

# 强化英语阅读理解

张 家 秀      陈 一 萍 编

华 南 理 工 大 学 出 版 社

Strengthening English  
Reading Comprehension  
强化英语阅读理解

张家秀 编  
陈一萍

华南理工大学出版社  
· 广州 ·



图书在版编目(CIP)数据

强化英语阅读理解/张家秀, 陈一萍编. —广州: 华南  
理工大学出版社, 1995. 9  
ISBN 7-5623-0835-7

I. 强…

I. ①张…②陈…

Ⅱ. 英语—阅读理解

IV. H3

华南理工大学出版社出版发行

(广州五山· 邮码 510641)

责任编辑: 李彩英

科普电脑印务部排版

封开县印刷厂印装 广东省新华书店经销

1995年9月第1版 1996年2月第2次印刷

开本: 787×1092 1/16 印张: 23 字数: 517千

印数: 7001—12000

定价: 22.50 元

## 编者说明

本书在总结作者十多年阅读课教学经验的基础上，系统地论述了阅读及阅读技巧的培养。此外，还精选了近两百篇 TOEFL 及 EPT 阅读理解部分的试题，经过分类、整理与注释，内容比原全真试题更系统，更易达到迅速训练的目的。Unit 7 的阅读材料是从近年国外出版的杂志中精选而来，练习题附有答案；Unit 9 的阅读理解练习附有词语释义和答案解析，方便读者自学。

本书适用于报考 EPT、TOEFL、四级、六级的考生；适用于其他类型的英语考试，如研究生、进修生、留学生等；亦适用于大学生及其他具有中等程度以上的英语爱好者。

初稿完成后，楚至大、李志心两位教授对本书提出了宝贵意见，对我们帮助很大，在此我们向他们表示衷心的感谢。

1995 年 8 月

## 目 录

Unit 1	论阅读 .....	1
Unit 2	培养阅读技巧 (1) —— 通过阅读学会阅读 .....	3
Unit 3	培养阅读技巧 (2) —— 浏览 .....	8
Unit 4	科技英语的阅读技巧 .....	12
Unit 5	科技文章的体裁 .....	17
Unit 6	扩大词汇量的技巧 .....	31
Unit 7	增进阅读技巧的步骤 .....	43
Unit 8	试题的题型 .....	109
Unit 9	阅读理解练习 .....	121
1	生物 .....	121
2	人物 .....	162
3	医学 .....	207
4	科学 .....	221
5	社会科学 .....	273
6	艺术 .....	334
7	商业和经济 .....	355

## Unit 1 论 阅 读 (On Reading)

阅读是把感知到的有潜在意义的书面材料与知识结构(原有的知识状况)相连,从而理解它。阅读是一系列非常复杂的由语言文字到思想,由形式到内容,由外表到内部,由部分到整体的心理活动。阅读过程中所感知的材料不是一个个单词,而是由词、句、段落组成的文章,其感知过程涉及知觉广度和眼球移动的问题。

人的眼球在阅读时不是连续不断地移动,而是忽动忽停。读者从材料上获得信息不是在眼动时,而在眼停时,眼停时才能感知字句,阅读的大部分时间是属于眼动,眼停只占全部阅读时间的5%~6%,每次眼停的视读广度最多可达8~10甚至12个词,最少是一个词(因一个词义不清楚,须经过二三次注视)。平均每次眼停约在一秒的三分之一左右。眼停的次数,反复注视的次数和每次注视的时间,均与阅读能力,阅读材料的难易程度以及阅读的要求有关。

两次眼停之间目光所视的字数是视距,视距越长,阅读速度越快。反之,视距短,阅读就慢。要提高阅读速度,就要通过一系列的练习(例如,用意群划线法进行机械操练: Since the original section/of New Orleans/has been built/upon a natural levee or embankment/which has been further heightened/as the years passed ...) 逐步扩大视距,减少眼停的次数。

知觉是人脑对直接作用于感觉器官的客观事物的整体及其外部相互联系的反映。阅读时文章中的词、词组、句子等通过我们的感觉器官,如眼球,反映到我们的头脑中,经过分析综合,形成对整篇文章的理解,就是知觉。感觉是个别感觉器官的活动,而知觉则是多种感觉的有机结合,感觉是知觉的基础,感觉越清晰越丰富,知觉就越完整越正确。没有感觉,知觉就不能形成记忆、思维、想象等一系列复杂的心理活动。

在快速阅读过程中,发挥视力作用的同时也要发挥脑力的作用,要眼脑并用,用眼球摄取的信息,再用大脑立即将其整理并反映出来。我们要正确地练习目光的移动,阅读时目光的移动,每隔一定的距离,便有一个暂短的停顿,这种停顿对眼睛对人脑都是必要的,停顿时眼睛可以休息一下,大脑在这时可对目光所摄取的信息加以消化,要做到这一点不经过一系列长时期操练是不行的。

阅读是一个充满了积极思维活动的过程,阅读活动也是一种创造性的实践。比如,理工科的学生阅读科技类的文章,就会驾轻就熟,做起这方面的测试题来既快又准。文科学生就会感到陌生。这一“生”一“熟”,揭示出阅读的本质,即读者在文字的阅读中带进了自己的知识和经历,正是这种知识和经历帮助读者理解了文字所传达的信息。实际上是读者将自己经历中所积累的有关知识,与所读的作品进行比较后所得出的结论。这个结论就是读者思维活动的结果。

阅读时读者所感知的信息是经过精读、泛读训练逐步积累起来的。如: railway, call,

across, rapidly, clear, and, and all that, drop in, so far, wear away 等。再是句型(语言结构的模式),我国初级中学的英语课本就把句型放在一课之首,以动词的时态和语态为中心进行操练。如:

(1) I am going to see a film this afternoon.

(2) Is this kind of telephone made in Guangzhou?

(3) He told me he had an important meeting to attend. 等。

通过句型操练(复述、模仿、替换、改变句型和扩展),巩固所学的语言、词汇和句型。当然,要进一步提高阅读能力,还要掌握用句型无法说清楚的语法规则。在阅读理解阶段,可先把词组: up to now, under repair, easy to design, absolutely right, term by term, refer to, the other way 等。或意群: the complete utilization of heat energy; for them to see; with his mouth open 等作为认读单位。随着阅读能力的提高,再把句子(比如: They spent hours in argument about where to go.) 作为认读单位,并逐步扩大视距。视距越长,阅读速度越快。为了取得以上技巧,多读多练是唯一正确的途径。

多读,对于目前那些急于应试的人,最好读些什么呢?

国外出版的刊物有: “Reader's Digest”, “Science World”, “Science Digest”, “BBC Modern English”, “Newsweek” 以及目前国内随处可以买到的英语简易读物: “Marco Polo”, “Marie Curie”, “The Prince and Pauper”, “China Daily”, “The World of English” 等。读多了以上这些类型的简易读物、报纸和杂志能丰富知识,增强对英语的语感,提高阅读的兴趣和阅读能力。

多练,本书将提供近两百篇分类阅读理解材料,供读者操练。

## Unit 2 培养阅读技巧 (1) (Training Reading Skills) ——通过阅读学会阅读 (Learning Reading through Reading)

阅读又分为分析性阅读——精读 (Intensive Reading) 和综合性阅读——泛读 (Extensive Reading)。精读能巩固和扩展读者的词汇和语法知识。泛读可以使读者更广泛, 更大量地翻阅资料, 猎取知识, 增长见识, 开阔眼界。泛读是本书的重点要求, 通过大量地阅读, 频繁地接触语言材料, 可以自觉或不自觉地学到或掌握大量常用的语汇, 增强语感, 进一步掌握阅读技巧, 进而提高阅读能力。在泛读的基础上, 达到快速阅读。通过精、泛、快三种形式相结合进行训练, 掌握不同的阅读速度, 学习不同的阅读方法, 这既符合语言训练的要求, 又为以后考试的需要打下良好的基础, 一举两得。

阅读的材料, 从题材上看, 可分为自然科学和社会科学两大类, 内容有天文、地理、生物、医学、考古、电子学、语言、历史、文学评论、人物评论等。从体裁上看, 文章包括了说明文、论述文、记叙文、描写文等四种文体。

英国哲学家培根说过 “Some books are to be tasted, others are to be swallowed, ...”。TOEFL、EPT、六级和四级阅读用的材料, 都要通过快速阅读, TOEFL 要求每分钟能读 170~200 个词, EPT 是每分钟 100~120 个词, 六级是每分钟 70 个词, 四级是每分钟 50 个词。阅读时, 不必, 也没有时间去仔细分析结构, 只要掌握大意就可以了。因为阅读题不仅要求准确度, 还要求速度。

随着科学技术突飞猛进的发展, 要准确地了解和掌握先进技术的最新信息, 除了通过广播、电视等途径获得信息外, 更多地还是通过阅读渠道获得。由于当代社会进展的步伐加快, 工作繁忙, 每天能用于阅读书刊、广告、说明书等的时间有限, 要在有限的时间内获得尽可能多的信息, 提高阅读准确度和阅读速度是刻不容缓的, 要学会浏览文章, 运用掠读 (skimming) 和查读 (scanning) 这两种浏览方法获得信息, 多作练习是非常必要的。通过练习开阔视野, 增长语言知识, 学会运用语言规则, 根据上下文进行判断、推理、归纳、预测、联想猜出文章的大意, 使学生分析问题, 解决问题的能力得到锻炼。

关于训练快速阅读所用的材料, 要选那些可读性强的, 篇幅适中的, 能融知识性、趣味性为一体的由浅入深的短文, 题材要广泛, 内容要丰富。

从泛读到快速阅读, 除通过强化训练掌握一定的技巧外, 还要纠正一些不良的阅读习惯: 有些人从开始学外语时起就习惯了一个词一个词地阅读如: In/order/to/pro-duce/commercial/records, /an/original/record/must/first/be/made. 把全句分成十三个词来阅读。不能根据词组或意群连贯地进行阅读是影响阅读速度的最大障碍。前面已经讲过快速阅读是为了在短时间内获得尽可能多的信息, 阅读时, 不论是了解文章的中心思想, 还是了解文章的大意都是以词组或句子为单位, 而不是以词为单位。人的思维方式也是连贯的, 而不是时断时续的, 加速阅读速度有利于将大脑中闪现的各种



印象相互联系起来，减少遗忘率。一个词一个词地阅读，不仅影响阅读速度，还会增加遗忘率，特别是长句，如采用这种方法阅读，很可能读到后边前边就忘了，这样就造成目光反复回视，致使阅读速度减慢。

克服这种不良习惯的办法之一，是阅读时用划线的方法进行机械训练。

It took George/quite a while/to find a parking place/for his car/and in the end/he had to leave it/in a narrow street, /some way/from the dentist's.

As he got out, /he glanced/at his watch: /his appointment was/at five/and he still had twenty minutes/to spare. He crossed/into the square/and sat down/on a bench, /partly to enjoy/the last of the afternoon sun, /but also to calm his nerves. /He hated/these visits to the dentist.

进行这样的机械训练，可使目光的移动对词组或意群形成条件反射，减少目光停顿的次数，视距增长，阅读速度相应就会加快。当然，这样的阅读习惯一旦形成，就没有必要再划线了。

有人阅读时一看见生词就停下来，翻阅字典，查找词义，再在众多的词义中找出适当的词义带进句子，这样既费时，又影响连贯地进行思维，所以在快速阅读时过多地依赖字典是不可取的。即使对于那些影响理解原文的关键词，也不一定要马上查字典，可以根据上下文，通过各种线索猜测词义。而且考试时根本就不允许翻字典。因此，学会利用上下文和构词法来猜测词义是非常必要的。如：All whales fall into two groups, those with teeth and those without. Both beluga and dolphin belong to the suborder of toothed whales Known as Odontoceti.

假如 suborder 这个词不认识，我们可以通过分析词的结构来了解它的意思。sub 前缀“亚，子，逊”的意思。order 在生物学上的意思是“目”“suborder 亚目”。“Odontoceti”不认识，可通过上下文猜出它指的是一种有牙鲸。

词义还可以根据常识和对比来猜测。如：Fish breathes in water with gills. 根据常识我们可以猜到“gill”是鳃的意思。

when you lead a meeting, it is unfair to call only on your friends. To be equitable, you should call on everyone who raises his hand. 根据上下文我们可以看出 unfair 和 equitable 显然是一对意义上相反的词，根据对比既然“unfair”是“不公平”，那么，“equitable”就是“公平”的意思了。

阅读长难句时，进行适当地语法分析是必要的，它能帮助读者理解句子的结构，弄清句子的意思。但由于学校里，特别是大学英语的教学中，长期采用语法翻译法，使学生养成了边读边分析边翻译的习惯。所以每遇一个句子，不管是否能一看就懂，都要进行仔细地分析，然后在心里再将原文译成汉语。这样做根本无法提高阅读速度，更不用说快速阅读了。正确的做法是：除长难句外，对于那些一看就懂的句子，要学会用原文进行思维、吸收和消化。阅读时直接将摄取的信息转换成图象而不是文字。这样做能在加深理解原文的同时，也加快阅读的速度。

要纠正边分析边翻译的习惯，在开始时可先找一些语言结构简单，内容有趣的文章做阅读练习，随着阅读能力的提高，再逐步加深。

### Exercises 1

We have rather a small house, which has only one spare bedroom. You can imagine our alarm, then, when aunt Clara wrote to say that she was coming to stay with her family for the weekend. Her family, I should explain, consists of four boys all under the age of twelve.

I sent off a telegram at once, protesting that our house was too small. Aunt Clara called us up the next morning, "I forgot to tell you," she said in her sweetest voice, "the boys will be bringing a couple of tents."

Even so, my wife was far from reassured. It was true we had a large garden, but there was still the problem of feeding four growing boys. "And what if it rains?" she demanded.

But Saturday turned out to be bright and clear when I went to the station to meet Aunt Clara. I managed to squeeze three of the boys, together with the luggage, into the back of the car. The youngest sat in front, with Aunt Clara and me.

"I didn't see the tents among your luggage," I remarked over my shoulder, to David, the eldest boy.

"The tents!" exclaimed Aunt Clara. "Heaven! We left them in the luggage van."

类似这样的文章还可以多找一些进行反复练习，直到养成用英语思维的习惯，再找一些语言结构较复杂，但故事性很强的文章，这种文章既可以操练语言，又能提高对阅读的兴趣，一举两得。

### Exercise 2 (阅读时，努力将所读内容，拟想成图画)

Can trees talk? Yes—but not in words. Scientists have reason to believe that trees do communicate with each other. Not long ago, researchers learned some surprising things. First, a willow tree, attacked in the woods by caterpillars changed the chemistry of its leaves and made them taste so awful that the caterpillars got disgusted and stopped eating them. Then, even more astonishing, the tree sent out special vapors—an alarm signal stimulating its neighbors to change the chemistry of their own leaves and make them less tasty.

Communication, of course, doesn't need to be in words. We can talk to

each other by a smile, a frown, a shrug of our shoulders, a gesture with our hands. We know that birds and animals use a whole vocabulary of songs, sounds, and movements. Bees dance their signals, flying in certain patterns that tell other bees where to find nectar for honey. So why shouldn't trees have ways of sending messages?

声带振动的默读也是必须纠正的不良习惯。有的人阅读时虽没有出声，但嘴唇、舌头都在动，这种读法也不利于阅读速度的提高。前面我们已经说过，快速阅读时，是由眼球直接摄取信息，再由大脑迅速将其整理并反映出来，根本不需要将文字变成声音，再传入大脑。中间多了声音这层媒介，按朗读的速度进行阅读，阅读的速度是很难提高的。

### Exercise 3

阅读下面短文，并做理解练习，记下所需的阅读时间，每分钟阅读的词数，答对的题数，最后自己评估一下对这篇文章的理解度（%）。

Public goods are those commodities from whose enjoyment nobody can be effectively excluded. Everybody is free to enjoy the benefits of these commodities, and one person's utilization does not reduce the possibilities of anybody else's enjoying the same good.

Examples of public goods are not as rare as one might expect. A flood control dam is a public good. Once the dam is built, all persons living in the area will benefit—irrespective of their own contribution to the construction cost of the dam. The same holds true for highway signs or aids to navigation. Once a lighthouse is built, no ship of any nationality can be effectively excluded from the utilization of the lighthouse for navigational purposes. National defense is another example. Even a person who voted against military expenditures or did not pay any taxes will benefit from the protection afforded.

It is no easy task to determine the social costs and social benefits associated with a public good. There is no practicable way of charging drivers for looking at highway signs, sailors for watching a lighthouse, and citizens for the security provided to them through national defense. Because the market does not provide the necessary signals, economic analysis has to be substituted for the impersonal judgment of the marketplace.

1. With what topic is the passage mainly concerned?
  - (A) Mechanisms for safer navigation.
  - (B) The economic structure of the marketplace.
  - (C) A specific group of commodities.

- (D) The advantages of lowering taxes.
2. Which of the following would NOT be an example of a public good as described in the passage?  
(A) A taxicab. \* (B) A bridge. (C) A fire truck. (D) A stoplight.
3. In line 8, the word "holds" could best be replaced by which of the following?  
(A) has \* (B) is (C) grasps (D) carries
4. According to the passage, finding out the social costs of a public good is a  
a  
\* (A) difficult procedure. (B) daily administrative duty.  
(C) matter of personal judgment. (D) citizen's responsibility.
5. Which of the following statements best describes the organization of the first two paragraphs?  
(A) Suggestions for the application of an economic concept are offered.  
(B) Several generalizations are presented from which various conclusions are drawn.  
(C) Persuasive language is used to argue against a popular idea.  
\* (D) A general concept is defined and then examples are given.

## Unit 3 培养阅读技巧 (2)

### ——浏览 (Survey)

上一单元已提到浏览的方法有两种：一是掠读，二是查阅。掠读（略读）是为了获得文章的大意。其方法是在阅读一篇文章之前，先看短文下面的题目以及它们的选择项，然后带着这些问题，大略地阅读文章的内容，先找出段落的主题句（topic sentence），主题句后边的句子，多是对主题句加以分析和扩展的句子。因此，一旦找到主题句，后边的内容都可以不必去细看，不要把注意力浪费在文章的细节上，以免浪费时间。

主题句不是全部都在段落的开头，有的在段落的中间，有的在段落的收尾处作为结论提出来。主题句在段落中间的时候最难辨认。阅读时可先把注意力集中在段落的开头或收尾处，如果确定两者都不是主题句时，再转向其他的句子。如果是问答句，表述答案的句子往往是主题句。如果是表述一事实，引出事实的句子和事实后作为分析和扩展的句子都不可能是主题句，只有表述事实本身的句子才是主题句。

以归纳式写出的段落主题句往往在句子的收尾处。

阅读时还可以发现，并非所有的段落都有主题句。有的段落不是平铺直叙的，主要思想内容表现得比较含蓄，这时读者就要迅速浏览全段，概括出主要思想。

主题句在段落开头的位置时，文章多是属于演绎式的，其主要思想内容多是通过概括的手段表示出来。阅读时要运用所学到的阅读技巧，找出文章的关键词，了解文章的思想顺序，说明或未说明的观点。做选择题时，思想要集中在关键词、文章所说明的事实，作者的观点和被预言的事物上来。以下这篇短文，记述了电视的出现，图象的形成以及电视的种类和作用，从而得出结论：在电视这个动态的媒介中，我们反而变成了被动的观赏者。

Television — that most pervasive and persuasive of modern technologies, marked by rapid change and growth — is moving into a new era, an era of extraordinary sophistication and versatility, which promises to reshape our lives and our world. It is an electronic revolution of sorts, made possible by the marriage of television and computer technologies.

The word "television," derived from its Greek (tele; distant) and Latin (visio; sight) roots, can literally be interpreted as sight from a distance. Very simply put, it works in this way; through a sophisticated system of electronics, television provides the capability of converting an image (focused on a special photoconductive plate within a camera) into electronic impulses, which can be sent through a wire or cable. These impulses, when fed into a receiver (television set), can then be electronically reconstituted into that same image.

Television is more than just an electronics system, however. It is a means of expression, as well as a vehicle for communication, and as such becomes a powerful tool for reaching other human beings.

The field of television can be divided into two categories determined by its means of transmission. First, there is broadcast television, which reaches the masses through broad-based airwave transmission of television signals. Second, there is nonbroadcast television, which provides for the needs of individuals or specific interest groups through controlled transmission techniques.

Traditionally, television has been a medium of the masses. We are most familiar with broadcast television because it has been with us for about thirty-seven years in a form similar to what exists today. During these years, it has been controlled, for the most part, by the broadcast networks, ABC, NBC, and CBS, who have been the major purveyors of news, information, and entertainment. These giants of broadcasting have actually shaped not only television but our perception of it as well. We have come to look upon the picture tube as a source of entertainment, placing our role in this dynamic medium as the passive viewer.

关键词:

第一段: television; 第二段: derive; 第三段: a vehicle for communication;  
第四段: field; 第五段: medium of the masses

短文的思考顺序:

1. That television comes into being is an electronic revolution of sorts.
2. The origin of the word "television".
3. Television is a means of expression, as well as a vehicle for communication.
4. The field of television can be divided into two categories.
5. Television has been a medium of the masses.

在理解上述思想顺序的基础上,对下列问题作出正确地判断。

1. What is the literal meaning of the word "television"?  
(A) Medium of the masses.      \* (B) Sight from a distance.  
(C) Airwave transmission.      (D) Vehicle for communication.
2. In line 8, the word "put" could best be replaced by which of the following?  
\* (A) expressed      (B) asked      (C) placed      (D) inserted
3. Which of the following is not mentioned in the passage as a function



of electronics in television transmissions?

- (A) The conversion of an image into electronic impulses.
  - (B) The sending of impulses through a wire cable.
  - \* (C) The changing of one image into another image.
  - (D) The feeding of impulses into a receiver.
4. What field of television is intended for specific groups?
- (A) Broad-based.
  - (B) Reconstituted.
  - (C) Traditional.
  - \* (D) nonbroadcast.
5. According to the passage, how many major networks are there?
- (A) Two
  - \* (B) Three
  - (C) Four
  - (D) Five
6. Which of the following statements about the relationship between television and its viewers can best be inferred from the passage?
- \* (A) Viewers do not take an active role in watching television.
  - (B) Viewers would prefer increased news coverage.
  - (C) Viewers like to use television to reach other human beings.
  - (D) Viewers have grown tired of television.

下面一段是主题句在段落中间位置的。

Many of the railways of Africa and Asia were built during the colonial era and military strategic considerations were often dominant. Nevertheless many of these earlier lines did serve to stimulate economic development. Cocoa growing spread rapidly in Ghana after the completion of the railways in the early part of the 20th century, and in the six years after the arrival of the railway in northern Nigeria groundnut production increased fivefold. In Malaya, the expansion of tin mining and rubber production was greatly assisted by the development of the railways.

从整段来看，第二句陈述的是主要思想——“在这些早期修筑的铁路中，许多铁路确实促进了经济的发展。”第一句说明殖民者筑路的目的是军事和战略上的需要，第三、四句是以实例来烘托主要思想。

Who was the first scientist? There is, of course, no answer to this question. It is probably more fruitful to ask, “What type of man gave the first scientific explanation to natural phenomena?” We cannot completely answer this question, either, but there can be little doubt that he was a man who was curious about his environment, and who attempted to explain his observations without reference to a supernatural being. We say this because supernatural explanations of natural phenomena can never be scientific.

Who was the first scientist? 其答案是 He was a man who was curious

about his environment, and who attempted to explain his observations without reference to a supernatural being. 这一句话也是主题句。

上面已经提到归纳式的文章，主题句多在段落的结尾处。如：

For generating power, the atomic engine has to use a certain kind of radioactive material, the fission of which produces dangerous radiations. These radiations have a very bad effect on living things; a person exposed to them for even a few moments will die. For this reason the atomic engine must be carefully shielded with thick walls of concrete.

训练掠读的技巧需要计时。记下每分钟掠读的字数 (wpm)，理解程度 (%)。反复训练数周，一定会有明显的效果。

查读与掠读有相似之处：即两者都不必细读全文就能很快获得有关的信息。不同之处：掠读是预先不知道哪一篇文章有什么信息。通过掠读迅速找到所需的信息。而查读是读者先知道某处有他所需要的信息。如查图书目录、索引等。查阅的速度越快越能节省时间。

查阅的方法是尽快的扫视目录、索引和有关的书页，一旦找到所需的信息时，就不必再往前读了。如查信息数字时，找到所要查的数字即可停止。以下文为例：

What is the average surface temperature of an orange star?

The color of a star indicates its temperature. Astronomers group stars by color temperatures. The hottest stars are blue stars. They have surface temperatures between 30 000 and 500 000°K. White stars are about 9 000°K on the surface. Yellow and orange stars are cooler than white stars. The average surface temperature of yellow stars is 5 000°K; the average of orange stars is 4 000°K. The coolest stars are red stars. The average surface temperature of this group of stars is 3 000°K. 当你查读到第七句 4 000°K 时，就不必再查读了。

## Unit 4 科技英语的阅读技巧 (Reading Skills of English for Science and Technology)

科技英语 (EST) 表达理论、事实、概念等方面的文字形式与普通英语没有什么不同, 但由于它所面对的是一些具有各类专业知识的读者和它在科学技术方面所起的特殊作用, 其语言方式也是独特的, 文章体裁也与普通英语不同, 所以人们把科技英语看作是英语的一个独立的分支。

科技英语文章的特点是用词准确, 结构严谨, 简洁精练, 句子通顺易懂。

科技文章最忌讳的是用词含糊不清。可以说是越具体越好。如:

The goods were sent by road transport. 此句用 road transport. 究竟用的是哪一种交通工具, 不够具体, 如改用 “truck” 就一目了然了。

The two parts of the rod were joined. 如将句中的 “joined” 改用 “welded” 读者一看就知道杆的两部分是 “焊接” 起来的。

The pouring of concrete is seriously behind schedule. 改为 The pouring of concrete is two months behind schedule. Small samples are taken at frequent intervals. 改写为 Samples of 100cc are taken at half-hour intervals. 从上两例可以看到如把含混不清的形容词或付词改为数字, 那就具体了。一般科技文章的读者阅读时想得到的是具体的事实, 而不是对事实的判断。

科技文章简练表现在不使用太复杂的句子结构和太笼统的词, 不重复或过多地使用意思相同的词和复杂的非实质性的短语。如:

1. A. The condition of the machinery that is now located in the basement is not good enough that renovation would be justified.  
B. The machinery in the basement is not in good enough condition to justify renovating it.
2. A. They were fastened together by means of staples.  
B. They were stapled together.
3. A. prior to the time  
B. before
4. A. Costs rise to a higher level.  
B. Costs rise.

例中的 A 例都犯了不够精练的毛病。B 例属于科技英语常用的形式, 要比 A 例精练多了。精练为的是在有限的篇幅内传递尽可能多的信息。

为了使句子更短, 更通顺易懂。一般能用一个词代替一个短语, 或一个短语代替一个从句或句子, 而不影响意思表达和理解的, 都应该这样代替。特别是文章的摘要通常