

GRE阅读理解

第十五节课 题目理解: 题型4: 逻辑类1

M A K E I T E A S Y

题型——逻辑类

文中信息的关系

- 信息作用
- 词义猜测

题型——逻辑类

信息作用

词，句，段的作用（或与其他信息的关系）

题型——逻辑类

1. 问题形式

Why does the author mention ***?

The author mentions *** in order to
purpose of the paragraph

function of the sentence

select the sentence

题型——逻辑类

2. 解题思路

判断问题所问对象和局部或全文关系

题型——逻辑类

Why does the author mention ***?

The author mentions *** in order to

Passage 1

According to Hill and Spicer, the term “nation-state” is a misnomer, since the ideal model of a monolingual, culturally homogeneous state has never existed, not even among Europeans, who invented the nation-state concept and introduced it to the rest of the world. Modern European states, they argue, emerged after the Renaissance through the rise of nations (i.e., specific ethnic groups) to positions of political and economic dominance over a number of other ethnic groups within the bounded political territories. The term “nation-state”, Hill and Spicer argue, obscures the internal cultural and linguistic diversity of states that could more accurately be called “conquest states.” The resurgence of multiple ethnic groups within a single state, Hill says, is not “potentially threatening to the sovereign jurisdiction of the state,” as Urban and Sherzer suggest; rather, the assertion of cultural differences threatens to reveal ethnocentric beliefs and practices upon which conquest states were historically founded and thus to open up the possibility for a “nations-state” in which conquered ethnic groups enjoy equal rights with the conquering ethnic group but do not face the threat of persecution or cultural assimilation into the dominant ethnic group.

The author of the passage quotes Urban and Sherzer most probably in order to

- A. introduce a discussion of the legal ramifications of expanding the nation-state concept.
- B. summarize a claim about one possible effect of asserting cultural differences within a state.
- C. shift the focus of discussion from internal threats that states face to external threats that they face.
- D. point out similarities between the threats to states seen by Urban and Sherzer and those seen by Hill.
- E. describe one way an ethnocentric practice has affected attempts to assert cultural differences within a state.

Passage 2

Unlike most Jane Austen scholarship before 1980, much recent scholarship analyzes the novels of Austen, who lived from 1775 to 1817, in the context of Austen's tumultuous times, which saw the French and American revolutions and the Napoleonic Wars. Yet Frantz notes another revolution, rarely mentioned in Austen scholarship: the Great Masculine Renunciation that altered conventions in men's dress and behavior. During the later eighteenth century, wealthy gentlemen exchanged the velvets and satins long in fashion for somber woolen suits. Frantz contends that this change reflected deeper cultural changes. The value once placed on men's expressiveness, reflected in Mackenzie's novel *The Man of Feeling* (1771), gave way to a preference for emotional restraint. In Austen's novels, the heroine often struggles to glimpse the true nature of hero beneath his reserved exterior.

The author of the passage mentions *The Man of Feeling* (1771) in order to

- A. contrast Mackenzie's reasons for writing novels with those of Austen.
- B. introduce evidence regarding the influence of particular writers on Austen.
- C. corroborate a claim that a convention of masculine behavior changed during Austen's lifetime.
- D. suggest that Austen's novels were more reflective of their historical context than Mackenzie's had been.
- E. challenge a particular misconception about the modes of behavior common among gentlemen in the later eighteenth century.

Passage 3

Many scholars have argued that government investment in manufacturing in the southern United States during the Second World War spurred a regional economic boom that lasted into the postwar period. But much of this investment went to specialized plants, many of them unsuitable for postwar production. Large-scale, wartime government funding led to a massive increase in the number and scale of munitions facilities. By the war's end, 216 munitions establishments costing more than \$3.5 billion had been built, many of them located in the south. Indeed, according to one estimate, more than 70 percent of federally financed manufacturing construction capital in Alabama, Arkansas, Mississippi, and Tennessee went into munitions plants.

In the passage, the mention of “Alabama, Arkansas, Mississippi, and Tennessee” serves primarily to

- A. suggest that some states were better than others at anticipating postwar economic needs.
- B. identify evidence used to support a view held by scholars mentioned at the beginning of the passage.
- C. suggest that federal investment in some kinds of manufacturing was excessive.
- D. identify the states that received the largest allocations of federal funds.
- E. provide information to support a point about the nature of government investment made earlier in the paragraph.

Passage 4

Although the passenger pigeons, now extinct, were abundant in eighteenth- and nineteenth-century America, archaeological studies at twelfth-century Cahokian sites in the present day United States examined household food trash and found that traces of passenger pigeon were quite rare. Given that the sites were close to a huge passenger pigeon roost documented by John James Audubon in the nineteenth century and that Cahokians consumed almost every other animal protein source available, the archaeologists conducting the studies concluded the passenger pigeon population had once been very limited before increasing dramatically in post-Columbian America. Other archaeologists have criticized those conclusions on the grounds that passenger pigeon bones would not be likely to be preserved. But all the archaeological projects found plenty of bird bones—and even **tiny bones from fish**.

The author of the passage mentions “tiny bones from fish” primarily in order to

- A. explain why traces of passenger pigeon are rare at Cahokian sites.
- B. support a claim about the wide variety of animal proteins in the Cahokian diet.
- C. provide evidence that confirms a theory about the extinction of the passenger pigeon.
- D. cast doubt on the conclusion reached by the archaeologists who conducted the studies discussed in the passage.
- E. counter an objection to an interpretation of the data obtained from Cahokian sites.

Passage 5

Biologists know that some marine algae can create clouds by producing the gas dimethyl sulphide (DMS), which reacts with oxygen in air above the sea to form solid particles. These particles provide a surface on which water vapor can condense to form clouds. Lovelock contends that this process is part of global climatic-control system. According to Lovelock, Earth acts like a super organism, with all its biological and physical systems cooperating to keep it healthy. He hypothesized that warmer conditions increase algal activity and DMS output, seeding more clouds, which cool the planet by blocking out the Sun. Then, as the climate cools, algal activity and DMS level decrease and the cycle continues. In response to biologists who question how organisms presumably working for their own selfish ends could have evolved to behave in a way that benefits not only the planet but the organisms as well, cooling benefits the algae, which remain at the ocean surface, because it allows the cooled upper layers of the ocean to sink, and then the circulating water carries nutrients upward from the depths below. Algae may also benefit from nitrogen raining down from clouds they have helped to form.

The passage mentions the possible benefit to algae of nitrogen falling down in the rain most likely in order to

- A. provide support for Lovelock's response to an objection mentioned in the passage.
- B. suggest that the climatic effects of DMS production have been underestimated.
- C. acknowledge that Lovelock's hypothesis is based in part on speculation.
- D. demonstrate that DMS production alters the planet in more than one way.
- E. assert that algae are the sole beneficiaries of DMS production.

Passage 6

Some historians question the widely held belief that continually improving education led to gradual African American empowerment in the southern United States from the late nineteenth century through the mid-twentieth century. They note that the development of Black educational institutions in the segregated South was never rapid or steady: disparities between Black and White schools sometimes grew in the early decades of the twentieth century. And African Americans' educational gains did not bring commensurate economic gains. Starting in the 1940s, even as Black and White schools in the South moved steadily toward equality, Black southerners remained politically marginalized and experienced systematic job discrimination. Although Black schools had achieved near parity with White schools in per capita spending and teachers' salaries by 1965, African Americans' income still lagged behind that of Whites. **Nonetheless, educational progress did contribute toward economic and political empowerment.** African Americans' campaigns to support Black schools fostered a sense of community, nurtured political determination, and often increased literacy. More significantly, politically outspoken Black newspapers achieved record circulation during the 1940s, just as the literacy rate among African Americans approached 90 percent. Finally, the leadership of the Civil Rights movement of the 1960s was composed largely of graduates of Black colleges.

1. The author of the passage refers to the fact that “disparities between Black and White schools sometimes grew in the early decades of the twentieth century” most likely in order to
- A. support the argument that the economic struggles of southern Blacks were largely due to educational inequalities.
 - B. give an example of the differences between Black schools in the early part of the twentieth century and Black schools starting in the 1940s.
 - C. illustrate the unevenness of the progress made by Black schools in the southern United States.
 - D. help explain why Black remained politically marginalized and experienced systematic job discrimination in the segregated South.
 - E. provide evidence that educational progress was a precondition for economic progress in the segregated South.

2. Which of the following best describes the purpose of the highlighted sentence?

- A. It clarifies a point introduced in the preceding sentence.
- B. It reiterates a point introduced in the first sentence of the passage.
- C. It questions the accuracy of some of the evidence used to support the argument of the historians.
- D. It introduces a perspective that runs contrary to the view of those who endorse the “belief.”
- E. It qualifies the interpretation made by the historians.

题型——逻辑类

function of the sentence

Passage 7

Was resource intensification—an increase in labor and time devoted to subsistence activities in order to increase food yields—by Dorset Paleo-Eskimos and Recent Indians on the island of Newfoundland simply a response to population pressure? Not exactly. On Newfoundland, population pressure did not result from a steadily growing resident population but, rather, from the arrival and lingering presence of new and significantly different populations. Newfoundland's hunter-gatherer populations—both resident and newcomer—adjusted to the presence of other populations through niche differentiation. Building on a tradition that emphasized marine resources, Dorset Paleo-Eskimos intensified their harvest of seals in response to the arrival of Recent Indians in the first few centuries A.D. **Recent Indians who were more familiar with broad-based, interior-maritime adaptation, intensified this strategy to cope with the Dorset.**

Which of the following best describes the function of the highlighted sentence in the context of the passage as a whole?

- A. It points out a flaw in a theory discussed earlier in the passage.
- B. It demonstrates the need for additional research on a phenomenon mentioned earlier in the passage.
- C. It underscores the importance of a trait mentioned earlier in the passage.
- D. It supports an assertion made earlier in the passage.
- E. It questions the evidence for a tradition mentioned earlier in the passage.

Passage 8

Having a larger assortment to choose from increases consumers' expectations about matching their preferences. The heightened expectations seem logical, since assortments containing more or more varied items should increase the degree to which preferences can be matched. In practice, however, as assortment size increases, the degree to which consumers realize better preference matches often rises relatively little. Larger assortments may not actually offer more variety, the market may simply not supply an envisioned offering, or in the absence of sophisticated search tools, consumers may miss a better preference match even if it is available. Therefore, larger assortments can increase the likelihood that expectations will not be met, leaving consumers less satisfied with options chosen from larger rather than smaller assortments.

Which of the following best describes the function of the first sentence in the author's argument as a whole?

- A. It states a premise on which the author's conclusion is based.
- B. It provides information to support the inference made in the following sentence.
- C. It introduces a concept that the author proves is illogical.
- D. It summarizes a position that the author proceeds to dispute.
- E. It presents the phenomenon the argument is intended to explain.

Passage 9

There have long been dead zones—water too low in oxygen to sustain most forms of life—in the Gulf of Mexico, which receives the waters of the Mississippi River. Scientists studied sediment cores from areas where the gulf's most recent dead zone occurred. The scientists dated the sediment and counted species of foraminifera (marine protozoans) in the sediment; these species thrive in low-oxygen waters. As far back as 1823, the foraminifera thrived especially during Mississippi River flood years (during which nutrients levels increase), suggesting that nutrients in floodwaters can trigger low-oxygen water. **The foraminifera in the core samples were most abundant after 1950, when farmers began using some fertilizer, which is rich in nutrients.** Researchers believe that increased use of fertilizer leads to more-extreme dead zones.

Which of the following best describes the function of the highlighted sentence in the context of the passage as a whole?

- A. It reconciles two opposing theories that were discussed earlier in the passage.
- B. It suggests what the initial impetus was for the studies mentioned earlier in the passage.
- C. It undermines a hypothesis that was presented in the preceding sentence.
- D. It describes a problem with the methodology of the studies discussed in the passage.
- E. It provides evidence supporting the belief mentioned in the final sentence of the passage.

题型——逻辑类

select the sentence

Passage 10

Some historians have recently challenged the “party period paradigm,” the view, advanced by McCormick and others, that political parties—especially the two major parties—in the United States between the years 1835 and 1900 evoked extraordinary loyalty from voters and dominated political life. Voss-Hubbard cites the frequency of third-party eruptions during the period as evidence of popular antipathy to the two-party regime. He correctly credits third parties with helping generate the nineteenth-century’s historically high rates of voter turnout by forcing major parties to bolster supporters’ allegiance, lest minor parties siphon off their votes, and with pushing policy demands that the major parties ignored. Formisano stresses the pervasive record of nonpartisan and antiparty governance at the local level, and women’s frequent participation in nineteenth-century public life, prior to their enfranchisement, in nonpartisan and antiparty ways as evidence of the limitations of the party period paradigm. Yet McCormick would deny that the existence of antiparty sentiment during the period undermines the paradigm, since he has always acknowledged the residual strength of such sentiment during the nineteenth century. In any case, the strength of the paradigm is its comparative thrust: the contrast it draws between the period in question and later political eras.

2. Select the sentence in the passage that describes how a historian might reply to attempts to call his theory into question.

1. The primary purpose of the passage is to
 - A. correct a common misconception about a historical period.
 - B. identify a feature of a historical period that has often been overlooked.
 - C. challenge the validity of evidence used to support a claim.
 - D. discuss certain challenges to a particular view.
 - E. account for a particular feature of a historical period.

Passage 11

Buell's study of village sketches (a type of fiction popular in the United States in the 1830s and 1840s) provides a valuable summary of sketches that portray the community as homogenous and fixed, but it ignores those by women writers, which typically depicted the diversity that increasingly characterized actual village communities at that time. These women's geographical mobility was restricted (although women writers of the time were not uniformly circumscribed in this way), and their subject matter reflected this fact. Yet their texts were enriched by what Gilligan, writing in a different context, has called the ability to attend to voices other than one's own. To varying degrees, the women's sketches portray differences among community members: all stress differences among men and among women (particularly the latter) as well as differences between the sexes, and some also depict cultural diversity. These writers represent community as dynamic, as something must be negotiated and renegotiated because of its members' divergent histories, positions, expectations, and beliefs.

Select the sentence in the passage that contrasts how men and women depict life in village communities.

Passage 12

As it was published in 1935, *Mules and Men*, Zora Neale Hurston's landmark collection of folktales, may not have been the book that its author first had in mind. In this anthropological study, Hurston describes in detail the people who tell the stories, often even inserting herself into the storytelling scene. Evidently, however, Hurston had prepared another version, a manuscript that was recently discovered and published after having been forgotten since 1929. This version differs from *Mules and Men* in that it simply records stories, with no descriptive or interpretive information.

While we cannot know for certain why Hurston's original manuscript went unpublished during her lifetime, it may have been because publishers wanted something more than a transcription of tales. Contemporary novelist and critic John Edgar Wideman has described Black literature as the history of a writing that sought to "escape its frame," in other words, as the effort of Black writers to present the stories of Black people without having to have a mediating voice to explain the stories to a non-Black audience. In this, Hurston may have been ahead of her time.

Select the sentence that suggests a possible reason why Hurston wrote the version of *Mules and Men* that was published in 1935.

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