



# I can Read

## 我能读得更快

高中英语计时阅读周周练

# Faster

高二年级第一 学期



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## 我能读得更快

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(高二年级第一学期)

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# Editor's Notes

## 编辑的话

由 McGRAW-HILL 出版的 Timed Readings Plus 是一套国外经典的阅读丛书,它通过合理而独到的阅读方法指导有效地帮助读者加快阅读速度、提高阅读技巧。现在,我们引进了这套书,通过精选编排成了一套适合于高中三个学年的阅读丛书。本丛书特色鲜明:

- ◇ 指导先行——阅读前读读使用说明和阅读方法指导,告诉你怎样发挥本书的作用,方法正确才能事半功倍。
- ◇ 取材广泛——社会、人文、科学技术,面面俱到,让你在阅读的同时增长见识、拓宽视野。
- ◇ 题型新颖——不但有传统的阅读理解选择题,更有精心设计的题型助你全方位提升自己的阅读技巧。
- ◇ 方法独到——运用计时的方法把握自己的阅读速度,书后表格一目了然,水平提高看得见!

每周两篇阅读文章,只须花上半小时,就能在循序渐进中轻松提升自己的阅读能力。

还等什么呢,从开学第一周就开始吧!

# How to Use This Book

## 怎样使用本书

预备——开始！

加速阅读的进程开始了！每周我们都为你准备了 A、B 两篇阅读文章。为了便于阅读理解，我们对每篇文章中较难的单词、词组予以注释；文中的专有名词，不影响阅读理解的，未做解释。

**阅读 A 篇：助你读得更快更好。**阅读 A 篇时要记录自己的阅读时间，通过学习本书的阅读指导来改进阅读步骤和方法，让自己的阅读更有效率！

**阅读 B 篇：助你掌握阅读技巧。**考试时阅读理解会有各种不同的题型，通过 B 篇的针对训练，你就能轻松解决不同类型的阅读理解题啦。

完成一周阅读练习

**准备阅读。**别急着读文章，先花 15 秒时间预览一下 A 篇后的选择题。

**阅读 A 篇。**以比常速稍快的速度阅读文章，记得读完还要回答刚才预览过的问题。

**记录阅读时间。**看看自己读 A 篇花了多少时间，记录在阅读篇目右下角的计时栏内。

**完成 A 篇练习。**通过回忆文章内容和自己的思考推理，做一做文后的 10 道选择题。

**阅读 B 篇。**B 篇的文章比 A 篇更有故事性，阅读完后同样要完成文后的练习。

**完成 B 篇练习。**B 篇后共有 15 道练习，分五种题型，根据每部分的练习指令完成题目。

**校对答案。**根据参考答案批改自己的练习。

为自己打分

**算算做对多少。**一周的两篇阅读你做得好吗？把答对的题数记录在相应的栏内。

绘出你的进步曲线

**阅读速度表。**第 83 页的阅读速度表让你记录自己每周阅读 A 篇所花费的时间，还可以通过坐标读出自己的阅读速度达到每分钟多少个单词。别忘了每周都做记录，这样才能看出自己一学期来取得的进步。

**阅读理解得分表。**第 84 页的阅读理解得分表让你记录自己每周的得分，从而看出自己阅读理解的正确率。记录下自己的进步情况吧，你会很高兴看到自己的阅读能力在不断增强！

**阅读技巧剖析图。**第 85 页的阅读技巧剖析图，用来记录你阅读 B 篇的错误情况。了解

自己阅读的薄弱点在哪里,知己知彼才能百战不殆!

## 阅读方法指导

A 篇:读得更快更好

### 第一步:预览

你是不是习惯于直接从头开始读一篇文章呢?其实,要提高自己的阅读效果,应该在通篇阅读之前先预览一下全文。循着以下步骤来阅读 A 篇吧:

1. **读标题。**标题会向你预示文章的主题,给你思考空间:标题让你学到什么?看到标题有什么想法?对于这个主题有些什么了解?
2. **读首句。**如果文章头两句较短就读两句。首句可以助你了解文章内容或者作者的写作目的,而有些开头会吸引你读下去。
3. **读末句。**如果文章最末两句较短就读最末两句。通过结尾句你可以再次了解文章要点、作者总结出的结论或者观点的概括。
4. **览全文。**快速地扫视一下全文,再次增加自己对文章的认识。文中一定能找到帮助你理解文章的信息。读到名字、日期或数字的时候,放慢速度。知识性的文章中会包含许多事实论据;而谈话性的文章就像在作者与读者间进行一场轻松的对话。

### 第二步:理解文章含义

你是不是总是逐字地去阅读文章呢?是不是有时候疲于读单词却没能把握文章的含义呢?只有学会在文章的词句中探寻到文章的含义,才能加快自己的阅读速度。

1. **专心致志。**阅读时如果不专心就无法理解文章。心中要记着上一步预览时所得到的信息,就能集中注意阅读文章了。
2. **以意群为单位阅读。**改掉逐词阅读的习惯吧,力求以有意义的单词组合为单位来读文章。
3. **向作者提问。**边阅读边向作者提问,比如:“这是什么意思?”“这个信息有什么用?”

### 第三步:抓住段落大意

段落是篇章意义表达的基本单位。要理解全文、加速阅读,就要快速发现和理解每一段的要点。

1. **找出主题句。**主题句是一段的主旨所在,通常是一段的首句或是末句。而有的段落没有主题句,这就要你自己归纳了。
2. **理解段落结构。**每一个段落都有其写作目的。阅读的时候,要了解每一段的主体结构,有助于你理解段落含意哦。

### 第四步:组织论据

阅读的前提是要理解作者是怎样把论据组合起来传递自己的信息的。这样你在阅读时



就不会觉得读到了一大堆互相没有明显联系的论据了。

1. **把握作者写作策略。**了解了作者对论据的组织方式,就抓住了理解文章的关键。千万别放过作者给你的明显提示哦。如果读到“……有三个原因”,就要注意寻找后面列出的三个条目。还有一些不那么明显的提示词语,如: moreover, otherwise, consequently 等,也向你提示了作者所传递的信息。
2. **在前后照应中阅读。**作者把富有趣味的信息整合在文章中。发现了其中的关系,这些信息也就快速而清晰地呈现出来了。

## B 篇:掌握阅读技巧

### 在上下文中理解单词

通常一个单词的意义与其上下文是有联系的。比如,一篇关于园艺的文章中出现 soil 和 seeds 两词,你就可以推断这两个词是与园艺有关的。

以下文为例,如果你不知道 expired 在文中的意思:

Vera wanted to take a book out, but her library card had expired. She had to borrow mine because she didn't have time to renew hers.

要领会 expired 的意思,你可以提个问题:“Vera 必须借用别人的图书馆借书卡,那么她自己的借书卡呢?”如果她必须重新申领借书卡的话,她自己的借书卡一定是到期了。你就可以推断出 expired 一定是“到期,期满”的意思。推断正确!上下文向你暗示了单词的意思。

你认识的单词,意思也可能因上下文而有所不同。比如, key 这个单词有很多意思:乐器键盘,门钥匙,解开谜团的关键。你要通过上下文去理解,才能知道哪个意思才是正确的。

有时候你可以在一个难词后面找到对它的解释。下面这个句子中,如果你不理解 grave 这个单词:

He looked grave; there wasn't a trace of a smile on his lips.

其实该句子后半部分就对 grave 作出了解释:“wasn't a trace of a smile(没有一丝笑容)”,表示他表情严肃,因此 grave 的意思一定是 serious(严肃)。

如果你对一个句子的说明对象有所了解,也能确定该句中生词的意思。看看你能否推断下面句子中 revive 的意思:

Sunshine and water will revive those drooping plants.

该句是关于向植物供给光和水。植物要健康生长,需要光照和水分,凋萎的植物是不健康的,这些你都应该知道吧。由此可以推断出 revive 的意思是恢复健康。

### 区分事实和观点

我们每天都要分辨事实与观点。如果一位朋友说她昨晚看了梅尔·吉普森最棒的一部

电影,她是在向你表达她的观点。如果她说她看了梅尔·吉普森最新的一部电影,她可能是在说一件事实。你可以证明事实,查证那部电影是否真是梅尔·吉普森最近拍的一部电影。而观点是可以提出异议的,你可以问问周围的人,或许有人并不同意那部电影称得上是梅尔·吉普森最棒的一部。你所读到的和听到的东西,很多既包含了事实又包含了观点,你要培养区分两者的能力啊。

要证明事实的真实性,其证据必须是客观的、确实的。

下面列出了几件事实,它们的准确性和真实性是可以核实的。括号内注明了证明资料来源。

- 1998 年比尔·克林顿是美国总统。(参考报纸、新闻报道、竞选结果等。)
- 地球绕太阳旋转。(查阅百科全书、天文学杂志,询问博学人士。)
- 狗用四条腿行走。(自己观察所得。)

观点的真实性是无法证明的,没有客观的证据来核实一个观点的真实性。观点与事实不同,它表达了个人的信念和判断,显示一个人对一件事物的感受,而非事实。你可以同意或不同意他人的观点,却不能证明该观点的正误。

下而列出了几项观点,括号内注明了理由。

- 比尔·克林顿生来注定是位总统。(你无法通过参考出生记录来证明。这句话没有证据可以证明。)
- 太阳系中其他行星有智慧生物。(没有证据证明。或许未来能够证明,但目前只是猜测,而非事实。)
- 狗是人类最好的朋友。(这不是事实;你最好的朋友可能并不是一条狗。)

事实和观点在文中常常是混合在一起的。下面的段落既包含了事实也包含了观点。

The new 2000 Cruising Yacht offers lots of real-life interior room. It features a luxuriant aft cabin, not some dim "cave." The galley comes equipped with a full-size refrigerator and freezer. And this spacious galley has room to spare. The heads (there are two) have separate showers. The fit and finish are beyond equal and the performance is responsive and outstanding.

此段第三、第五句是事实,而其他句子都表达了观点。作为读者,事实和观点对我们来说都是很有用的。现在你知道事实和观点的区别了吧。

### 为事件排序

作者写作会遵循一定顺序。阅读时要去发现和理解作者对细节的组织形式,以增强阅读能力。

比如,顺时法是以发生的顺序来排列事件。不过作者也会改变写作顺序,他可能会突然提起往事、跳转到未来,以突出一件事的重要性。



### 做出正确推论

阅读文章中会包含很多暗示,作者不会总是明显地表达他们想传达的内容。文中有许多暗含的信息等着你去领会呢。推论可以让你从所阅读的内容中最大程度地获得信息。

每天你都会做很多推理。比如,你第一次去朋友家,看到一袋狗食,你推断这家人养了一条狗。或者有一天,你无意中听到别人的谈话,听到两位演员的名字,还有**布景、对白、导演**这些词,由此可以推断他们在讨论一部电影或者一场演出。

根据观察到或是读到的内容推导出其他信息,你学会了吗?不擅推论的人就无法了解不直白表达的信息。阅读作者告诉你的事实只是个开始,接着你要继续思考——推断出言外之意。

下面的段落是关于查尔斯·狄更斯的。试着推论一下吧。

Charles Dickens visited the United States in 1867. Wherever he went, the reception was the same. The night before, crowds arrived and lined up before the door. By morning the streets were campgrounds, with men, women, and children sitting or sleeping on blankets. Hustlers got ten times the price of a ticket. Once inside, audiences were surprised to hear their favorite Dickens characters speak with an English accent. After 76 readings Dickens boarded a ship for England. When his fellow passengers asked him to read, he said he'd rather be put in irons!

有没有从这个段落中做出很多推论?狄更斯吸引了非常多的人,——狄更斯很受欢迎。他的英式口音让观众很吃惊,——很多人不知道他是英国人。黄牛卖高价票,——黄牛倒票并不是什么新鲜事了。狄更斯拒绝在船上朗读,——他已经精疲力竭,累得不能向观众朗诵了。这些是从以上段落中可以很明显地推论出来的。现在你了解该怎样去推论了么?

推论要谨慎。你可能根据一个事实做出几个推论,但有些可能是错的。正确的推论是需要很多证据支持的。

### 理解文章主旨

主旨是一个段落或篇章的主题所在。它是最重要的观点,表明了写作意图和角度。段落或篇章的其余部分都解释、阐述或证明了主旨。没有主旨,文章就只是一堆零零散散的思想。

下面这一段的主旨已经用斜体标明。看看其他的句子是怎样阐明主题的。

*Typhoon Chris hit with full fury today on the central coast of Japan.* Heavy rain from the storm flooded the area. High waves carried many homes into the sea. People now fear that the heavy rains will cause mudslides in the central part of the country. The number of people killed by the storm may climb past the 200 mark by Saturday.

在这段里,主题句在段首,后面的句子都是解释、证明主旨。

有时主题句出现在段末,作者写作目的常常是说服、劝说。读读下面的段落,出现在段末的主旨句是否很容易接受呢?

Last week there was a head-on collision at Huntington and Canton streets. Just a month ago a pedestrian was struck there. Fortunately, she was only slightly injured. In the past year there have been more accidents there than at any other corner in the city. In fact, nearly 10 percent of all city accidents occur there. This intersection is dangerous, and a traffic signal should be installed there before a life is lost.

通过一系列细节的编排,顺理成章地引出了段末的主题句。

很多段落的主旨并不是由一个句子来表达的。你一定要整体理解,判断主旨所在。阅读下面的段落:

The American author Jack London was once a pupil at the Cole Grammar School in Oakland, California. Each morning the class sang a song. When the teacher noticed that Jack wouldn't sing, she sent him to the principal. He returned to class with a note. It said that he could be excused from singing if he would write an essay every morning.

在这段中,你得理解每句话才能判断其主题:杰克·伦敦的作家生涯是从文法学校的“惩罚”开始的。

你一定已经理解了主旨的概念,知道怎样找到主旨了吧,这是很关键的。一定要把它运用到你的阅读和学习中去哦。

大家先熟悉一下在练习中常常遇到的词句吧,这样你遇到新题型的时候就不会一头雾水了:

Recalling Facts 记忆事实

Understanding Ideas 理解观点

Recognizing Words in Context 在上下文中理解单词

synonym 同义词

antonym 反义词

label 标示,标识

Distinguishing Fact from Opinion 区分事实与观点

Keeping Events in Order 为事件排序

Making Correct Inferences 做出正确推论

correct inference / reasonable guess 正确推论/合理推测

incorrect / faulty inference 错误推论

Understanding Main Ideas 理解文章主旨

too general / too broad 过于笼统/过于宽泛

too narrow 过于狭隘

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The cockroach is one of the most obnoxious of household pests. This brown or black insect can be found in houses, apartment and office buildings, ships, trains, and airplanes in many parts of the world. Domestic cockroaches, which are also called roaches, have a disagreeable odor. They live in warm, dark areas. Their broad, flat bodies permit them to crawl in narrow cracks and along pipes. They hide in the daytime, coming out at night to feed. The diet of the cockroach, which includes both plant and animal products, ranges from food, paper, clothing, and books to dead insects. Cockroaches can be difficult to eliminate entirely, but a variety of common poisons and traps are effective in controlling their numbers. They are thought to transmit several human diseases.

Cockroaches are among the oldest living insects. Fossil cockroaches that resemble today's species have been found in Coal Age deposits more than 320 million years old. About 3,500 species have been identified. Although the most pesky are those that infest households in the temperate regions, most species are tropical. Some reach lengths of several inches, and many are colorful. Several species of woodland cockroaches are found in temperate regions. These live amid decaying wood and other vegetation and do not enter houses.

The cockroach has long, powerful legs and can run very fast. Long antennae on the head are used for feeling in dark places. Most species have two pairs of wings that are larger in the males. The female cockroach carries her eggs in a leathery capsule at the rear of the abdomen. Females of some common species lay 16 to 45 eggs at a time. The eggs take from 4 to 12 weeks to hatch. After the female deposits the eggs, soft, white young called nymphs emerge. After exposure to air, the nymphs harden and turn brown.

The German cockroach is a common household pest. It is light brown with two dark stripes just behind the head. Because it is only about half an inch (12.7 millimeters) long, it can easily enter or be transported into homes.

The American cockroach, also called a waterbug, is long, reddish brown, and lives outdoors or in dark, heated indoor areas. Favorite places are basements and furnace rooms. This cockroach, a native of tropical and subtropical America, has well-developed wings and can fly long distances. Cockroaches are closely related to grasshoppers, katydids, and crickets.

#### Reading Time

obnoxious <i>a.</i> 不愉快的, 讨厌的	pest <i>n.</i> 有害物	domestic <i>a.</i> 家庭的, 国内的	roach <i>n.</i> 蟑螂
odor <i>n.</i> 气味	crawl <i>v.</i> 爬行	eliminate <i>v.</i> 排除, 消除	fossil <i>n.</i> 化石
pesky <i>a.</i> 烦恼的, 讨厌的	infest <i>v.</i> 大批滋生	leathery <i>a.</i> 似皮革的, 坚韧的	deposit <i>n.</i> 沉淀物
hatch <i>v.</i> 孵化	nymph <i>n.</i> 蛹	waterbug <i>n.</i> 水螋(昆虫名)	abdomen <i>n.</i> 腹部
		katydid <i>n.</i> 美洲大螋斯(昆虫名)	

**Recalling Facts**

1. Roaches live in areas that are
  - ☐ a. damp.
  - ☐ b. warm and dark.
  - ☐ c. cold.
2. The cockroach's long antennae on the head are used for
  - ☐ a. feeding.
  - ☐ b. feeling in dark places.
  - ☐ c. flying.
3. Young cockroaches are called
  - ☐ a. waterbugs.
  - ☐ b. fossils.
  - ☐ c. nymphs.
4. Young cockroaches harden and turn brown when they
  - ☐ a. hatch.
  - ☐ b. are exposed to air.
  - ☐ c. mature.
5. Cockroaches feed
  - ☐ a. at night.
  - ☐ b. during the day.
  - ☐ c. every two days.

**Understanding Ideas**

6. Cockroaches would most likely prefer living
  - ☐ a. near an oven.
  - ☐ b. in a warm, sunny spot.
  - ☐ c. by the ocean.
7. The cockroach's diet is best described as
  - ☐ a. limited.
  - ☐ b. wide-ranging.
  - ☐ c. meat-eating.
8. One reason that cockroaches are difficult to eliminate entirely might be that
  - ☐ a. there are many different species.
  - ☐ b. they can run very fast.
  - ☐ c. they can fly long distances.
9. Humans should beware cockroaches mainly because
  - ☐ a. they transmit diseases.
  - ☐ b. of their odor.
  - ☐ c. they devour human food.
10. Cockroaches have survived for millions of years, which suggests that they
  - ☐ a. live a long time.
  - ☐ b. are able to adapt to changing environments.
  - ☐ c. are decreasing in number.

An ancient cockroach sat on a patch of moss in the dim red light of a dying sun. A young cockroach came to sit beside the old one. "Tell me about the dinosaurs, Grandfather," the young cockroach said.

"The dinosaurs were gigantic creatures!" the old one said. "The ground shook when they walked. Their voices were like thunder. They ruled the earth for millions of years. They never noticed us. We crept around and lived our quiet lives."

"What happened to them, Grandfather?" the young cockroach asked.

"Oh, they died out," the old one said. "And we didn't miss them when they were gone."

"Tell me about people, Grandfather," the young cockroach said next.

"People were big creatures," the old one said. "There were many, many of them. They filled the planet with their machines and their cities and their noise. They hated us and tried to kill us off with poisons and traps."

"What happened to them, Grandfather?" the young cockroach asked.

"Oh, they died out," the old one said. "And we didn't miss them when they were gone."

patch *n.* 片

moss *n.* 苔, 藓

dinosaur *n.* 恐龙

crept (*creep*) *v.* 爬

### 1. Recognizing Words in Context

Find the word *miss* in the passage.

One definition below is a *synonym* for that word; it means the same or almost the same thing. One definition is an *antonym*; it has the opposite or nearly opposite meaning. The other has a completely different meaning. Label the definitions S for *synonym*, A for *antonym*, and D for *different*.

- \_\_\_\_\_ a. disregard
- \_\_\_\_\_ b. want
- \_\_\_\_\_ c. fail

### 2. Distinguishing Fact from Opinion

Two of the statements below present *facts*, which can be proved correct.

The other statement is an *opinion*, which expresses someone's thoughts or beliefs. Label the statements F for *fact* and O for *opinion*.

- \_\_\_\_\_ a. Dinosaurs were gigantic creatures.
- \_\_\_\_\_ b. People tried to kill cockroaches.
- \_\_\_\_\_ c. Cockroaches did not care about dinosaurs or people.

**3. Keeping Events in Order**

Label the statements below 1, 2, and 3 to show the order in which the events happened.

- \_\_\_\_\_ a. The old cockroach said that roaches didn't miss people when they were gone.
- \_\_\_\_\_ b. The young cockroach asked the old one about the dinosaurs.
- \_\_\_\_\_ c. The young cockroach asked the old one about people.

**4. Making Correct Inferences**

Two of the statements below are correct *inferences*, or reasonable guesses. They are based on information in the passage. The other statement is an incorrect, or faulty, inference. Label the statements C for *correct* inference and F for *faulty* inference.

- \_\_\_\_\_ a. Cockroaches have an extremely long life span.
- \_\_\_\_\_ b. This story takes place in the distant future.
- \_\_\_\_\_ c. Cockroaches lived during the days of the dinosaurs.

**5. Understanding Main Ideas**

One of the statements below expresses the main idea of the passage. One statement is too general, or too broad. The other explains only part of the passage; it is too narrow. Label the statements M for *main idea*, B for *too broad*, and N for *too narrow*.

- \_\_\_\_\_ a. Cockroaches are among the most ancient of Earth's creatures.
- \_\_\_\_\_ b. Cockroaches, which lived during the days of the dinosaurs, will probably outlive human beings, too.
- \_\_\_\_\_ c. The dinosaurs died out.

Correct Answers, Part A \_\_\_\_\_

Correct Answers, Part B \_\_\_\_\_

Total Correct Answers \_\_\_\_\_



At one time the same meaning was given to *art* that was applied to *technology*. Each was described as involving the use of skill to make or do something. Today, that blanket description is no longer true or accepted.

Technology is now generally thought of as applied science. The old definition does, however, still retain some validity. It addresses the role that skill plays in technology as well as in art. An artist's skill rests upon knowledge and experience. So does a technician's. The difference seems to lie in the creative application of the skill. The old definition also explains that technicians—like artists—transform matter. A sculptor may shape a block of marble into a statue. A technician may use a machine to combine silicon, metal, and plastic into a microchip.

Otherwise, art and technology have diverged. The goal of artists is to give permanence to the present—to speak to their age by creating works that will endure forever. The goal of technicians is to press on to the future and to new discoveries. Technology suggests permanent change and improvement. Once a new technique is developed and adopted, society does not attempt to revert to the former technique. The automobile replaced the horse and buggy; the electric light replaced kerosene lamps; sound movies replaced silent films; and word processors have made typewriters obsolete.

This forward march of technology is called progress. In the fine arts this type of progress does not exist. Today, for example, one can admire a Roman chariot, but few people would want to depend on it for transportation. By contrast, people are still astounded by the magnificence of Michelangelo's frescoes in the Vatican's Sistine Chapel. These paintings have an excellence that will never become outmoded.

In the late 20th century, art and technology have been somewhat reunited by the computer. Musical compositions can be created on a computer. It is also common to design three-dimensional models of commercial products or to sketch out blueprints using computer programs. Sculptors, filmmakers, architects, printmakers, and other workers in the visual arts increasingly use computers. It is even possible to create finished works of fine art on a computer screen. Still, the distinction between technology and art persists. Computers make the execution of some kinds of art more challenging and interesting; but they do not make the art of the present better than the art of the past.

### Reading Time

blanket *a.* 总括的      retain *v.* 保留      validity *n.* 有效性, 合法性      transform *v.* 转变, 改变  
silicon *n.* 硅      diverge *v.* (意见等) 分歧      revert *v.* 回复      buggy *n.* 双轮单座的轻马车  
kerosene *n.* 煤油, 火油      obsolete *a.* 陈旧的, 过时的      astound *v.* 使大吃一惊  
Michelangelo's fresco 米开朗琪罗壁画      Vatican's Sistine Chapel 罗马梵蒂冈西斯廷教堂  
distinction *n.* 区别, 差别      execution *n.* 制作, 技巧

**Recalling Facts**

1. The goal of technology is to
  - ☐ a. make new discoveries.
  - ☐ b. create beauty.
  - ☐ c. challenge artists.
2. Art is considered
  - ☐ a. an applied science.
  - ☐ b. a creative process.
  - ☐ c. a means to achieve progress.
3. Society regards technological changes as
  - ☐ a. advances.
  - ☐ b. negative reversals.
  - ☐ c. worthless.
4. The goal of artists is to
  - ☐ a. give permanence to the present.
  - ☐ b. make new discoveries.
  - ☐ c. outdo technology.
5. Creating musical compositions on a computer
  - ☐ a. has been possible since Michelangelo's time.
  - ☐ b. has recently been made possible.
  - ☐ c. is not possible.

**Understanding Ideas**

6. From the article you can conclude that Michelangelo was a great
  - ☐ a. artist.
  - ☐ b. Roman statesman.
  - ☐ c. minister.
7. Progress is a goal
  - ☐ a. for both art and technology.
  - ☐ b. more suitable to technology than to art.
  - ☐ c. more suitable to art than to technology.
8. The article suggests that computers
  - ☐ a. are useful tools for artists.
  - ☐ b. have made art more creative.
  - ☐ c. have had a negative effect on art.
9. From the article you can conclude that computers are used
  - ☐ a. primarily by technicians.
  - ☐ b. primarily by artists.
  - ☐ c. by artists and technicians alike.
10. The article wants you to understand that
  - ☐ a. technology is not art.
  - ☐ b. technology and art are the same thing.
  - ☐ c. art is impossible without technology.