



志鸿优化系列丛书

丛书主编 任志鸿

高中 优秀教案

本丛书经新课标专家审定

配新课标译林版

英语

【必修2】

南方出版社





志鸿优化系列丛书

高中 优秀教案

丛书主编 任志鸿

本册主编 刘学芝

副主编 叶晓明

编者 贺芳 袁腊花 叶晓明
刘学芝 尤婷婷 马水法

配新课标译林版

【必修2】英语

南方出版社

图书在版编目(CIP)数据

高中优秀教案. 英语. 2:必修:新课标译林版/任志鸿主编. —2版. —海口:
南方出版社, 2005. 8(2008. 8 重印)

(志鸿优化系列丛书)

ISBN 978-7-80660-684-1

I. 高... II. 任... III. 英语课—教案(教育)—高中 IV. G633

中国版本图书馆 CIP 数据核字(2005)第 101343 号

责任编辑:杨 凯

志鸿优化系列丛书

高中优秀教案·英语·必修:2

任志鸿 主编

南方出版社 出版

(海南省海口市和平大道 70 号)

邮编:570208 电话:0898—66160822

山东鸿杰印务集团有限公司印刷

山东世纪天鸿书业有限公司总发行

2008 年 8 月第 4 版 2008 年 8 月第 1 次印刷

开本:787×1092 1/16

印张:100.5 字数:2070 千字

定价:201.00 元(全套共 6 册)

(如有印装质量问题请与承印厂调换)



前言

FOREWORD

EXCELLENT TEACHING PLANS

高中新课程标准的教材如何教,新课程标准的课堂教学如何设计,这不仅是首批课改省区一线教师孜孜探究的课题,更是后续课改省区广大教师亟待解决的问题。

率先进入高中新课程改革实验区的教研机构和一线教师在课改实践中积累了丰富的教研和教学经验。为了能让这累累硕果与所有教育工作者分享,部分从事课程标准制定、研究的专家,从事教材编写、进行教材研究的学者,还有在教学一线埋头实践新课程理念的研究型教师走到了一起,把最能直接体现新课程标准教学研究成果的教案集成成书,精心打造了这套《优秀教案》丛书。

本套图书紧扣“提升学科素养,注重能力生成”的课标理念,以“好用+实用”作为编写落脚点,把专家的最新研究成果与一线教师的实践经验融为一体。“好用”主要体现在部分课时提供多个不同思路、不同风格的教学设计方案或者针对某个教学环节提供多种设计思路,便于教师选择、参考;“实用”主要体现在备课要素齐全,内容详实完备,资料丰富实用。

与现有的教案性质的教师用书相比,本套图书具有一些鲜明的特色。其一,每节课提供两种教学设计方案:一种详案,教师可直接拿来上课教学;一种简案,教师可借鉴上课,启发教学思维。两案供教师依据个人教学风格、教学水平灵活选用。部分科目还依托志鸿优化网提供了多媒体课的设计案例。向教师们提供更多的教学设计选择。其二,提供精选的备课资料和常用的网络教学资源,解决教师备课急需的参考资料缺乏的问题。备课资料紧密联系教材内容,均为精选的紧贴学生生活,充满时代气息,汇集生活现实、社会热点、科技前沿的资料信息;常用网络教学资源附在书末,网络资源中不乏直观形象的优秀课件、丰富的教学素材供教师备课时选用。

本丛书按照课时编写,遵循课堂教学规律,主要设置如下栏目:

单元设计 按单元(课)规划教学。系统概括单元(课)知识结构和特点,整体规划单元(课)教学思路、教学方法、教学目标和课时安排。从单元角度整体分析教材,安排教学。

用智慧和爱心铸造中国教辅第一品牌

整(总)体设计 对每课的教材作简要分析,提示本课的重点难点、三维目标、课时安排等,有助于教师短时间内了解教材要点,确立教学目标,把握重点难点,从宏观上高效指导授课全程。

教学设计(过程) 按课时编写,每一课时分“导语设计”“推进新课(文本解读)”“课堂小结”等环节。以问题情境为中心,以师生互动探究活动为主要信息传递方式,强调学生的主体地位,重视学生的个人体验,力求通过教学活动促进学生高效学习并养成自主学习习惯。

部分课时提供多个教学设计方案,或者针对某个教学环节提供多种设计思路供教师依据个人教学风格灵活选用。部分科目还依托志鸿优化网提供了多媒体课的设计案例。

板书设计 对每节课所授知识点、重难点、能力点的梳理和网络构建。内容设置条理化,呈现出设计的美感。板书设计还考虑了记忆规律和青少年学生的认知特点,有助于在教师的引导下形成网状知识结构。

精彩(设计)点评 通过简练的语言对教学设计的优缺点进行点评,指出本课设计的亮点、优点及缺陷与不足,帮助教师从容选择。

活动与探究 紧密结合教学内容设计了活动探究课题,并提供简要的活动要求与建议,为教师指导学生拓展视野,提升能力提供方法引导。

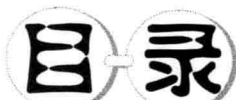
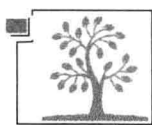
习题详解 对教材每一节课后的习题进行详细解答,包括详细答案、解析过程和方法等,以方便教师进行习题讲解和批改作业时使用。

备课资料(资料选编) 联系教材内容,汇集生活现实、社会热点、科技前沿等与之相关的材料,并设计开放型问题供学生讨论,设置探究性课题供学生研究,或精编能力训练题供学生课外提升。

时代在发展,学生在变化,教学改革与研究在推进,《优秀教案》丛书要跟上这些变化需要不断的更新,需要广大教师的积极参与。丛书编委会诚挚的邀请更多的教师参与本套图书的更新,提供优秀的教学案例与同行们交流、分享,提出图书改进的意见和建议,使该书更实用更好用,共同为我们的基础教育事业贡献一份力量。

优秀教案丛书编委会

用智慧和爱心铸造中国教辅第一品牌



CONTENTS

Unit 1 Tales of the unexplained	1
Period 1 Welcome to this unit	3
Period 2 Reading	12
Period 3 Language Points	22
Period 4 Word Power	32
Period 5 Grammar Present perfect tense	40
Period 6 Task Conducting a Survey	51
Period 7 Project Telling a mysterious story	60
Answers to Workbook, Unit 1	66
Unit 2 Wish you were here	68
Period 1 Welcome to this unit	70
Period 2 Reading	75
Period 3 Language Points	86
Period 4 Word Power	92
Period 5 Grammar and usage	98
Period 6 Task Skills building 1 and Skills building 2	111
Period 7 Project	120
Answers to Workbook, Unit 2	126
Unit 3 Amazing people	128
Period 1 Welcome to this unit	130
Period 2 Reading	138
Period 3 Language Points	147
Period 4 Word Power	156
Period 5 Grammar and usage	165
Period 6 Task 1 Listening for figures	181
Period 7 Task 2	189
Period 8 Project Interviewing a professional	196
Answers to Workbook, Unit 3	202
Appendix	204

Unit 1 Tales of the unexplained

单元规划

内容预览

This unit introduces and develops the theme of unexplained things or mysteries. It refers to some unexplained things, such as UFOs, Yetis, Monsters and reasons for building Stonehenge and the Great Pyramids. All these have a common characteristic, that is, no evidences or proofs have been provided to explain the mysterious phenomena. However, in recent years, many mysterious things have been reported. Adventures are becoming more and more popular with people. The students usually show their interest in the theme, which is good for developing their abilities and skills.

Welcome to the unit

This section presents five pictures for the students to enrich their imagination and their knowledge of the unexplained, such as UFOs, Yetis, etc. The students will be asked to conduct a free discussion about some mysterious and unexplained phenomena in the world. The students are expected to make full use of the given resources to have free talks about the phenomena and share their imaginative ideas with each other by participating in all the activities.

Reading

This section is designed for the students to learn about something unexplained. Ask the students whether they know about anything unexplained, such as UFOs. The article is a news story about a boy's strange disappearance, which was thought to be made by aliens using a UFO. Though a lot of efforts have been made to investigate this case, it still remains a mystery. How to read a news article is designed and presented. The students are expected to gain an overall understanding of the article and learn to read in different ways according to the type of the article. All the activities are designed to check and enhance the students' reading abilities.

Word power

This period is about vocabulary learning. Words and expressions in this section are mostly about space exploration. The students are required to understand the first part of a speech given by a scientist and identify the relevant vocabulary. In the second part, the students are expected to fill in some missing words, with a knowledge of space and thus increase their vocabulary related to space.

Grammar

The present perfect tense is introduced in this unit. The students are required to learn how to form and use the present perfect tense. Exercises are designed for the students to get further understanding and consolidation of the tenses and use them flexibly. However, the students are only expected to understand the present perfect continuous tense when this tense is used in sentences.

Task

This section consists of a series of activities which provide the students opportunities to



learn and practice their language skills of listening, reading, speaking and writing. At the same time their ability to analyze problems will be improved.

When the students are learning to conduct an interview, they can follow the material on page 14, using the vocabulary given on page 15. By doing this, the students will learn how to design a questionnaire, how to conduct an interview, how to analyze statistics and how to write a report which includes conclusions and recommendations based on the survey.

Project

The purpose of this section is to encourage the students to use what they have learned in this unit to complete the project. They will be divided into groups to discuss what mystery they want to write a story about, taking the reading material as an example. They will also do some writing and drawing together. By telling a mysterious story, we can improve the students' integrating skills as well as their interest in English. What's more, the students can learn how to cooperate with others and be of creation and imagination and aware of the importance of discovery.

教学重点

1. Words: tale, unexplained, puzzled, search, sighting, puzzling, witness, multi-colored, white-skinned, strange-looking, creature, UFO, research, frightening, possibility, case, murder, convincing, evidence, outer, progress, disappointed, treasure, lately, website, wild, man-like, similar, hairy, villager, thick, fur, shoulder, national, strength, footprint, state, support, existence, inch, exist, possibly, mystery

2. Useful expressions: stand for, be full of, run into, some day, step up, search for sth. /sb., go missing, stay out late, go straight to, move around, do research on sth. /sb., take sb. away, due to, show up, according to, rule out, look into, make up, take charge of, draw a conclusion, base on, take off, be connected to, run after, on average, make one's way to

3. Sentences:

1) Standing inside were lots of white-skinned, strange-looking creatures with large black eyes. 这是一个倒装结构,为了突出要描述的对象的特点,将表语放在句首。

2) The aliens took me away so that they could do research on me. so that 引导目的状语与结果状语从句。

3) They call it a Yeti. call sb. /sth. sth. 称某人某物为, sth. 为 sb. /sth. 的补语,作补语的一般是表示职务、名称的名词。“called+名称”常放在名词后作后置定语。

4) They say that the footprints could have been made by bears or other animals. could have+done 表示对某种可能性的推测,也表示本来能够完成而实际上未完成的动作。

教学难点

Read a news story about a missing boy and a magazine article about Yeti

Listen to a dialogue between a boss and his employee

Talk about aliens and conduct an interview

Write a report

Tell a mysterious story

教学方法

✓ Individual activities: reading and question-and-answer activities

✓ Pair or group work: discussion

课时安排

- Period 1 Welcome to this unit
 Period 2 Reading
 Period 3 Language points
 Period 4 Word power
 Period 5 Grammar and usage
 Period 6 Task
 Period 7 Project

Period 1 Welcome to this unit**教学设计(一)****整体设计****教材分析**

Five pictures are presented in this part. They can arouse the students' interest in knowing something mysterious. The students are required to give free talks and share their imaginative ideas with each other. By talking about these pictures, the students will know something unexplained better, love nature and be willing to study hard to know more about the world. Then, the students are required to talk about these pictures about the mysterious world. They can learn from each other how to express themselves by telling a mysterious story freely.

三维目标**1. Knowledge and Skills**

- 1) Make use of the pictures and have an idea of something mysterious and unexplained.
- 2) Discussion to make the students finish the task of speaking.

2. Process and Methods

- 1) Question-and-answer activity
- 2) Individual, pair or group work to make every student work in class.

3. Emotion and Values

- 1) Learn some knowledge of the unexplained to arouse the students' interest in nature.
- 2) Develop the students' speaking ability.
- 3) Learn to share information with others and improve their cooperation with group members in discussion.

教学重点

Encourage the students to talk about mysterious stories that they know about or from the pictures.

教学难点

1. Ensure every student to have a chance to express himself/herself.
2. Make the students know the use of the Present Perfect Tense and the Present Perfect Continuous Tense.

教学过程

Proverbs for today:

There is no royal road to learning. 学无坦途。

Don't claim to know what you don't know. 不要不懂装懂。

They that sow in tears shall reap in joy. 没有播种苦,哪有丰收乐。

Step 1 Brainstorming—Talking about the five pictures

1. Ask the students whether they have ever heard of something not only interesting and attractive but also unexplained in the world. Give some examples. UFOs are among them, being talked about most commonly by people in the world. Ask the students to open books to page 1 to read the instructions and focus on the five pictures (They are also shown on screen). Then the students answer the following questions. (on screen)

Do the five pictures have something in common? What are they? (unexplained; no satisfactory answers; mysterious; no evidence...)

Can scientists explain these phenomena?

How do you feel about them? Are you a bit curious?

2. The students should think of as many expressions as possible to answer the questions above and try to make up some sentences and read them to the class. Some sentences are offered as follows:

They are mysterious because no satisfactory answers have been offered to explain them.

Though these mysteries have puzzled people for a long time, they still show great interest in them.

People feel puzzled by the mysteries.

3. The students report the information they have collected to the class.

4. Answer the questions about the five pictures. The students have a pair discussion before answering them.

1) UFOs

Have you ever read some reports about UFOs in China?

Are you interested in UFOs?

Are they really from another planet?

What do the letters UFO stand for?

Why do you think UFOs visit our planet?



2) Yetis

Where are Himalayas? What's the weather like there?

Why do some people make great efforts to climb them? (hobby; dream; to challenge themselves; to make discoveries; to overcome difficulty...)

A Yeti is reported to be half-man and half-beast. Have you heard of it?

Do you think some climbers' disappearances are connected with Yetis?



3) The Great Pyramids:

Where were the pyramids built, on the east coast of the Nile or on the west coast?

What are the reasons?

Do you think the Great Pyramid is a wonder in human history?

How was the Great Pyramid built?

Do you know what Sphinx is?



4) Stonehenge and the Loch Ness Monster:

Look at the pictures and have the students talk about them.

Resources: (on screen)



1) Something about Stonehenge: Work on Stonehenge may have started as early as five thousand years ago. Scientists believe it was completed over three periods lasting more than one thousand years. Archeologists have studied Stonehenge for many years. Their research helped make possible the building of an exact, full-size copy or replica of the mysterious circle.

Most scientists have thought that Stonehenge was built to line up with the summer sunrise on the longest day of the year. Was the stone circle meant to observe the activities of the sun, moon and stars? Was it a theater? Was it a religious center that honored the dead? Or was it all those things? The archeologist and Stonehenge expert Mike Pitts designed the replica to help answer those questions. The result was a huge laboratory for experiments.

2) Something about the Loch Ness Monster: Loch Ness is a big lake in Scotland. Nessie, the Loch Ness Monster, was sighted as far back as the 6th century AD. Loch Ness is located in the North of Scotland and is one of a series of interlinked lochs which run along the Great Glen. The Great Glen is a distinctive incision which runs across the country and represents a large geological fault zone. The interlinking was completed in the 19th century following the completion of the Caledonian Canal. Most of the Nessie witnesses describe something with two humps, a tail, and a snakelike head. Nessie's movements have been studied, and the films and photos have been analyzed to determine what Nessie might be, if she



exists.

⇒ Step 2 Sharing information

1. Divide the students into groups of four and each group can focus on one question. They are going to discuss the following questions:

1) Do you believe in unexplained things such as UFOs, Yetis and Monsters? Why or why not?

2) What other unexplained things do you know about?

3) If you saw a UFO or a monster some day, what would you do?

Sample answers:

1) I have a firm belief in UFOs. In fact, I have seen a few myself. UFO stands for Unidentified Flying Object, that is, an object, apparently moving in the sky, which we cannot identify. However, if you ask me whether or not I believe in space, I would have to say 'no'. I do not believe in them.

2) The continent of Antarctica was discovered in 1818. It was once supposed to have been covered by ice for hundreds of thousands of years. However, in 1949 scientists took samples from sediment deep beneath Antarctica, which revealed that great rivers had once flowed in Antarctica until about 6000 years ago. Many more mysteries remain to be discovered.

3) I'm always interested in the stories of UFOs and aliens. And I hope I will have the chance to meet one some day. If it really happens to me, I will ask questions such as 'Who or what are you?' 'Where are you from?' and 'How long does it take to travel from your place to our planet?'. I will try my best to communicate with them, discovering what their life is like and why they have come to the earth.

2. Ask different groups to summarize their answers and then report them to the class.

⇒ Step 3 Homework

Preview the reading passage; Read the passage and do Exercise A.

Optional homework

1. 单词拼写

1) Scientists have many theories about how the universe first came into _____ (存在).

2) When we asked Keith who the girl was, he just shrugged his _____ (肩膀).

3) Visitors were _____ (失望) to find the museum closed.

4) Ten years ago I began _____ (调查, 研究) into the role of women in trade unions.

5) There were two unconfirmed _____ (目击) of UFOs in the area.

6) The lawyers will only be paid if they win the _____ (案件).

7) She didn't even have the _____ (力量) to stand up.

8) The county has made huge economic _____ (进展) in recent years.

9) Alice read the letter with a _____ (迷惑的) expression on her face.

10) At present we have no _____ (证据) of life on other planets.

Suggested answers:

1) existence 2) shoulders 3) disappointed 4) researching 5) witnesses 6) case
7) strength 8) progress 9) puzzled 10) evidence

2. 将下列中文译成英文

1) 敌人毫无理由地搜查了他们的村子。(search)

2)警察正在调查医院里的小孩的神秘死亡。(look into,mysterious)

3)在你买房前作些研究是个好主意。(research)

4)他认为要是他没见到某样东西那样东西就不存在。(exist)

5)她通过教夜校来养家糊口。(support)

6)调查表明,妇女比男性长寿。

7)他所说的话很让人信服。

8)狮子是野生动物。

9)他们时时进来检查我的进展情况。

10)侦探的死很可疑。

Suggested answers:

- 1)The enemy searched their villages without any reason.
- 2)The police are looking into the mysterious deaths of the children at the hospital.
- 3)It's a good idea to do some research before you buy a house.
- 4)He thought that if he couldn't see something, it didn't exist.
- 5)She supports her family by teaching evening classes.
- 6)Research has shown that women live longer than men.
- 7)His words are very convincing.
- 8)Lions are wild animals.
- 9)They came in from time to time to check on my progress.
- 10)The detective's death was very mysterious.

3. 将下列英文译成中文

1)A woman makes on average only two-thirds of what a man earns.

2)The accident was due to careless driving.

3)Her father's death is a nightmare to the girl.

4)There was one sentence which puzzled me deeply.

Suggested answers:

- 1)一般来说,妇女只能挣到男性的三分之二。
- 2)这次事故的起因是粗心驾驶。
- 3)这女孩父亲的去世对她来说是件可怕的事。
- 4)有一句话使我迷惑不解。

板书设计

Unit 1 Tales of the unexplained

Period 1

Useful expressions:

Tales of the unexplained

Have you ever heard of...?

What does... stand for?

活动与探究

Welcome to the unit

1. Teacher and the students activities. Ask the students questions about something unexplained.
2. The students activities. The students discuss what they have known about the mysteries of the nature.
3. Teacher and the students activities. Check the answers with the student.
4. Teacher's activities. Give more information about the mysteries.

教学设计(二)

教学过程

1. Pictures of UFOs for the students to recognize something unexplained.
What does UFO stand for?
2. Pictures of other mysteries such as the Pyramid in Mexico, crop circles, the Crystal Skulls and so on to show to the students and ask them questions:
Do they have something in common?
Can scientists explain these phenomena?
How do you feel about them? Why are they mysterious?
3. The students talk about the five pictures on page 1.
Picture 1: Introduction to UFOs (pictures and introduction)
The chances for seeing a UFO are greater for those people who live in small towns or in the country and are outside late at night.
UFOs come in all shapes and sizes. Some are only small spots of light that move in strange patterns across the night sky.
Some that can be seen in the daytime are often disk-or saucer-shaped.
Picture 2: Introduction to Yetis (pictures and introduction)
Himalayas: It is the highest mountain range in the world. It is in the southwest of China.
Yeti: A yeti is an abominable snowman. It is reported to be half-man and half-beast. It

has left large footprints. It runs with great strength and speed.

Picture 3: Introduction to Loch Ness Monster (pictures and introduction)

Loch Ness is the largest of a series of interlinked lochs, or lakes, located in northern one of Scotland's top tourist attractions. The Loch Ness Monster, was sighted as far back as the 6th century AD. Most of the Nessie witnesses describe something with two humps, a tail, and a snakelike head. A V-shaped one was often mentioned, as well as a gaping red mouth and horns or antennae on the top of the creature's head.

Picture 4: Introduction to Stonehenge (pictures and introduction)

It is a pre-historic monument on Salisbury Plain, southern England, consisting of two concentric circles of large standing stones. It was built between 2800 BC and 1500 BC and is thought to have been an astronomical calendar or a temple to the sun.

Picture 5: Introduction to the Great Pyramids and the Sphinx (pictures and introduction)

They are in Egypt on the bank of the River Nile. They are tombs of kings of ancient Egypt. The Great Pyramid is the only surviving of the Seven Ancient Wonders. The Sphinx is a half human, half lion figure which is 240 feet long and 66 feet high.

4. Deal with Part A and B in Listening in Workbook.

1) Which of the following is NOT true?

- A. People say they saw a UFO in the fields at about eleven o'clock yesterday night.
- B. The photo was taken by a man who is visiting Huali.
- C. The UFO was moving slowly.

2) The UFO _____

- A. was seen in a small town in Jiangsu
- B. was seen clearly so the man took a good photo of it
- C. was seen flying over two hills

3) Why didn't Dad believe it was a UFO?

- A. Because it landed on the Tian'anmen Square.
- B. Because many people saw it.
- C. Because it landed in Huali, which is too small.

4) What do people see in the photo?

- A. Dots of lights.
- B. Lights from a UFO.
- C. A plane.

Suggested answers:

1) B 2) A 3) C 4) C

5. Discussion:

The students work in pairs to discuss the questions on page 1 and then report to the class.

1) Do you believe in unexplained things such as UFOs, Yetis and monsters? Why or why not?

2) What other unexplained things do you know about?

3) If you saw a UFO or a monster some day, what would you do?

备课资料

Crop Circles

Crop Circles-formations, usually found in grain crops, where the crop has been mysteriously found laid flat, in patterns, that did not exist in daylight the previous day.

Although thought by many to be phenomena of the 20th century, crop circles and formations have been around for a very long time, and records even date back well before the invention of the camera.

The most well-known positive depiction of a crop circle is found in a woodcut made in 1678 with the title *Strange News out of Hartford-shire?* It depicts a devil-like creature cutting out a pattern in a crop with a scythe.

The woodcut has text, which told of a greedy farmer, who, having refused to pay a mower a reasonable rate for reaping his oats, swore that he would rather have the Devil do the work. The very following morning, the farmer awoke to find his crop had been harvested, but done so in such an amazing manner, with rounded circles of incredible exactness that no human could have done the same within the period and darkness of one night. The farmer was so afraid that he could not enter the field to collect his harvest.

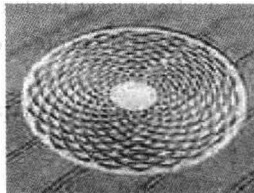
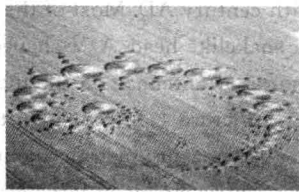
It is suggested by some cryptologists and others that crop circles are depicted in prehistoric stone and wall carvings, such as in the spiral patterns carved in a stone at Newgrange in Ireland. For those that hold the view that crop circles are created by extra-terrestrials in spacecraft, some would say that reasonable recorded proof of this is depicted in some ancient Egyptian pictures.

The recorded incidence of crop circles in more modern times seems to have started in the early 20th century, with a gradual increase in numbers through to a marked increase in the 1960s, leading to a quite dramatic upturn in the 1990s. At least 190 formations were discovered and documented in 1999, perhaps an omen for what is to come in the new millennium.

UFO

UFO is an acronym for Unidentified Flying Object. Such objects include meteors, disintegrating satellites, flocks of birds, aircraft, lights, weather balloons, and just about anything moving within the visible band of electromagnetism. In common language UFO has been often a synonym for an alien spacecraft.

There are many photographs of UFOs and they are of equal quality: blurs and forgeries. Other physical evidence, such as alleged debris from alien crashes, or burn marks on the ground from alien landings, or implants in bodies of alien abductees, have turned out to be quite terrestrial, including forgeries. The main reasons for believing in UFOs are the testimony of many people, the inability to distinguish science fiction from science, the willingness to trust



men telling fantastic stories, the ability to distrust all contrary sources as being part of a conspiracy to withhold the truth, and a desire for contact with the world above. Belief in aliens in UFOs is akin to belief in supernatural beings.

Ufology is the mythology of the space age. Rather than angels... we now have... extraterrestrials. It seeks to give man deeper roots and bearings in the universe. It is an expression of our hunger for mystery... our hope for transcendental meaning. The ancient gods have been transformed into space voyagers.

It should be noted that UFOs are usually observed by untrained skywatchers and almost never by professional or amateur astronomers, people who spend inordinate amounts of time observing the heavens above. One would think that astronomers would have spotted some of these alien craft. Perhaps the crafty aliens know that good scientists are skeptical and inquisitive. Such beings might pose a threat to the security of a story well-told.

The Baffling Crystal Skulls

Who made these special artifacts? What do they represent? How and why do they affect people?

The Crystal Skulls are considered to be one of the most intriguing mysteries in our world. Human size skulls made from a variety of quartz crystals have been found near or within ancient ruins for over the last 100 years. No one is quite sure how the crystal skulls found their way to these sites and who made them, as some of the older skulls (no way to scientifically date them) show some precise workmanship. The local people believe these skulls have an energy or power.



The Ancient Amethyst Crystal Skull(c) Francoise Beaudoin

The great pyramids

Man fears Time, yet Time fears the Pyramids

Arab proverb

Location

At the city of Giza, a necropolis of ancient Memphis, and today part of Greater Cairo, Egypt.



Description

When it was built, the Great pyramid was 145.75 m (481 ft) high. Over the years, it lost 10 m (30 ft) off its top. It ranked as the tallest structure on Earth for more than 43 centuries, only to be surpassed in height in the nineteenth century AD. It was covered with a casing of stones to smooth its surface (some of the casing can still be seen near the top of Khefre's pyramid). The sloping angle of its sides is 51 degrees and 51 minutes. Each side is carefully oriented with one of the cardinal points of the compass, that is, north, south, east, and west. The horizontal cross section of the pyramid is square at any level, with each side measuring 229 m (751 ft) in length. The maximum error between side lengths is astonishingly less than 0.1%.