

# SAT主旨题 gist questions

杨玲 Rebecca

## 主旨题

- 识别:

The main idea of the paragraph is to...

The primary/main purpose of the passage is to...

The central claim of the passage is that...

Which choice best describes/summarizes what happens in the passage?

Over the course of the passage, the focus shifts from...

## 主旨题

- 识别:

The **main idea** of the paragraph is to...

The **primary/main purpose** of the passage is to...

The **central claim** of the passage is that...

Which choice best **describes/summarizes what happens** in the passage?

**Over the course of the passage**, the **focus** shifts from...

- 考点: 总结主旨; 识别结构

# 主旨题方法1

- 解法一： 找主题句， 同义改写
- 主题句特征
  1. 位置： 段首， 二， 末， 转折处； 首， 二， 末段
  2. 构造： general
  3. 内容： let us, as far as I am concerned, to me, in my opinion, we need/should/must/are supposed to....., I believe/assert/claim/maintain/agree...

## 主旨题强化练习1

The central idea of the fourth paragraph (lines 35-57) is that

- A) European countries excel at public transportation.
- B) some public transportation systems are superior to travel by private automobile.
- C) Americans should mimic foreign public transportation systems when possible.
- D) much international public transportation is engineered for passengers to work while on board.

## 主旨题强化练习1

It doesn't have to be like this. Done right, public transport can be faster, more comfortable, and cheaper than the private automobile. In Shanghai, German-made magnetic levitation trains skim over elevated tracks at 266 miles an hour, whisking people to the airport at a third of the speed of sound. In provincial French towns, electric-powered streetcars run silently on rubber tires, sliding through narrow streets along a single guide rail set into cobblestones. From Spain to Sweden, ... In Latin America, China, and India... And some cities ...

## 主旨题强化练习1

It doesn't have to be like this. Done right, public transport can be faster, more comfortable, and cheaper than the private automobile. In Shanghai, German-made magnetic levitation trains skim over elevated tracks at 266 miles an hour, whisking people to the airport at a third of the speed of sound. In provincial French towns, electric-powered streetcars run silently on rubber tires, sliding through narrow streets along a single guide rail set into cobblestones. From Spain to Sweden, ... In Latin America, China, and India... And some cities ...

## 主旨题强化练习1

The central idea of the fourth paragraph (lines 35-57) is that

- A) European countries excel at public transportation.
- B) some public transportation systems are superior to travel by private automobile.
- C) Americans should mimic foreign public transportation systems when possible.
- D) much international public transportation is engineered for passengers to work while on board.



## 主旨题强化练习2

The main purpose of the fourth paragraph (lines 42-50) is to

A) summarize the results of an experiment that confirmed the authors' hypothesis about the role of clover in the diets of wild-type honeybees.

B) propose an experiment to investigate how different diets affect commercial honeybee colonies' susceptibility to mite infestations.

C) provide a comparative nutritional analysis of the honey produced by the experimental colonies and by the control colonies.

D) predict the most likely outcome of an unfinished experiment summarized in the third paragraph (lines 19-41).

## 主旨题强化练习2

This hypothesis can best be tested by a trial wherein a small number of commercial honey bee colonies are offered a number of pyrethrum producing plants, as well as a typical bee food source such as clover, while controls are offered only the clover. Mites could then be introduced to each hive with note made as to the choice of the bees, and the effects of the mite parasites on the experimental colonies versus control colonies.

## 主旨题强化练习2

This hypothesis can best be tested by a trial wherein a small number of commercial honey bee colonies are offered a number of pyrethrum producing plants, as well as a typical bee food source such as clover, while controls are offered only the clover. Mites could then be introduced to each hive with note made as to the choice of the bees, and the effects of the mite parasites on the experimental colonies versus control colonies.

## 主旨题强化练习2

The main purpose of the fourth paragraph (lines 42-50) is to

- A) summarize the results of an experiment that confirmed the authors' hypothesis about the role of clover in the diets of wild-type honeybees.
- B) propose an experiment to investigate how different diets affect commercial honeybee colonies' susceptibility to mite infestations.
- C) provide a comparative nutritional analysis of the honey produced by the experimental colonies and by the control colonies.
- D) predict the most likely outcome of an unfinished experiment summarized in the third paragraph (lines 19-41).

## 主旨题强化练习3

The central claim of Passage 2 is that space mining has positive potential but

- A) it will end up encouraging humanity's reckless treatment of the environment.
- B) its effects should be thoughtfully considered before it becomes a reality.
- C) such potential may not include replenishing key resources that are disappearing on Earth.
- D) experts disagree about the commercial viability of the discoveries it could yield.

## 主旨题强化练习3

The motivation for deep-space travel is shifting from discovery to economics. The past year has seen a flurry of proposals aimed at bringing celestial riches down to Earth. No doubt this will make a few billionaires even wealthier, but we all stand to gain: the mineral bounty and spin-off technologies could enrich us all.

But before the miners start firing up their rockets, we should pause for thought. At first glance, space mining seems to sidestep most environmental concerns: there is (probably!) no life on asteroids, and thus no habitats to trash. But its consequences —both here on Earth and in space—merit careful consideration.

## 主旨题强化练习3

The motivation for deep-space travel is shifting from discovery to economics. The past year has seen a flurry of proposals aimed at bringing celestial riches down to Earth. No doubt this will make a few billionaires even wealthier, but we all stand to gain: the mineral bounty and spin-off technologies could enrich us all.

But before the miners start firing up their rockets, we should pause for thought. At first glance, space mining seems to sidestep most environmental concerns: there is (probably!) no life on asteroids, and thus no habitats to trash. But its consequences —both here on Earth and in space—merit careful consideration.

## 主旨题强化练习3

The central claim of Passage 2 is that space mining has positive potential but

- A) it will end up encouraging humanity's reckless treatment of the environment.
- B) its effects should be thoughtfully considered before it becomes a reality.
- C) such potential may not include replenishing key resources that are disappearing on Earth.
- D) experts disagree about the commercial viability of the discoveries it could yield.



## 主旨题方法2

- 解法二：排除法
  1. 保留主体
  2. 排除细节
  3. 排除未提及
  4. 排除描述错误

## 主旨题强化练习4

The main idea of the final paragraph is that

A) human quirks make it difficult to predict people' s ethical decisions accurately.

B) people universally react with disgust when faced with economic injustice.

C) understanding human psychology may help to define ethics in economics.

D) economists themselves will be responsible for reforming the free market.

## 主旨题强化练习4

These human quirks mean we can never make purely “rational” decisions. A new wave of behavioral economists, aided by neuroscientists, is trying to understand our psychology, both alone and in groups, so they can anticipate our decisions in the marketplace more accurately. But psychology can also help us understand why we react in disgust at economic injustice, or accept a moral law as universal. Which means that the relatively new science of human behavior might also define ethics for us. Ethical economics would then emerge from one of the least likely places: economists themselves.

## 主旨题强化练习5+6

- This passage is adapted from Carolyn Gramling, "Source of Mysterious Medieval Eruption Identified." ©2013 by American Association for the Advancement of Science.
1. Where did the eruption happen?
  2. How do we know this?
  3. What' s special about this mysterious eruption?

## 主旨题强化练习5+6

P1: About 750 years ago, a powerful volcano erupted somewhere on Earth, kicking off a centuries-long cold snap known as the Little Ice Age. Identifying the volcano responsible has been tricky.

## 主旨题强化练习5+6

P2: That a powerful volcano erupted somewhere in the world, sometime in the Middle Ages, is written in polar ice cores in the form of layers of sulfate deposits and tiny shards of volcanic glass. These cores suggest that the amount of sulfur the mystery volcano sent into the stratosphere put it firmly among the ranks of the strongest climate-perturbing eruptions of the current geological epoch, the Holocene, a period that stretches from 10,000 years ago to the present. A haze of stratospheric sulfur cools the climate by reflecting solar energy back into space.

## 主旨题强化练习5+6

P3: In 2012, a team of scientists led by geochemist Gifford Miller strengthened the link between the mystery eruption and the onset of the Little Ice Age by using radiocarbon dating of dead plant material from beneath the ice caps on Baffin Island and Iceland, as well as ice and sediment core data, to determine that the cold summers and ice growth began abruptly between 1275 and 1300 C.E. (and 25 became intensified between 1430 and 1455 C.E.).

## 主旨题强化练习5+6

P3: Such a sudden onset pointed to a huge volcanic eruption injecting sulfur into the stratosphere and starting the cooling. Subsequent, unusually large and frequent eruptions of other volcanoes, as well as sea ice/ocean feedbacks persisting long after the aerosols have been removed from the atmosphere, may have prolonged the cooling through the 1700s.



## 主旨题强化练习5+6

P4: Volcanologist Franck Lavigne and colleagues now think they've identified the volcano in question: Indonesia's Samalas. One line of evidence, they note, is historical records. According to Babad Lombok, records of the island written on palm leaves in Old Javanese, Samalas erupted catastrophically before the end of the 13th century, devastating surrounding villages—including Lombok's capital at the time, Pamatan—with ash and fast-moving sweeps of hot rock and gas called pyroclastic flows.

## 主旨题强化练习5+6

P5: The researchers then began to reconstruct the formation of the large, 800-meter-deep caldera [a basin-shaped volcanic crater] that now sits atop the volcano. They examined 130 outcrops on the flanks of the volcano, exposing sequences of pumice—ash hardened into rock—and other pyroclastic material. The volume of ash deposited, and the estimated height of the eruption plume (43 kilometers above sea level) put the eruption's magnitude at a minimum of 7 on the volcanic explosivity index (which has a scale of 1 to 8)—making it one of the largest known in the Holocene.

## 主旨题强化练习5+6

P6: The team also performed radiocarbon analyses on carbonized tree trunks and branches buried within the pyroclastic deposits to confirm the date of the eruption; it could not, they concluded, have happened before 1257 C.E., and certainly happened in the 13th century.

## 主旨题强化练习5+6

P7: It's not a total surprise that an Indonesian volcano might be the source of the eruption, Miller says. "An equatorial eruption is more consistent with the apparent climate impacts." And, he adds, with sulfate appearing in both polar ice caps —Arctic and Antarctic — there is "a strong consensus" that this also supports an equatorial source.

## 主旨题强化练习5+6

P8: Another possible candidate—both in terms of timing and geographical location—is Ecuador’s Quilotoa, estimated to have last erupted between 1147 and 1320 C.E. But when Lavigne’s team examined shards of volcanic glass from this volcano, they found that they didn’t match the chemical composition of the glass found in polar ice cores, whereas the Samalas glass is a much closer match. That, they suggest, further strengthens the case that Samalas was responsible for the medieval “year without summer” in 1258 C.E.

## a summary of this passage

P1: an introduction of a volcano eruption and its influence

P2: evidence for the eruption

P3: scientists strengthened the link between the eruption and the onset of the Little Ice Age

P4-7: scientists' research on the mysterious volcano

P8: a rejection of another candidate volcano

## 主旨题强化练习5

The main purpose of the passage is to

- A) describe periods in Earth' s recent geologic history.
- B) explain the methods scientists use in radiocarbon analysis.
- C) describe evidence linking the volcano Samalas to the Little Ice Age.
- D) explain how volcanic glass forms during volcanic eruptions.

## 主旨题强化练习6

Over the course of the passage, the focus shifts from

- A) a criticism of a scientific model to a new theory.
- B) a description of a recorded event to its likely cause.
- C) the use of ice core samples to a new method of measuring sulfates.
- D) the use of radiocarbon dating to an examination of volcanic glass.



## 主旨题方法3

- 解法三：标题



## 主旨题强化练习7

- This passage is adapted from Patricia Waldron, "Why Birds Fly in a V Formation." ©2014 by American Association for the Advancement of Science.

## 主旨题强化练习7

The main purpose of the passage is to

- A) describe how squadrons of planes can save fuel by flying in a V formation.
- B) discuss the effects of downdrafts on birds and airplanes.
- C) explain research conducted to study why some birds fly in a V formation.
- D) illustrate how birds sense air currents through their feathers.

## 主旨题强化练习8

Passage 1 is adapted from Talleyrand et al., Report on Public Instruction. Originally published in 1791. Passage 2 is adapted from Mary Wollstonecraft, A Vindication of the Rights of Woman. Originally published in 1792. Talleyrand was a French diplomat; the Report was a plan for national education. Wollstonecraft, a British novelist and political writer, wrote Vindication **in response to** Talleyrand.

vindication: defense

## 主旨题强化练习8

Which best describes the overall relationship between Passage 1 and Passage 2?

- A) Passage 2 strongly challenges the point of view in Passage 1.
- B) Passage 2 draws alternative conclusions from the evidence presented in Passage 1.
- C) Passage 2 elaborates on the proposal presented in Passage 1.
- D) Passage 2 restates in different terms the argument presented in Passage 1.



# 主旨题总结

- 考点：总结主旨；识别结构
- 解法：
  1. 找主题句，同义改写
  2. 排除法
  3. 标题



# Thanks

新东方旗下官方网络课堂