

大学英语六级考试辅导丛书
COMPREHENSIVE GUIDE FOR

CET-

6

彭妍 主编
彭妍 编著

阅读分册

ASCICULE OF READING

最典型的真题分析 最新鲜的经验总结 在最短的时间内 最优化你的应试能力

中国出版集团

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作者 / 彭 妍
责任编辑 / 陈平建 苏丽娜
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前言

尽管目前各个大学还没有将是否通过大学英语六级考试与学位挂钩,但目前随着经济发展速度加快,我国与其他国家的联系越来越紧密,作为世界上惟一通用语言的英语的重要性日益突出。这就提高了对人才的英语水平的要求,导致用人单位对毕业生是否拥有大学英语六级考试证书非常重视,有时在是否给予录用,大学英语六级证书甚至起到了决定性作用。鉴于对现实和将来的双重考虑,越来越多的考生加入到大学英语六级考试的队伍中来,有些甚至屡败屡战,在应试准备上耗费了相当大的精力和时间。

阅读理解这一测试项目是六级考试中的一大重点,同时又是一大难点。虽然英语阅读理解能力的提高并不是一蹴而就的,但我们认为一本好的参考书能给考生指点迷津,大大提高备考的效率,让他们在最短的时间内取得最好的应试成绩,同时对提高整体英语水平也大有裨益。研究同类大学英语六级阅读理解的参考书,我们发现多数参考书只给练习,不讲方法。学生做了练习以后,遇到类似的问题仍然不知道该怎么办。而有些书虽然讲解了阅读理解的方法,却没有针对性,只是泛泛而论,因此考生在复习迎考时,没有针对性的指导,无法在短时间内有效提高六级考试阅读理解的应试能力。针对以上情况,本书旨在帮助考生解决这一难题。

我们认真研究了历年大学英语考试真题的阅读理解部分,将阅读理解题的命题方式进行归类,分析各类命题的特点和难点,找出针对各类命题的切实可行的解决方法,配以专项训练以巩固学生对于各命题方式解题方法的掌握。此外,本书还将结合近年来大学英语六级考试的命题趋势,从大量六级阅读理解模拟题中选取最有代表性、针对性的训练题十套,以帮助考生检测自己的阅读理解水平并备战大学英语六级考试。

本书可成为教师和考生手中一本有用的参考书。教师可从中获得关于阅读理解技法的系统知识,并可全面了解大学英语六级考试的阅读理解状况,有利于课堂教学中有的放矢地培养学生的阅读理解能力,也可用于六级应试辅导班的教学工作。阅读理解部分在六级考试中所占的比重是40%,可以说六级考试能否过关键要看阅读理解部分的得分情况。考生仔细阅读本书后,可以在短时间内掌握有效的阅读技巧,有针对性地训练阅读能力,大大提高六级考试阅读理解的应试能力,从而提高阅读理解成绩。

本书在成书过程中得到了宁波大学科技学院的大力支持,在此表示感谢。

由于编者水平有限,书中难免有纰漏之处,欢迎各界同仁不吝赐教。



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第一部分

大学英语六级阅读理解概况

在大学英语六级考试中，阅读理解部分占据着重要的地位。与其他测试部分相比，阅读理解部分的篇幅最长，其分值占全卷分数的比例最大（40%），一旦阅读理解部分丢分较多，那么整张卷子拿高分甚至及格希望就不大了。

按《大学英语六级考试大纲》的要求，考生需要掌握的词汇量约5,500词，要求的阅读速度是50 wpm (words per minute)，在规定的阅读时间（35分钟）里，测试短文的总量是1,800个词，每篇约450个词，共4篇短文。

这5,500个词汇量虽然不多，但是解答阅读理解题目要求考生必须全面灵活地掌握这些词汇。英语中一词多义的现象，词性转换的现象非常多。如“bar”可能是“酒吧”，可能是一“块”巧克力，可能是“铁窗”、“监狱”，也可能是“沙洲”，或者“法庭”，或者一“小节”乐曲。同样“channel”可能是名词，意思是“频道”，或者“海峡”，但它也可能是动词，意思是“开辟（道路）”，或者“引导”。在2002年6月的六级考试中，“piece”被用作了动词，意思不是“片，段，部分”，而是“凑合，凑成”。

Researchers have begun to piece together an illuminating picture of the powerful geological and astronomical forces that have combined to change the planet's environment from hot to cold, wet to dry and back again over a time period stretching back hundreds of millions of years. (Passage 1)

同样，“slip”一词的通常意思是“失足，滑倒”，而在2002年6月的六级考试中它的意思却是“迅速穿上（衣服）”。

I myself have fantasies of slipping into narrow designer clothes. (Passage 2)

这种情况要求考生必须全面灵活地掌握英语词汇，而不是死记硬背。

六级考试大纲对语法范围只作了粗略的限定，但包括了几乎所有的语法现象。它的阅读理解材料都来自英文原文，它所涉及的语法现象多种多样，不可能局限在某个范围，只要英语中有的语法现象，它都有可能出现。2002年6月的六级考试中有如下一些句子：

1. These diseases, however, may have as much to do with our way of life and our high-fat diets as with excess weight. (Passage 2)
2. Aggression is a kind of innate (天生的) survival mechanism, an instinct for self-preservation that allows animals to defend themselves from threats to their existence. (Passage 3)
3. If so, the emic approach would reveal a different pattern of family interaction than would the etic approach, documenting that research with middle-class White families cannot always be generalized to all ethnic groups. (Passage 4)

第1句中使用了由as ... as引导的比较状语从句；第2句中使用了同位语从句，并在同位语从句中又使用了定语从句；第3句使用了比较从句并利用分词作状语修饰整个句子，同时还使用了宾语从句。除虚拟语气以外，几乎所有较难的语法现象都已在此出现。因此要对付六级考试必

须掌握所有语法知识。

大学英语六级考试的阅读理解测试类型主要可以划分为两大类：全文理解和局部理解。顾名思义，前者需要阅读全文才能回答，后者可以从局部寻找答案。但准确地说，所有题目在一定程度上都要依赖对全文的理解，所以，对全文思想的把握在解所有题目时都是必要的。我们将在本书第三部分详细讲解阅读理解的题目类型和提问形式。

阅读理解部分主要测试考生对非专业性材料的阅读速度和理解能力。体裁多为说明文和议论文。内容包罗万象，题材极为广泛。一般性题材包括日常和社会生活、人物传记、科普等；略带专业性的题材包括社会科学、生物科学和自然科学。尽管试题的内容广泛，但并不涉及任何强人所难的专业知识，而是一些普通的知识性文章。这样的短文可被具有大学水平的考生所接受。

第二部分 阅读技巧概述

阅读理解题主要用于考察学生综合运用英语语言知识和阅读技能来理解英语书面材料获取信息的能力，这种能力主要包括：

1. 掌握所读材料的主旨和大意，包括段落大意和全文中心思想。
2. 了解阐述主旨的事实和细节。此类问题通常涉及事件发生的时间、地点、人物、过程、情景、因果和数字等。
3. 根据上下文判断大纲附表以外的某些词汇和短语的意义。
4. 既理解个别句子的意义，也理解上下文之间的逻辑关系。
5. 根据所读材料进行一定的判断、推理和引申。
6. 领会作者的观点和态度。
7. 正确理解英语原文并用汉语表达原文所述内容。

这些能力在六级阅读理解的题目中都会体现出来，以2002年6月第三篇文章的题目为例：

War may be a natural expression of biological instincts and drives toward aggression in the human species. Natural impulses of anger, hostility, and territoriality (守卫地盘的天性) are expressed through acts of violence. These are all qualities that humans share with animals. Aggression is a kind of innate (天生的) survival mechanism, an instinct for self-preservation that allows animals to defend themselves from threats to their existence. But, on the other hand, human violence shows evidence of being a learned behavior. In the case of human aggression, violence cannot be simply reduced to an instance. The many expressions of human violence are always conditioned by social conventions that give shape to aggressive behavior. In human societies violence has a social function. It is a strategy for creating or destroying forms of social order. Religious traditions have taken a leading role in directing the powers of violence. We will look at the ritual and ethical (道德上的) patterns within which human violence has been directed.

The violence within a society is controlled through institutions of law. The more developed a legal system becomes, the more society takes responsibility for the discovery, control, and punishment of violent acts. In most tribal societies the only means to deal with an act of violence is revenge. Each family group may have the responsibility for personally carrying out judgment and punishment upon the person who committed the offense. But in legal systems, the responsibility for revenge becomes depersonalized and diffused. The society assumes the responsibility for protecting individuals from violence. In cases where they cannot be protected, the society is responsible for imposing punishment. In a state controlled legal system, individuals are removed from the cycle of revenge motivated by acts of violence, and the state assumes responsibility for their protection.

The other side of a state legal apparatus is a state military apparatus. While the one protects the

individual from violence, the other sacrifices the individual to violence in the interests of the state. In war the state affirms its supreme power over the individuals within its own borders. War is not simply a trial by combat to settle disputes between states; it is the moment when the state makes its most powerful demands upon its people for their commitment, allegiance, and supreme sacrifice. Times of war test a community's deepest religious and ethical commitments.

31. Human violence shows evidence of being a learned behavior in that ____.

- A it threatens the existing social systems B it is influenced by society
C it has roots in religious conflicts D it is directed against institutions of law

本题为细节题, 要求考生掌握作者用以阐述文章主旨的细节, 涉及与主旨相关的因果关系。

32. The function of legal systems, according to the passage, is ____.

- A to control violence within a society B to protect the world from chaos
C to free society from the idea of revenge D to give the government absolute power

本题为理解题, 涉及对文中出现的某一难句的理解。

33. What does the author mean by saying "... in legal systems, the responsibility for revenge becomes depersonalized and diffused" (Lines 5-6, Para.2)?

- A Legal systems greatly reduce the possibilities of physical violence.
B Offenses against individuals are no longer judged on a personal basis.
C Victims of violence find it more difficult to take revenge.
D Punishment is not carried out directly by the individuals involved.

本题仍然是理解题, 就是对题中所述句子的理解。

34. The word "allegiance" (Line 5, Para. 3) is closest in meaning to ____.

- A loyalty C survival B objective D motive

本题属词义题, 考察考生根据上下文判断超纲词汇意义的能力。

35. What can we learn from the last paragraph?

- A Governments tend to abuse their supreme power in times of war.
B In times of war governments may extend their power across national borders.
C In times of war governments impose high religious and ethical standards on their people.
D Governments may sacrifice individuals in the interests of the state in times of war.

本题为推论题, 涉及对文章最后一段的意义的理解和推断。

据此, 建议考生在阅读理解应试时, 采取以下技巧:

1. 在阅读速度方面, 考生要以较快的速度从大量材料中捕捉有关信息, 不要逐词阅读, 而要按意群 (meaningful group) 扫视、连贯阅读; 不要拘泥于个别词句的理解, 而要力求融会贯通、掌握通篇的中心思想; 不要通过翻译来理解, 而要使英语的文字在大脑里直接产生意义。只有这样, 阅读速度才能加快, 理解的准确率才会提高。

2. 在阅读理解方法方面, 考生应看准题干, 根据不同的目的, 采用不同的方法。一般说来, 有快读、查读和细读三种。

(1) 快读 (Skimming): 快读的目的是用浏览全文语言的方法了解文章的大意和主题思想, 并对文章的结构有个总的概念。快读时, 应特别注意文章的开始段、结束段、文章中每段的段首句和结尾句以及篇章连接手段和行文中的信息词 (signal word), 因为它们往往是对文章内容的概

括,是左右文章大意的关键。

(2) 查读 (Scanning): 在了解了全文的主题思想和基本结构以后,针对具体细节问题,以较快的速度找到文中相应的部分,这就是通常所谓的查读。

(3) 细读 (Reading for full understanding): 找到文章中的有关范围以后,即在该范围内逐句阅读,特别对关键词、句要仔细琢磨,以便对其有较深刻、较准确的理解和掌握。不仅要理解其字面意思,而且要通过推理、判断,弄清文章中“字里行间”潜在意思。在细读时,对没有学过的生词,可根据上下文或自己的背景知识等来推测其意义;对难以看懂的长句,可借助语法手段,对其加以分析,以达到透彻理解。

3. 打下坚实的语言功底。当考生普遍了解了阅读方法与技巧后,都感到有了不小的进步,但再往后就感到提高不是太大,这主要是因为头脑中的积累不够,因此在平时的学习过程中应把握以下两个方面:

(1) 掌握大纲要求的词汇量,新六级大纲要求基础阶段的大学生应掌握5500个单词和短语;熟练掌握英语的语法及惯用法,在平时学习中应注意对所学的语法知识加以归纳总结,以达到熟练运用。

(2) 进行有计划、有目的、大量的阅读实践,只有在大量的阅读中,才能建立语感,掌握正确的阅读方法,提高阅读技能。但应注意的是这种阅读不是盲目的,而是有计划、有目的的。平时,把精读和泛读的内容区分开,定期进行阅读效果总结。同时,还应有意识地扩大阅读面,看一些有关英、美等国的社会文化背景的材料和科普读物,这对于提高理解能力是大有裨益的。

4. 研究历年真题,适当做些练习并记住典型题例。练习时应快速阅读文章本体,速度大约为200字/分钟。重点是掌握文章大意及每一段大概,仔细阅读第一段和每一段的首句。做题的关键是每一道题都必须能从原文中找到出处,也就是能够证明这道题正确答案的部分,千万不要凭印象。

总之,本书将从考生的角度出发,将历年六级真题阅读理解部分的命题方式归类讲解,为考生总结相应的阅读技法并配以大量专项练习,使考生在应试前得到系统化的训练。

第三部分 从命题方式备战六级阅读理解

一、命题方式之主旨题篇

主旨 (Subject matter) 是作者在文章中要表达的中心思想, 是贯穿全文的核心。能否抓住这个核心, 体现了考生总结、概括和归纳事物的能力, 同时正确把握主旨对于全文内容的理解具有重要意义。

因为主旨题是为了考察考生对文章大意的理解, 所以往往不可能通过几个词或几句话就能找到答案, 而需要通读全文后才能做出判断。在阅读时, 应采用快速阅读法 (skimming) 浏览全文, 理解文章主旨大意, 要特别注意文章的开头、结尾及段落的段首句和段尾句, 因为它们往往包含文章的中心议题。

直接询问文章主题的主旨题, 其形式大致可分为主题问题 (main idea question)、标题问题 (title question)、意图问题 (purpose question) 和观点问题 (opinion question)。

I 主题问题

1. 提问方式

涉及文章主题思想问题的提问方式有:

- (1) What is the main idea of the passage?
- (2) What is the main topic of the passage?
- (3) What is the subject of the passage?
- (4) What is the passage mainly about?
- (5) Which of the following statements best expresses the main idea?
- (6) Which of the following best states the theme of the passage?
- (7) The passage tells us _____.

[8] The passage is mainly about _____.

[9] The paragraph/passage mainly discusses _____.

[10] The passage is primarily concerned with _____.

[11] The paragraph/passage informs us that _____.

[12] The best summary of the paragraph /passage is that _____.

[13] Which of the following is the major point of the passage?

[14] What's the subject of this selection?

[15] The passage circles _____.

2. 真题透视

• 13 •

例1:

Not too many decades ago it seemed "obvious" both to the general public and to sociologists that modern society has changed people's natural relations, loosened their responsibilities to kin (亲戚) and neighbors, and substituted in their place superficial relationships with passing acquaintances. However, in recent years a growing body of research has revealed that the "obvious" is not true. It seems that if you are a city resident, you typically know a smaller proportion of your neighbors than you do if you are a resident of a smaller community. But, for the most part, this fact has few significant consequences. It does not necessarily follow that if you know few of your neighbors you will know no one else. Even in very large cities, people maintain close social ties within small, private social worlds. Indeed, the number and quality of meaningful relationships do not differ between more and less urban people. Small-town residents are more involved with kin than are big-city residents. Yet city dwellers compensate by developing friendships with people who share similar interests and activities. Urbanism may produce a different style of life, but the quality of life does not differ between town and city. Nor are residents of large communities any likelier to display psychological symptoms of stress or alienation, a feeling of not belonging, than are residents of smaller communities. However, city dwellers do worry more about crime, and this leads them to a distrust of strangers.

These findings do not imply that urbanism makes little or no difference. If neighbors are strangers to one another, they are less likely to sweep the sidewalk of an elderly couple living next door or keep an eye out for young troublemakers. Moreover, as Wirth suggested, there may be a link between a community's population size and its social heterogeneity (多样性). For instance, sociologists have found much evidence that the size of a community is associated with bad behavior including gambling, drugs, etc. Large-city urbanites are also more likely than their small-town counterparts to have a cosmopolitan (见多识广者的) outlook, to display less responsibility to traditional kinship roles, to vote for leftist political candidates, and to be tolerant of nontraditional religious groups, unpopular political groups, and so-called undesirables. Everything considered, heterogeneity and unusual behavior seem to be outcomes of large population size.

What is the passage mainly about?

A Similarities in the interpersonal relationships between urbanites and small-town dwellers.

阅读分册

B Advantages of living in big cities as compared with living in small towns.

C The positive role that urbanism plays in modern life.

D The strong feeling of alienation of city inhabitants.

解析: 本题询问全文的主题。要了解全文主题必须首先掌握各段的主题。本篇第一段提出了两个相反的观点, 前一个观点认为现代社会已经改变了人们的自然关系, 松懈了人们对亲戚和邻居的责任, 并取而代之一种肤浅的人际关系。而后一个观点则是对前一个观点的反驳。第二段主要比较了生活在大城市和小城镇的人们之间的人际关系, 说明了在人际关系的数量和质量上这两者并无多大区别。第三段提到了大城市和小城镇生活的某些区别, 但从本段第一句话可以看出这些区别不是主要的。综观全文三段的内容, 比较本题的四个选项, 可见A项最符合本文的主题。

阅读方法提示: 在阅读全篇以获得全文主题时, 应首先归纳出各段主题, 再从各段主题中归纳出全文主题。

例2:

If sustainable competitive advantage depends on work-force skills, American firms have a problem. Human-resource management is not traditionally seen as central to the competitive survival of the firm in United States. Skill acquisition is considered an individual responsibility. Labor is simply another factor of production to be hired—rented at the lowest possible cost—much as one buys raw materials or equipment.

The lack of importance attached to human-resource management can be seen in the corporate hierarchy. In an American firm the chief financial officer is almost always second in command. The post of head of human-resource management is usually a specialized job, off at the edge of the corporate hierarchy. The executive who holds it is never consulted on major strategic decisions and has no chance to move up to Chief Executive Officer (CEO). By way of contrast, in Japan the head of human-resource management is central—usually the second most important executive, after the CEO, in the firm's hierarchy.

While American firms often talk about the vast amounts spent on training their work forces, in fact they invest less in the skills of their employees than do either Japanese or German firms. The money they do invest is also more highly concentrated on professional and managerial employees. And the limited investments that are made in training workers are also much more narrowly focused on the specific skills necessary to do the next job rather than on the basic background skills that make it possible to absorb new technologies.

As a result, problems emerge when new breakthrough technologies arrive. If American workers, for example, take much longer to learn how to operate new flexible manufacturing stations than workers in Germany (as they do), the effective cost of those stations is lower in Germany than it is in the United States. More time is required before equipment is up and running at capacity, and the need for extensive retraining generates costs and creates bottlenecks that limit the speed with which new equipment can be employed. The result is a lower pace of technological change. And in the end the skills of the population affect the wages of the top half. If the bottom half can't effectively staff the processes that have to be operated, the management and professional jobs that go with these processes will disappear.

What is the main idea of the passage?

A American firms are different from Japanese and German firms in human-resource management.

B Extensive retraining is indispensable to effective human-resource management.

C The head of human-resource management must be in the central position in a firm's hierarchy.

D The human-resource management strategies of American firms affect their competitive capacity.

解析：本题询问全篇文章的主题思想。本文第一段指出美国公司存在的问题，那就是美国公司不重视员工的技术培养，缺乏人力资源的管理。第二段用美国公司内部权力分配层次来证明美国公司对人力资源管理缺乏重视。第三段表明虽然美国公司也在培训劳动力上花费了大量的财力，但实际上它们在培训一般员工技术上的投资却比日本和德国公司少，它们的投资主要集中在专业技术员工和管理员工上。第四段指出由于以上原因，当新的突破性技术到来时，美国公司就会出现危机。综上所述，本文的主题应该是美国的人力资源管理策略已经影响到了它们的竞争力。正确答案是D项。

阅读方法提示：要正确又迅速地获得段落主题，应主要阅读段落的段首句或段尾句，它们往往包含了各段的主题。

II 标题问题

1. 提问方式

涉及文章标题问题的提问方式有：

(1) The best title for this passage would be _____.

(2) The passage could be entitled “_____”.

(3) A suitable title for this passage would be _____.

(4) The title that best expresses the main idea is _____.

(5) Which of the following would be the best title for the passage/paragraph?

(6) What would be the most appropriate title for the passage?

(7) Which of the following titles is most appropriate to the passage/paragraph?

(8) Which of the following suggested titles gives the best description of the passage?

(9) The passage is most probably taken from an article entitled “_____”.

(10) Which of the following titles best summarizes the main idea of the passage?

2. 真题透视



例1:

There are some phenomena you can count on, but the magnetic field, someday is not of them. It fluctuates in strength, drifts from its axis, and every few 100,000 years undergo, dramatic polarity reversal—a period when north pole becomes south pole and south pole becomes north pole. But how is the field generated, and why is it so unstable?

Groundbreaking research by two French geophysicists promises to shed some light on the mystery. Using 80 meters of deep sea sediment (沉淀物) core, they have obtained measurements of magnetic-field intensity that span 11 polarity reversals and four million years. The analysis reveals that intensity appears to fluctuate with a clear, well-defined rhythm. Although the strength of the magnetic field varies irregularly during the short term, there seems to be an inevitable long-term decline preceding each polarity reversal. When the poles flip—a process that takes several hundred thousand years—the magnetic field rapidly regains its strength and the cycle is repeated.

The results have caused a stir among geophysicists. The magnetic field is thought to originate from molten (熔化的) iron in the outer core, 3,000 kilometers beneath the earth's surface. By studying mineral grains found in material ranging from rocks to clay articles, previous researchers have already been able to identify reversals dating back 170 million years, including the most recent switch 730,000 years ago. How and why they occur, however, has been widely debated. Several theories link polarity flips to external disasters such as meteor (陨石) impacts. But Peter Olson, a geophysicist at the Johns Hopkins University in Baltimore, says this is unlikely if the French researchers are right. In fact, Olson says intensity that predictably declines from one reversal to the next contradicts 90 percent of the models currently under study. If the results prove to be valid geophysicists will have a new theory to guide them in their quest to understand the earth's inner physics. It certainly points the direction for future research.

Which of the following titles is most appropriate to the passage?

A Polarity Reversal: A Fantastic Phenomenon of Nature.

B Measurement of the Earth's Magnetic-Field Intensity.

C Formation of the Two Poles of the Earth.

D A New Approach to the Study of Geophysics.

解析: 本题询问最适合本文的标题是什么。通常文章的标题是全文主旨的体现,是全文内容的最概括描述,那么询问文章的标题也就是询问文章的主旨。本文第一段告诉读者地球磁场的变化现象,并提出问题,地球磁场是如何形成的,为什么它如此不稳定?第二段介绍了两位法国地球物理学家对于地球磁场变化现象的最新发现,他们发现地球磁场的强度按照一定的规律变化。第三段说明了他们的发现对地球物理学的影响,如果这些发现是正确的,将为地球物理学今后的发展指明方向。综合四个选项的答案可知,D项“地球物理学研究的一种新方法”是最佳答案,其他三项答案都只针对地球磁场的变化现象本身。

阅读方法提示: 在阅读含有丰富细节的段落时,不要被细节本身的内容所干扰,只要准确地找出段落的中心句,或主题句,就可以清楚地判断段落的主题。而段落的中心句或主题句一般在段首和段尾出现,偶尔出现在段中。

 例2:

The more women and minorities make their way into the ranks of management, the more they seem to want to talk about things formerly judged to be best left unsaid. The newcomers also tend to see office matters with a fresh eye, in the process sometimes coming up with critical analyses of the forces that shape everyone's experience in the organization.

Consider the novel views of Harvey Coleman of Atlanta on the subject of getting ahead. Coleman