

# Be A Better Reader

## 英语阅读 高手

从美国培生教育出版集团引进

本丛书 1~5、6 册适合初、高中水平，5、6~8 册适合大学水平

NILA BANTON SMITH 著

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# 7

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Be A Better Reader

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## 前言

30多年来,《英语阅读高手》一直致力于帮助学生提高他们的阅读能力。该丛书主要阐述和讲解阅读和欣赏各种材料所需要的专门的理解和阅读技巧,这些材料包括图书馆里的各种图书,以及你在学校里学习的各种教材和文章。

为了充分使用本丛书,你首先需要了解本丛书的每个单元是如何组织的。在每个单元的前4课,你将会学习阅读文学、社会学、科学、数学等材料所需要的某一个重要的阅读技巧。每一课主要包括以下几部分:

### ● 背景资料 (Background Information)

这部分主要介绍和本课阅读文章相关的一些背景知识,它将帮助你在阅读本课文章之前作好心理上和认识上的准备。

### ● 导读 (Skill Focus)

这部分将给你讲解一个专门的阅读技巧。你应仔细阅读本部分,特别注意其中的黑体字。这个专门的阅读技巧在你阅读本课文章时将会派上用场。

### ● 词汇求索 (Word Clues)

这部分将给你讲解如何识别和利用不同类型的上下文线索。这些线索可以帮助你理解本文章中划线单词的含义。

### ● 策略指导 (Strategy Tip)

这部分将简单介绍本课的阅读文章,并建议你在阅读时应留心哪些内容。这些建议有助于你更好地理解本课文章。

### ● 选读 (Selection)

每个单元的选读文章都有几种完全不同的类型,如文学选读、社会科学选读、科学选读和数学选读等。

### ● 课文回放 (Recalling Facts)

这是本课练习的第一部分。这部分练习的答案可以在本课选读文章中直接找到。必要时你可以重新读一下选读材料中的有关段落。

### ● 阐述事实 (Interpreting Facts)

这部分练习的答案不能在选读材料中直接找到。回答这些问题,你必须把选读材料中提供的信息和你已有的知识结合起来,以推理出正确的答案。

### ● 技能聚焦 (Skill Focus)

在这部分练习中,你需要使用本课前面导读部分提及的阅读技巧来回答这些和本课选读材料相关的问题。如果有什么困难,你可以再读一下这部分的内容。

值得一提的是,本套英文原版丛书起始两册的每个单元都设计了语音知识的讲解和训练,这在其他英语学习辅导书籍中是鲜见的。读者通过语音知识的学习和练习,不但可以达到正音的效果,还可以帮助掌握单词的音和形之间的联系,从而减少拼读单词的困难,扫除记忆单词的障碍。

每个单元的其他课文给你阐述和讲解其他一些实用的阅读技巧,如:如何阅读字典、百科全书、交通时刻表、菜单和其他参考资料,利用语音和音节知识来认识新单词,寻找和组织信息,调整阅读速度等等。

为了方便我国学生阅读,我们在书末都附有重点和疑难单词注释。本丛书1~5、6册适合我国初、高中水平,5、6~8册适合大学水平。



# Pronunciation Key 语音对照表

Symbol	Key	Word	Respelling	
a	æ	act	(akt)	/ækt/
ah	ɑ:	star	(stahr)	/stɑ:/
ai	eə	dare	(dair)	/deə/
aw	ɔ:	also	(awl soh)	/'ɔ:lsəʊ/
ay	eɪ	flavor	(flay vər)	/'flɛvə/
e	e	end	(end)	/end/
ee	i:	eat	(eet)	/i:t/
er	ɜ:	learn	(lern)	/lɜ:n/
		sir	(ser)	/sɜ:/
		fur	(fer)	/fɜ:/
i	ɪ	hit	(hit)	/hɪt/
eye	aɪ	idea	(eye dee ə)	/aɪ'diə/
y	aɪ	like	(lyk)	/laɪk/
ir	ɪə	deer	(dir)	/dɪə/
		fear	(fir)	/fɪə/
oh	əʊ	open	(oh pen)	/'əʊpən/
oi	ɔɪ	foil	(foil)	/fɔɪl/
		boy	(boi)	/bɔɪ/
or	ɔ:	horn	(horn)	/hɔ:n/
ou	aʊ	out	(out)	/aʊt/
		flower	(flou ər)	/'flaʊə/
oo	u:	hoot	(hoot)	/hu:t/
		rule	(rool)	/ru:l/
yoo	ju:	few	(fyoo)	/fju:/
		use	(yooz)	/ju:z/

Symbol	Key	Word	Respelling	
u	ʊ	book	(buk)	/bʊk/
		put	(put)	/pʊt/
uh	ʌ	cup	(kuhp)	/kʌp/
ə	ə	a as in		
		along	(ə lawng)	/ə'lɒŋ/
		e as in		
		moment	(moh mənt)	/'məʊmənt/
		i as in		
		modify	(mahd ə fy)	/'mɒdɪfaɪ/
		o as in		
		protect	(prə tekt)	/prə'tekt/
		u as in		
		circus	(ser kəs)	/'sɜ:kəs/
ch	tʃ	chill	(chil)	/tʃɪl/
g	g	go	(goh)	/gəʊ/
j	dʒ	joke	(johk)	/dʒəʊk/
		bridge	(brɪj)	/brɪdʒ/
k	k	kite	(kyt)	/kaɪt/
		cart	(kahrt)	/kɑ:t/
ng	ŋ	bring	(bring)	/brɪŋ/
s	s	sum	(suhm)	/sʌm/
		cent	(sent)	/sent/
sh	ʃ	sharp	(shahrp)	/ʃɑ:p/
th	θ	thin	(thin)	/θɪn/
z	z	zebra	(zee brə)	/'zi:brə/
		pose	(pohz)	/pəʊz/
zh	ʒ	treasure	(treszh ər)	/'treʒə/

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# UNIT 1

## Different Worlds

### 不同的世界

## Lesson 1

## Character 人物

## Reading a Literature Selection 文学选读

### ► Background Information 背景资料

Imagine yourself talking and laughing in a room filled with people. They seem to be having a wonderful time, but you can't hear them. When you speak to them, you can't even hear yourself. Caroline lives in such a world; she is deaf, and her world is forever silent.

### ► Skill Focus 导读

All fictional characters can be classified as static or dynamic. **Static** means "standing still" or "staying the same." **Dynamic** means "full of energy" or "active, changing, productive." A **static character** is the same kind of person at the end of a story as he or she was at the beginning of the story. A **dynamic character** undergoes a permanent change in some aspect of his or her personality or outlook. In most novels and short stories, the main character changes as the result of a crucial situation in his or her life.

An author may reveal how

a character either changes or remains the same through a combination of ways:

1. the character's actions and speech
2. the character's thoughts and feelings
3. the opinions and comments of other characters in the story

When you read a story, the following questions will help you distinguish between static and dynamic characters.

1. How do the character's actions, speech, thoughts, and feelings reveal what he or she is like?
2. What do other characters say or feel about the character?
3. Does the character change or remain the same in the story? Is the character static or dynamic?
4. What conclusions can you draw about the kind of person the character is?

### ► Word Clues 词汇求索

When you read a word that you do not know, look for context clues to help you.

Read the following sentences.

Elliot evaded his partner's glances; he was disgusted. What a terrific weekend this was going to be, he thought, with more than a trace of sarcasm.

Sometimes there are no context clues to help you clearly understand the meaning of a new word. You will need a dictionary to help you. You may find it convenient to finish what you are reading first before looking up the word.

Use a **dictionary** to find the meanings of the three underlined words in the selection.

### ► Strategy Tip 策略指导

As you read "Silent World," be aware of the importance of communication in building a relationship and in revealing a character's personality. See whether the main characters remain static or become dynamic.



# Silent World

## 无声的世界

Elliot evaded his partner's glances; he was disgusted. What a terrific weekend this was going to be, he thought, with more than a trace of sarcasm. He'd thought that it would be exhilarating to clear last winter's debris from the hiking trails with all the local high school conservation clubs. How was he to know that he would be working with a student from the Madison School for the Deaf?

✓ Elliot made numerous attempts to talk to Caroline, but it was hopeless. He couldn't understand a word she said, although he pretended that he did. He simply smiled and nodded pleasantly.

✗ As Elliot swung his mattock angrily, Caroline observed him out of the corner of her eye. Just because they can hear, she thought, they think they know everything. She knew that she could show Elliot how to use that mattock properly, but why bother? He'd just smile, nod ignorantly, and continue using it incorrectly. They think that we don't know anything because we're deaf.

Caroline swung her mattock easily. As the hard sod crumbled beneath her blows, Caroline relished thinking about how Elliot's arms would ache by the end of the day.

At lunch, Caroline and her friends sat on a grassy knoll. They "talked" animatedly, lip reading and using finger spelling and sign language. Her hands flew as she discussed the events of the morning. Caroline pantomimed Elliot's clumsy efforts for the benefit of her friends, and everybody laughed. The hearing students sitting nearby glanced up, startled, and pretended not to notice. But the deaf teenagers noticed.

"Who wants to talk to them anyway?" Caroline's friends signed to Mr. Soong, their counselor. Mr. Soong wasn't deaf, but he used manual communication as fluently as they did. "It's easier not talking to them, isn't it?" he said.

"I talked," Caroline scowled. "He didn't understand me."

"He didn't understand your words; you haven't learned to enunciate clearly yet. It takes time and some people won't ever understand you—but there are other ways to communicate."

"How? He doesn't understand signs or finger spelling."

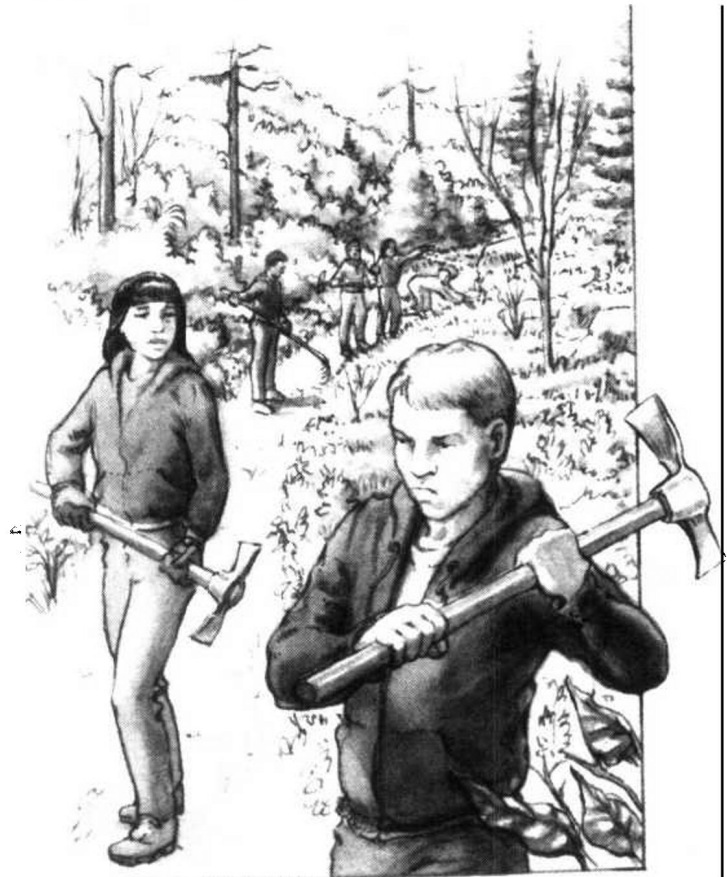
"It's a problem, I know," signed Mr. Soong. "But I'm sure you can think of something."

After lunch, Elliot collected trash in the brush off the trail. He looked up, saw Caroline walking toward him, and looked

away again. Caroline tramped through the brush to where Elliot was working. When she got there, she couldn't believe her eyes—Elliot was standing knee-deep in poison oak.

Caroline burst out laughing—she couldn't help it . . . until she remembered the time that she had had a reaction to poison oak. It was a horrible and painful ordeal.

*Gallaudet College, founded in Washington, D.C., in 1864, is the only liberal arts college for deaf people in the world.*



As Elliot bent down to extract a stubborn bit of trash from the brush, Caroline, exasperated, yelled, "That's poison oak!"

But Elliot couldn't understand her. "Yeah, sure," he said, shrugging. Caroline glared at him. Then she gestured at the brush and yelled. Elliot ignored her.

Suddenly, Caroline began to pantomime. She pantomimed somebody whose body is itching all over. As Elliot stared at her, fascinated with her performance, Caroline pointed at the brush again. This time Elliot turned and looked where she was pointing.

✓ "Hey!" he said. "That's poison oak!" He leaped away. "I didn't even see it—is that what you were trying to tell me? I'm so allergic to that stuff, you wouldn't believe it. Listen, thanks, Caroline." He turned and stopped, realizing that Caroline was staring blankly at him, uncomprehending.

Later Elliot approached Mr. Soong and told him what had happened. As Elliot turned to leave, he said, "So would you tell her thanks for me?"

Mr. Soong just looked at him. "Why don't you tell her yourself?"

"Caroline doesn't hear," said Mr. Soong. "That doesn't mean you can't communicate. She can read lips. If you enunciate clearly, speak slowly, and look at her when you talk, she can understand you."

Elliot hesitated for a moment, and then he said, "Would you show me something?"

Later, Elliot went back to where Caroline was working. He felt foolish, but he realized that undoubtedly Caroline occasionally felt foolish too. Caroline looked up, and Elliot smiled at her. Then, putting his fingertips to his lips, palms flat, he made the gesture that Mr. Soong had said meant "thank you."

For an instant, Caroline looked quite astonished; she peered suspiciously at Elliot, looking in his face for a sign of a joke or betrayal. Uncomfortable but determined, Elliot kept beaming at her. Slowly, Caroline's face relaxed; she broke into a smile.

✕ When Elliot picked up the mattock again, Caroline took it from his hands; wordlessly, she demonstrated the correct way to hold it.

## RECALLING FACTS 课文回放

Write the answers to the following questions on the lines provided. You may go back to the selection to find an answer.

1. Where do the events in this story take place?

---

---

2. Why does Caroline tell Elliot about the poison oak?

---

---

---

3. Why is Elliot angry at the beginning of the story?

---

---

---

4. What do Caroline and Elliot have in common?

---

---

---

5. List two ways in which deaf people can communicate.

---

---

6. Match the following words with their correct meanings.

mattock    a. expressed by actions or gestures instead of words

pantomimed    b. a mound or small hill

knoll    c. a cutting and digging tool similar to an axe

## INTERPRETING FACTS 阐述事实

Not all the questions about a selection are answered directly in the selection. For the following questions, you will have to figure out answers not directly stated in the selection. Write the answers to the questions on the lines provided.

1. Identify the following statements by writing *fact* or *opinion* on the line provided.

\_\_\_\_\_ Trying to communicate with the deaf is a hopeless effort.

\_\_\_\_\_ The deaf have many ways of communicating with others.

\_\_\_\_\_ Sign language can be learned quickly.

2. The people in this story communicate in many ways.

a. Which ways are deliberate? \_\_\_\_\_

b. Which ways are unconscious? \_\_\_\_\_

3. Why do Elliot and Caroline distrust each other at first?

4. Why does Elliot's embarrassment enrage Caroline?

5. Why does Caroline look suspicious when Elliot uses sign language?

6. How do you think deafness has influenced Caroline's personality?

7. Some people become deaf after they have learned a language; others are born deaf. Imagine that you were born deaf and that you didn't know what language was. How would life be different for you?

1. An author can reveal the personality of a character through a combination of ways:
  - a. the character's actions and words
  - b. the character's thoughts and feelings
  - c. the opinions and comments of other characters

Read the following passages about the main characters in the story. On the line or lines in front of each passage, write the letter or letters of the technique that the author uses. On the line provided after each passage, tell what the passage reveals about the character.

\_\_\_\_\_ After lunch, Elliot collected trash in the brush off the trail. He looked up, saw Caroline walking toward him, and looked away again.

\_\_\_\_\_ She . . . could show Elliot how to use that mattock . . . but . . . he'd just smile, nod ignorantly, and continue using it incorrectly.

\_\_\_\_\_ Caroline burst out laughing—she couldn't help it . . . until she remembered the time she had had a reaction to poison oak. It was a horrible and painful ordeal. As Elliot bent down to extract a stubborn bit of trash from the brush, Caroline, exasperated, yelled, "That's poison oak!"

2. Reread the two passages with check marks next to them. What do these passages reveal about the kind of person Elliot is?

3. Read the two passages with Xs next to them. What do these passages reveal about the kind of person Caroline is?

4. Are Elliot and Caroline static or dynamic characters? Write a paragraph of four or five sentences for each character. Explain how each character does or doesn't change during the story.

Elliot \_\_\_\_\_

Caroline \_\_\_\_\_

► **Real Life Connections** 学以致用 Research the basics of American Sign Language, including the ASL Alphabet. Practice signing a message with a partner.



# Primary and Secondary Sources 直接资料和间接资料

## Reading a Social Studies Selection 社会科学选读

### ► Background Information 背景资料

On April 28, 1947, six men set out across the Pacific Ocean on a log raft called the *Kon-Tiki*. The leader of the expedition was Thor Heyerdahl, a Norwegian anthropologist. For more than three months, Heyerdahl, his crew, and their pet parrot drifted on the *Kon-Tiki* westward across the Pacific Ocean.

The following selections tell about Heyerdahl's voyage. The first, "A Voyage on a Raft," was written by someone who did not participate in the voyage. The second is Heyerdahl's own account of a portion of the voyage, taken from his book *Kon-Tiki*, published in 1950.

### ► Skill Focus 导读

Information about an event can be found in both **primary sources** and **secondary sources**. Primary sources (meaning first or original sources) are accounts that give firsthand information. They are written by eyewitnesses to history, usually at the time an event occurred. Diaries, letters, autobiographies, newspapers, and photographs are all primary sources. Secondary

sources are descriptions or interpretations of an event by someone who did not witness the event. Often they are written long after the event occurred. History books, biographies, encyclopedias, and other reference works are secondary sources.

Because original information sometimes offers the best historical evidence, historians use mostly primary sources when studying or investigating a past period or event.

When comparing information from two different sources, follow these guidelines:

1. **Identify the source.**
  - a. Who wrote the information?
  - b. When was it written?
  - c. How was the author involved in the event?
  - d. Is it a primary or a secondary source?
2. **Analyze the information.**
  - a. What event is described?
  - b. What time period is covered?
  - c. How reliable is the information?
3. **Evaluate the information.**
  - a. Why is one source apt to be more accurate than the other?

- b. Why is one source apt to be more biased than the other?
- c. What conclusions can you draw based on both sources of information?

### ► Word Clues 词汇求索

Read the sentence below.

Look for context clues that explain the underlined word.

Finally, in one surge, the sea rose and lifted them inside the reef.

The word *surge* is explained by the words that follow it. These words give details to help you understand the meaning of *surge*.

Use **detail** context clues to find the meanings of the three underlined words in the selection.

### ► Strategy Tip 策略指导

As you read these primary and secondary sources, compare the information in them. Which selection is the primary source? The secondary source? Use the questions in the Skill Focus to help you compare the two sources.

# A Voyage on a Raft

## 木筏上的远航

While visiting Fatu Hiva, a Polynesian island in the Pacific Ocean, Thor Heyerdahl heard a fascinating legend—a tale about an ancient god and chief named Tiki, who had brought people to the islands many centuries ago. Before that time, they had inhabited “a big country beyond the sea.”

The old legend seized Heyerdahl's scientific curiosity. He wondered where these people might have come from and how they had crossed the ocean. Heyerdahl went to Peru, where he heard a legend about Kon-Tiki, the sun king, who once led a group of people across the Pacific Ocean. This legend was similar to the Polynesian story about the god Tiki. Could the two legends be descriptions of the same event?

After years of research and speculation regarding these questions, Heyerdahl formulated a startling theory. He proposed that the first settlers on the Polynesian Islands had traveled over 4,000 miles (6,400 kilometers) from Peru.

✕ The facts supported Heyerdahl's theory. First, the wind blows constantly toward the west from South America. Second, the Polynesian settlers had once carved huge stone statues similar to statues found in South America. Third, the ancient Incas of Peru had gone to sea in rafts, sailing over 50 miles (80

kilometers) from the coast to catch fish. At that distance, they were in the Humboldt Current, which runs north along the coast of Peru and then swings west just below the equator to join the South Equatorial Current, which goes straight to the Polynesian Islands. Tiki could have reached those islands on a raft.

Heyerdahl was determined to test his theory, even if he had to cross the Pacific on a raft himself.

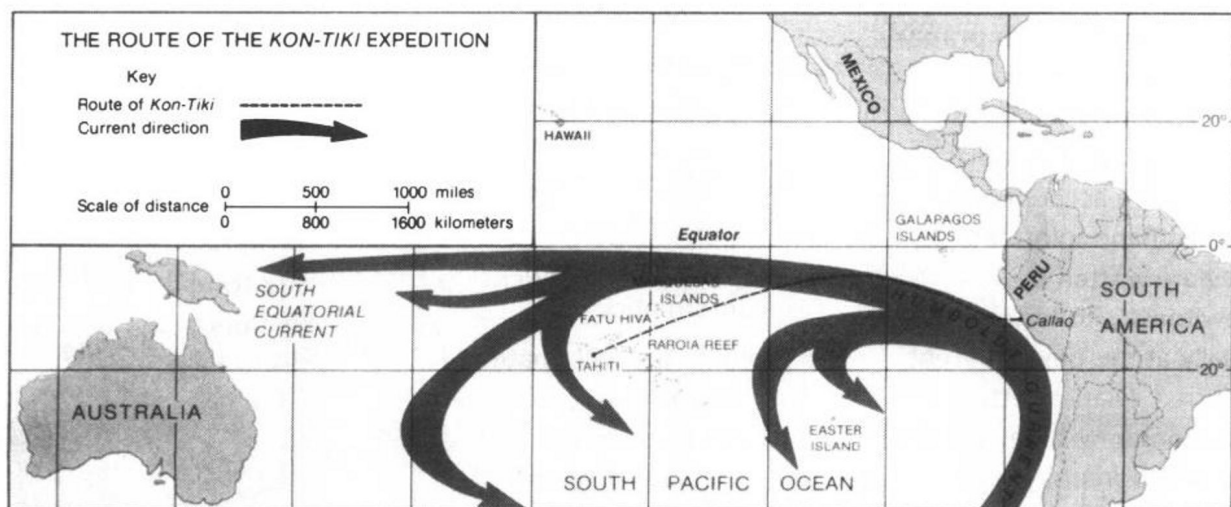
✕ With five other men, he built a raft exactly like those described in ancient records. They chose nine of the thickest balsa logs that they could find. They cut deep grooves into the wood to prevent the ropes

holding the whole raft together from slipping; not a single spike was used. In the middle of the raft, they erected a small, open bamboo cabin. The men then set up a sail and a steering oar. When the raft was completed, they stocked it with a four-month supply of food.

On April 28, 1947, the six men and their parrot began their voyage from Callao, Peru. A tug towed them about 50 miles (80 kilometers) from shore into the Humboldt Current. For almost four months, they would not encounter another human being.

At first, the raft tossed about in the treacherous sea. When the water became calm, the men caught fish for food. At night,

*For almost four months,  
they would not encounter  
another human being.*



they charted their progress by the stars and found that the current was carrying them—just as Heyerdahl had predicted—westward toward the Polynesian Islands.

On July 3, 1947, the crew saw land birds for the first time. Several weeks later, they saw a small cloud on the horizon. It did not move with the wind but rose steadily like a column of smoke; it was caused by the warm air rising from an island.

On July 30, the crew saw land, but they couldn't reach it because the wind and currents carried them away from it. They

soon passed another remote island and headed toward it. The raft hit the coral wall of the reef innumerable times. Finally, in one surge, the sea rose and lifted them inside the reef. Although the raft was severely damaged, the men were not injured.

Maps showed that they had landed on Raroia Reef in the Polynesian Islands. Their voyage did not prove that such a voyage had been made centuries ago. It did prove, though, that it could have been made. Thor Heyerdahl, however, was satisfied that his theory was valid.

## From *Kon-Tiki*

### “太阳神”号航海日志

As the troughs of the sea gradually grew deeper, it became clear that we had moved into the swiftest part of the Humboldt Current. This sea was obviously caused by a current and not simply raised by the wind. The water was green and cold and everywhere about us; the jagged mountains of Peru had vanished into the dense cloud banks astern. When darkness crept over the waters, our first duel with the elements began. We were still not sure of the sea; we were still uncertain whether it would show itself a friend or an enemy. . . .

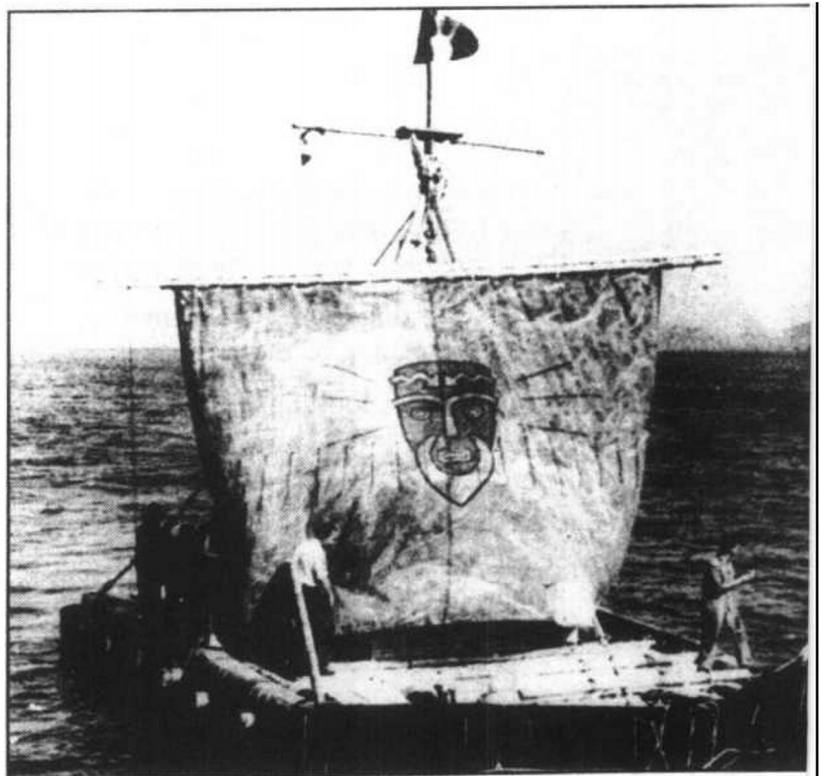
About midnight, a ship's light passed in a northerly direction. At three, another passed on the same course. We waved our little paraffin lamp and hailed them with flashes from an electric torch. But they did not see us, and the lights passed slowly northward into the darkness and disappeared. Little did we on board the raft realize that this was our last ship and the last trace of men we should see till we had reached the other side of the ocean.

We clung like flies, two and two, to the steering oar in the darkness and felt the fresh sea water pouring off our hair while the oar hit us and our hands grew stiff with the exertion of hanging on. We had a good schooling those first days and nights; it turned landlubbers into seamen. For the first twenty-four hours, every man, in unbroken succession, had two hours at the helm and three hours' rest. We arranged that every

hour a fresh man should relieve one of the two steersmen who had been at the helm for two hours.

✓ The next night was still worse; the seas grew higher instead of going down. Two hours of struggling with the steering oar was too long. A man was not much use in the

*Kon-Tiki*, shown leaving Callao Harbor, Peru, was named after the Peruvian sun god, who long ago vanished westward across the sea.



second half of his watch, and the seas got the better of us and hurled us round and sideways, while the water poured on board. Then we changed over to one hour at the helm and an hour and a half's rest. So the first sixty hours passed, in one continuous struggle against a chaos of waves that rushed upon us, one after another, without cessation. . . .

After a week or so the sea grew calmer, and we noticed that it became blue instead of green. We began to go west-northwest instead of due northwest and took this as the first faint sign that we were out of the coastal current and had some hope of being carried out to sea.

The very first day we were left alone on the sea we had noticed fish around the raft, but we were too much occupied with steering to think of fishing. The second day, we went right into a thick shoal of sardines, and soon

afterward an eight-foot blue shark came along and rolled over with its white belly uppermost as it rubbed against the raft's stern. . . . It played round us for a while, but disappeared when we got the hand harpoon ready for action.

Next day, we were visited by tunnies, bonitos, and dolphins, and when a big flying fish thudded on board we used it as bait and at once pulled in two large dolphins weighing from twenty to thirty-five pounds each. This was food for several days. On steering watch we could see many fish we did not even know. One day, we came into a school of porpoises which seemed quite endless. The black backs tumbled about, packed close together, right in to the side of the raft, and sprang up here and there all over the sea as far as we could see from the masthead.

## RECALLING FACTS 课文回放

Write the answers to the following questions on the lines provided. You may go back to the selection to find an answer.

1. Why did Heyerdahl name the raft *Kon-Tiki* after the Peruvian sun king?

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2. Heyerdahl and his men kept the raft going in the right direction by which of the following ways? Check two items.

- ☐ a. charting their movement according to the stars  
☐ b. always looking for the equator  
☐ c. sailing with the Humboldt Current

3. Sequence the events below in the order in which they happened.

- ☐ *Kon-Tiki* travels on the Humboldt Current.  
☐ After research in Peru, Heyerdahl formulates his theory.

\_\_\_\_\_ *Kon-Tiki* leaves Peru.

\_\_\_\_\_ Heyerdahl first visits Polynesia.

\_\_\_\_\_ *Kon-Tiki* arrives at a Polynesian island.

4. What ocean current moves in a northwest direction along the coast of South America?

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5. Between which two latitude lines did the *Kon-Tiki* sail?

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6. Reread the two paragraphs that have Xs next to them. Then in each paragraph underline the sentence that states the main idea of the paragraph.

7. Draw a line to match each word with its meaning.

- |           |                   |
|-----------|-------------------|
| cessation | based on evidence |
| chaos     | ceasing           |
| valid     | confusion         |



Not all the questions about a selection are answered directly in the selection. For the following questions, you will have to figure out answers not directly stated in the selection. Write the answers to the questions on the lines provided.

1. Identify each of the following statements as fact or opinion by writing *F* or *O* on the line provided.

\_\_\_\_\_ The crew of the *Kon-Tiki* risked their lives to make the voyage.

\_\_\_\_\_ Heyerdahl was wrong to risk the lives of his crew members.

2. The crew sighted land birds and a small cloud that didn't move with the wind but rose steadily like a column of smoke. What did the crew conclude?

3. Reread the paragraph with a check mark next to it. Write a sentence describing its main idea.

4. From what you have read about Thor Heyerdahl, how would you describe his character?

5. Write a generalization based on the three facts below.

Facts a. The crew of the *Kon-Tiki* was alone on the vast Pacific Ocean.

b. The ocean waves crashed across the small raft with great force.

c. Sharks swim up close to the raft.

Generalization \_\_\_\_\_

6. Look at the sail of the *Kon-Tiki* in the photograph on page 13.

a. Whose face do you think is on the sail?

b. Why do you think it is appropriate?

## SKILL FOCUS 技能聚焦

To answer the questions below, compare the information presented in "A Voyage on a Raft" on pages 12–13 and "From *Kon-Tiki*" on pages 13–14.

1. Identify the source.

a. Who wrote the information?

"A Voyage on a Raft" \_\_\_\_\_

"From *Kon-Tiki*" \_\_\_\_\_