

阅读基础段



本节内容

1. 托福阅读介绍
2. 经贸类高频考点和学科词汇
3. 经贸类文章演练

1. 托福阅读介绍

Test of English as a Foreign Language® (TOEFL) is a standardized test to measure the English language ability of non-native speakers wishing to enroll in English-speaking universities.

托福是母语非英语的学生申请英语学校时需要参加的标准化考试

考试形式：iBT (Internet Based Test)，即网考

总分：120（每部分30分）

<div><div><div>NC新航道®</div><div>NEW CHANNEL</div></div><div>托福官方三星级合作伙伴</div><div>CN4201C1</div></div> <div>考试构成:</div>	
2019年8月1日托福改革前	2019年8月1日托福改革后
托福阅读 Reading	
<ul style="list-style-type: none">◆ 3-4篇阅读文章，每篇12-14个问题◆ 60-80分钟	<ul style="list-style-type: none">◆ 3-4篇阅读文章，每篇10个问题◆ 54-72分钟
不考虑加试部分的话，阅读每篇文章的时间由20分钟变为18分钟，但由于题目数量的减少，平均每道题目的做题时长由1.42分钟增长至1.8分钟。	
托福听力 Listening	
<ul style="list-style-type: none">◆ 4-6段讲座，每段6个问题◆ 2-3段对话，每段5个问题◆ 60-90分钟	<ul style="list-style-type: none">◆ 3-4段讲座，每段6个问题◆ 2-3段对话，每段5个问题◆ 41-57分钟
平均托福听力每道做题时间由1.76分钟变为1.4分钟。	
托福口语 Speaking	
<ul style="list-style-type: none">◆ 6道题，2个独立口语任务，4个综合口语任务◆ 20分钟	<ul style="list-style-type: none">◆ 4道题，1个独立口语任务，3个综合口语任务◆ 17分钟
托福写作 Writing	
保持不变	



考试界面：

The word **vital** in the passage is closest in meaning to

- ☐ attractive
- ☒ essential
- ☐ usual
- ☐ practical

Ancient Egyptian Sculpture

In order to understand ancient Egyptian art, it is **vital** to know as much as possible of the elite Egyptians' view of the world and the functions and contexts of the art produced for them. Without this knowledge we can appreciate only the formal content of Egyptian art, and we will fail to understand why it was produced or the concepts that shaped it and caused it to adopt its distinctive forms. In fact, a lack of understanding concerning the purposes of Egyptian art has often led it to be compared unfavorably with the art of other cultures: Why did the Egyptians not develop sculpture in which the body turned and twisted through space like classical Greek statuary? Why do the artists seem to get left and right confused? And why did they not discover the geometric perspective as European artists did in the Renaissance? The answer to such questions has nothing to do with a lack of skill or imagination on the part of Egyptian artists and everything to do with the purposes for which they were producing their art.

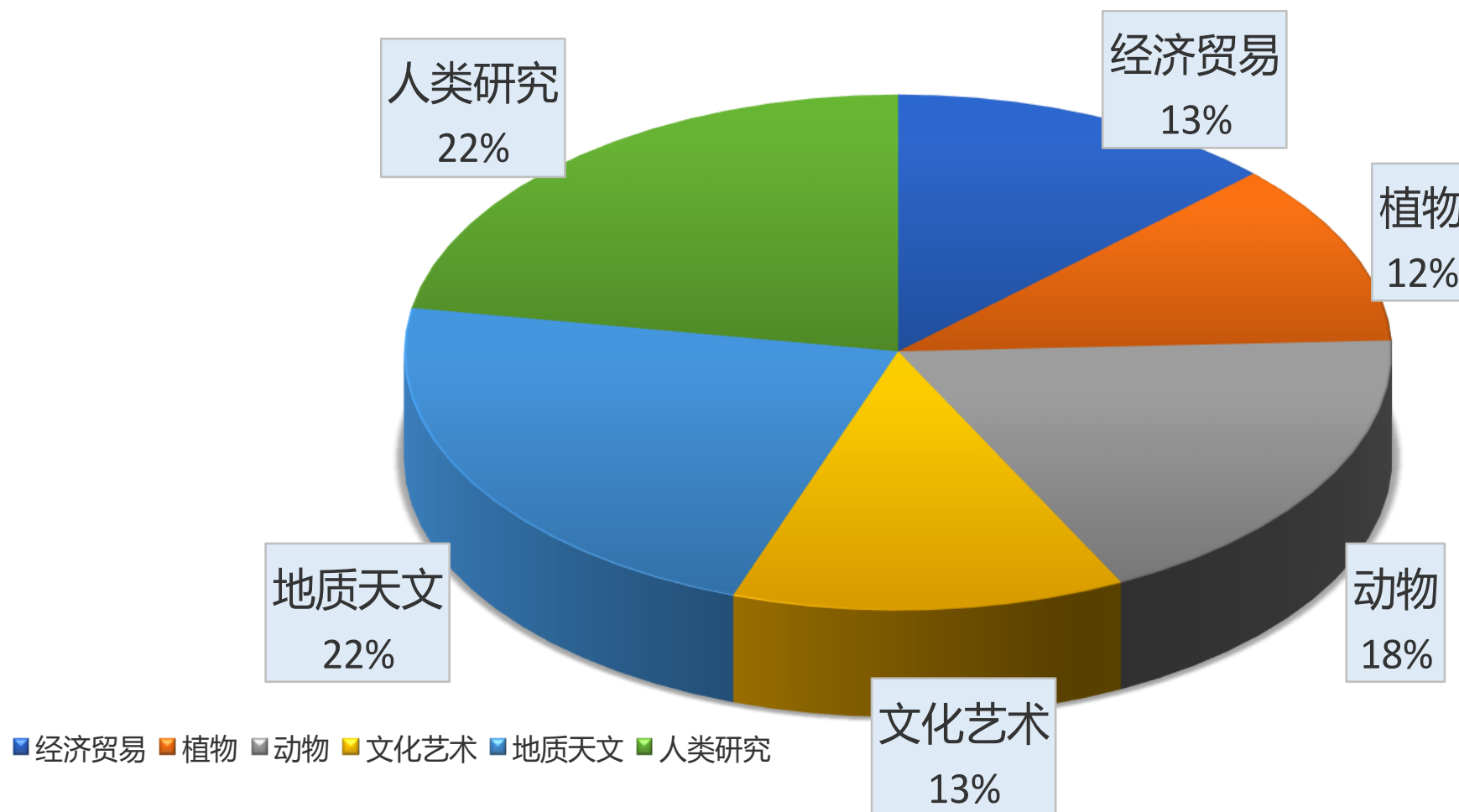
The majority of three-dimensional representations, whether standing, seated, or kneeling, exhibit what is called frontality: they face straight ahead, neither twisting nor turning. When such statues are viewed in isolation, out of their original context and without knowledge of their function, it is easy to criticize them for their rigid attitudes that remained unchanged for three thousand years. Frontality is, however, directly related to the functions of Egyptian statuary and the contexts in which the statues were set up. Statues were created not for their decorative effect but to play a primary role in the cults of the gods, the king, and the dead. They were designed to be put in places where these beings could manifest themselves in order to be the recipients of ritual actions. Thus it made sense to show the statue looking ahead at what was happening in front of it, so that the living performer of the ritual could interact with the divine or deceased recipient. Very often such statues were enclosed in rectangular shrines or wall niches whose only opening was at the front, making it natural for the statue to display frontality. Other statues were designed to be placed within an architectural setting, for instance, in front of the monumental entrance gateways to temples known as pylons, or in pillared courts, where they would be placed against or between pillars: their frontality worked perfectly within the architectural context.

Statues were normally made of stone, wood, or metal. Stone statues were worked from single rectangular blocks of material and retained the compactness of the original shape. The stone between the arms and the body and between the legs in standing figures or the legs and the seat in seated ones was not normally cut away. From a practical aspect this protected the figures against breakage and psychologically gives the images a sense of strength and power, usually enhanced by a supporting back pillar. By contrast, wooden statues were carved from several pieces of wood that were pegged together to form the finished work, and metal statues were either made by wrapping sheet metal around a wooden core or cast by the lost wax process. The arms could be held away from the body and carry separate items in their hands; there is no back pillar. The effect is altogether lighter and freer than that achieved in stone, but because both perform the same function, formal wooden and metal statues still display frontality.

Apart from statues representing deities, kings, and named members of the elite that can be called formal, there is another group of three-dimensional representations that depicts generic figures, frequently servants, from the nonelite population. The function of these is quite different. Many are made to be put in the tombs of the elite in

阅读考试主要话题：

1. 经济贸易类
2. 地质天文类
3. 动物类
4. 植物类
5. 文化艺术类
6. 人类研究类



阅读考试主要题型：



基本信息与推理题	1.事实信息题	3-6
	2. 指代题	0-2
	3.否定事实信息题	0-2
	4.修辞目的题	0-2
	5.推理题	0-2
	6.词汇题	3-5
	7.句子简化题	0-1
	8.句子插入题	0-1
阅读领会题	9.文章摘要题	
	10.表格题	

TOEFL iBT Reading Score Scales								
No. of Correct Answers	Score	Level	No. of Correct Answers	Score	Level	No. of Correct Answers	Score	Level
45	30	High	30	16	Intermediate	15	5	Low
44	29	High	29	16	Intermediate	14	5	Low
43	29	High	28	15	Intermediate	13	4	Low
42	28	High	27	14	Low	12	4	Low
41	27	High	26	13	Low	11	3	Low
40	26	High	25	12	Low	10	3	Low
39	25	High	24	11	Low	9	2	Low
38	24	High	23	10	Low	8	2	Low
37	23	High	22	9	Low	7	1	Low
36	22	High	21	8	Low	6	1	Low
35	21	Intermediate	20	8	Low	5	0	Low
34	20	Intermediate	19	7	Low	4	0	Low
33	19	Intermediate	18	7	Low	3	0	Low
32	18	Intermediate	17	6	Low	2	0	Low
31	17	Intermediate	16	6	Low	1	0	Low

改革后预计单个题目的
分值占比更高，容错率
更低

中国学生平均水平：

年份	阅读	听力	口语	写作	总分
2009年	20	17	18	20	76
2010年	20	18	18	21	77
2011年	20	18	19	20	77
2012年	20	18	19	20	77
2013年	20	18	19	20	77
2014年	20	18	19	20	77
2015年	20	18	19	20	78
2016年	20	19	19	20	79
2017年	21	19	19	20	79

托福阅读的重点和难点：

1. 词汇：需要积累的词汇量大（10000+），且包含众多专业词汇（经济贸易类、地质天文类、动物类、植物类、文化艺术类、人类研究类）

应对策略：背单词/猜词（上下文，词根词缀，形近联想）

2. 长难句：句子长，结构复杂

应对策略：判断句子结构类型（简单句，并列句，复合句），找主干（主谓宾），识别特殊句式（倒装句还原正常语序）

长难句示例:

Estimates indicate that the aquifer contains enough water to fill Lake Huron, but unfortunately, under the semiarid (半干旱的) climatic conditions that presently exist in the region, rates of addition to the aquifer (含水层) are minimal, amounting to about half a centimeter a year.

句子1, but句子2.

主语1: Estimates

谓语动词1: indicate

主语2: rates of addition

谓语动词2: are

翻译: 判断表明, 砂石含水层含有足够的水用来填充Huron湖, 但不幸的是, 在目前此区域都处于半干旱的气候条件下, 砂石含水层水量的补充效率十分低下, 大概一年下来只有半厘米。

2.经济类

TPO7-3 Agriculture, Iron, and the Bantu Peoples

TPO21-2 The Origins of Agriculture

TPO23-2 17th Century Dutch Agriculture

TPO33-2 Railroads and Commercial Agriculture in Nineteenth-Century United States

TPO4-3 Petroleum Resources

TPO6-1 Powering the Industrial Revolution

TPO18-1 Industrialization in the Netherlands and Scandinavia

TPO26-1 Energy and the Industrial Revolution

TPO27-1 Crafts in the Ancient Near East

TPO29-3 The History of Waterpower

TPO34-2 The Development of Steam Power

TPO49-3 Background for the Industrial Revolution

重点学科词汇： 农业agriculture:



peasant 农民

farming 农业

arable land ['ærəbəl] 耕地
fertile soil ['fɜ:təl] 肥沃的土地
infertile soil [ɪn'fɜ:tl] 贫瘠的土地
barren soil ['bærən] 贫瘠的土地
arid soil ['æɪd] 干旱的土地
wasteland 荒地
irrigation 灌溉

culture	n. 文化, 种植
redistribution	重新分配
distribute, assign	分配
public ownership	公有制
private ownership	私有制



livestock 牲畜
livestock industry 畜牧业
barter /'bɑ:tə/ 物物交换
trade n./v. 交易

handicraft 手工艺
craft (strength, skill) 能力/技巧
craftsman 手艺人
artisan 工匠
spin[spɪn] 纺织
textile 纺织品
apprentice /ə'prentɪs/ 学徒
journeyman 熟练工



示例：

EX1. TPO41-3 Trade and Early State Formation

Bartering was a basic trade mechanism (机制) for many thousands of years.

Redistribution of these goods through society lay in the hands of chiefs (部落首领), religious leaders, or kin (家族的) groups.

A.Redistribution

B.Bartering

工业革命

英国：地理位置处于世界贸易的十字路口；自身拥有丰富的煤炭资源；圈地运动促使大量农民涌入城市成为廉价劳动力。



手工业（**handicraft**）迅速发展，仍无法满足需求，急需进行生产手段的革命。



蒸汽机（**steam engine**）出现，机器生产取代工厂手工业，生产力突飞猛进，这一过程称为工业革命（**industrial revolution**）。



从英国逐渐向西欧和美国传播，又扩展到其他地区；从手工业到交通（**transportation**）、矿业（**mining industry**），最后改变商业（**commerce**）模式。



巩固了资产阶级（**bourgeoisie**）的统治地位，改变了世界的面貌。

Exercise

TPO 49-3 Background for the Industrial Revolution

Europe's economic institutions, particularly those in England, were strong, had wealth available for new investment, and seemed almost to be waiting for some technological breakthrough that would expand their profit-making potential even more.

欧洲（特别是英格兰）的经济机构都很强大，有可用于进行新的投资的财富，并似乎正在等待一些可以进一步扩大其盈利潜力的技术突破。

交通transportation

wagon /'wægən/

steam locomotive /,ləkə'motɪv/

automobile /,ɔtəmə'bil/

turnpike /'tɜːn'paɪk/

toll station

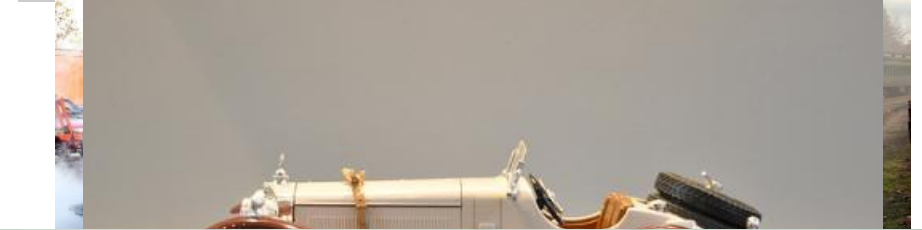
四轮马车/牛车

蒸汽火车头

汽车

收费公路

收费站



矿业mining industry、工业：

coke	焦炭
charcoal /'tʃɑː,kəʊl/	木炭
furnace /'fɜːnɪs/	熔炉
ore /ɔː/	矿石
raw material	原材料
machinery	机器
productivity	生产率
industrial revolution	工业革命

industry:
n. 工业、产业
industrial:
adj. 工业的、产业的
industrialize:
v. 工业化、产业化
industrialization:
n. 工业化
industrialism:
n. 工业主义
industrialist:
n. 工业家



商业 commerce:

merchant	商人
merchandise	n. 商品
commodity	商品
capital	n. 首都, 资本
capitalist	资本家
union	工会
strike	罢工
establishment	公司 (机构)
monopoly	垄断



示例：

EX2. TPO34-2 The Development of Steam Power

The steam power plant (工厂) began to replace waterpower in the cotton-spinning (卷棉花) mills (磨坊) as well as other industries during the 1780s, contributing to a phenomenal (非凡的) rise in industrialization.

Coal was not used, however, to produce mechanical energy or to power machinery.

- A. Industrialization
- B. Machinery
- C. Steam power

1. 因果论证

野牛会迁徙的原因

2. 问题解释

“为什么胖”：天气，懒得动，吃货，体质原因，遗传

3. 举例论证

食品安全不如从前。转基因/污染。

4. 对比论证

牛奶：口感滑润、营养价值高、补充钙又给人以舒适感。

可口可乐：辣喉、有害健康、影响钙的吸收而又刺激感满满。

5. 分类描述

针对同一事物的不同方面的研究。

买车，从不同的方面考量：外观？空间？舒适感？性能？

TOEFL OG 4th edition P.115

Artisans and Industrialization

Paragraph 1

Before 1815 manufacturing in the United States had been done in homes or shops by skilled artisans. As master craft workers, they **imparted** the knowledge of their trades to apprentices and journeymen. In addition, women often worked in their homes part-time, making finished articles from raw material supplied by merchant capitalists. After 1815 this older form of manufacturing began to give way to factories with machinery tended by unskilled or **semiskilled** laborers. Cheap transportation networks, the rise of cities, and the availability of capital and credit all **stimulated** the shift to factory production.

1. Main idea?

Before 1815: Artisans + women

After 1815: machinery

2. 论证方法:

对比论证

im-(进入, 使)

-part- 分成部分, 部分

impart 传授

imprison 监禁

semi- 一半的

semiarid 半干旱的

semiskilled 半熟练的

stimulate 刺激, 激励

simulate 模仿

1. 因果论证
2. 问题解释
3. 举例论证
4. 对比论证
5. 分类描述

1. Which of the following can be **inferred** from the passage about articles manufactured before 1815?

☐ They were primarily produced by women.

☐ They were generally produced in shops rather than in homes.

☐ They were produced with more concern for quality than for speed of production.

☐ They were produced mostly in large cities with extensive transportation networks.

Paragraph 1: Before 1815 manufacturing in the United States had been done in homes or shops by skilled artisans. As master craft workers, they imparted the knowledge of their trades to apprentices and journeymen. In addition, women often worked in their homes part-time, making finished articles from raw material supplied by merchant capitalists. After 1815 this older form of manufacturing began to give way to factories with machinery tended by unskilled or semiskilled laborers. Cheap transportation networks, the rise of cities, and the availability of capital and credit all stimulated the shift to factory production.

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Paragraph 1: Before 1815 manufacturing in the United States had been done in **homes or shops** by **skilled artisans**. As master craft workers, they imparted the knowledge of their trades to apprentices and journeymen. In addition, **women often worked in their homes part-time**, making finished articles from raw material supplied by merchant capitalists. After 1815 this older form of manufacturing began to give way to factories with machinery tended by **unskilled or semiskilled laborers**. Cheap transportation networks, the rise of cities, and the availability of capital and credit all stimulated the shift to factory production.

Paragraph 2

Apprentices were considered part of the family, **and** masters were responsible not only for teaching their apprentices a trade but also for providing them some education and for supervising their moral behavior.

并列句： 句子1 and 句子2

句子1:

主语： Apprentices

谓语： were considered

句子2:

主语： masters

谓语： were responsible for

Paragraph 2

The creation of a labor force that was accustomed to working in factories did not occur easily. Before the rise of the factory, artisans had worked within the home. Apprentices were considered part of the family, and masters were responsible not only for teaching their apprentices a trade but also for providing them some education and for supervising their moral behavior. Journeymen knew that if they perfected their skill, they could become respected master artisans with their own shops. Also, skilled artisans did not work by the clock, at a steady pace, but rather in bursts of intense labor alternating with more leisurely time.

Main idea:

a labor force that was accustomed to working in factories did not occur easily.

1. artisans: worked within home
2. apprentices: learnt skills
3. journeymen: perfect skills

论证方法：问题解释

1. 因果论证
2. 问题解释
3. 举例论证
4. 对比论证
5. 分类描述

2. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage?

Incorrect answer choices change the meaning in important ways or leave out essential information.

☐ Masters demanded moral behavior from apprentices but often treated them irresponsibly.

☐ The responsibilities of the master to the apprentice went beyond the teaching of a trade.

☐ Masters preferred to maintain the trade within the family by supervising and educating the younger family members.

☐ Masters who trained members of their own family as apprentices demanded excellence from them.

Paragraph 2: The creation of a labor force that was accustomed to working in factories did not occur easily. Before the rise of the factory, artisans had worked within the home. **Apprentices were considered part of the family, and masters were responsible not only for teaching their apprentices a trade but also for providing them some education and for supervising their moral behavior.**

Journeyman knew that if they perfected their skill, they could become respected master artisans with their own shops. Also, skilled artisans did not work by the clock, at a steady pace, but rather in bursts of intense labor alternating with more leisurely time.

Paragraph 3

Paragraph 3

The factory changed that. Goods produced by factories were not as finished or elegant as those done by hand, and pride in **craftsmanship** gave way to the pressure to increase rates of productivity. The new methods of doing business involved a new and stricter sense of time. Factory life **necessitated** a more **regimented** schedule, where work began at the sound of a bell and workers kept machines going at a constant pace. At the same time, workers were required to discard old habits, for industrialism demanded a worker who was alert, dependable, and self-disciplined. **Absenteeism** and lateness hurt productivity and, since work was specialized, disrupted the regular factory routine. Industrialization not only produced a fundamental change in the way work was organized; it transformed the very nature of work.

craftsmanship 技艺
leadership 领导能力

necessary 必要的
necessitated vt. 使成为必需

regimented 受到严格管制的

absent 缺席的
absentee 缺席者
absenteeism 缺勤

Paragraph 3

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Main idea:

The factory changed that.

1.goods

2.stricter sense of time

论证方法:

分类描述

1. 因果论证
2. 问题解释
3. 举例论证
4. 对比论证
5. 分类描述

3. The word disrupted in the passage is closest in meaning to

- ☐ Prolonged
- ☐ Established
- ☐ Followed
- ☐ Upset

Paragraph 3: The factory changed that. Goods produced by factories were not as finished or elegant as those done by hand, and pride in craftsmanship gave way to the pressure to increase rates of productivity. The new methods of doing business involved a new and stricter sense of time. Factory life necessitated a more regimented schedule, where work began at the sound of a bell and workers kept machines going at a constant pace. At the same time, workers were required to discard old habits, for industrialism demanded a worker who was alert, dependable, and self-disciplined. Absenteeism and lateness hurt productivity and, since work was specialized, **disrupted** the regular factory routine. Industrialization not only produced a fundamental change in the way work was organized; it transformed the very nature of work.

Paragraph 4



Paragraph 4

The first generation to experience these changes did not adopt the new attitudes easily. The factory clock became the symbol of the new work rules. One mill worker who finally quit complained **revealingly** about "**obedience** to the ding-dong of the bell-just as though we are so many living machines." With the loss of personal freedom also came the loss of standing in the community. Unlike artisan workshops in which apprentices worked closely with the masters supervising them, factories sharply separated workers from management. Few workers rose through the ranks to **supervisory** positions, and even fewer could achieve the artisan's dream of setting up one's own business. Even well-paid workers sensed their decline in status.

reveal 透露; 显示

revealingly 透露内情的

obey v. 服从

disobey 不服从

obedience n. 服从

super 特级的

supervise v. 监督

supervisory adj. 监督的



The first generation to experience these changes did not adopt the new attitudes easily. The factory clock became the symbol of the new work rules. One mill worker who finally quit complained revealingly about "obedience to the ding-dong of the bell-just as though we are so many living machines." **With the loss of personal freedom also came the loss of standing in the community.** Unlike artisan workshops in which apprentices worked closely with the masters supervising them, factories sharply separated workers from management. Few workers rose through the ranks to supervisory positions, and even fewer could achieve the artisan's dream of setting up one's own business. Even well-paid workers sensed their decline in status.

Main idea:

The first generation did not adopt the new attitudes easily.

1. Freedom
2. Standing 地位, 声望

论证方法:

问题解释

1. 因果论证
2. 问题解释
3. 举例论证
4. 对比论证
5. 分类描述

4. In paragraph 4, the author includes the quotation from a mill worker in order to

○Support the idea that it was difficult for workers to adjust to working in factories

○To show that workers sometimes quit because of the loud noise made by factory machinery

○Argue that clocks did not have a useful function in factories

○Emphasize that factories were most successful when workers revealed their complaints

Paragraph 4: The first generation to experience these changes did not adopt the new attitudes easily. The factory clock became the symbol of the new work rules. **One mill worker who finally quit complained revealingly about "obedience to the ding-dong of the bell-just as though we are so many living machines."** With the loss of personal freedom also came the loss of standing in the community. Unlike artisan workshops in which apprentices worked closely with the masters supervising them, factories sharply separated workers from management. Few workers rose through the ranks to supervisory positions, and even fewer could achieve the artisan's dream of setting up one's own business. Even well-paid workers sensed their decline in status.

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○ Argue that clocks did not have a useful function in factories

○ Emphasize that factories were most successful when workers revealed their complaints

Paragraph 4: The first generation to experience these changes did not adopt the new attitudes easily. The factory clock became the symbol of the new work rules. One mill worker who finally quit complained revealingly about "obedience to the ding-dong of the bell-just as though we are so many living machines." With the loss of personal freedom also came the loss of standing in the community. Unlike artisan workshops in which apprentices worked closely with the masters supervising them, factories sharply separated workers from management. Few workers rose through the ranks to supervisory positions, and even fewer could achieve the artisan's dream of setting up one's own business. Even well-paid workers sensed their decline in status.

5. All of the following are mentioned in paragraph 4 as consequences of the new system for workers EXCEPT a loss of

- ☐ Freedom
- ☐ Status in the community
- ☐ Opportunities for advancement
- ☐ Contact among workers who were not managers

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Paragraph 5

Paragraph 5

In this newly emerging economic order, workers sometimes organized to protect their rights and traditional ways of life. Craft workers such as carpenters, printers, and tailors formed unions, and in 1834 individual unions came together in the National Trades' Union. The labor movement gathered some **momentum** in the decade before the Panic of 1837, but in the depression that followed, labor's strength collapsed. During hard times, few workers were willing to strike or engage in collective action. And skilled craft workers, who **spearheaded** the union movement, did not feel a particularly strong bond with semiskilled factory workers and unskilled laborers. More than a decade of **agitation** did finally bring a workday shortened to 10 hours to most industries by the 1850's, and the courts also recognized workers' right to strike, but these gains had little immediate impact.

momentum 动力、势头、动量

spear 矛 head 头

spearhead 领导

agitate 鼓动

agitation n. 鼓动

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Main idea:

workers sometimes organized to protect their rights and traditional ways of life.

论证方法:

举例论证

Unions

labor movement

1. 因果论证
2. 问题解释
3. 举例论证
4. 对比论证
5. 分类描述

6. The phrase gathered some momentum in the passage is closest in meaning to

- ☐ Made progress
- ☐ Became active
- ☐ Caused changes
- ☐ Combined forces

7. The word spearheaded in the passage is closest in meaning to

- ☐ Led
- ☐ Accepted
- ☐ Changed
- ☐ Resisted

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8. Which of the following statements about the labor movement of the 1800's is supported by paragraph 5?

- ☐ It was most successful during times of economic crisis.
- ☐ Its primary purpose was to benefit unskilled laborers.
- ☐ It was slow to improve conditions for workers.
- ☐ It helped workers of all skill levels form a strong bond with each other.

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Paragraph 6

Workers were united in resenting the industrial system and their loss of status, **but** they were divided by **ethnic** and **racial antagonisms**, gender, conflicting religious perspectives, occupational differences, political party loyalties, and disagreements over tactics.

antagonism 敌意

ethnic 民族的，种族的

racial 种族的

句子1 but 句子2

句子1: Workers + were united

句子2: they + were divided by

Paragraph 6

Workers were united in resenting the industrial system and their loss of status, but they were divided by ethnic and racial antagonisms, gender, conflicting religious perspectives, occupational differences, political party loyalties, and disagreements over tactics. For them, the factory and industrialism were not agents of opportunity but reminders of their loss of independence and a measure of control over their lives. As United States society became more specialized and differentiated, greater extremes of wealth began to appear. And as the new markets created fortunes for the few, the factory system lowered the wages of workers by dividing labor into smaller, less skilled tasks.

Main idea:

Workers were united in resenting the industrial system and their loss of status, but they were divided.

论证方法:
问题解释

1. 因果论证
2. 问题解释
3. 举例论证
4. 对比论证
5. 分类描述

9. The author identifies political party loyalties, and disagreements over tactics as two of several factors that

- Encouraged workers to demand higher wages
- Created divisions among workers
- Caused work to become more specialized
- Increased workers' resentment of the industrial system

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10. The word them in the passage refers to

- ☐ Workers
- ☐ Political party loyalties
- ☐ Disagreements over tactics
- ☐ Agents of opportunity

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Paragraph 1: Before 1815 manufacturing in the United States had been done in homes or shops by skilled artisans. ■ As master craft workers, they imparted the knowledge of their trades to apprentices and journeymen. ■ In addition, women often worked in their homes part-time, making finished articles from raw material supplied by merchant capitalists. ■ After 1815 this older form of manufacturing began to give way to factories with machinery tended by unskilled or semiskilled laborers. ■ Cheap transportation networks, the rise of cities, and the availability of capital and credit all stimulated the shift to factory production.

11. Look at the four squares [■] that indicate where the following sentence can be added to the passage.

This new form of manufacturing depended on the movement of goods to distant locations and a centralized source of laborers.

Where would the sentence best fit?

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This new form of manufacturing depended on the movement of goods to distant locations and a centralized source of laborers.

Where would the sentence best fit?

12. Directions: Complete the table below by indicating which of the answer choices describe characteristics of the period before 1815 and which describe characteristics of the 1815-1850 period. This question is worth 3 points.

Before 1815	1815–1850
<input type="radio"/> 2	<input type="radio"/> 3
<input type="radio"/> 6	<input type="radio"/> 5
	<input type="radio"/> 7

Answer Choices

- ↑

1. A united, highly successful labor movement took shape.
- ↑

2. Workers took pride in their workmanship.
- ↑

3. The income gap between the rich and the poor increased greatly.
- ↑

4. Transportation networks began to decline.
5. Emphasis was placed on following schedules.

↑
6. Workers went through an extensive period of training.

↑
7. Few workers expected to own their own businesses.

↑

3. 贸易类



Trade

TPO10-3 17th-Century European Economic Growth

TPO16-1 Trade and the Ancient Middle East

TPO20-1 Westward Migration

TPO25-2 The Decline of Venetian Shipping

TPO41-3 Trade and early state formation

TPO46-2 The Commercial Revolution in Medieval Europe

Trade贸易:

陆地/海上丝绸之路:

silk road

overland route

caravan /'kærə_væn/

Middle East

Venice

丝绸之路

陆路

旅行队

中东地区

威尼斯

sea route

navigate v.

navigation n.

sail

voyage

海路

导航

航行

vi. 航行/n. 帆

n./vi. 航行



商品/货币:

cargo

spice

gem /dʒɛm/

china

pottery

ceramic

currency

bill of exchange

货物

香料

宝石

瓷器

陶器

陶瓷/陶瓷的

货币

汇票



EX3. TPO25-2 The Decline of Venetian Shipping

The conventional explanation for the loss of Venetian (威尼斯人) dominance in trade is establishment of the Portuguese direct **sea route** to the East, replacing the **overland Silk Road** from the black sea.

对威尼斯人失去贸易主导权的传统解释是:葡萄牙人建立的去东方的直接海上航线,代替了从黑海过去的陆上丝绸之路。

TPO16-1 Trade and Ancient Middle East

Records show **merchant caravans** and trading posts (商栈) set up by the Sumerians(苏美尔人) in the surrounding mountains and desserts of Persia and Arabia, where they trade grain for **raw materials**, such as timber and stones, as well as for metal and **gems**.

研究显示,商队和贸易往来是由在群山环绕和沙漠包围的波斯和阿拉伯的苏美尔人建立的,在那里他们用谷物交换原材料,比如原木和石料,以及金属和宝石。

TPO17-1 Europe's Early Sea Trade with Asia

Paragraph 1



Paragraph 1



In the fourteenth century, a number of political developments cut Europe's overland trade routes to southern and eastern Asia, with which Europe had had important and highly profitable commercial ties since the twelfth century. This development, coming as it did when the bottom had fallen out of the European economy, provided an impetus to a long-held desire to secure direct relations with the East by establishing a sea trade. Widely reported, if somewhat distrusted, accounts by figures like the famous traveler from Venice, Marco Polo, of the willingness of people in China to trade with Europeans and of the immensity of the wealth to be gained by such contact made the idea irresistible. Possibilities for trade seemed promising, but no hope existed for maintaining the traditional routes over land. A new way had to be found.

Paragraph 1

1. In the fourteenth century, a number of political developments cut Europe's overland trade routes to southern and eastern Asia, with which Europe had had important and highly profitable commercial ties since the twelfth century.

In the fourteenth century, a number of political developments cut Europe's overland trade routes to southern and eastern Asia, (with which Europe had had important and highly profitable commercial ties since the twelfth century.)

2. This development, coming as it did when the bottom had fallen out of the European economy, provided an impetus to a long-held desire to secure direct relations with the East by establishing a sea trade.

This development (, coming as it did when the bottom had fallen out of the European economy,) provided an impetus (to a long-held desire to secure direct relations with the East by establishing a sea trade).



Paragraph 1

3. Widely reported, if somewhat distrusted, accounts by figures like the famous traveler from Venice, Marco Polo, of the willingness of people in China to trade with Europeans and of the immensity of the wealth to be gained by such contact made the idea irresistible.

Widely reported, if somewhat distrusted, **accounts** (by figures like the famous traveler from Venice, Marco Polo,) **of the willingness of people in China to trade with Europeans and of the immensity of the wealth to be gained by such contact** **made** the idea irresistible.

Paragraph 1

In the fourteenth century, a number of political developments **cut Europe's overland trade routes** to southern and eastern Asia, with which Europe had had important and highly profitable commercial ties since the twelfth century. This development, coming as it did when the bottom had fallen out of the European economy, **provided an impetus** to a long-held desire to secure direct relations with the East by establishing a sea trade. Widely reported, if somewhat distrusted, **accounts** by figures like the famous traveler from Venice, Marco Polo, **of the willingness** of people in China to trade with Europeans **and of the immensity of the wealth to be gained** by such contact made the idea irresistible. Possibilities for trade seemed promising, but no hope existed for maintaining the traditional routes over land. **A new way had to be found.**

1. 因果论证
2. 问题解释
3. 举例论证
4. 对比论证
5. 分类描述



Paragraph 1

overland routes cut

+ accounts of the willingness and of wealth

=sea trade

因果论证

1. The word *impetus* in the passage is closest in meaning to

- A. Return
- B. Opportunity
- C. Stimulus
- D. Obstacle

In the fourteenth century, a number of political developments cut Europe's overland trade routes to southern and eastern Asia, with which Europe had had important and highly profitable commercial ties since the twelfth century. This development, coming as it did when the bottom had fallen out of the European economy, provided an impetus to a long-held desire to secure direct relations with the East by establishing a sea trade. Widely reported, if somewhat distrusted, accounts by figures like the famous traveler from Venice, Marco Polo, of the willingness of people in China to trade with Europeans and of the immensity of the wealth to be gained by such contact made the idea irresistible. Possibilities for trade seemed promising, but no hope existed for maintaining the traditional routes over land. A new way had to be found.

2. According to paragraph 1 why was it necessary to find a new way for European merchants to reach the East?

A. People in China were finally ready to trade with Europeans

B. The European economy was failing because there was no trade with the East

C. Traditional ways of trading with the East had become very costly

D. Commercial routes over land had become blocked because of political events

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Paragraph 2

Paragraph 2



The chief problem was technological: How were the Europeans to reach the East? Europe's maritime tradition had developed in the context of easily navigable seas—the Mediterranean, the Baltic, and, to a lesser extent, the North Sea between England and the Continent—not of vast oceans. New types of ships were needed, new methods of finding one's way, new techniques for financing so vast a **scheme**. The sheer scale of the investment it took to begin commercial expansion at sea reflects the immensity of the profits that such East-West trade could create. Spices were the most sought-after commodities. Spices not only dramatically improved the taste of the European diet but also were used to manufacture perfumes and certain medicines. But even high-priced commodities like spices had to be transported in large bulk in order to **justify** the expense and trouble of sailing around the African continent all the way to India and China.

Scheme n. 计划、体系
Justify v. 是...的正当理由

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2. 问题解释
3. 举例论证
4. 对比论证
5. 分类描述

3. According to paragraph 2, what was the main difficulty Europeans had to overcome in order to develop a new way of trading with the East?

A.Europeans were unwilling to invest in large-scale commercial ventures.

B.Europeans lacked the means for navigating long distances across oceans.

C.Europeans were unwilling to experiment with new business techniques.

D.Europeans lacked knowledge about the commercial methods of other peoples.

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4. 句子简化题

The sheer scale of the investment it took to begin commercial expansion at sea **reflects** the immensity of the profits that such East-West trade could create.

A. The high cost to investors of developing trade by sea between East and West indicates the great size of the profits that such trade could produce.

B. The profits that could be created by sea trade between East and West were immense compared with the investment required to develop such trade.

C. The increase in commercial activity by using sea routes reflects the importance trade between East and West had for investors seeking great profits.

D. Because people made large investments in sea commerce between East and West, they expected to make immense profits.

6. It can be inferred from paragraph 2 that spices from Asia were desirable in Europe in the Middle Ages because they

A.were easily transported in large quantities

B.could not be produced in European countries

C.could be traded for products such as perfumes and medicines

D.were expected to increase in value over time

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Paragraph 3

Paragraph 3

The principal seagoing ship used throughout the Middle Ages was the galley, a long, low ship fitted with sails but driven primarily by oars. The largest galleys had as many as 50 oarsmen. Since they had relatively shallow hulls, they were unstable when driven by sail or when on rough water: hence they were unsuitable for the voyage to the East. Even if they hugged the African coastline, they had little chance of surviving a crossing of the Indian Ocean. Shortly after 1400, shipbuilders began developing a new type of vessel properly designed to operate in rough, open water: the caravel. It had a wider and deeper hull than the galley and hence could carry more cargo: increased stability made it possible to add multiple masts and sails. In the largest caravels, two main masts held large square sails that provided the bulk of the thrust driving the ship forward, while a smaller forward mast held a triangular-shaped sail, called a lateen sail, which could be moved into a variety of positions to maneuver the ship.

galley 桨帆船
oar 桨
hull 船体
vessel
船, 导管
caravel
轻快帆船
mast 桅杆
lateen sail
斜挂大三角帆

Paragraph 3

The principal seagoing ship used **throughout the Middle Ages** was the galley, a long, low ship fitted with sails but driven primarily by oars. The largest galleys had as many as 50 oarsmen. Since they had relatively shallow hulls, they were unstable when driven by sail or when on rough water: hence they were unsuitable for the voyage to the East. Even if they hugged the African coastline, they had little chance of surviving a crossing of the Indian Ocean. **Shortly after 1400**, shipbuilders began developing a new type of vessel properly designed to operate in rough, open water: the caravel. It had a wider and deeper hull than the galley and hence could carry more cargo: increased stability made it possible to add multiple masts and sails. In the largest caravels, two main masts held large square sails that provided the bulk of the thrust driving the ship forward, while a smaller forward mast held a triangular-shaped sail, called a lateen sail, which could be moved into a variety of positions to maneuver the ship.

1. 因果论证
2. 问题解释
3. 举例论证
4. 对比论证
5. 分类描述

7. According to paragraph 3, all of the following statements comparing the caravel with the galley are true EXCEPT

A. The caravel had fewer masts than the galley.

B. The caravel had a wider hull than the galley.

C. The caravel could carry more cargo than the galley.

D. The caravel was more stable in rough water than the galley.

The principal seagoing ship used throughout the Middle Ages was the galley, a long, low ship fitted with sails but driven primarily by oars. The largest galleys had as many as 50 oarsmen. Since they had relatively shallow hulls, they were unstable when driven by sail or when on rough water: hence they were unsuitable for the voyage to the East. Even if they hugged the African coastline, they had little chance of surviving a crossing of the Indian Ocean. Shortly after 1400, shipbuilders began developing a new type of vessel properly designed to operate in rough, open water: the caravel. It had a wider and deeper hull than the galley and hence could carry more cargo: increased stability made it possible to add multiple masts and sails. In the largest caravels, two main masts held large square sails that provided the bulk of the thrust driving the ship forward, while a smaller forward mast held a triangular-shaped sail, called a lateen sail, which could be moved into a variety of positions to maneuver the ship.

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8. According to paragraph 3, what did the lateen sail contribute to the caravel as a sailing ship?

A.It provided stability for the front part of the ship.

B.It made it possible for the hull to be wider and deeper.

C.It added considerably to the speed of the wind-driven ship.

D.It improved the capacity of the ship to be guided.

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Paragraph 4



Paragraph 4

astrolabe 星盘 /'æstrəˌleɪb/

magnetic compass 磁针罗盘

obliterate 掩盖

refine 改进

institutional 惯例化的 norms 规范

code 法规，规范

consulate 领事馆

normative 规范的

protocol 协议

rules of engagement 开战规定

Paragraph 4

长难句:

A maritime code known as the Consulate of the Sea, which originated in the western Mediterranean region in the fourteenth century, won acceptance by a majority of sea goers as the normative code for maritime conduct; it defined such matters as the authority of a ship's officers, protocols of command, pay structures, the rights of sailors, and the rules of engagement when ships met one another on the sea-lanes.

分句1; 分句2.

A maritime code (known as the Consulate of the Sea, which originated in the western Mediterranean region in the fourteenth century,) won acceptance by a majority of sea goers as the normative code for maritime conduct;

it defined such matters as the authority of a ship's officers, protocols of command, pay structures, the rights of sailors, and the rules of engagement (when ships met one another on the sea-lanes) .

The astrolabe had long been the primary instrument for navigation, having been introduced in the eleventh century. It operated by measuring the height of the Sun and the fixed stars: by calculating the angles created by these points, it determined the degree of latitude at which one stood (The problem of determining longitude, though, was not solved until the eighteenth century.) By the early thirteenth century. Western Europeans had also developed and put into use the magnetic compass, which helped when clouds obliterated both the Sun and the stars. Also beginning in the thirteenth century, there were new maps refined by precise calculations and the reports of sailors that made it possible to trace one's path with reasonable accuracy. Certain institutional and practical norms had become established as well. A maritime code known as the Consulate of the Sea, which originated in the western Mediterranean region in the fourteenth century, won acceptance by a majority of sea goers as the normative code for maritime conduct; it defined such matters as the authority of a ship's officers, protocols of command, pay structures, the rights of sailors, and the rules of engagement when ships met one another on the sea-lanes. Thus by about 1400 the key elements were in place to enable Europe to begin its seaward adventure.

Paragraph 4

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The **astrolabe** had long been the primary instrument for navigation, having been introduced in the eleventh century. It operated by measuring the height of the Sun and the fixed stars: by calculating the angles created by these points, it determined the degree of latitude at which one stood (The problem of determining longitude, though, was not solved until the eighteenth century.) By the early thirteenth century, Western Europeans had also developed and put into use the **magnetic compass**, which helped when clouds obliterated both the Sun and the stars. Also beginning in the thirteenth century, there were **new maps** refined by precise calculations and the reports of sailors that made it possible to trace one's path with reasonable accuracy. Certain institutional and practical **norms** had become established as well. A maritime code known as the Consulate of the Sea, which originated in the western Mediterranean region in the fourteenth century, won acceptance by a majority of sea goers as the normative code for maritime conduct; it defined such matters as the authority of a ship's officers, protocols of command, pay structures, the rights of sailors, and the rules of engagement when ships met one another on the sea-lanes. **Thus** by about 1400 the key elements were in place to enable Europe to begin its seaward adventure.

9. Why does the author include the information that **Western Europeans had developed and put into use the magnetic compass**

A.To provide an example of an instrument that was developed after caravels had begun traveling across oceans

B.To provide an example of an improvement that resulted directly from the invention of the astrolabe

C.To identify one of the technological advances that made sea trade with the East possible

D.To explain how the problem of determining longitude was solved

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10. The word refined in the passage is closest in meaning to

- A. Completed
- B. Improved**
- C. Drawn
- D. Checked

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11. The word norms in the passage is closest in meaning to

- A. purposes
- B. skills
- C. activities
- D. rules**

Also beginning in the thirteenth century, there were new maps refined by precise calculations and the reports of sailors that made it possible to trace one's path with reasonable accuracy. Certain institutional and practical **norms** had become established as well. A maritime code known as the Consulate of the Sea, which originated in the western Mediterranean region in the fourteenth century, won acceptance by a majority of sea goers as the normative code for maritime conduct; it defined such matters as the authority of a ship's officers, protocols of command, pay structures, the rights of sailors, and the rules of engagement when ships met one another on the sea-lanes. Thus by about 1400 the key elements were in place to enable Europe to begin its seaward adventure.

12. According to paragraph 4, which of the following is true of the maritime code developed in Europe in the fourteenth century?

- A. It mapped out lanes in the seas for trading ships to follow.
- B. It defined the ways in which people should behave at sea.
- C. It replaced an earlier code that could not be adapted to the sea trade with the East.
- D. It gave instructions on how to navigate a ship.

The astrolabe had long been the primary instrument for navigation, having been introduced in the eleventh century. It operated by measuring the height of the Sun and the fixed stars: by calculating the angles created by these points, it determined the degree of latitude at which one stood (The problem of determining longitude, though, was not solved until the eighteenth century.) By the early thirteenth century. Western Europeans had also developed and put into use the magnetic compass, which helped when clouds obliterated both the Sun and the stars. Also beginning in the thirteenth century, there were new maps refined by precise calculations and the reports of sailors that made it possible to trace one's path with reasonable accuracy. Certain institutional and practical norms had become established as well. A maritime code known as the Consulate of the Sea, which originated in the western Mediterranean region in the fourteenth century, won acceptance by a majority of sea goers as the normative code for maritime conduct; it defined such matters as the authority of a ship's officers, protocols of command, pay structures, the rights of sailors, and the rules of engagement when ships met one another on the sea-lanes. Thus by about 1400 the key elements were in place to enable Europe to begin its seaward adventure.

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The chief problem was technological: How were the Europeans to reach the East? Europe's maritime tradition had developed in the context of easily navigable seas—the Mediterranean, the Baltic, and, to a lesser extent, the North Sea between England and the Continent—not of vast oceans. New types of ships were needed, new methods of finding one's way, new techniques for financing so vast a scheme. The sheer scale of the investment it took to begin commercial expansion at sea reflects the immensity of the profits that such East-West trade could create. ■ Spices were the most sought-after commodities. ■ Spices not only dramatically improved the taste of the European diet but also were used to manufacture perfumes and certain medicines. ■ But even high-priced commodities like spices had to be transported in large bulk in order to justify the expense and trouble of sailing around the African continent all the way to India and China. ■

Look at the four squares ■ that indicate where the following sentence could be added to the passage. Where would the sentence best fit?

They were highly valued for a couple of reasons.

summary



文章总结

1. overland trade routes cut, accounts, sea trade
2. How? New types of ships, new methods of finding one's way, new techniques for financing
3. galley/caravel
4. key elements

Directions: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the **THREE** answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. This question is worth 2 points. Because land routes to Asia had been cut off in the fourteenth century, Europeans had to find a new way to trade with Asia.

A. Reports by travelers indicated that people in Asia were interested in renewing trade with Europeans. ↑

B. For trade in Asian goods such as spices to be profitable, these items needed to be transported in large quantities by sea. ↑

C. Wind-driven caravels were developed to carry cargo across the oceans. ↑

D. Europeans wanted to import spices from Asia in order to improve the taste of food and to make perfumes and medicines. ↑

E. European galleys were able to bring Asian goods across with these items needed to be transported in large quantities by Indian Ocean and around the African coastline. ↑

F. The development of maps, navigational instruments, and a maritime code of conduct provided crucial elements for long-distance navigation. ↑

课后习题

1. 复习课件上经贸类高频词。

2. 做题：

阅读真经五

P76 Economic decline in Europe during the fourteenth century

P98 mass production: method and impact

做题+精读+在书上划出/写出每段主旨。

Paragraph 4



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