且还对英语教学大纲、考试大纲和新课程标准做过大量的卓有成效的研究。因此，本套丛书的写作具有求新务实，与时俱进，贴近学生的学习实际、实用高效等特色，一扫现今教辅书籍“只练不讲”的弊病，通过科学解析帮助学生跳出题海，从而轻松掌握新课程，取得优异成绩。这也是我们编辑出版这套丛书的最终目的。

2005 年 1 月

# 顾老师的话

国家教育部制订的新《英语课程标准》，对高二年级学生在阅读方面做了如下的目标描述：

1. 能从文章中获取主要信息并能摘录要点；
2. 能理解文章主旨、作者意图；
3. 能提取、筛选和重新组织简单文章中的信息；
4. 能利用上下文线索帮助理解；
5. 能理解和欣赏一些浅显的经典英语诗歌。

在本书中，我们忠实地秉承国家教育部为高二年级学生制订的上述诸项学习目标，从理论上为学生提供了一整套能轻松且又可以牢固地掌握先进的科学方法与技巧，从而使他们很好地完成上述学习目标所规定的各项任务。

本书具有理论联系实际、在实践中接受检验的特点。我针对 5 个教学目标，以师生互动形式既在理论方面阐释了具备这些能力的方法与技巧，又辅之以高二学生认知能力可以完成的适量的练习与实践。因为没有先进理论指导的实践，难免有其费时费力的盲目性，但只有先进的理论，把它们束之高阁，不应用于实践也不能真正很好地掌握这些理论。

具有较高的文学品味，引导学生学会鉴赏英语诗歌，是本书的又一特色。在新《英语课程标准》中，教育部首次对高二学生提出了“能理解和欣赏一些浅显经典英语诗歌”的要求。因此我们特设专章为学生提供了鉴赏英语诗歌的常识和步骤，编选了相关英语名诗，边讲边赏，使学生陶醉在文学的海洋之中，激发起他们学习英语诗歌的兴趣。

在长期的英语教学实践中，在与中学生长期接触的过程中，我深知中学英语学习的参考书一定要从学生学习的需要，去设计结构、组织编写，紧紧围绕课堂学习这一中心环节。因此，本书另一个鲜明的特点是：每一篇练习后都有精辟到位的讲解和阐释，为学生提供了解题思路与解题技巧。

本书不仅为学生提供了学习和实践英语的材料，还为教师备课提供了参考，希望能够成为广大中学师生读者的良师益友。

由于我们水平有限，写作时间仓促，书稿之中难免有不当之处，望读者不吝赐教。

2005 年 1 月于北京



# 目 录

## CONTENTS

出版前言  
顾老师的话

<b>第 1 章</b>	<b>识别句子的功能，确定各个段落的中心思想，更好地理解文章的主旨与作者的意图</b>	<b>1</b>
第 1 节	识别句子在段落或文章中的 5 种功能	3
第 2 节	首句为主题句段落的 4 条基本规律	11
第 3 节	尾句为主题句段落的 2 条基本规律	21
第 4 节	段落中间的某句为主题句的构成规律	30
第 5 节	无主题句段落的 3 条基本规律	39
第 6 节	首尾呼应的主题句段落的规律与特点	48
第 7 节	针对主旨大意与作者意图的阅读理解题的分类与归纳	55
<b>第 2 章</b>	<b>把握文章的中心思想，了解文章的发展规律，学会写摘要、做笔记和重新组织信息的方法</b>	<b>65</b>
第 1 节	了解文章或段落发展脉络的规律，掌握它们的结构	67
第 2 节	阅读过程中写摘要的方法	86
第 3 节	阅读过程中做笔记的方法	96
第 4 节	阅读过程中重新组织文章或段落中信息的方法	106
<b>第 3 章</b>	<b>利用上下文的线索理解单词、短语或句子正确含义的方法</b>	<b>119</b>
第 1 节	利用上下文线索，理解单词或词组正确含义的方法	121
第 2 节	利用上下文线索，理解短语正确含义的方法	132

第 3 节	利用上下文线索, 理解短文中难句正确含义的方法	144
<b>第 4 章</b>	<b>理解与欣赏浅显的经典英语诗歌的方法</b>	<b>157</b>
第 1 节	了解经典英语诗歌中遣词造句的规律是理解与欣赏它们的前提与关键	159
第 2 节	了解经典英语诗歌的音乐手法的规律, 从中得到听觉器官美的享受	169
第 3 节	经典英语诗歌表现的主题言志现象	173
第 4 节	经典英语诗歌中常用表现手法的辨认方法	176
<b>附 录</b>	<b>各章节练习答案</b>	<b>181</b>
第 1 章		183
第 2 章		203
第 3 章		216
第 4 章		227



# 第 1 章

## 识别句子的功能，确定 各个段落的中心思想， 更好地理解文章的主旨 与作者的意图

### 引言

教师：阅读的首要目的是读懂读物的主旨大意。欲达此目的，首先要学会在阅读中迅速找到确定段落里各个句子的不同功能，由此准确地找到段落的中心思想，进而更好地理解文章的主旨大意和作者的意图。倘能掌握这些技巧，在应试阅读考项的短文时，既可得心应手并胜券在握地解答其后的检测题，又可在平时的阅读中加快阅读速度，提高阅读质量，取得增长知识、开拓视野与愉悦身心之功效。因此学习并熟练掌握这些技巧，非常有益于提高自身整体英语水平，而且对在应对各类英语测试的阅读考项中取得优异成绩也大有帮助。

在本章中，我们要学习并掌握以下阅读技巧：

1. 识别句子在段落或文章中的 5 种功能；
2. 首句为主题句的段落的 4 条基本规律；
3. 尾句为主题句的段落的 2 条基本规律；
4. 段落中间的某句为主题句的构成规律；
5. 无主题句的段落的 3 条基本规律；
6. 首尾呼应的主题句的段落的规律与特点；
7. 针对主旨大意与作者意图阅读理解题的分类与归纳。



原书空白



## 第 1 节 识别句子在段落或文章中的 5 种功能

学生：请您阐释学习这个技巧的目的，及其在阅读理论中句子的 5 种功能是什么？

教师：文章是由段落组成的，段落是由句子组成的，要想在阅读中迅速准确地抓住文章或段落的主旨大意，而且清晰无误地理解细节，识别句子的功能和利用逻辑承接语是必不可少的两种阅读能力。

一个段落或长或短，它总是由若干句子组成。为了论述一个主题或表达一个主题思想，这些句子除表述各自的意思外，他们还需前后有序，意思连贯，以构成一个逻辑严谨的整体，否则便是杂乱无章的梦呓。段落整体的逻辑性主要是由以下 5 种具备不同功能的句子体现：主题句、主题引介句、主题支撑/描述/解释句、调节句和终结句。下面分别简述之：

1. 主题句 (topic sentence)。主题句是用来表述段落主旨大意的句子。主题句具有两个特点：1) 表述的意思比较概括，与其他句子相比，它的概括性更为明显；2) 段落中其他句子都是用来支撑、解释、描述，或扩展它要表述的主题思想。

2. 主题引介句 (topic introducer)。主题引介句总是位于开端的位置，引导出段落即将论(阐)述的主题，往往处于信息词 though 或 although 引导的让步状语从句后的主句中，或是在信息词 but 后的并列句。

3. 主题支撑/描述/解释句 (topic supporter/illustrator/explainer)。主题支撑句的功能是陈述辅助论点或细节，他们被用来或是阐发主题或是支撑主题。由于数量多，他们往往构成段落的主体。

4. 调节句 (modulator)。用做主题思想与辅助论点之间，或各个辅助论点(细节)之间的调节，使上下文转换自然，逻辑通畅，文理贯通。

5. 终结句 (terminator)。起的是收段或结束一个段落的作用，它有时是概括性很强的主题的尾句，有时它是与段落首句相呼应的尾句，正可谓前后呼应，有时它只是以段落中最后的一个支撑句身份终结这一段落。

下面是 4 个例段，及对其中各句的功能的辨认与阐释。



### 实例 1

① Hibernation is more than sleep. ② It is a very deep sleep. ③ The animal's temperature drops to just over zero centigrade, and its heart beats very slowly. ④ *People who find hibernating animals asleep often think that they are dead*: the body feels very cold, and the creature may breathe only once every five minutes. ⑤ A hibernating animal cannot feel any pain. ⑥ You can touch it, or even pull its tail, without causing it to move or wake up. ⑦ In its hibernating state it can even live in a poisonous atmosphere for a long time without any ill effect.

实例 1 中的①是主题句；②是主题解释句；③、④、⑤、⑥和⑦都是支撑句；④的黑斜部分是调节句；⑥是对⑤的解释或可看作是为④提供的例证；⑦不仅为主



题句提供了一个例证, 而且非常自然地将这个段落结束。



### 实例 2

① Fleeing Germany, Einstein first went to France, then to Belgium, and then to Britain. ② There he received a letter inviting him to go to the United States to teach at a well-known research institute at Princeton. ③ He accepted the invitation, but asked for a very small salary. ④ Einstein cared little for money, though he could have been very rich. ⑤ He once refused to speak on the radio for \$ 1,000 a minute. ⑥ Another time he was seen using a check for \$ 1,500 as a bookmark. ⑦ Then he lost the book!

实例 2 这个段落也是由 7 个句子组成的。其中的④是主题句; ①是调节句, 它承接上段介绍的内容。由于爱因斯坦是犹太人, 研究的大门对他是关闭的, 他的一切被抢走了, 而且他的国籍也被撤消了, 因此他成了没有国籍的人; ②和③为主题句提供第一个例证; ⑤、⑥和⑦出现在主题句之后, 为主题句提供了 2 个“爱因斯坦把钱财看得不重”的例证。



### 实例 3

① The ant is not gathering food for itself alone. ② It has two stomachs in its body, one for itself and one for carrying food to “the folks back home”. ③ When it returns, a nurse ant which has been busy indoors all day is sure to ask for honeydew. ④ The two ants place their mouths together. ⑤ The one which has the honeydew brings up a drop from its public stomach and passes it into the nurse ant’s mouth; later, the nurse will give some of her drops to the babies, or to the queen. ⑥ This is how the whole city of ants is fed.

实例 3 是由 6 个句子组成的。段中的尾句⑥是本段的主题句; ①含蓄地介绍了工蚁进餐的情况; ②是个调节句, 它上承接①工蚁不仅仅为自己采集食物, 它有两个胃: 一个是自己用的, 而另一个则是“为家里的乡亲们”的; ③和④交待工蚁把食物交给保育蚁之前的情况; ⑤的前半句介绍的是工蚁把食物传送到保育蚁的嘴里, 它的后半句才是保育蚁如何喂幼蚁或蚁后的过程。经过这样一番介绍之后, 才做出总结, 蚁城所有蚂蚁进餐的整个情况就是如此。



### 实例 4

① One of Gessler’s orders required all Altorfers to bow before him. ② Anyone who refused to bow was thrown into prison. ③ Although most of the people bowed to Gessler, they spat into the dirt as they did so. ④ So Gessler decided to get even tougher. ⑤ He placed his hat on a pole in the marketplace and ordered the Altorfers to bow before it whenever they passed.

实例 4 是由 5 个句子组成的。本例没有主题句, 虽然这 5 个句子没有一个句子来作主题句, 但不能说这段没有主题思想, 它的主题思想是: 阿尔托夫的百姓对被



迫给暴君鞠躬极为不满，盖斯勒采取了更强硬的措施：向他的帽子鞠躬。

学生：您可否更进一步地讲解识别句子功能的目的，和掌握这个技巧对我们阅读理解的好处。

教师：学会识别句子的功能，实际上等于掌握了段落结构分析法。这种方法还有助于其读者掌握段落内部的层次与紧扣住行文的脉络，从而清晰地区分主题思想与细节；而且这种方法还有助于更好地掌握主要论点与辅助论点之间的内在联系，从而提高正确解读物内容的能力。为了进一步帮助你们掌握这个技巧，我来提供适量的专题练习，使你们有足够的实践机会。



## Exercise One



### Practice Exercise No. 1

① Politicians (政治家) and political parties may be different from country to country, but I know people's political views fall into only three categories (类型). ② First is the conservative (保守党). ③ I haven't travelled much, but in my experience conservatives are all alike no matter where they live. ④ They want to be comfortable, but they don't want to spend much on anyone else's comfort or welfare (福利). ⑤ Second is liberal (自由党). ⑥ From what I have read in the newspapers, liberals seem to want the government to do everything. ⑦ They usually do not have much experience in the real world of hard work. ⑧ Third is the 'middle-of-the-roader' (中间派). ⑨ Middle-of-the-roaders cannot make up their minds about what side to be on. ⑩ In my opinion, most people are in this class. ⑪ I do not think I fit any of these categories, but you can place most people into one of these three groups.

1. Which of the following sentences in this paragraph is the topic sentence?

- A. Sentence One.
- B. Sentence Eleven.
- C. Sentence Three.
- D. None.

2. How many sections (部分) of meaning are there in this paragraph?

- A. Two.
- B. Four.
- C. Three.
- D. Five.

3. How many sentences are included in the second section?

- A. Two.
- B. Three.
- C. Four.
- D. Five.

4. How many sentences are used to explain the liberals' political views?



- A. Five.
  - B. Four.
  - C. Two.
  - D. Three.
5. The writer thinks of himself to hold the political views of the \_\_\_\_\_.  
 A. conservatives  
 B. liberals  
 C. middle-of-the-roads  
 D. none of them



## Practice Exercise No.2

① During the decade (10 年) of the 1960's, most of the European colonies (殖民地) of Sub-Saharan Africa achieved independence. ② In the west, Nigeria (1960), Sierra Leone (1961), and Gambia (1965)—all former British colonies—joined the family of free and independent nations. ③ In the east, Tanzania (1961), Uganda (1962), Kenya (1963), and Zambia (1964) also became sovereign (独立自主的) states free of British rule. ④ As the African empire (帝国) of Great Britain was being dismantled (分崩离析), France, the other major European coloniser (殖民主义者), withdrew (撤退) from vast areas south of the Sahara. ⑤ Thirteen former French colonies gained national status (地位) in the single year 1960: Mauritania, Niger, Chad, Central African Republic, Cameroon, Gabon, and Congo. ⑥ Although a few European colonialists (殖民主义者) still continued occupying some of African territory (领土), the 1960s witnessed (亲眼目睹) the birth of more than twenty free, black nations.

1. The main idea of this paragraph is about \_\_\_\_\_.  
 A. the ways in which many Sub-Saharan African countries won their independence  
 B. the fact of the independence won by many colonized countries in Sub-Saharan Africa  
 C. the exact time during which many Sub-Saharan African countries achieved their independence  
 D. the reason for which many Sub-Saharan African countries achieved their independence
2. Which sentence (s) state (s) the fact that several Sub-Saharan countries became sovereign states which got rid of British rule?  
 A. Sentence Two and Sentence Three.  
 B. Sentence Three and Sentence Four.  
 C. Sentence One and Sentence Three.  
 D. Sentence One and Sentence Six.
3. What function (作用) does the fourth sentence perform in this paragraph?  
 A. The function of a top sentence.  
 B. The function of a top supporter / explainer.  
 C. The function of a top introducer.



- D. The function of a modulator.
4. What function does the last sentence of this paragraph perform?
- A. It tells its readers some new information.  
B. It criticises the system of colonization.  
C. It repeats almost the same idea of the first sentence.  
D. It foretells that the rule of colonization is doomed to extinct all over the world.
5. Which of the following statements is not true according to this paragraph?
- A. Uganda used to be one of the British colonies.  
B. The African empire of Great Britain lost its colonies one after another.  
C. France had a lot of colonies in the south of the Sahara desert.  
D. Zambia was an independent country before the 1960s.



### Practice Exercise No.3

① Licorice (甘草) can be used for other things besides candy. ② Some of the powers of the liquorice plant have been known since ancient times. ③ The Egyptians used it to cure sore (疼痛的) throats, and an old Chinese story tells how liquorice cured a dragon whose throat was sore from breathing fire. ④ The armies of Alexander the Great carried liquorice root as medicine on all of their campaigns (战役).

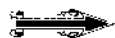
⑤ Most medicine uses this old knowledge. ⑥ Many of today's cough *sirups* contain liquorice. ⑦ It is good for both man and beast, and veterinarians (兽医) give it to horses, cattle, sheep, dogs and cats.

⑧ Liquorice can be used to put out fire. ⑨ After the sweet juices have been taken out the waste fibre of the root is used to make a fire-fighting foam (泡沫) which *smothers* fire by keeping oxygen away from it. ⑩ A liquorice fire extinguisher is sold everywhere today.

1. The best title for this passage is \_\_\_\_.
- A. How Cough Sirup Is Made  
B. A Good Fire Extinguisher  
C. A Useful Plant  
D. Liquorice in History
2. Alexander the Great's men used liquorice \_\_\_\_.
- A. to eat during buttlles  
B. as medicine  
C. to feed their animals  
D. as a kind of material to put out fire
3. The liquorice fire extinguisher puts out fires by \_\_\_\_.
- A. spraying water  
B. giving them too much oxygen  
C. leaving much air around them  
D. keeping oxygen away from them
4. The word sirup is a(n) \_\_\_\_ and it is a kind of \_\_\_\_.



- A. noun; medicine
  - B. adjective; liquid
  - C. noun; sweets
  - D. adjective; candies
5. The underline word "smother" is a(n) \_\_\_\_\_ and it means \_\_\_\_\_.
- A. adjective; having an even (平滑的) surface
  - B. verb; to put out a fire by keeping away oxygen
  - C. noun; a large mass
  - D. verb; to kill from lack of air
6. According to this passage, liquorice can be used for \_\_\_\_\_.
- A. medicine
  - B. candy
  - C. fire-fighting fibre
  - D. all of the above



#### Practice Exercise No.4

① When man started to search the skies with very powerful telescopes, what he saw made him feel himself extremely small. ② Compared with the universe, Earth seemed to be just a tiny bit of cosmic dust (宇宙微尘).

③ Earth is only a small planet which is located on the edge of the Milky Way (银河系). ④ The Milky Way, our *galaxy*, has roughly thirty billion stars like our sun. ⑤ It is itself just one of about a hundred million galaxies in the known universe.

⑥ Space is so vast and distances are so great that there is a problem in measuring them. ⑦ Instead of writing down all the zeroes, we describe these distances in light-years.

⑧ A light-year is the distance which light, moving at 186,326 miles per second, travels in one year.

⑨ Our closest neighbour galaxy, Andromeda, is more than 900,000 light-years away from Earth.

1. Through this passage, the writer wants to tell us that \_\_\_\_\_.
- A. universe and Space are extradinarily huge
  - B. light-year is a measurement to measure the distances between planets and galaxies
  - C. improved telescopes have helped us to know more about the known universe
  - D. there are a lot of other galaxies outside the solar system
2. Advanced telescepes showed men that \_\_\_\_\_.
- A. the Milky Way is the only galaxy
  - B. other galaxies are close to ours
  - C. the earth is a tiny part of the universe
  - D. the sun is a large star in the Milky Way
3. A galaxy is the name for \_\_\_\_\_.
- A. the solar system



- B. planets like the earth
  - C. the universe we know
  - D. a large group of stars
4. In the Milky Way we can see many \_\_\_\_\_.  
A. galaxies  
B. suns like ours  
C. stars like our sun  
D. both B and C
5. Distances in the universe are measured in \_\_\_\_\_.  
A. miles  
B. feet and inches  
C. light-years  
D. months and years
6. Our galaxy's closest neighbour is as far away as light can travel in \_\_\_\_\_.  
A. a year  
B. 900,000 years  
C. a second  
D. 186,000 seconds



### Practice Exercise No.5

① The bee, like the ant, is a *social* insect. ② Bees live in groups in a hive, and every bee does certain work that helps the other members of the group. ③ In a beehive there are three kinds of bees: the queen bee, the drones (male bees) and the worker bees. ④ The worker bees fly from flower to flower collecting *nectar*, or juice, which is mostly made up of sugar with water. ⑤ Bees draw this nectar into the honey sacks of their bodies, and enzymes (酶) in their bodies turn the nectar into honey. ⑥ This newly-made honey flows slowly from the underside of the bees and is stored in cells in the hive to be used as food during the winter months. ⑦ People who are in the honey business keep hundreds of hives. ⑧ Beekeepers remove honey from the hives and pack it in bottles or jars. ⑨ Honey usually appears as a clear golden-coloured liquid, but this depends on the kind of flower from which the bees have taken the nectar.

1. Bees are called social insects because they \_\_\_\_\_.  
A. live near people  
B. need beekeepers  
C. work as hard as ants  
D. live together in "families"
2. The underlined word "nectar" is \_\_\_\_\_.  
A. exactly the same material as honey  
B. the sweet liquid contained in flowers  
C. the drink of the Gods in ancient Greek and Roman times





- D. a man-made sweet and good-tasting drink
3. What do bees do with nectar?
- A. They change it into sugar.
- B. They turn it into honey.
- C. They give it to the queen bee or the drones.
- D. They use it to build their hives.
4. Honey is usually sold in \_\_\_\_\_.  
A. beehives  
B. golden-coloured packs  
C. bottles or jars  
D. honey sacks
5. The colour of honey in its final stage depends on the \_\_\_\_\_.  
A. quantity of water available to bees  
B. season in which the nectar is collected  
C. amount of sugar the beekeepers give the bees  
D. type of flowers from which the nectar is collected

**Practice Exercise No.6**

① By digging deep into the earth, archaeologists (考古学家) have uncovered a few ancient pyramids in Egypt and more recent ones in Central and South America. ② Quite a lot of similar characteristics found in the design and construction of these structures discovered thousands of miles apart. ③ Some researchers have wondered if contact could have existed between these pyramid builders. ④ Thor Heyerdahl, the Norwegian archaeologist, put together a ship based on ancient Egyptian drawings and set sail for Barbados to lend support to the theory of cultural contact. ⑤ Heyerdahl ran into various problems in his first attempt to reach Barbados and had to abandon (放弃) his efforts. ⑥ On a second try he did reach Barbados, as the ancient Egyptians might have done.

1. The writer of this paragraph tries to tell its readers \_\_\_\_\_.  
A. the differences between the pyramids found in Egypt and those in South America  
B. the similarities (相似性) of the pyramids found in both Egypt and South America  
C. the way in which pyramids were dug out  
D. the characteristics (特点) of the pyramids found in Egypt and Barbados
2. According to this passage, the first pyramid builders were probably \_\_\_\_\_.  
A. Central Americans  
B. Barbadians  
C. South Americans  
D. Egyptians
3. Thor Heyerdahl was testing the theory that \_\_\_\_\_.  
A. contact between pyramid builders was possible  
B. Egyptian drawings were borrowed from another culture