

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

5



上海教育出版社

海文音像出版社

“Authorized reprint from the US edition entitled “Be A Better Reader”© 2001

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage retrieval system, without written permission from Pearson Education, Inc.

Reprint edition published by Pearson Education North Asia Ltd. and Shanghai Century Publishing Group Educational Publishing House, Copyright © 2002 Pearson Education, Inc.

This edition is authorized for sale only in the People's Republic of China (excluding the Special Administrative Region of Hong Kong and Macau)”

#### 图书在版编目 (C I P) 数据

英语阅读高手. 5 / (美) 史密斯 (Smith, N. B.) 著.  
上海: 上海教育出版社, 2002. 9  
ISBN 7-5320-8395-0

I. 英... II. 史... III. 英语课—高中—教学参考资料 IV. G634. 413

中国版本图书馆CIP数据核字 (2002) 第074194号

#### 英语阅读高手 5

Be A Better Reader

Nila Banton Smith 著

朱萍 震琪 文明 雅菁 注释

上海世纪出版集团·上海教育出版社 出版发行  
海 文 音 像 出 版 社

(上海永福路 123 号 邮政编码: 200031)

上海外文图书公司经销

(上海福州路 390 号 邮政编码: 200001)

商务印书馆 上海印刷股份有限公司印刷

开本 880×1230 1/16 印张 11.75 字数 320,000

2002 年 9 月第 1 版 2002 年 9 月第 1 次印刷

印数 1-6,100 本

ISBN 7-5320-8395-0/G·8432 定价: 17.70 元

Be A Better Reader

英语阅读高手

5

NILA BANTON SMITH 著  
蒋秉章 审

上海教育出版社  
海文音像出版社

## 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	
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)	/'fleɪvər/
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)	/'mɒdəfaɪ/
		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/

# Contents 目 录

## Unit One Outer Space 太空 6

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| 1 Point of View 观点 6              | “Exponential Notation” 《指数符号》     |
| LITERATURE SELECTION 文学选读         |                                   |
| “The Thing at Exeter” 《爱塞特上空不明之物》 | 5 Syllables 音节 26                 |
| 2 Fact and Opinion 事实和观点 11       | 6 Stated or Unstated Main Idea 28 |
| SOCIAL STUDIES SELECTION 社会科学选读   | 直述或隐含的主题思想                        |
| “Ancient Visitors?” 《古代的访问者?》     |                                   |
| 3 Inferences 推理 17                | 7 Table of Contents 目录表 30        |
| SCIENCE SELECTION 科学选读            |                                   |
| “The Mystery of Crop Circles”     | 8 Reading a Paycheck Stub 32      |
| 《庄稼圈之秘》                           | 读工资存根                             |
| 4 Exponential Notation 指数符号 22    |                                   |
| MATHEMATICS SELECTION 数学选读        |                                   |

## Unit Two Animals: Myth and Reality 动物: 神话和现实 34

- |                                 |  |
|---------------------------------|--|
| 9 Plot 情节 34                    | “Reading Word Problems” 《读文字题》         |
| LITERATURE SELECTION 文学选读       |  |
| “The Gift of Betrayal” 《背叛的礼物》  | 13 Syllables 音节 56                     |
| 10 Cause and Effect 原因和结果 39    | 14 Main Idea and Supporting Details 58 |
| SOCIAL STUDIES SELECTION 社会科学选读 | 主题思想和论述细节                              |
| “The Bedouin and the Masai:     |  |
| Herders of Animals”             | 15 Reading a Mail Order Catalog 60     |
| 《贝多因人和马萨伊人: 动物的牧人》              | 阅读邮购商品目录                               |
| 11 Classifying 分类 45            |  |
| SCIENCE SELECTION 科学选读          |  |
| “Classifying Animals” 《动物分类》    |  |
| 12 Word Problems 文字题 51         |  |
| MATHEMATICS SELECTION 数学选读      |  |

## Unit Three Currents of Change 变化趋势 62

- |   |   |
|---|---|
| 16 Character 人物 62                      | “Completing and Solving Word Problems”  |
| LITERATURE SELECTION 文学选读               | 《列和解文字题》                                |
| “No Ordinary Baseball Player” 《不平凡的棒球手》 | 20 Accented Syllable and Schwa Sound 83 |
| 17 Statistics 统计 68                     | 重读音节和非重央元音                              |
| SOCIAL STUDIES SELECTION 社会科学选读         |   |
| “Latin Americans in the United States”  | 21 Prefixes 前缀 84                       |
| 《在美国的拉丁美洲人》                             |   |
| 18 Cause and Effect 原因与结果 74            | 22 Suffixes 后缀 85                       |
| SCIENCE SELECTION 科学选读                  |   |
| “The Human Circulatory System”          | 23 Main Idea and Supporting Details 86  |
| 《人体血液循环系统》                              | 主题思想和论述细节                               |
| 19 Word Problems 文字题 79                 | 24 The Dictionary 词典 88                 |
| MATHEMATICS SELECTION 数学选读              |   |
|   | 25 Reading Forms 读表格 90                 |

## Unit Four Egypt and the Nile 埃及和尼罗河 92

26 Imagery 意象 92	“Geometric Terms” 《几何术语》
LITERATURE SELECTION 文学选读	
“Hymn to the Nile” 《尼罗河赞歌》	
27 Comparing and Contrasting 比较和对照 97	30 Synonyms and Antonyms 114
SOCIAL STUDIES SELECTION 社会科学选读	同义词和反义词
“Egypt: Gift of the Nile” 《埃及: 尼罗河的礼物》	31 Taking Notes: Summarizing 115
	做笔记: 概括
28 Main Idea and Supporting Details 103	32 Taking Notes: Outlining 116
主题思想和论述细节	做笔记: 列提纲
SCIENCE SELECTION 科学选读	
“Hot Deserts” 《炎热沙漠》	33 Improving Reading Rate 118
	提高阅读速度
29 Geometric Terms 几何术语 109	34 Reading a Bank Statement 120
MATHEMATICS SELECTION 数学选读	阅读银行清单

## Unit Five Forces of Nature 大自然的力量 122

35 Setting 背景 122	“Reading Graphs” 《读图表》
LITERATURE SELECTION 文学选读	
“The Lifejacket” 《救生衣》	
36 Reading a Map 读地图 128	39 Fact and Opinion 事实和观点 146
SOCIAL STUDIES SELECTION 社会科学选读	
“The Russian Winter” 《俄罗斯的冬天》	40 Inferences 推理 147
37 Cause and Effect 原因和结果 135	41 Using an Index 学用索引 148
SCIENCE SELECTION 科学选读	
“Causes of Changing Weather”	
《天气变化的原因》	42 Reading a Warranty 读保单 150
38 Graphs 图表 141	
MATHEMATICS SELECTION 数学选读	

## Unit Six Communications 交际 152

43 Conflict and Resolution 冲突和化解 152	“Reading Equations” 《读方程式》
LITERATURE SELECTION 文学选读	
“Tuned-in Telenut” 《陶醉的电视迷》	
44 Generalizations 概括 157	47 Propaganda 宣传 172
SOCIAL STUDIES SELECTION 社会科学选读	
“From Signal Fires to Lasers”	
《从信号火到激光》	48 Reading Classified Ads 174
	读分类广告
45 Diagrams 图表 162	* Word and Expressions 176
SCIENCE SELECTION 科学选读	
“Sound” 《声音》	
46 Equations 方程式 168	
MATHEMATICS SELECTION 数学选读	

# UNIT 1

## Outer Space 太空

### Lesson 1

## Point of View 观点

### Reading a Literature Selection 文学选读

#### ► Background Information 背景资料

People and scientists have observed UFOs, or unidentified flying objects, for many years. Some think that UFOs are spaceships from other planets; others believe that UFOs are really airplanes or are strange occurrences of nature.

The following story, based on a news report of an actual event, took place in a small New England town. Did the UFO carry beings from other planets? The people of Exeter thought so.

#### ► Skill Focus 导读

Before writing, an author must decide who is going to tell the story. The story can be told by one of the characters who participated in the events or by an outsider who observed the events. The **point of view** an author chooses determines the information that is given in a story and how it is presented.

When a story's events are reported by an outsider who witnessed or knew about the events but did not participate

in them, the author is using the **third person objective point of view**. Like a newspaper reporter, the narrator does not tell what he or she is thinking or feeling. Also, because the narrator does not enter the minds of the story characters, the narrator cannot tell the reader what they are thinking or feeling. The narrator tells only the facts of the events.

When you try to determine the point of view in a story, think about these questions.

1. Is the narrator an outsider or a participant in the event?
2. Do you know what the narrator is thinking or feeling?
3. Do you know what the characters in the story are thinking or feeling?

#### ► 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.

Officer Toland listened suspiciously to Norman's story. Afterward, the officer admitted that he had reacted skeptically.

If you don't know the meaning of the word *skeptically*, the word *suspiciously* in the first sentence can help you. The words *skeptically* and *suspiciously* are synonyms. *Skeptically* means "suspiciously."

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

#### ► Strategy Tip 策略指导

"The Thing at Exeter," is written from the third person objective point of view. As you read the selection, pay special attention to the information that the narrator gives you about the events that took place in Exeter.

# The Thing at Exeter

爱塞特上空不明之物

Are there visitors from outer space? Nobody has proved anything one way or the other. But people around Exeter, New Hampshire, haven't stopped talking about the "thing" that appeared the night of September 3, 1965.

That night, eighteen-year-old Norman Muscarello arrived at the Exeter police station. He was pale and trembling. Officer Reginald Toland, who was on desk duty, got Muscarello to calm down a bit. Then Muscarello told him an incredible story.

Muscarello said he had been hitchhiking home along Route 150, just outside Exeter. Suddenly, in the moonless night sky, a huge, silent, glowing object glided toward him across an open field.

Muscarello leaped from the road into a shallow ditch and watched. He later admitted that he was terror-stricken. The object drifted and circled over a nearby house. Muscarello estimated that the dome-shaped, saucer-like object was about eighty feet wide. He noticed that it had flashing red lights and made no noise. When it seemed to back away, Muscarello jumped up and ran to another house. He banged with his fists on the door, but the people inside would not open it. He then ran to the road and waved down a car. A middle-aged couple drove him to the police station.

Officer Toland listened suspiciously to Muscarello's story. Afterward, the officer admitted that he had reacted skeptically. He didn't think that Muscarello had seen anything extraordinary. Officer Toland thought that Muscarello had probably spotted a low-flying plane or helicopter. But when Muscarello insisted that he'd seen something very strange, Toland called in another officer from patrol.

On arriving at the police station, Officer

Eugene Bertrand reported an odd coincidence. He had stopped on a bypass of Route 101 to check a parked car. The driver told him that even after she had taken the detour from the main road, a silent object with flashing red lights continued to follow her. It glided above her for about nine miles and at times came within a few feet of her car.

When he heard this report, Toland turned to Muscarello and said, "Does this sound like the 'thing' you saw?" Muscarello said it did.

Officer Toland asked Bertrand to escort Muscarello back to the open field where he had sighted the strange object. At 3:00 A.M., Officer Bertrand and Norman Muscarello got out of the car at the field along Route 150.

The sky was clear. It was crystalline. Visibility was unlimited and there was no wind. The stars were like bright pinpoints against the dark.

The two walked down the sloping field. Bertrand took out his flashlight and shined it on the shrubs and distant trees. About a hundred yards from the roadside was the barn in which Carl Dining kept his horses. Bertrand and Muscarello reached

the fence and still saw nothing.

Bertrand told Muscarello that he must have seen a helicopter. The youth insisted that, because he was familiar with all types of aircraft, he would have recognized a helicopter.

Muscarello walked away into the field. Bertrand turned his back to the barn and shined his light toward the trees. Suddenly, the horses in the barn began to kick and whinny. The dogs penned up nearby began to whimper and howl.

Muscarello shouted, "I see it! I see it!" Bertrand wheeled around and looked at the trees beyond the barn. He reported that a bright, rounded object rose slowly into the air



from behind two tall pine trees. Making no sound, it moved toward them in a seesawing motion, like a leaf fluttering in the air. The entire area was bathed in brilliant red light. The white sides of Carl Dining's house turned blood red.

Officer Bertrand reached for his .38, hesitated, then shoved the gun back into its holster. Looking again at the red light, he shouted at Muscarello, "It might be radioactive! Run for cover!" He grabbed Muscarello and yanked him toward the cruiser. Bertrand called Toland, back at the station, on his car radio. "I see the thing myself!" he screamed.

Just then, another officer, David Hunt, sped up to the farm in his police car. He had heard Bertrand and Toland talking on the radio and rushed to see what was going on.

As he jumped out of his patrol car, he could see the "thing." It was hovering about a hundred feet in the air. Suspended noiselessly, it slowly started to move east. The three men stared in surprise at the UFO. If it were a plane or a helicopter, it was like no other they had ever seen. It didn't move like an airplane or a helicopter. It could speed away, stop in a second, and then hover. It could change direction instantly. Lights along its bottom rim flashed in a left-to-right and then right-to-left pattern. The two officers and Muscarello said that it didn't seem like anything of this world.

After the "thing" disappeared over the

horizon, the three men headed back to town and filled out a police report. Although Officer Hunt filled out a long report about the sighting, he no longer discusses the case.

Officer Bertrand later said that his fellow officers didn't make fun of him for reporting seeing a UFO. "We saw something out in that field," he said. "I think there is probably some explanation. I don't say it was from outer space. But I know there was some sort of flying craft. I was in the Air Force, and I know aircraft make noise. This one didn't. It was silent; no hum. . . . Just moving through the air silently. And the light, so bright it lighted up the whole field. There was something there. We weren't all seeing something that wasn't there!"

During the 1960s, the U.S. Air Force was in charge of looking into UFO sightings. What was the Air Force's opinion of the "thing" at Exeter? The Air Force said that the Eighth Air Force was carrying out an operation known as Big Blast in New England that night. Air Force officials stressed that the "general description of flashing lights is somewhat like reports of aircraft during refueling or when taking low-level pictures."

However, Air Force officials insisted that Operation Big Blast had ended by the time of the sightings. None of the aircraft from the exercise were in the area after 1:35 A.M. The Air Force report simply stated that "since no aircraft can be placed in the area at 2:00 A.M., the case is listed as unidentified."

*The three men stared in surprise at the UFO.*

## 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. In the story, how many people saw the "thing"? Who were they?

---

---

---

2. When and where did the story take place?

---

---

3. Describe the "thing."

---

---

---

4. Why did Norman Muscarello rush to the police station?

---

---

5. How did Officers Bertrand and Hunt react when they saw the “thing”?

---

---

6. How did the Air Force list this case in its final report?

---

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

- |             |                |
|-------------|----------------|
| hovering    | transparent    |
| bypass      | floating       |
| crystalline | auxiliary road |

## 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. Why do you think that Officer Bertrand stopped to help a woman parked on a bypass?

---

---

---

---

2. Why did Carl Dining’s farm animals become upset and agitated?

---

---

---

---

3. How did the UFO differ from an airplane or helicopter?

---

---

---

---

---

---

---

4. Why might Officer Hunt have decided not to talk about the sighting?

---

---

---

---

5. Why did the Air Force list the sighting as unidentified?

---

---

---

---

---

6. What do you think the “thing” was? Support your opinion with details from the story.

---

---

---

---

---

---

---

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

1. a. Does the author tell you who the narrator is? \_\_\_\_\_
- b. Is the narrator an outsider or a participant in the event? \_\_\_\_\_
- c. Does the reader know the narrator's thoughts and feelings about the UFO? Explain.

---



---

2. In the story, does the reader know what Norman Muscarello was thinking or feeling when he saw the UFO? Explain.

---



---



---

3. In the story, does the reader know what the police officers were thinking or feeling when they saw the UFO? Explain.

---



---



---

4. Why is the third person objective a good point of view for this story?

---



---



---

5. Imagine that you are a reporter. Write the first paragraph of a newspaper article describing the event that occurred on September 3, 1965, in Exeter, New Hampshire. Using third person objective point of view, answer the questions *who*, *what*, *when*, *where*, and *why*.

---



---



---



---



---



---

► **Real Life Connections** (学以致用) Write the first paragraph of a newspaper article from a reporter's point of view describing a UFO event in your community.

# Fact and Opinion 事实和观点

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

### ► Background Information 背景资料

Before you read this selection, preview it. Previewing will give you an idea of what is in the selection. First read the title and the headings. Then study the photographs; be sure to read their captions. This information will give you an overview of the topics in the selection.

When reading textbooks, you may find words that are difficult to pronounce. These words are usually respelled to help you pronounce them. In this selection, the word Nazca is respelled (NAHZ kah). The pronunciation key on page 2 will help you pronounce the respelled words.

### ► Skill Focus 导读

When you read books, newspapers, and magazines, you should try to recognize which statements are **facts** and which are **opinions**.

A fact is information that can be proven. You can check a statement of fact to be sure that it is right. The following sentences are statements of fact.

The Nazca Desert is in Perú.

The statues are carved from volcanic rock.

An opinion is a belief or feeling based on what seems to be true or valid. An opinion cannot be proven. People can hold different opinions about the same topic. Following are two different opinions on the same topic.

Intelligent life probably exists in other galaxies.

I believe Earth is the only planet to have intelligent life.

Because none of the planets in outer space has been explored, the existence of life on another planet has not been proven or disproven. Therefore, both statements are opinions.

Sometimes authors do not draw conclusions about what they write. When authors do not draw conclusions, the reader must do so. While facts and opinions are both important, conclusions based on fact are always stronger than those based on opinion.

### ► Word Clues 词汇求索

Read the sentence below. Look for context clues that explain the underlined word.

In addition, people who are not scientists have come up with some startling theories, or ideas, of their own.

If you don't know the meaning of the word *theories*, the word following the word *or* can help you. Theories are ideas that explain how something is done or came to be. The word *theories* is explained in the appositive phrase set off by commas and the word *or*.

Use **appositive phrases** set off by commas or dashes, and the word *or* to find the meaning of the three underlined words in the selection.

### ► Strategy Tip 策略指导

As you read about the archaeological finds in "Ancient Visitors?" try to sort out the facts from the opinions. Remember that whatever conclusions you draw will be stronger if they are based on facts.

# Ancient Visitors?

古代访问者?

The earliest civilizations on Earth stretch far back in time toward the unknown past. Yet we do have knowledge about the way earlier human beings lived. People have always left their marks on the earth. Their marks, or remains, include buildings, tools, weapons, and cave wall drawings. All these remains help us to create a picture of the past.

Some ancient peoples, however, left remains that are mysterious to us. Several of these remains have become famous. In the Nazca (NAHZ kah) Desert in Peru, there are huge drawings that can be seen only from the sky. Easter Island in the Pacific Ocean has giant statues of strange-looking people. In Egypt, pyramids loom over an empty desert.

Although there are many different opinions about these ancient remains, no one explanation so far is complete. Scientists, using observable facts and hard evidence, have attempted to explain the ancient remains in many ways. In addition, people who are not scientists have come up with some startling theories, or ideas, of their own. Some theories suggest that such remains prove that extraterrestrials—visitors from outer space—came to Earth long ago.

scratched into the ground. The drawings are clear only when seen from the sky.

In 1939, when planes began to fly over the desert plain of southern Peru, pilots recognized huge figures on the ground. These figures included giant birds, fish, lizards, and other animals. One eight-legged spider measures over 150 feet in length.

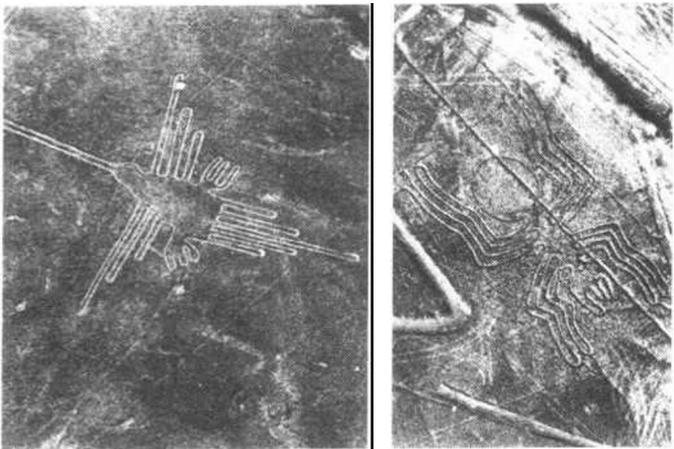
Other drawings are of geometric shapes. There are angles, triangles, and lines. Some lines, running straight for five miles, were laid out straighter than if they had been measured with modern air-survey techniques.

The drawings were made by scratching away the thin top layer of dark stones. The light-colored soil underneath formed the patterns. Although the Nazca drawings are over one thousand years old, they have not been affected by time, because the climate of the area creates little soil erosion. Scientists know how the drawings were made, but there is little information about who made them and why.

Many scientists believe that the drawings were made by the Nazca Indians. The Nazcas lived in this area of Peru long ago, but little else is known about them. Some people think the Nazcas were able to make the drawings by doing them first on a small scale and then on a large scale on the desert surface. The perfectly straight lines were probably the most difficult to create. Logs may have been erected as sighting posts to help the Nazcas lay the lines straight.

Why were the drawings made? Some scientists think that the Nazcas studied a kind of astronomy. The drawings may have shown the positions of the stars and the sun. Other people believe the drawings were part of the Nazca's religion. They were messages to the sky gods who could see them from above.

Another explanation for the strange drawings connects them with extraterrestrial visitors. One man, Erich Von Daniken, suggested that the patterns served as landing strips for ancient astronauts. Because the drawings can be seen only from the air, he claimed that they must have been made by beings who were capable of flight. Daniken



These drawings found in the Nazca Desert can be seen only from the air.

## The Nazca Desert Drawings

The Nazca Desert is on a high plateau. On this plateau, huge figures and patterns are

believed that visitors from outer space used their higher technology to create the Nazca drawings.

### The Easter Island Giants

Easter Island, or Rapa Nui, a remote island in the South Pacific Ocean, is famous for the giant statues that have stood on its soil for centuries. These statues were carved from the volcanic rock of a crater on the island. First, more than three hundred statues were discovered in various places on the island. Later, about four hundred more were found inside the crater; these statues were unfinished or waiting to be moved.

✕ The Easter Island statues are large, heavy, and strange-looking. Some of the statues weigh as much as 30 tons and stand 12 feet high. One giant statue, found inside the crater, weighed 50 tons. The appearance of the statues is unusual. They look like human beings, but they have long earlobes and squared-off heads.

Many mysteries surrounded the statues after their discovery. Who carved them? How were they moved out of the crater? How were they raised into an upright position? What was their purpose? Who were the ancient people of Easter Island?

Many researchers have visited Easter Island to try to unravel, or figure out, the secrets of its mysterious past. Thor Heyerdahl (HY ə r dahl), a famous writer and explorer, visited the island in 1956. With the help of the native people, he tried to duplicate how the statues may have been carved and moved. Using stone tools, the workers carved out the general shape of one statue in three days. Then, with ropes tied around the statue, 150 people dragged it a short distance.

Since Heyerdahl's experiments, many other researchers have investigated how the huge statues could have been moved. Searching for evidence, they found stone posts used to secure ropes and wear marks in statues from ropes that were wrapped around them. Researchers also found that the bases of some statues were chipped, indicating that the stone had rubbed against something. In addition, some statues that were found along the transport route lie



Much about the gigantic statues on Easter Island remains a mystery.

broken into separate pieces—something that would happen only if they had fallen from an upright position. Based on this evidence and their own experiments, researchers concluded that the statues were moved while standing upright on wooden platforms dragged over rollers cut from tree trunks.

There are no trees on Easter Island today. However, scientists have found evidence that at least some parts of the island were once covered with thick forests of palm trees. The evidence for these forests includes ancient palm nuts, fossilized roots of palm trees, and thick layers of palm pollen in the mud at the bottom of a lake.

Heyerdahl believed that the original settlers of Easter Island sailed there from South America to the east. However, recent analysis of skeletal remains shows that the islanders' ancestors came from the Polynesian Islands to the west. Many of the words in the Rapa Nui language spoken by some people on Easter Island today are the same as words in languages spoken in the Polynesian Islands.

Erich Von Daniken and others believed that the Easter Island statues are further proof of ancient visitors from outer space. Daniken argued that the statues are too large and heavy to have been moved by ordinary people. He believed that the statues were erected by ancient astronauts visiting Earth from distant planets. He also believed that these extraterrestrials carved the statues in their own likeness.

## The Great Pyramid of Egypt

The Great Pyramid of Egypt has long been one of the wonders of the world. Built over five thousand years ago, it is the largest and most impressive of the many pyramids that dot the Egyptian desert.

✓ The Great Pyramid covers 13 acres of land. It stands almost 500 feet high, as tall as a 42-story building. The pyramid is made of more than two million stones, each weighing about 2.5 tons.

The pyramid is not only very large but also precisely made. Its corners are almost perfect right angles. The four sides face exactly north, south, east, and west. The stones are so perfectly shaped that they fit snugly together without mortar, a mixture of cement, water, and sand used to hold stones together. Not even a knife blade can be put between them.

How were the ancient Egyptians able to move and raise such huge stones? How did they acquire their knowledge of geometry and architecture? Most experts believe that the

Egyptians knew enough about geometry and astronomy to build and position the pyramid. History books explain that thousands of laborers worked over six hundred years to construct the pyramid. They pulled the stones over the desert with ropes or on wooden rollers. They used ramps to pull the stones to the top of the pyramid.

Some people, however, doubt that the Egyptians could have built the pyramid on their own. These people believe that more advanced beings from outer space told the Egyptians how to build the pyramid. They think that these visitors to Earth gave the Egyptians a special power source or special machines to raise the heavy stones. In the opinion of these people, the Great Pyramid is more evidence that extraterrestrial visitors once came to Earth.

There is no proof that extraterrestrials have ever visited Earth. Many people would like to believe that the theory is true. Yet, until it is proven, it is simply a fascinating explanation for the mysteries of Earth's past.



An ancient engineering marvel, the Great Pyramid rises into the sky like a solitary mountain.



## 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.

- Match the details listed below with the ancient remains that they describe.
  - Nazca Desert drawings
  - Easter Island statues
  - Great Pyramid of Egypt

\_\_\_\_\_ as tall as a 42-story building

\_\_\_\_\_ portrays figures of animals

\_\_\_\_\_ some found in a crater
- Write the cause for the effect below.

Cause \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Effect The drawings in the Nazca Desert have not been affected by time.
- Reread the paragraph with an X next to it. Then underline the sentence that best states its main idea.
- Fill in the circle next to the word that correctly completes each sentence.
  - The detective tried to \_\_\_\_\_ the mystery of the disappearing cats.  
 recognize    unravel    scratch
  - A mason works with stone, brick, and \_\_\_\_\_.  
 mortar    lava    technology
  - Some people believe that there are \_\_\_\_\_ living on other planets.  
 scientists    craters    extraterrestrials

## 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.

- Write the effect for the cause below.

Cause The Nazca drawings are only clear when seen from the air.

Effect \_\_\_\_\_

\_\_\_\_\_
- What could happen that would help solve the mystery of why the Easter Island statues were erected?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_
- Reread the paragraph in the selection with a check mark next to it. Write a sentence describing its main idea.

\_\_\_\_\_

\_\_\_\_\_
- Look at the photographs of the drawings scratched on the surface of the Nazca Desert.
  - What does the first figure resemble?

\_\_\_\_\_
  - What does the second figure resemble?

\_\_\_\_\_
  - How have some people explained the significance of all the Nazca figures and shapes?

\_\_\_\_\_

\_\_\_\_\_