

**2003全新试题**

**详解大纲所有考点  
分析六级全部题型**

**CET-6**

**大学英语六级考试**

**六级  
通**

**新题型训练**

大学英语六级考试命题研究组

丛书主编 万之



**中国英语教学网授课教材**

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西北大学出版社

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2003全新试题

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# 六级 通

大学英语六级考试

## 新题型训练

命题研究组

西北大学出版社

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# 前言

“六级过了吗?”

当今中国的大学校园里,同学们之间相互问候、表达关爱,使用频率最高的,或许非此话莫属。

能不叫人如此关注吗? 21 世纪的中国,改革开放的洪流势不可挡,中国加入 WTO,正以前所未有的态势融入世界经济一体化的进程。开放的经济呼唤着有良好英语基础的新型人才。当今中国的各条经济战线,当今中国的各类人才市场,谁不把大学英语六级考试证书作为选人、用人的一条重要标准? 我们这个时代对英语的要求有目共睹!

然而,六级通过率并不那么令人满意,每次六级考试过后,仍有那么多同学无法如愿以偿。作为多年从事大学英语教学的师长,我们感到有责任帮助我们的后学。为了使之尽早通过六级考试,我们大学英语六级考试命题研究组组织武汉大学、华中科技大学、武汉理工大学、解放军通讯指挥学院、空军雷达学院等十余所大学的英语教学骨干,在总结了十余年——尤其是最近几年全国大学英语六级考试经验的基础上,编写了这套考试丛书。本丛书充分体现以人为本、以学生为中心的思想,一切从实战的要求出发,从学生的实际情况出发,充分考虑同学们英语学习过程中的各种困难,尽量为同学们节省宝贵的时间,提高学习效率。

我们希望同学们最好以如下方式使用此书:先阅读本书对六级考试的介绍、对大纲的分析,对各种题型的讲解,然后严格按照正规考试的时间和要求做模拟题,最好不要边做题,边翻看后面的答案。按正规考试的时间完成模拟题后,再核对后面的答案,为自己评分。最后参阅后面的详细解答。

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欢迎同学们提出宝贵意见。

万之  
2002.8

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# 新题型概述

大学英语六级考试是大学英语基础阶段的教学考试,必须坚持为教学服务的正确方向。也就是要推动教学大纲的贯彻执行。大学英语教学不仅要教学生固定的语言知识,而且要让这些知识活起来,成为学生的东西,让学生有一定的语言能力。那么,六级考试必须既考查学生的知识面,又要考查他们运用知识的能力。

一直以来,大学英语六级考试都处在不断的改进与完善之中,为了防止选择题给考试的效果带来的问题,近年来,六级考试增加了不少题型,更好地为教学服务,也对学生运用知识的能力提出了新的要求。

本书涉及的新题型的种类包括:改错题、翻译题和简答题。本书的编写原则为:1)加深学习者对新题型的正确理解。要做好新题型,绝不仅仅靠对单词的认识加上一些语法知识。有的学生认为,多记住一些单词,就能理解篇章的内容,答对题目。其实,不管是简答、翻译,还是改错,都是综合能力的测试。这几种题型都涉及到了解题技巧、阅读能力、知识面等问题。如果没有一定的逻辑分析能力,没有综合运用知识的能力,就谈不上做好新题型。2)有利于学习者对新题型的学习。在对每一种新题型进行具体分析的时候,都详细地介绍了该题型的特征,其评分标准,并结合近年的全真考试试题进行解题技巧的分析。通过这些,新题型的奥秘一览无遗地展现在学习者面前。3)强化学习者的阅读能力和掌握新题型的解题方法。本书对每一种新题型都给出了40篇模拟试题,同时,给出了短文大意、答案,并详细地分析了其中所涉及的知识技巧和技巧。学生可以通过大量的阅读和强化训练,增加自己的阅读能力,巩固所学的知识,运用已知的技巧,扩大知识面。同时,也测试了自己的能力。

通过对这本书的学习,学习者对新题型的认识和掌握必然会有一个质的飞跃。新题型也不再是大家顺利通过六级考试道路上的一只拦路虎。



# 改错题

## 一、题型分析

综合改错是一种主观题测试形式。“改错的目的是测试学生综合运用语言的能力”。实践证明,改错不仅能测试学生对篇章的理解能力,也能测试学生对词汇和语法的掌握,以及拼写单词的能力。

综合改错题通常选用一篇 200 词左右的短文,其中有 10 个语法结构和用词方面的考点,分布在首句以外的 10 行中。这 10 行中每行最多一个错误,这个错误可能是因为用错了一个词或词形变化有误造成的,也可能是因为多用一个词或少用一个词造成的。用错的词可能是意义或形式容易混淆的词,可能是意义相反的词,也可能是造成语法错误或搭配错误的词;词形变化错误可能是词性,时态,语态,性,数,格等语法方面的错误。有的错误在同一短语或句子中一眼就能辨别,有的错误则必须在充分理解上下文的基础上才能识别。考生在答题前一定要认真阅读并理解全文,答题时要参阅和琢磨上下文。

每条改错题要求考生完成两道工序:先是辨认错误,后是改正错误。辨认错误时,须将短文中用错的词或多余的词划掉,或在漏词的部位加上 ^ 符号;改正错误时,要在短文右边相应数字的横线上写出正确的词或漏掉的词;如果短文中有多余的词,则必须在右边相应的横线上划一斜线。上述两道工序缺一不可,缺少任何一道工序该题均不能得满分。写答案时,只要写出一个即可。划去多余词时,每次只能划一个。另外,由于改错同时也测试学生拼写单词的能力,因而在改错时,凡是拼写有误者,该题也不能得分。



## 二、解题技巧

改错题对考生来说有一定的难度,而且也不容易拿高分。如何准备改错测试可以从以下三个方面着手。

1. 首先要快速阅读全文,抓住中心思想,先从整体上有个了解,这一步很重要。因为阅读是理解的条件,理解是判断的依据,而判断是改错的环节。可见阅读是改错的先决条件,改错基于阅读,阅读有利于改错。要有效地完成改错,必须先阅读,再改错。切忌拿来即改的做法,拿来即改反倒会制造出更多的错误。

2. 其次,要运用语言的基本知识,从句型结构、词的变化、词类的选择、词的搭配、习惯表达出发,进行分析判断,以便尽快找出错误或用法表达上不妥的地方。比如先看句型有无问题,是否符合习惯表达,谓语动词的时态、语态、语气是否正确;再看词类词义的选择是否有误,该用哪类词,是动词、名词还是形容词;然后再看是介词还是副词,该同哪种词类形成固定搭配,表达什么特定的意义等,这是改错测试的重点方面,占很大比例。为此,平时一定要注意积累更多的语言知识,扩大词汇量,掌握丰富的英语短语,了解较多的句型结构和习惯表达。

3. 最后,重视整体、注意连接,从上下文的关系里找出表达连接关系或逻辑关系的词,这些词起过渡作用、桥梁作用,不仅连接词、句与段落,使行文流畅,承前启后,上下贯通,相互呼应,还能转折上下文的语气,以表达不同的思想内容。关系搞清楚了,自然就会找出在连接关系上、逻辑关系上不妥的地方或用错的词。

了解了解题的三个步骤,再加上对知识的把握和一定的阅读能力,改错题也就迎刃而解了。

## 三、近年试题分析

### 2000年1月六级测试题

Until the very latest moment of his existence, man has been bound to the planet on which he originated and developed. Now he had the capability to leave that planet and move out into the universe to those worlds which he has

1. \_\_\_\_\_



known previously only directly. Men have explored parts of the moon, put spaceships in orbit around another planet and possibly within the decade will land into another planet and explore it. Can we be too bold as to suggest that we may be able to colonize other planet within the not - too - distant future? Some have advocated such a procedure as a solution to the population problem; ship the excess people off to the moon. But we must keep in head the billions of dollars we might spend in carrying out the project. To maintain the earth's population at its present level, we would have to blast off into space 7,500 people every hour of every day of the year.

Why are we spending so little money on space exploration? Consider the great need for improving many aspects of the global environment, one is surely justified in his concern for the money and resources that they are poured into the space exploration efforts. But perhaps we should look at both sides of the coin before arriving hasty conclusions.

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

1. 将 had 改为 has, 本题考时态上下文中一致的问题。该句中明显有一时间词 now, 且全文着眼于现在, 所以此处必须用一般现在时。
2. 将 directly 改为 indirectly, 本题测试学生逻辑思维能力。人类直到现在才有能力探索太空, 所以以前当然是间接了解太空, 而不是直接。同时, 该题也测试了学生的单词拼写能力, 能知道 directly 的反义词为 indirectly 也不容易。
3. 将 into 改为 on, 本题考介词的用法。登上某颗行星, 不是 into, 而是 on。
4. 将 too 改为 so, 本题考词的搭配问题。如果知道 so... as to 这个词组, 本题就十分容易。
5. 将 planet 改为 planets, 本题考词的数的问题。当 other 与名词搭配时, 名词必须为复数, 或者直接用 others。
6. 将 head 改为 mind, 本题考词的搭配问题。keep in mind 为一固定搭配。
7. 将 little 改为 much, 本题测试学生的逻辑思维能力, 从上下文看, 人类花了太多的钱在太空探险上, 而不是太少。
8. 将 consider 改为 considering, 本题考非谓语动词的用法。由 consider 所引导的短语的动作的执行者与主句的主语一致, 且为主动, 所以必须用现在分词短语作伴随状语。

9. 删掉 they, 本题测试学生的逻辑思维能力。that 引导定语从句, 代指 money and resources, 在从句中作主语, they 在此多余。

10. 在 arriving 之后添加 at, 本题考词的用法。arrive 是一不及物动词, 其后必须加介词。

### 2000 年 6 月六级测试题

When you start talking about good and bad manners you immediately start meeting difficulties. Many people just cannot agree what they mean. We asked a lady, who replied that she thought you could tell a well-mannered person on the way they occupied the space around them—for example, when such a person walks down a street he or she is constantly unaware of others. Such people never bump into other people. However, a second person thought this was more a question of civilized behavior as good manners. Instead, this other person told us a story, it he said was quite well known, about an American who had been invited to an Arab meal at one of the countries of the Middle East. The American hasn't been told very much about the kind of food he might expect. If he had known about American food, he might have behaved better. Immediately before him was a very flat piece of bread that looked, to him, very much as a napkin (餐巾). Picking it up, he put it into his collar, so that it falls across his shirt. His Arab host, who had been watching, said of nothing, but immediately copied the action of his guest.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

And that, said this second person, was a fine example of good manners.

1. 将 on 改为 by 或 from, 本题考介词的用法。从别人做事的方式或根据别人做事的方式, 必须用 by 或 from。
2. 将 unaware 改为 aware, 本题测试学生的逻辑思维能力。从下文可知, 这种人从不撞到别人, 这样的人肯定是时刻意识到他人的存在, 而不是不注意。
3. 将 as 改为 than, 本题考词的搭配问题 more... than... 搭配是固定的。
4. 将 it 改为 which, 本题考非限制性定语从句。从上下文看, 此句后为一个非限制性定语从句, 修饰 story。
5. 将 at 改为 in, 本题考介词的用法。在某一国家用 in。
6. 将 hasn't 改为 hadn't, 本题考时态的用法。从文中看, 第二个人讲故事时用



的是一般过去时,而发生在故事中的事情当然必须用过去时,而不是现在完成时。

7. 将 American 改为 Arab, 本题测试学生的逻辑思维能力。美国人到阿拉伯人家里去作客,当然是不了解阿拉伯的食物。
8. 将 as 改为 like, 本题考介词搭配问题。只有 look like, 没有 look as 的搭配。
9. 将 falls 改为 fell, 本题考时态的用法。故事发生在过去,当然要用一般过去时。
10. 将 of 删掉, 本题考词的用法。当我们使用 say 时,通常说 say something, say 后不需要添加介词。

总结:从 2000 年 1 月和 6 月的试题分析来看,出题的范围都在题型分析中列举过。这说明,改错题虽然测试学生的综合能力,但也有规律可循。学习者必须知道这些方面的知识:主谓一致性,各种非谓语动词的区别,虚拟语气的用法;各种从句,尤其是主语从句,定语从句的用法;一些固定的介词搭配;还涉及到一些基本的语法知识,如形容词、副词的用法等。在平时的学习中,学习者要加强阅读,增加自己的语感和阅读速度,因为阅读能力的提高是最关键的一步。

#### 四、模拟试题

The latest figures from the United States Immigration and Naturalization (顺化, 归化) Service show that well over one million immigrants are now arriving in America every year. This is the highest number of newcomers to the United States since the mass migration of Europeans in the turn of the century. The new immigrants no longer come main from Europe. According to the official government estimates, the greatest resource of immigrants to America is now Asia, followed by Latin America. Forty-two percent of the new immigrants come from Asia when 39 percent came from Latin America. Only 13 percent of the new immigrants come from Europe.

Although the United States now accepts so many foreign-born immigrants, the United States Congress has

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studying several proposals to limit immigration, including a new ceiling ( 最高点 ) of about 450,000 immigrants a year. It is little clear that Congress will do about the problem of illegal immigrants. As estimated 500,000 to one million persons enter into the United States illegally every year. Several congressmen have introduced legislation that would make it illegal for employers to knowingly hire an illegal alien ( 外侨 ). A company would face a heavy fee if convicted of hiring a person without proper papers. Many business groups and civil rights leaders oppose this proposal and they fear it would lead to wholesale discrimination ( 歧视 ) against Hispanics ( 美籍西班牙人 ) and other recent immigrants.



College classroom space should be designed to encourage the activity of critical thinking. Step into almost any college classroom and you will step back in time at least a hundred year. Desks are normally in straight rows, but students can clearly see the teacher but not all their classmates. With a few imagination and effect, unless desks are fixed to the floor, the teacher can correct this situation and create space that encourages inter - change among students. But small or standard - size classes, chairs, desks and tables can be arranged in a variety of ways. The primary goal should be for everyone to be capable to see everyone else. Larger classes, particularly those holding in lecture halls, unfortunately, allow much less flexibility. Arrangement of the classroom should also make them easy to divide students into small groups for discussion or problem - solving exercises. Small classes with movable desks and tables present problem. Even in large lecture halls, it is possible for students to turn around and form groups of four to six. Break a class into small groups provides more oppor - tunities for students to interact with each other, think out loud, and to see how

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other students' thinking processes operate – all these are essential elements in developing new modes of critical thinking.



Persuasion is the art, primarily verbal, which you get somebody to do what you want and make him at the same time think that this is what he had wanted to do all the time. It may be objected that the person persuading may not be persuaded actually to “do” anything, but merely to accept an opinion or adopt an attitude. Within certain limits this objection is reasonable, but there is no clear-cut line among belief, attitude, and feeling on the one side, and an action on the other. Furthermore, as soon as we look at the characteristic occasions in which persuasion takes place, we see that the process is usually targeted, at short or long range, toward action. You persuade the child to be good and go to bed, you persuade the policeman to give the ticket, you persuade the prospective customers to buy the car, you persuade the voter to vote for you.

The persuader wants something can be granted by the persuadee, and if he is successful, it is granting and the persuadee is happy in the granting. Persuasion is the “engineering of consent”. It is a way of exercising power without creating a feeling of angry.



For a clearer picture of what the student knows, most of teachers use another kind of examination in addition to objective tests. They use “essay” tests, which require students to write long answers of broad, general questions. One advantage of the essay test is that it reduces the element of lucky. The students cannot get high score just by making a lucky guess. Other advantage is that it shows the examiner more about the student's ability to put facts together into a meaning whole. It should show how deeply

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he has thought of the subject. Sometimes, though, essay tests have disadvantages, too. Some students are able to write good answers without really knowing much about the subject, as other students who actually know the material have trouble to express their ideas in essay form. Besides, on an essay test the student's score may depend on the examiner's feelings at the time of reading the answer. If he is feeling tired or bored, the student may accept a lower score than he should. Another examiner reading the same answer might give it much high mark. From this standpoint the objective test gives each student a unfairer chance. Whether an objective test or an essay test are used, problems arise. When some objective questions are used along with some essay questions, however, a fairly clear picture of the student's knowledge can usually be obtained.



We live in a society which there is a lot of talk about science, but I would say that there are not 5 percent of the people who are equipped of schooling, including college, to understand scientific reasoning. We are more ignorant of science as people with comparable education in Western Europe.

There are a lot of kids who know everything about computers - how to build them, how to take them apart, and how to write programs for games.

So if you ask them to explain the principles of physics that have gone into creating the computer, you don't have the faintest idea. The failure to understand science leads to such things like the neglect of human creative power. It also takes rise to blurring of the distinction between science and technology. Lots of people don't distinguish from the two.

Science is the production of new knowledge that can be applied or not, and technology is the application of knowledge to the production of some products, machinery

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Science in itself is harmless, more or less. But as soon as it can provide technology, it is not necessarily harmful. No society has yet learned to forecast the consequences of new technology, which can be enormous.

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Some children are backward in speaking. Most often the reason for this is that the mother is sensitive to the signals of the infant, whose brain is programmed to learn language rapidly. If these sensitive periods are ignored, the ideal time for acquiring skills passes and they might never learn so easily again.

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Experts suggest that speech stages are reached in a fixed sequence and at a constant age, but there are cases where speech has started lately in a child who eventually turns out to be with high IQ. At twelve weeks a baby smiles and makes vowel-like sounds; at eighteen months he has a vocabulary of three or fifty words; and at four he knows his language differs from his parents in style rather than grammar.

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But speech has to be induced, and this depends on interaction between the mother and the child, when the mother recognizes the signals in the child's babbling (咿呀学语), grasping and smiling, and responds to him. Insensitivity of the mother to these signals dulls the interaction because the child gets discouraged and sends out only the 'Iv' us signals. Sensitivity to these signals is essential for the child to develop a language.

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Chemistry did not emerge as a science until after the scientific revolution in the seventeenth century. But



chemical knowledge is as old as history, being almost entirely connecting with the practical arts of living. Cooking is essentially a chemical process, so is the melting of metal and the administration of drugs. This basic chemical knowledge was nevertheless dependent on previous experiments. It also served to stimulate a fundamental curiosity about the processes themselves. New information was always being gained as craftsmen improved technologies to gain better results.

The development of a scientific approach in chemistry was, however, hampered by several factors. The most serious problem was the vast range of material available and the consequent difficulty of organizing them into some system. In addition, there were social and intellectual difficulties. Chemistry is nothing if practical; those who practise it must use their hands. Therefore in many ancient civilizations, practical tasks were primarily the province of a slave population. The thinker or philosopher stood apart from this mundane( 世俗的 ) world, which the practical arts appeared to lack any intellectual content or interest. The finally problem for early chemical science was the element of secrecy. Experts in specific trades had developed their own techniques and guarded their knowledge to prevent others from stemming their livelihood.



Scattered through the seas of the world are billions of tons of small plants and animals called plankton( 浮游生物 ). Most of these plants and animals are too small for the human eye not to see. They drift about lazily with the currents, providing a basic food to many larger animals. Plankton has been described as the equivalent of the grasses that grows on the dry land continents, and the comparison is an appropriate one. However, the potential food value of plankton far outweighs the land grasses. One scientist has estimated that when grasses of the world produce about 49

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