

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

蒋秉章 审

6

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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,你将学习阅读文学、社会科学、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,这在其它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。

每个单元的其它课文给你阐述和讲解其它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、菜单和其它参考资料,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		Symbol	Key	Word	Respelling	
a	æ	act	(akt)	/ækt/	u	ʊ	book	(buk)	/bʊk/
ah	ɑ:	star	(stahr)	/stɑ:/	put		(put)	/pʊt/	
ai	eə	dare	(dair)	/deə/	uh	ʌ	cup	(kuhp)	/kʌp/
aw	ɔ:	also	(awl soh)	/'ɔ:lsəʊ/					
ay	eɪ	flavor	(flay vər)	/'flɛvə/	ə	ə	a as in		
							along	(ə lawng)	/ə'lon/
e	e	end	(end)	/end/			e as in		
ee	i:	eat	(eet)	/i:t/			moment	(moh mənt)	/'məʊmənt/
er	ɜ:	learn	(lern)	/lɜ:n/			i as in		
		sir	(ser)	/sɜ:/			modify	(mahd ə fy)	/'mɒdɪfaɪ/
		fur	(fer)	/fɜ:/			o as in		
i	ɪ	hit	(hit)	/hɪt/			protect	(prə tekt)	/prə'tekt/
eye	aɪ	idea	(eye dee ə)	/aɪ'diə/			u as in		
y	aɪ	like	(lyk)	/laɪk/			circus	(ser kəs)	/'sɜ:kəs/
ir	ɪə	deer	(dir)	/dɪə/	ch	tʃ	chill	(chil)	/tʃɪl/
		fear	(fir)	/fɪə/	g	g	go	(goh)	/gəʊ/
oh	əʊ	open	(oh pen)	/'əʊpən/	j	dʒ	joke	(johk)	/dʒəʊk/
oi	ɔɪ	foil	(foil)	/fɔɪl/			bridge	(brij)	/brɪdʒ/
		boy	(boi)	/bɔɪ/	k	k	kite	(kyt)	/kaɪt/
or	ɔ:	horn	(horn)	/hɔ:n/			cart	(kahrt)	/kɑ:t/
ou	aʊ	out	(out)	/aʊt/	ng	ŋ	bring	(bring)	/brɪŋ/
		flower	(flou ər)	/'flaʊə/	s	s	sum	(suhm)	/sʌm/
oo	u:	hoot	(hoot)	/hu:t/			cent	(sent)	/sent/
		rule	(rool)	/ru:l/	sh	ʃ	sharp	(shahrp)	/ʃɑ:p/
yoo	ju:	few	(fyoo)	/fju:/	th	θ	thin	(thin)	/θɪn/
		use	(yooz)	/ju:z/	z	z	zebra	(zee brə)	/'zi:brə/
							pose	(pohz)	/pəʊz/
					zh	ʒ	treasure	(treszh ər)	/'treʒə/

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UNIT 1

Alaska 阿拉斯加

Lesson 1

Setting and Plot 背景与情节

Reading a Literature Selection 文学选读

► Background Information 背景资料

In this story, two teenagers suddenly find themselves in a dangerous situation in which even the smallest action could have tragic consequences.

► Skill Focus 导读

Setting is the place and time of the events in a story. The setting of a story can be as ordinary as a kitchen or as dramatic as a racetrack. The time can be now, the distant past, or years from now.

Setting often influences a story's **plot**, or action. It can add to the conflict around which the plot revolves.

Read the paragraph below. Look for details of setting that influence the story's plot.

It was not the safest neighborhood. In fact, it was no place for two out-of-town teenagers at two o'clock in the morning. As Lucille and Jerry huddled under the dimly lit metal roof of the bus shelter, a dog approached. Its growl and menacing eyes frightened Lucille and Jerry.

In this paragraph, the

setting helps to create a conflict. Such phrases as *not the safest neighborhood*, *under the dimly lit metal roof*, and *two o'clock in the morning* describe an isolated, dark setting and create tension. Once the ferocious dog confronts the teenagers, the reader can expect the plot to move quickly. Suddenly, there is a conflict.

A different setting, however, could lead to a story with a different plot.

The questions below will help you see how setting influences plot.

1. Where and when do the story's events take place?
2. What details of the setting help develop the conflict?
3. How would a different setting affect the story's plot and conflict?

► Word Clues 词汇求索

When you read a word that you do not know, look for context clues to help you. Context clues are nearby words and phrases that help make the meaning clearer. Read the following sentences.

All that we have to do is follow those ski lift pylons back to the base lodge. Those posts will be our markers.

If you don't know the meaning of the word *pylons*, the word *posts* in the second sentence can help you. The words *pylons* and *posts* are synonyms. A pylon is a post, or a column, used as a support.

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

► Strategy Tip 策略指导

As you read "Storm on Alyeska," look for details that describe the two settings of the story. Note that a space between paragraphs signals a change in setting. How do the elements of nature affect the outcome of the story?

Storm on Alyeska

阿莱斯加的暴风雪

Marina surveyed the glacier proudly. The light glinted off its folds, as thin, wispy veils of crystalline snow curled and skimmed across its surface. Because this was her favorite place, Marina was eager to show it to her friend, Tom. "It's incredibly beautiful, isn't it, Tom?" she asked.

"Well, it isn't the Arctic, but it certainly is spectacular," Tom agreed.

"Yes!" shouted Marina, throwing her arms out as if she were attempting to embrace the scene before her. "I don't know of anyone else who's come to Portage Glacier on cross-country skis along that rugged trail, Tom. Because everyone usually takes the ski lift up here, this is an accomplishment. Maybe they'll put us in the record books, like that person from the lower forty-eight who ate 130 prunes in two minutes."

"I can see it now," laughed Tom. "'Woman Sets Cross-Country Record on Mount Alyeska.'" Then, checking the sky, he added, "I think that we should head back now, or we'll set a quick-freeze record for the mountain as well. I don't think I'd like to be featured in that headline. Since we can still catch it, why don't we take the last ski lift back from the glacier?"

"Oh, Tom," laughed Marina. "You're not in Barrow, up above the Arctic Circle, anymore. You're not on pipeline patrol on the permafrost. You're here in lower Alaska. You can relax."

"It's a glacier-covered mountain, the sun

will soon go down, and a wind is coming up. At home, we don't take nature for granted. We're Inuits, and we're supposed to understand terrible weather."

Marina bristled. "I know this mountain. I work here on weekends. All that we have to do is follow those ski lift pylons back to the base lodge. Those posts will be our markers. Come on, I'll race you!"

Tom grinned. "How can I resist a challenge? I'll be right behind you, and if you can get us back to the lodge in record time, I'll admit that you haven't gone completely soft on your Arctic heritage."

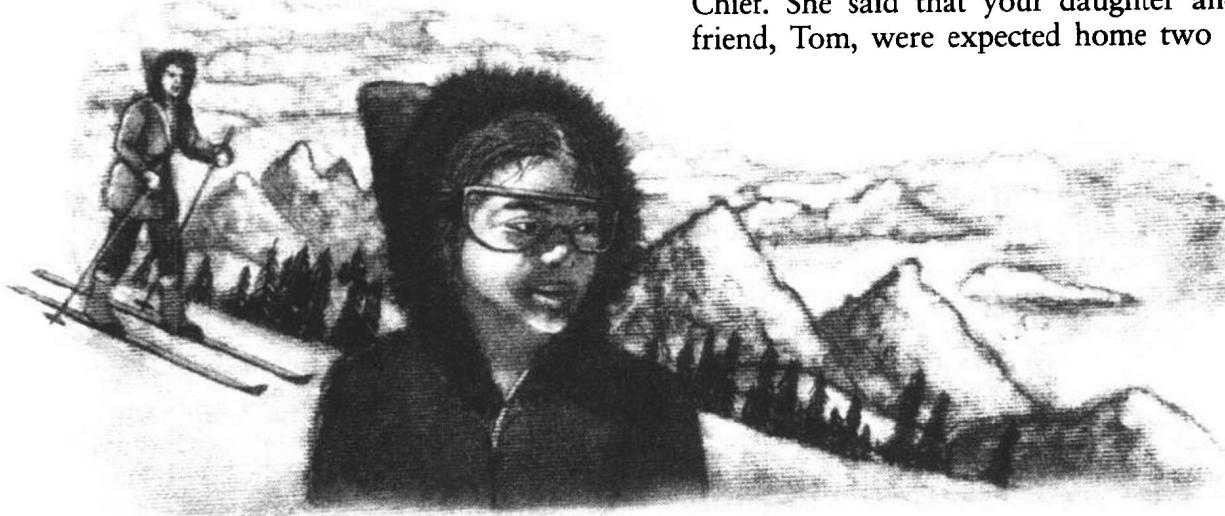
Marina and Tom set off across the edge of the glacier field. As they disappeared over the line of the slope, the light changed. Clouds scudded across a sky that was rapidly turning leaden and yellow-gray. Snow began to fall.

At a police station in Girdwood, near Mount Alyeska, Chief Ellanna slammed the door shut against the now-swirling snow and stamped his boots on the rubber mat. He strode down the hall and into the squad room.

"We've got a truck jackknifed across the highway, cars stranded everywhere," he growled, "and my snowmobile had to get stuck in a drift."

He unzipped his parka and sat behind the desk. "We can't do much as long as the wind keeps up," he grunted. "How do we stand, Sergeant?"

"Your wife called about an hour ago, Chief. She said that your daughter and her friend, Tom, were expected home two hours



ago. She's afraid they're lost in the storm on Mount Alyeska," reported Sergeant Price.

"Sergeant, call my wife back. See if she's heard from them."

Just then, Officer Casey walked into the squad room to give the chief an update on rescue operations. Officer Casey, holding a sheaf of papers, glanced at the stack in her hands and read from it. "Mrs. Tift's lined up 20 vehicles from the Snowmobile Club. Pat Mooney over at the rescue squad has a dozen snowshoe experts coming in. About 30 rescue units can be at the ski lodge in about an hour. That should be enough help to cover all possible storm emergencies."

Chief Ellanna nodded. "Have you called Anchorage?"

"The U. S. Weather Bureau reports that winds are slowing down just south of there," Officer Casey responded. "But they say that it will be three hours or more before the winds die down here."

Sergeant Price walked back into the squad room. "Chief, no word yet about your daughter and her friend. No one's seen them since they headed up the mountain."

The police chief glanced up at the clock and scowled. The reason that he frowned was clear when he said, "We've got at least three hours to wait. Visibility is so poor that we can't even send up helicopters to look for them. It'll also be dark soon. This is bad. Tom and Marina have already been out there too long. I just wish we had some idea where they were headed."

Tom's hands were almost numb, and his feet throbbed with pain. While he had the foresight to wear heavy gear, he neglected to take along a pair of snow goggles. The blizzard had shrunk visibility until he could barely make out the dark shadows of thick trees a few feet ahead.

Suddenly, Marina materialized right in front of him; he almost collided with her. When she appeared, she was leaning on her ski poles, peering into the flying, whirling snow.

"They should be here! I don't know why they're not! This is ridiculous. Pylons don't get up and walk away."

"Are you sure we've come in the right direction?" asked Tom.

"Positive. I have this mountain memorized. Let's keep going. The pylons must be a bit farther on." Marina bent forward and pushed off, breaking a slow path through darkening woods.

At that point, Tom didn't care about finding the pylons. A little frightened, he just wanted to be safe and warm. The frigid open stretches of the Arctic Circle, where he lived, seemed more hospitable and comfortable than this rugged, forested mountain resort. In the Arctic, he knew what to

expect. Now he had to depend on Marina and her knowledge of the mountain. He didn't like depending on someone else. He liked to be able to depend on himself. Nevertheless, he set off after Marina.

"How long has it been now?" wondered Marina desperately. It was so much colder than before. She blamed herself for their predicament—she had taken the mountain for granted. It was now obvious that they had missed the pylons, as well as the trail that the posts marked. Their only hope was to continue downhill. If only she and Tom could reach the highway, she thought.

Tom caught up with her. "Now what?" he yelled. "Where are we? Do you have another great plan?"

Marina's eyebrows were caked with snow. She tried to wipe them, but her gloves were clumsy and stiff. She took one off—and it slipped from her fingers to the ground.

"Marina—your glove! Don't!" shouted Tom. As he shouted, the wind swept the glove down the slope. "I'll get it," he yelled, as he unthinkingly launched down the slope. "How could Marina take her glove off?" he muttered as he tried to keep it in sight.

"Not that way, Tom!" Marina bellowed, skiing after him. She was in time to watch, horrified, as he tumbled into a craggy, narrow, rock-strewn ravine. She couldn't believe Tom's foolish action.

The CB radio in the police station squad room crackled and brought Chief Ellanna bolt upright. A message was coming in from one of

She blamed herself for their predicament—she had taken the mountain for granted.

the police snowmobiles out on patrol. "This is Big Tlingit to Smokey. I'm stuck down here at mile 39 on the highway. I just saw two skiers near the road, but they veered off into a wooded area. Could they be your daughter and her friend?"

Chief Ellanna immediately directed units to move in the direction of the woods near mile 39. The Chief sighed. At least they had been seen alive!

"Sergeant Price, call my wife. Tell her we think that we've found Marina and Tom."

Tom couldn't move. He knew his leg was broken. At least he knew that it was when he was conscious, but he kept drifting off. He couldn't understand why he wasn't colder. He could swear someone had covered him with a feathery, fresh-smelling blanket. He kept trying to tell Marina something. Maybe if he could joke with her, she wouldn't think things were so awful. If only he hadn't gone off after that glove . . .

Chief Ellanna was the last to reach the ravine. As he jumped out of his snowmobile, he saw a blanket-wrapped figure on a stretcher.

He ran toward it as another figure stumbled toward him.

"Dad!" Marina screamed hoarsely. "It was my fault! Poor Tom."

"Marina, are you all right? What happened to Tom?" asked the relieved chief.

The doctor ran up to them. "Just one minute. Now that I've seen to your friend—I think he'll recover—I want to check your hands."

Marina's father looked with concern at his daughter's hands. They were not only vivid red with the early signs of frostbite, but also torn and bleeding. "What . . . ?" he began to inquire but was interrupted by the doctor.

"She bruised her hands as she tore pine boughs from a tree to shelter her friend. It must have been very painful. It's a good thing that the storm did not last any longer than it did."

"Oh Dad . . . Tom . . ." Marina choked, "even then, he kept trying to keep up my spirits."

As her father draped a thermal blanket over her shoulders, Marina realized the mistake she had made. She would never again take nature for granted. As they walked to the snowmobile, the brilliant glittering stars of the Arctic sky peered through a rift in the clouds.

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. Unlike Marina, Tom wants to take the last ski lift back to the lodge.

a. Why does Tom want to use the lift?

b. Why does Marina not want to go back on the lift?

2. What effect does the weather have on the search for the lost skiers?

3. At different times, Tom and Marina think the other does something foolish.

a. What does Marina do that Tom thinks is foolish?

b. What does Tom do that Marina thinks is foolish?

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

sheaf	emerged
scowled	frowned
materialized	bundle

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. The following statements are either fact or opinion. Fill in the space between the lines in front of each statement that expresses a fact.

- || a. Mount Alyeska is in lower Alaska.
- || b. The Arctic is more dangerous than Mount Alyeska.
- || c. Marina is unable to locate the ski lift pylons.

2. a. How is Mount Alyeska similar to the Arctic? _____

- b. How is it different? _____

3. Is Tom more cautious than Marina? Explain. _____

4. Why is Tom so concerned when Marina takes off her glove?

5. Why do you think Tom agrees to go along with Marina's plan even though he sees that a storm is approaching?

6. What might Marina and Tom learn from the experience on the mountain?

SKILL FOCUS 技能聚焦

A story's setting often provides the elements of conflict around which the plot develops.

1. The action in this story takes place in two separate places during a snowstorm.

- a. What are the two settings?

b. How does the action differ in each setting?

c. In which setting does most of the action take place?

d. What is the story's conflict?

e. How does this setting influence the conflict?

f. How is the conflict resolved?

2. How do the following details of setting affect the plot of the story?

a. As Marina and Tom raced over the edge of the glacier field, the sunlight changed, clouds scudded across the sky, and snow began to fall. The blizzard had reduced visibility.

b. To wipe her snow-caked eyebrows, Marina took off one of her stiff and clumsy gloves—and dropped it. The wind swept the glove down the slope. In an attempt to get it, Tom tumbled into a narrow ravine and was injured.

3. Consider the second setting in this story. Why do you think the author includes it?

4. Suppose the time and place of this story were different. How would a different setting affect the story?

► **Real Life Connections** (学以致用) Compare Mount Alyeska with your own geographic area. How are they the same? How are they different?

Reading a Flow Chart 阅读流程图

Reading a Social Studies Selection 社会科学选读

► Background

Information 背景资料

The state of Alaska is valued today for its natural resources, important location, and wilderness areas. Throughout much of its history, however, Alaska was exploited and neglected. The people who originally lived in this vast, beautiful region respected the land and lived in harmony with the animals. Russian trappers arrived in Alaska in 1784. Primarily interested in getting rich, these trappers hunted extensively with little regard for the future and slaughtered Alaska's wildlife. After the Russians, American trappers and traders came to Alaska. They also had little interest in conserving the natural resources. Later, the United States government ignored Alaska's needs as a developing region. Finally, in 1959, Alaska achieved statehood.

► Skill Focus 导读

A **flow chart** shows the important stages, or steps, in a process. In a flow chart, a block or box represents each stage. Information in each block or box explains the stage represented. Connecting the boxes are arrows or lines that

1784–1867

Russian fur traders establish and maintain the first white settlement in Alaska on Kodiak Island.

1867

United States purchases Alaska from Russia.

show the flow, or movement, from one stage to another.

Two stages in the history of Alaska are shown on the flow chart above.

The following questions will help you read a flow chart.

1. What process does the chart describe?
2. How does the chart show the order and movement of events?
3. What period of time does the chart cover?
4. How are the events on the chart related?

► Word Clues 词汇求索

When you read a word that you do not know, look for context clues to help you understand it. Context clues are words near the unknown word that make its meaning clearer. Read the sentence that follows.

Many of the native inhabitants were forced to provide the Russians with free labor; others died from the diseases that Russian traders spread among the indigenous population.

If you do not know the meaning of the word *indigenous*, the words *native*, *inhabitants*, and *population* can help you. You can figure out the meaning of *indigenous* by reading the details in the sentence. By doing so, you can infer, or figure out, that *indigenous* means "originally living in an area."

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

► Strategy Tip 策略指导

Preview "Alaska's Struggle to Statehood" by reading the headings. As you read the selection, refer to the flow chart, which traces Alaska's history from settlement to statehood. If necessary, review the steps in the Skill Focus for reading a flow chart.

Alaska's Struggle to Statehood

阿拉斯加为争取州地位的斗争

January 3, 1959, was a time of celebration for the people of Alaska who had struggled long and hard for statehood. Nearly a century had passed since 1867, when the United States purchased Alaska from Russia. For many years, Alaska suffered from the neglect and prejudice of the "lower forty-eight." Statehood marked a new era of pride and privilege for Alaskan citizens.

The Russians Arrive in Alaska

The native people of Alaska—the Inuits and the Aleuts—lived for centuries in the Alaskan wilderness. They survived by hunting and fishing the plentiful Alaskan wildlife on the land and in the coastal waters.

In 1725, however, an event took place in far-away Russia that forever changed the native Alaskans' way of life. In that year, Peter the Great, Czar of Russia, ordered a Danish-born officer in his navy named Vitus Bering to explore the North Pacific. Bering's mission was to see if Asia and North America were connected by land. Bering fulfilled this mission when his ships passed through a channel between Asia and North America, known today as the Bering Strait.

On a second voyage in 1741, Bering's party sighted the southeastern coast of Alaska and landed on Kayak Island in the Alexander Archipelago. When Bering's ship returned to Russia, it was loaded with the rich furs of sea otters. The value of these furs drew many Russian hunters and fur traders to Alaska. Not until 1784, however, did Russian fur traders establish the first settlement on Kodiak Island, in the Gulf of Alaska. By 1799, Russia established the Russian-American Fur Company.

The growth of the Russian fur trade brought little prosperity to Alaska's people. Many of the native inhabitants were forced to provide the Russians with free labor; others died from the diseases that Russian traders spread among the indigenous population.

At the same time, the growth of the Russian fur trade meant disaster for Alaska's fur-bearing animals. The seals and sea otters living in Alaskan waters were slaughtered by the millions, and their skins were wasted in dyeing.

Many were destroyed simply to keep the world price of furs high.

By 1820, the Russians, having failed to use the area's great natural wealth, were losing control of the Alaskan fur trade. Not only were the animals becoming scarce, but the United States and Britain had entered the fur trade. This competition was cutting into Russian profits. In 1824 and 1825, Russia signed treaties with the United States and Britain that drew the southern boundary of Russian territory in America at about latitude 54 degrees.

The United States Buys Alaska

By the 1850s, Russia, having lost interest in Alaska, wanted to abandon the area. Secretary of State William H. Seward saw an opportunity to buy Alaska for the United States. In 1867, he negotiated a treaty with the Russians to purchase Alaska for \$7.2 million. At that price, Alaska sold for about two cents an acre.

Seward, a man of vision, understood that Alaska contained great wealth in its natural resources. Also committed to the expansion of the United States, he realized that the acquisition of Alaska would help the United States become a world power.

✓ Most Americans at the time thought Seward had been a fool to waste \$7.2 million on an "icebox." Alaska was soon called Seward's Folly, Walrussia, Icebergia, and the Polar Bear Garden. The *New York Tribune* stated in an editorial, "We may make a treaty with Russia, but we cannot make a treaty with the North Wind or the Snow King." In short, most Americans, basing their opinions on ignorance and prejudice, thought that Alaska was a total wasteland of ice and snow.

Supporters of Seward, however, knew better. American whalers and seafarers were aware of the wealth in Alaska's waters. American scientists and explorers who had traveled to Alaska realized the potential of the country's natural resources. Several legislators supported Seward's belief that Alaska's location would help make the United States a stronger nation.

After months of debate, the U. S. Congress finally approved Seward's treaty. The American flag flew over Alaska, but little else happened.

For the next 17 years, the United States made no effort to provide Alaska with a government.

The Great Gold Rush

Alaska was largely ignored by the U.S. government until the wealth of its natural resources was realized. In the 1870s and 1880s, the salmon industry in Alaska became profitable; soon after, large canneries were built. Prospectors had also begun to find gold in Alaska's wilderness. By 1884, Congress set up a government for Alaska and gave it district status.

By the turn of the century, Alaska was in the headlines of newspapers across the United States. The great Gold Rush was on. Thousands of Americans hastened to Alaska to strike it rich. In only a few years, the population of Alaska swelled to ten times its original size. A few individuals became millionaires overnight. But many more remained as impoverished as they had been when they came to Alaska with nothing but dreams. Some died a harsh death, seeking riches that they never found.

The Gold Rush of 1897–1898 did much more for Alaska than make a few of its citizens rich. It drew national attention to the district and forced the U.S. government to provide it with more laws. By 1906, Alaska elected its first delegate to Congress. Although the delegate

could not vote, he spoke for Alaskan interests in Congress.

✕ One of the most important influences on Alaska during this time was a U.S. judge named James Wickersham. He traveled throughout Alaska by dogsled or slow river steamer, bringing law and order to the district. Elected Alaska's delegate to Congress in 1908, Judge Wickersham pushed the Act of 1912 through Congress. This act gave Alaska an elected legislature and made it a U.S. territory. He served Alaska in Congress for seven terms and introduced the Alaska Statehood Bill as early as 1916. Because of his early support of statehood, he is known in Alaska as the state's first citizen.

World War II (1939–1945) greatly changed the United States' view of Alaska. The territory became an important military base in the war against Japan and the Axis powers. In 1942, the Alaska Highway was built, providing an artery for transporting military supplies. That same year, the Japanese occupied three Alaskan islands, the only part of North America to be invaded during the war. Alaska's strategic importance to the United States could no longer be ignored. Its geographic location was vital to the nation's defense. After World War II, Alaskans began to make serious attempts to win statehood.

Statehood at Last

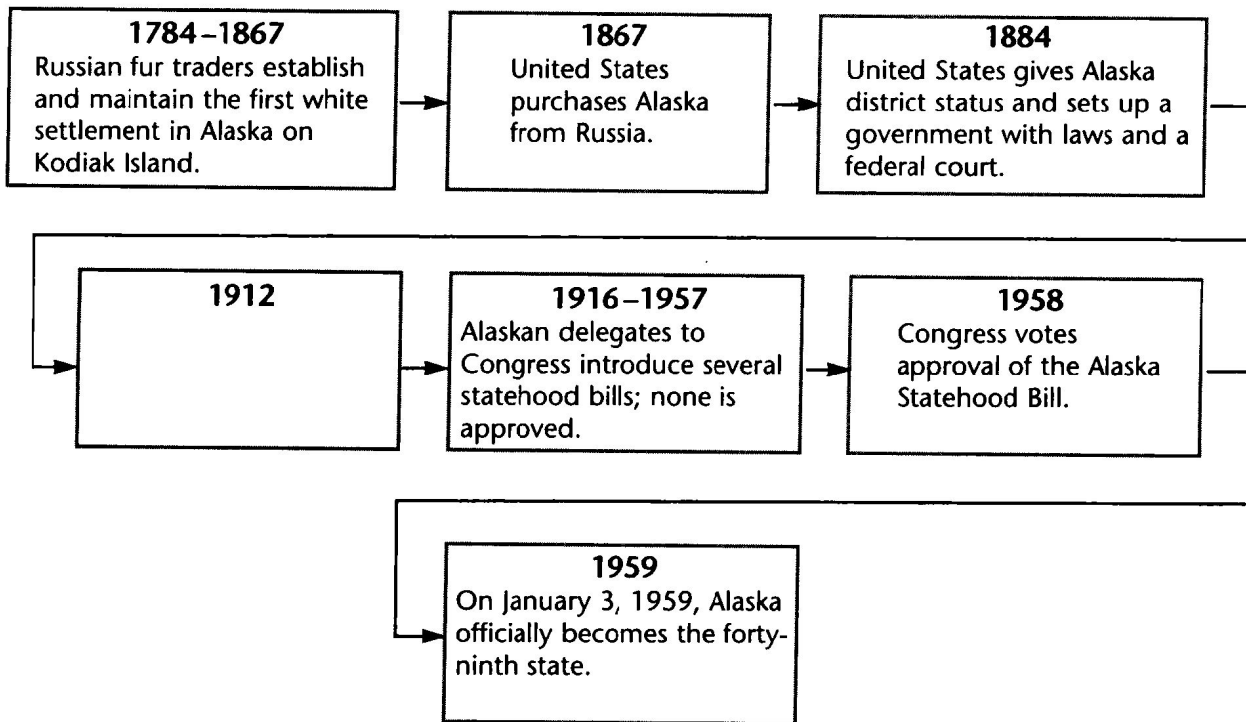
✕ The people of Alaska wanted statehood for many reasons. As a territory, Alaska had a delegate to Congress who could only observe and speak, but not vote. Alaskan citizens could not vote for the president of the United States, even though the president appointed their territorial officials. Alaska also had little control over its own legislature, since it did not have the rights of a state.

Congress repudiated the Alaska Statehood Bill several times during the period between 1916 and 1957. Although pressures from the fishing industry and conservative senators blocked statehood votes for several years, both the House and the Senate finally approved Alaskan statehood in 1958. On the night of the Senate vote, jubilant Alaskans celebrated the victory that they had wanted for so long. They danced in the streets, set bonfires, and even dyed a river in Fairbanks gold. On January 3, 1959, President Dwight D. Eisenhower declared Alaska the forty-ninth state.



By 1898, prospectors were racing to Alaska. The two women in this photograph faced a hazardous journey over treacherous mountain passes. Their equipment had to be carried or hauled along.

Alaska: From Settlement to Statehood



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. Write the cause for the effect stated below.

Cause _____

Effect Most Americans thought Seward was a fool to pay \$7.2 million for Alaska.

2. Contrast the privileges of a state and a territory by filling in the blanks in the sets of descriptions below.

State elects voting members of Congress

Territory _____

State citizens vote in presidential elections

Territory _____

State controls its state legislature as one of its states' rights

Territory _____