

严格按照 2006 年考研英语考试大纲编写

2006 年

考研英语 阅读理解

最新题型 52 篇

全国考研英语辅导专家组 编写

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新大纲、新题型

高密度、超常规强化训练

重点专项突破阅读理解为三种备选题型的 Part B

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前言

为了加强对 2006 年考研英语阅读理解新题型的复习指导,按照最新颁布的 2006 年英语考试大纲,我们组织了高校中长期从事考研英语辅导和研究工作的教授、专家,精心编写了这本《考研英语阅读理解新题型 52 篇》,供广大考生复习使用。

从 2005 年开始,考研英语试卷题型与以往相比,有了很大的变化。首先是取消了听力理解,其次是在阅读理解部分增加了语段填空题,另外,在写作部分增加了应用文写作。这三点变化打乱了考生的复习计划,让他们有些不知所措。在考试结束后就有不少考生抱怨阅读理解 Part B 部分阅读难度大,选项不易确定,答题准确率低。编者在随后的阅卷工作中了解到的考生成绩也证实了这一点。

2006 年英语考试大纲和 2005 年英语考试大纲内容相比较,最显著的变化出现在 Part B 部分,题型由 2005 年的一种题型改为三种备选题型。它们是:

1) 本部分的内容是一篇总长度为 500 ~600 词的文章,其中有 5 段空白,文章后有 6 ~7 段文字。要求考生根据文章内容从这 6 ~7 段文字中选择能分别放进文章中 5 个空白处的 5 段。

2) 在一篇长度约 500 ~600 词的文章中,各段落的原有顺序已被打乱,要求考生根据文章和结构将所列段落(7 ~8 个)重新排序,其中 2 ~3 个段落在文章中的位置已给出。

3) 在一篇长度约 500 词的文章前或后有 6 ~7 段文字或 6 ~7 个概括句或小标题,这些文字或标题分别是对文章中某一部分的概括、阐述或举例。要求考生根据内容,从这 6 ~7 个选项中选出最恰当的 5 段文字或 5 个标题填入文章的空白处。

这样,三种备选题型实际上就是语段填空题、段落排序题和标题内容搭配题,其中标题内容搭配题又细分为两种题型:一种要求找例子和论据,一种要求概括段落主旨大意。

而写作、英译汉、英语知识运用和阅读理解 Part A 部分没有什么变化。另外 2006 年初试仍然无听力部分。

总的来说,考生 2006 年的备考难度加大。

我们编写本书正是应考生的要求,顺应考研英语的新变化,希望在这个新题型方面能给考生以指导,给他们充分的练习机会,让他们熟悉题型、掌握答题技巧,从而增强应试的自信心。本书的编者都是考研辅导专家或从事研究生英语教学的一线骨干教师,非常熟悉考研学生的实际需要与真实水平,因而选编的阅读材料难易程度适当,非常具有实战意义。

本书大体上分为两大部分。第一部分是新题型概述;第二部分分成四个单元,每个单元都包括题型分析、应试指导、真题或样题分析以及实战练习四大模块。前两个单元专门详细论述和训练语段填空题和段落排序题,后两个单元详细讨论了标题内容搭配题的两种形式,并进行了专门训练。

本书具有下列特点:

一、简明实用

本书第一部分详细介绍了阅读部分新题型的特点,分析了命题思路,归纳了解题技巧。这一部分篇幅不多,但言简意赅,对考生极具指导意义。

二、难度适中

所选文章都与考研真题难度相仿,包括长度、生词量、长难句数量等,有很强的实战意义。

三、题材广泛

所选的文章绝大部分选自国外报刊与网站,内容新颖、题材广泛,涉及到科学技术、医药与健康、人与自然、习俗、兴趣与爱好、人文科学等,这些都是多年来考研阅读材料中的热点话题,极富实用意义。

四、训练系统

没有训练,就没有备考。而自我训练必须要有系统性和科学性。本书的编写是建立在充分研究命题规律、解题规律和训练规律的基础上,一方面保证了足够的训练量,另一方面又有系统性和科学性,力求使考生的备考训练效果达到最佳。

通过认真阅读本书,考生可以熟悉新题型、涉猎热门内容、开阔思路、掌握答题技巧、增强应试信心。从以上各点来讲,本书确是考研学生的好帮手。

衷心祝愿广大考生取得优异的成绩,实现自己的理想!

全国考研英语辅导专家组

2005 年于北京

目 录

第一章 阅读理解新题型概述	(1)
第二章 备选题型 ——语段填空题	(4)
一、题型分析	(4)
二、应试指导	(16)
三、2005 年真题分析	(20)
四、实战练习	(26)
Passage 1	(26)
Passage 2	(31)
Passage 3	(36)
Passage 4	(41)
Passage 5	(47)
Passage 6	(53)
Passage 7	(59)
Passage 8	(64)
Passage 9	(70)
Passage 10	(76)
Passage 11	(81)
Passage 12	(87)
Passage 13	(93)
Passage 14	(98)
Passage 15	(103)
Passage 16	(108)
Passage 17	(113)
Passage 18	(117)

Passage 19	(122)
Passage 20	(127)
第三章 备选题型 ——段落排序题	(133)
一、题型分析	(133)
二、应试指导	(133)
三、大纲样题分析	(134)
四、实战练习	(137)
Passage 21	(137)
Passage 22	(142)
Passage 23	(146)
Passage 24	(150)
Passage 25	(155)
Passage 26	(159)
Passage 27	(163)
Passage 28	(167)
Passage 29	(171)
Passage 30	(175)
Passage 31	(179)
Passage 32	(183)
Passage 33	(187)
Passage 34	(191)
Passage 35	(195)
Passage 36	(199)
第四章 备选题型 ——标题内容搭配题	(203)
第一节 阐述举例型	(203)
一、题型分析	(203)
二、应试指导	(203)
三、大纲样题分析	(204)
四、实战练习	(207)
Passage 37	(207)

Passage 38 (211)

Passage 39 (214)

Passage 40 (217)

Passage 41 (220)

Passage 42 (224)

Passage 43 (228)

Passage 44 (233)

第二节 提纲概括型 (236)

一、题型分析 (236)

二、应试指导 (236)

三、大纲样题分析 (237)

四、实战练习 (240)

Passage 45 (240)

Passage 46 (244)

Passage 47 (248)

Passage 48 (252)

Passage 49 (256)

Passage 50 (260)

Passage 51 (265)

Passage 52 (269)

第一章 阅读理解新题型概述

2006 年考研英语大纲和 2005 年考研英语大纲内容相比较,最显著的变化出现在阅读理解 B 节,题型由 2005 年的一种题型变为三种备选题型。请看大纲对这三种题型的规定:

B 节(5 题)

本节主要考查考生对诸如连贯性、一致性等语段特征以及文章结构的理解,本部分有三种备选题型。每次考试从这三种备选题型中选择一种进行考查。考生在答题卡 1 作答。

备选题型有:

1) 本部分的内容是一篇总长度为 500 ~600 词的文章,其中有 5 段空白,文章后有 6 ~7 段文字。要求考生根据文章内容从这 6 ~7 段文字中选择能分别放进文章中 5 个空白处的 5 段。

2) 在一篇长度约 500 ~600 词的文章中,各段落的原有顺序已被打乱。要求考生根据文章内容和结构将所列段落(7 ~8 个)重新排序,其中 2 ~3 个段落在文章中的位置已给出。

3) 在一篇长度约 500 词的文章前或后有 6 ~7 段文字或 6 ~7 个概括句或小标题。这些文字或标题分别是对文章中某一部分的概括、阐述或举例。要求考生根据文章内容,从这 6 ~7 个选项选出最恰当的 5 段文字或 5 个标题填入文章的空白处。

这样,三种备选题型实际上就是语段填空题、段落排序题和标题内容搭配题,其中标题内容搭配题又可细分为两种题型:一种要求找例子和论据,一种要求概括段落主旨大意。

就题型所蕴含的变化来说,语段填空题的变化最多。由于文章空白处的位置未确定,可能是整个一段落,可能是一段的段首,或段中,或段尾,因而就会出现纯粹的段落题,或段首题,或段中题,或段尾题。而 5 道题的组合变化也相当不确定,如可能全部是段落题,也可能是 2 道段落题,剩下的 3 道题分别是段首题,段中题和段尾题,也可能无段落题,只有段首题、段中题、段尾题等等。2005 年真题出现的全部是段落题,那么下一次考语段填空题,又会出现什么形式,很难预测准。考生应在备考训练阶段,尽可能地适应各种变化题型,做到有备无患,未雨绸缪。

对于标题内容搭配题来说,考生需要注意的是,大纲既然规定了“这些文字或标题分别是对文章中某一部分的概括、阐述或举例。.....”,那么实际上就应有概括题型、

阐述题型和举例题型, 阐述题型也就是论据题型, 我们认为可以把论据题型和举例题型归为一类, 即都是通过寻找例子和论据来为论点服务的题型。

因此, 阐述题型和举例题型的做题说明可以是这种形式: (请注意划线部分)

Directions:

You are going to read a text about ... followed by a list of examples. Choose the best example from the list A - F for each numbered subheading (41 - 45). There is one extra example which you do not need to use. Mark your answers on ANSWER SHEET 1. (10 points)

也可以是这种形式:

Directions:

You are going to read a text about ... followed by a list of examples or grounds of arguments. Choose the best example or ground of arguments from the list A - F for each numbered subheading (41 - 45). There is one extra example or ground of arguments which you do not need to use. Mark your answers on ANSWER SHEET 1. (10 points)

也可以是这种形式:

Directions:

You are going to read a text about ... followed by a list of grounds of arguments. Choose the best ground of arguments from the list A - F for each numbered subheading (41 - 45). There is one extra ground of arguments which you do not need to use. Mark your answers on ANSWER SHEET 1. (10 points)

大纲样题里 Sample Three 的做题说明只是第 1 种形式(example), 考生不要忘记还有可能出现其他形式。只有研究透大纲的规定和要求, 了解各种变化形式, 才能在考场上一旦遇到新的变化做到从容不迫, 而不是自乱阵脚。

段落排序题的形式较为单一, 不会出现什么新的变化, 至多首段和结束段的字母序号可以任意选择。例如大纲样题 Sample Two 给出的是 G 和 F, 但也可以是 E 和 D, 也可以是 C 和 G 等。

从难度上来分析, 一方面由于段落排序题所给的内容提示最少, (语段填空题有上下文的提示, 标题内容搭配题有小标题或概括句的提示) 因此排序题显得最难, 另一方面由于语段填空题和标题内容搭配题都有干扰项, 而排序题却无干扰项, 因而段落排序题又显得最容易。实际上三种题型都可以设计得很难, 也都可以设计得难度适中, 考生应辩证地

看待三种题型的难度,做到具体问题具体分析,不应从形式上过多偏爱某一种题型。

从考查的能力上来分析,三种题型既有共同点又有侧重点。共同点是三种题型都要求考生要有较强的归纳总结能力,但标题内容搭配题(阐述举例型)突出强调考生区分论点、论据,把握论点、论据一致性的能力;标题内容搭配题(提纲概括型)突出强调考生把握段落主题或要点的准确性能力;段落排序题突出强调考生把握文章段落与段落之间逻辑顺序的能力;语段填空题突出强调考生把握文章承上启下的能力、把握文章逻辑关系的能力、把握文章论证手段、写作手段的能力。

从解题思路上来分析,三种题型也是既有共同点又有侧重点。共同点是三种题型都要求考生首先要确定文章的主题或话题,都要找关键信息句,都要重视信号词的作用。但标题内容搭配题(包括提纲概括型和阐述举例型)可以跳跃性做题,即可以根据先易后难的做题原则,先找出阅读理解难度最小的段落,再根据小标题或概括句的提示直接寻找答案,而不必拘泥于从第1道题即41题做起。但段落排序题肯定不能跳跃性做题,必须从第1道题即41题做起,而语段填空题需要具体问题具体分析,有些可以跳跃性做题,有些不能。此外,段落排序题和一部分语段填空题可以使用段落整合的手段,即将2段或几段合并成一段,来缩小做题范围,降低做题难度,提高做题效率。

总的来说,2006年考生的备考难度加大。考生应认真准备,备考训练要有系统性和科学性,尽量熟悉各种新题型和各种新题型的变化形式,同时保证训练量(包括质量、数量)和做题难度,以使2006年的备考效果取得最佳。

第二章 备选题型

语段填空题

一、题型分析

(一) 题型概述与解题思路

2005 年的考研英语试题中阅读理解 Part B 考的是语段填空题型, 这是一种新的考试题型, 尽管考试大纲中提到了, 但因为是第一次在试题中出现, 考生不太熟悉, 所以这道题的得分是比较低的。由于听力部分的取消, Part B 这种题型肯定会延续一段时间, 考生应在这方面早做准备、多做准备。

这种题型的要求是一篇 500 ~600 词的文章, 其中有 5 个空白, 文章后有 6 ~7 个选项, 要求考生从这 6 ~7 个选项中选出正确答案填入 5 个空白。从题型来看与完形填空相似, 只不过选项不是单词或短语, 而是句子或段落, 所以也有人把这种题型称为句子或段落填空题。

这道试题主要考查考生对逻辑性、连续性、一致性的语篇特征以及文章结构的理解, 所以把握文章整体意义的理解与对逻辑结构的分析判断力是答对这道题的关键。首先要迅速掌握全文的中心思想, 了解文章的脉络, 并要对段落之间的结构与连接手段有所了解。众所周知, 文章是以段落作为基本单位的, 每段中都有一个主题句, 表达本段的主题思想, 其他句子都围绕主题句而展开, 称为扩展句; 各扩展句之间也都是有联系的, 这种联系可以通过多种手段来实现, 反过来, 考生也可以通过这些手段来判断句与句之间的关系。

做这种题要在语篇层次上寻找答案, 也就是说, 不能只看某一段、某一句, 而要立足于全文, 从段与段、句与句之间的联系着手来寻找答案。从以上分析和 2005 年真题的分析来看, 这种阅读理解题难度将有所提高, 考生需认真准备才能做到心里有底, 考试时方能从容对付。

(二) 抓住文章的中心思想

要抓住文章的中心思想就要判断文章中的主旨句和各段落的主题句。常见的, 也是比较容易的一种就是抓住第 1 段的主题句, 它通常也是全篇文章的主旨句, 当然, 也有主题句位于段尾或段中的情况。要判断一个句子是否是主题句, 可以看全文是否围绕着这一句展开的, 也可以根据其他句子所描述的事实, 检查对这些细节事实的综合能否得出与这一句相同的结论。也有时文章中找不到主题句, 这并不说明没有主题句就没有主题思想, 其实主题思想是隐含在字里行间的, 没有直接表达出来。

在确定一篇文章的中心思想时, 通常采用快读的方法, 从头至尾将文章迅速浏览一遍, 这

样可以使你的注意力集中于文章的整体思路及要点之间的联系;而如果你阅读较慢,就会使你过分注意细节,甚至个别词,从而影响对中心思想的概括。特别要重视开头段和结尾段,因为大多数文章的中心思想都出现在这两段里。

1. 抓住文章的中心思想

以 2004 年 Text 4 为例:

Americans today don't place a very high value on intellect. Our heroes are athletes, entertainers, and entrepreneurs, not scholars. Even our schools are where we send our children to get a practical education—not to pursue knowledge for the sake of knowledge. Symptoms of pervasive anti-intellectualism in our schools aren't difficult to find.

“ Schools have always been in a society where practical is more important than intellectual, ” says education writer Diane Ravitch. “ Schools could be a counterbalance. ” Ravitch's latest book, *Left Back: A Century of Failed School Reforms*, traces the roots of anti-intellectualism in our schools, concluding they are anything but a counterbalance to the American distaste for intellectual pursuits.

But they could and should be. Encouraging kids to reject the life of the mind leaves them vulnerable to exploitation and control. Without the ability to think critically, to defend their ideas and understand the ideas of others, they cannot fully participate in our democracy. Continuing along this path, says writer Earl Shorris, “ We will become a second-rate country. We will have a less civil society. ”

“ Intellect is resented as a form of power or privilege, ” writes historian and professor Richard Hofstadter in *Anti-Intellectualism in American Life*, a Pulitzer-Prize winning book on the roots of anti-intellectualism in US politics, religion, and education. From the beginning of our history, says Hofstadter, our democratic and populist urges have driven us to reject anything that smells of elitism. Practicality, common sense, and native intelligence have been considered more noble qualities than anything you could learn from a book.

Ralph Waldo Emerson and other Transcendentalist philosophers thought schooling and rigorous book learning put unnatural restraints on children: “ We are shut up in schools and college recitation rooms for 10 or 15 years and come out at last with a bellyful of words and do not know a thing. ” Mark Twain's *Huckleberry Finn* exemplified American anti-intellectualism. Its hero avoids being civilized—going to school and learning to read—so he can preserve his innate goodness.

Intellect, according to Hofstadter, is different from native intelligence, a quality we reluctantly admire. Intellect is the critical, creative, and contemplative side of the mind. Intelligence seeks to grasp, manipulate, re-order, and adjust, while intellect examines, ponders, wonders, theorizes, criticizes, and imagines.

School remains a place where intellect is mistrusted. Hofstadter says our country's educational system is in the grips of people who “ joyfully and militantly proclaim their hostility to intellect and their eagerness to identify with children who show the least

intellectual promise. ”

这篇文章开头的第 1 句 Americans today don't place a very high value on intellect. 就阐明这段文章的中心思想,“ 现时的美国人不重视才智。”全文围绕这一主题思想进行。第 2 段是 Ravitch 的观点;第 5 段是 Emerson 的观点;第 4、6、7 段是 Hofstadter 的看法;第 3 段是作者的观点,他的观点进一步阐述了主旨句的含义。他说,如果鼓励孩子摒弃智力,就会使他们易受控制。没有独立思考的能力来陈述自己的想法和了解别人的想法,他们就会与我们的民主格格不入,我们就会变成一个二等国家,我们的社会文明也会退步。

另例:

Teaching is supposed to be a professional activity requiring long and complicated training, as well as official certification. The act of teaching is looked upon as a flow of Knowledge from a higher source to an empty container. The students role is of receiving information; the teachers role is one of sending it. There is a clear distinction assumed between one who is supposed to know (and therefore, not capable of being wrong) and another, usually a young person, who is supposed not to know. However, teaching need not be the province of a special group of people, nor need it be looked upon as a technical skill. Teaching can be more like guiding and assisting, than forcing information into a supposedly empty head. If you have a certain skill you should be able to share it with someone. You do not have to get certified to convey what you know to someone else or to help them in their attempt to teach themselves. All of us, from the very youngest children to the oldest members of our cultures, should come to realize our own potential as teachers. We can share what we know, however little it might be, with someone who has need of that knowledge or skill.

作者在文章的开头叙述了专业性的教学情况,并非作者的观点。在第 5 句, However, teaching need not be the province of a special group of people... 作者才开始论述自己的观点。第 8 句中作者明确表示了自己的观点,“ 每个人都应当认识到都有潜力成为教师”, 这也就是这篇文章的中心思想。这是主旨句位于文章中间的例子。

2. 把握段落的主题

在英文写作中,段落是基础,每个段落都很强调主题句的确定。一个段落必须表达一个完整的思想,而完整的思想往往是通过主题句来表达的。段内的其他句子都是围绕主题句而写的,是用来说明或支撑主题思想的具体事实或细节。因此,段落的主题思想是泛指或一般的,而细节是具体的;主题思想是主干,而细节则是烘托主题思想的支流、旁支。了解这些原则对确定段落的主题句是很有帮助的。

主题句位于段首,也有位于段末和段中的情况,还有些段落没有具体的主题句,现各举例如下:

主题句位于段首

2004 年 Text 1 第 2 段

With thousands of career-related sites on the Internet, finding promising openings can be time-consuming and inefficient. Search agents reduce the need for repeated visits to the databases. But although a search agent worked for Redmon, career experts see

drawbacks. Narrowing your criteria, for example, may work against you: “ Every time you answer a question you eliminate a possibility, ” says one expert.

第 1 句说, 因为因特网上有数千个与找工作有关的网站, 所以要找一个理想的空缺是很费时间的。这是泛指, 总的情况, 接下来的句子都是具体的细节, 都是支撑第 1 句的。

2004 年 Text 1 第 5 段

Even those who aren't hunting for jobs may find search agents worthwhile. Some use them to keep a close watch on the demand for their line of work or gather information on compensation to arm themselves when negotiating for a raise. Although happily employed, Redmon maintains his agent at CareerBuilder. “ You always keep your eyes open, ” he says. Working with a personal search agent means having another set of eyes looking out for you.

第 1 句说, 即使是那些不是正在寻找工作的人也会发现 search agents 是有价值的。接下来的几句都是写 search agents 的作用, 都是围绕第 1 句而写的。

2005 年 Text 1 第 5 段

The researchers suggest that capuchin monkeys, like humans, are guided by social emotions. In the wild, they are a co-operative, group-living species. Such co-operation is likely to be stable only when each animal feels it is not being cheated. Feelings of righteous indignation, it seems, are not the preserve of people alone. Refusing a lesser reward completely makes these feelings abundantly clear to other members of the group. However, whether such a sense of fairness evolved independently in capuchins and humans, or whether it stems from the common ancestor that the species had 35 million years ago, is, as yet, an unanswered question.

这一段的第 1 句说, 研究人员认为卷尾猴像人一样也受社会感情的制导。后面的几句都是支撑这一主题句的扩展句。

主题句位于段末

2004 年 Text 4 第 1 段

It is said that in England death is pressing, in Canada inevitable and in California optional. Small wonder. Americans' life expectancy has nearly doubled over the past century. Failing hips can be replaced, clinical depression controlled, cataracts removed in a 30-minute surgical procedure. Such advances offer the aging population a quality of life that was unimaginable when I entered medicine 50 years ago. But not even a great health-care system can cure death—and our failure to confront that reality now threatens this greatness of ours.

这一段开头说, 在英国死亡是紧迫的; 在加拿大死亡是不可避免的; 在加利福尼亚死亡是可以选择的, 随后说, 由于医疗技术的发展, 许多疾病都可以成功医治, 所以美国人的寿命几乎翻了一番。以上都是细节, 最后一句才是总结: 即使是最好的医疗制度也不能拯救死亡——我们不能面对这一现实正在威胁这一制度的完善性。

2005 年 Text 2 第 3 段

Just as on smoking, voices now come from many quarters insisting that the science

about global warming is incomplete, that it's OK to keep pouring fumes into the air until we know for sure. This is a dangerous game: by the time 100 percent of the evidence is in, it may be too late. With the risks obvious and growing, a prudent people would take out an insurance policy now.

这一段的开头说, 就像关于吸烟的事一样, 有来自各方面的声音说关于全球变暖的说法没有充分的科学根据, 继续向大气中排放烟尘是没什么问题的。这是个危险的游戏, 当你得到百分之百的证据时可能为时已晚。于是作者提出: 由于危险变得越来越明显, 越来越大, 谨慎的民族现在就应该采取安全策略。最后一句是对全段的总结, 也是对人类提出的呼吁。

主题句位于段中

2005 年 Text 2 第 5 段

To serve as responsible stewards of the planet, we must press forward on deeper atmospheric and oceanic research. But research alone is inadequate. If the Administration won't take the legislative initiative, Congress should help to begin fashioning conservation measures. A bill by Democratic Senator Robert Byrd of West Virginia, which would offer financial incentives for private industry, is a promising start. Many see that the country is getting ready to build lots of new power plants to meet our energy needs. If we are ever going to protect the atmosphere, it is crucial that those new plants be environmentally sound.

主题句出现在段中很少见, 一般出现在强烈的转折后。文中 But research alone is inadequate. 正好符合这一条件。第 1 句说, 我们应该对大气与海洋进行进一步研究。第 2 句强烈转折说, 但是光有研究是不够的。接下来都是讲的具体措施, 是细节, 都是围绕主题句而写的。

无主题句的段落

2005 年 Text 3 第 3 段

The link between dreams and emotions shows up among the patients in Cartwright's clinic. Most people seem to have more bad dreams early in the night, progressing toward happier ones before awakening, suggesting that they are working through negative feelings generated during the day. Because our conscious mind is occupied with daily life we don't always think about the emotional significance of the day's events—until, it appears, we begin to dream.

这段第 1 句说, 梦与感情之间的联系出现在 Cartwright 诊所的病人身上。第 2 句说许多人在夜间的早些时候常做噩梦, 接近醒来时会做些好梦, 表明他们在经受白天产生的负面情感; 最后一句解释这种现象。这 3 句中没有一句是主题句, 第 1 句叙述了一个现象; 第 2 句是对前句的支撑; 第 3 句解释此种现象的原因, 所以这一段的主题思想包含在 3 句内: 梦与感情之间是有联系的。

另例:

Although stage plays have been set to music since the era of the ancient Greeks, the usually accepted date for the beginning of opera as we know it is in 1600. As a part of the celebration of the marriage of King Henry IV of France, the Florentine composer Jacopo Peri produced his famous "Euridice", generally considered to be the first opera. Following

his example, a group of Italian musicians began to revive the style of musical story that had been used in Greek tragedy.

第1句说歌剧被认为开始于1600年;第2句叙述了第1部歌剧的产生;第3句讲了歌剧的发展。全文基本以时间为序,没有主题句,但整段讲的是歌剧的发展历程。

(三) 熟悉文章的篇章结构

英语文章的大多数段落都以主题句开头,其余句子都围绕主题句展开,或叙述细节,或讲述理由,每一句内容都应与主题句有关,都是对主题句的扩展,而不是简单的重复,所以也称为扩展句。段落的扩展有下列几种主要模式。

1. 并列型

段内的句子相互平列,处于平等的地位,共同来说明主题,这种结构称为并列型。这种结构主要用来举例和分类。

2005年Text 2第1段

Do you remember all those years when scientists argued that smoking would kill us but the doubters insisted that we didn't know for sure? That the evidence was inconclusive, the science uncertain? That the antismoking lobby was out to destroy our way of life and the government should stay out of the way? Lots of Americans bought that nonsense, and over three decades, some 10 million smokers went to early graves.

此段以疑问句形式开头,提出问题让人思考。but the doubters insisted that 中的 that 从句与后两个以 that 开头的从句并列,都是动词 insisted 的宾语从句,这3个宾语从句相互并列,最后一句讲述了由于不听警告而带来的后果。

2005年Text 2第3段

But the cult of the authentic and the personal, “doing our own thing”, has spelt the death of formal speech, writing, poetry and music. While even the modestly educated sought an elevated tone when they put pen to paper before the 1960s, even the most well regarded writing since then has sought to capture spoken English on the page. Equally, in poetry, the highly personal, performative genre is the only form that could claim real liveliness. In both oral and written English, talking is triumphing over speaking, spontaneity over craft.

本段第1句,“但是崇尚真实的,有个性的”想做什么就做什么“招致了正规的英语写作、诗歌和音乐的死亡”是主题句,后面接下来的3句都是实例,互相并列。

2. 转折型

如果段落内的句与句之间存在转折关系,就称为转折型。这种结构常用于比较或对照。

2005年Text 1第3段

Such characteristics make them perfect candidates for Dr. Brosnan's and Dr. de Waals study. The researchers spent two years teaching their monkeys to exchange tokens for food. Normally, the monkeys were happy enough to exchange pieces of rock for slices

of cucumber. However, when two monkeys were placed in separate but adjoining chambers, so that each could observe what the other was getting in return for its rock, their behaviour became markedly different.

段中 However 后面的句子表达了与前面句子相反的意义,亦即意义发生了转折。

2005 年 Text 2 第 3 段

Just as on smoking, voices now come from many quarters insisting that the science about global warming is incomplete, that it's OK to keep pouring fumes into the air until we know for sure. This is a dangerous game: by the time 100 percent of the evidence is in, it may be too late. With the risks obvious and growing, a prudent people would take out an insurance policy now.

此段开头说,正如当年对待吸烟的态度那样,来自四面八方的声音都坚持认为,关于全球变暖的说法证据不足,认为继续向大气排放烟尘是没有问题的,直到我们得到确切答案为止。接下来说, This is a dangerous game. 后面是陈述的原因。文中尽管没有表示转折的连词,却由此句表达了对上文的否定,接着陈述了原因。

3. 顺序型

有些段落中的句子是按事件发展的过程,或是按时间顺序而排列的,这种结构称为顺序型,常用来讲述工序或叙述故事的发展。

2003 年 Text 2 第 4 段

Much can be done. Scientists could "adopt" middle school classes and present their own research. They should be quick to respond to letters to the editor, lest animal rights misinformation go unchallenged and acquire a deceptive appearance of truth. Research institutions could be opened to tours, to show that laboratory animals receive humane care. Finally, because the ultimate stakeholders are patients, the health research community should actively recruit to its cause not only well-known personalities such as Stephen Cooper, who has made courageous statements about the value of animal research, but all who receive medical treatment. If good people do nothing, there is a real possibility that an uninformed citizenry will extinguish the precious embers of medical progress.

段落开头说到可以做大量的工作,接下来就是可以做的工作的内容;科学家可以选择中学课堂来展示他们的研究成果;他们应当及时回复读者来信,以免对动物权利的不正确的宣传到处蔓延,戴上真理的假面具来欺骗民众;研究机构也可以对游人开放,让他们看到实验用动物受到人道的关怀,最后提到要把更多的人吸收到这一事业中来。当然这段文章看作是并列结构也未尝不可,但因为 Finally 的缘故,笔者更倾向于认为是顺序型。

4. 递进型

递进型的段落中的句子也是按顺序安排的,不过它们是按照意思由轻到重,由浅入深而安排的。

2005 年 Text 1 第 4 题

In the world of capuchins, grapes are luxury goods (and much preferable to cucumbers). So when one monkey was handed a grape in exchange for her token, the