

全国专业技术人员职称英语等级考试系列用书

2014版

职称英语通关宝典

备考计划 中英文对照
解题技巧 必考点突破

理工类

王霞 主编

(适用于A、B、C级)

同时适用于全军职称英语考试



外文出版社
FOREIGN LANGUAGES PRESS

2014 年全国专业技术人员职称英语等级考试系列用书

职称英语通关宝典

(理工类)

王霞 主编

(适用于 A、B、C 级)



外文出版社
FOREIGN LANGUAGES PRESS

图书在版编目(CIP)数据

职称英语通关宝典：2014 版. 理工类 / 王霞主编.

北京：外文出版社，2013

ISBN 978-7-119-08578-4

I. ①职… II. ①王… III. ①英语—职称—资格考试—自学参考资料

IV. ①H31

中国版本图书馆 CIP 数据核字(2013)第 236597 号

策 划：刘承忠 吴绍辉

责任编辑：刘承忠

装帧设计：天合视觉艺术中心

职称英语通关宝典(理工类)2014 版

主 编：王 霞

出版发行：外文出版社有限责任公司

地 址：北京市西城区百万庄大街 24 号 邮政编码：100037

网 址：<http://www.flp.com.cn> 电子邮箱：flp@cipg.org.cn

电 话：008610-68320579(总编室) 008610-68996182(编辑部)
008610-68995852(发行部) 008610-68996183(投稿电话)

印 刷：三河市华润印刷有限公司

经 销：新华书店 / 外文书店

开 本：787×1092mm 1/16

印 张：15

字 数：364 千字

版 次：2013 年第 1 版第 1 次印刷

书 号：ISBN 978-7-119-08578-4

定 价：36.00 元

版权所有 侵权必究

前言

全国专业技术人员职称英语等级考试是由人力资源和社会保障部组织实施的一项外语考试。该考试共分为三个专业类别:综合类,理工类和卫生类,每个专业类别的考试各分为 A、B、C 三个等级。

职称英语等级考试重点考查考生的阅读理解能力:职称英语试卷一共涉及六种题型,除了试卷上的第一部分题型“词汇选项”以外,其他五种题型均涉及英语短文阅读。阅读理解能力是集词汇、语法知识和语篇阅读技巧为一体的综合能力,但是参加职称英语考试的考生普遍存在词汇量少、语法知识薄弱,阅读技巧匮乏的问题。虽然在职称英语考试中使用词典,但因为考试时间只有两个小时,因此考生不可能完全依靠词典来理解试卷中的问题和短文。职称英语考试大纲虽然对参加各个级别的考生都提出了较高的词汇要求,但实际上在历年职称英语试卷中,70%左右的词汇都属于职称英语阅读基本词(本套丛书把这类单词统称为职称英语核心词,并依据职称英语历年试题归纳出了在职称英语阅读材料中出现频率极高的大约 500 个核心词汇),考生在复习过程中有必要掌握职称英语核心词以提高自己对英语的理解能力和理解速度。

英语语法虽然在英语短文阅读中也很重要,但是职称英语的考生却很难在较短的复习时间里(考生的复习时间通常只有 3—4 个月)系统而全面地掌握英语语法。如果考生具备了一定的英语词汇量,就可以借助对英语单词的掌握来弥补英语语法知识的不足,这是因为英语和中文的基本语序都为 SVO,这两种语言在语法上具有很高的相似性,考生在阅读英语短文的过程中如果能对中英文句子进行词语和结构的对比,就能在通过阅读增加词汇量的同时获得对英语语法的感性认识,从而提高英语语法知识。本套丛书从历年职称英语试题中选取了一些在语言难度上具有一定代表性的英语短文进行逐词翻译注释,以帮助考生在阅读中增加词汇量和英语语法知识。

针对职称英语考试的考生普遍存在阅读技巧匮乏的问题,本套丛书针对职称英语六大题型的出题特点和常见考点,归纳小结出了相应的答题技巧和方法,以弥补考生在词汇和语法知识上的欠缺和不足。

本套职称英语辅导用书(综合版,理工版,卫生版)是在《职称英语核心词汇》、《职称英语等级考试模拟题》、《职称英语零词汇阅读法》等职称英语辅导用书的基础上编写而成。该套丛书的编写目的是针对职称英语考试特点和考生在复习中存在的问题,帮助广大职称英语考试的考生进行系统而全面的复习。

本套丛书的主要特点归纳如下:

分类别编写职称英语辅导用书。依据历年职称英语考试用书(综合类,理工类,卫生类)不同的编写内容和编写特点,依据历年职称英语试卷(综合类,理工类,卫生类)不同的出题难度和出题特点,分类别编写出适合综合类,理工类和卫生类考试复习用书。

细化考生群体,提供职称英语多样化复习参考计划。参加职称英语考试的考生均为在职人员,在工作之余能抽出的复习时间有限,而且因人而异。本套丛书根据笔者多年对职称英语

的教学和培训经验,设计出多样化的复习参考计划,以帮助考生能在有限的复习时间里取得较好的复习效果。

以历年职称英语试卷为依据归纳职称英语阅读核心词汇。依据历年职称英语试题中单词的出现频率和使用特点,对职称英语考试大纲词汇(涵盖 6000 词)进行了筛选,归纳出考生在复习中必须掌握的最基本单词及其最常用词义,以帮助考生对英语单词进行更有效的复习。

分类别提供逐词阅读练习。本套丛书从历年职称英语(综合类,理工类,卫生类)试卷中分类别选编出语言难度上具有一定代表性的英语短文进行逐词注释,以帮助考生在阅读中学习英语单词的同时增强对英语语法知识的感性认识。

依据历年职称英语试卷出题难度和出题特点,分类别归纳总结职称英语六大题型的答题技巧和方法,以弥补考生在词汇和语法知识上的不足。

分类别编写难度接近试题难度的练习题并进行答题思路 and 技巧的详细解析,以帮助考生在练习的过程中熟悉职称英语六大题型出题特点及相应的答题技巧和方法。

我们相信,广大考生借助本套职称英语辅导用书进行复习后,英语阅读能力和职称英语应试能力一定会有较大提高。由于时间仓促,本套丛书的编写难免存在缺点和不足之处,欢迎专家、学者及广大考生批评指正。

王霞

目 录

第一章 理工类职称英语六大题型介绍与备考计划安排	1
第一节 理工类职称英语考试介绍	1
第二节 理工类职称英语六大题型介绍	2
第三节 职称英语备考计划及内容安排	22
第二章 理工类职称英语词汇突破	27
第一节 理工类职称英语核心 500 词	28
第二节 从阅读中学习职称英语大纲词汇	68
第三章 理工类职称英语六大题型逐一突破	84
第一节 词汇选项	85
第二节 阅读判断	103
第三节 概括大意与完成句子	124
第四节 阅读理解	146
第五节 补全短文	188
第六节 完形填空	202
附录:	223
全国专业技术人员职称英语等级考试各专业类别及各等级样题	223
全国专业技术人员职称英语等级考试各专业类别及各等级样题答案	234

第一章 理工类职称英语六大题型介绍与备考计划安排

全国专业技术人员职称英语等级考试是由国家人力资源和社会保障部组织实施的一项外语考试,它根据英语在不同专业领域活动中的应用特点,结合专业技术人员掌握和应用英语的实际情况,对申报不同级别职称的专业技术人员的英语水平提出了不同的要求。该考试根据专业技术人员使用英语的实际情况,把考试的重点放在了阅读理解上。

全国专业技术人员职称英语等级考试分为三个专业类别:综合类,理工类和卫生类。每个专业类别的考试各分为 A, B, C 三个等级,其中 A 级考试的语言难度最高, C 级考试语言难度最低, B 级考试的语言难度介于 A 级和 C 级之间。三个等级考试的总分各为 100 分,考试时间均为 2 个小时。

第一节 理工类职称英语考试介绍

理工类职称英语试卷中普通英语和专业英语题目各占 50%,所谓 50% 的专业英语题目是指试卷中提供的阅读材料中有大约一半的阅读材料主题与理工类的专业背景相关,例如主题涉及科学研究,科技发展等。虽然试卷中出现了专业英语,但是试卷中 85% 左右的词汇还是属于职称英语考试大纲中的基本词汇,试卷中出现的专业词汇量很小,而且试卷中出现的专业词汇大部分都会给予相应的中文词义注释。

参加考试的考生允许带一本普通的英语词典进入考场。普通英语词典指针对日常英语学习和使用而编写的词典,如:《英汉大词典》、《牛津英汉双解词典》等。专门针对职称英语考试编写的各类英语词典(尤其是封面上带有职称英语字样的词典),及各种电子词典均不允许在考场中使用。职称英语等级考试重点考查应试者的阅读理解能力。考试总的评价目标是:申报 A 级的人员在两小时内应完成 3000 词左右的阅读任务(A 级考题中每篇文章长度为 350—450 词左右),并能正确理解所读材料的内容;申报 B 级的人员在两小时内应完成 2600 词左右的阅读任务(B 级考题中每篇文章长度为 300—450 词左右),并能正确理解所读材料的内容;申报 C 级的人员在两小时内应完成 2200 词左右的阅读任务(C 级考题中每篇文章长度为 250—400 词左右),并能正确理解所读材料的内容。

职称英语考试中不直接考语法(考题中没有与语法相关的选择题或语法改错题),而是把对基本语法的考查融入到职称英语的六大题型中进行间接考查。以 2013 年理工类 B 级和理工类 A 级试题中概括大意与完成句子[Black Holes(黑洞)]中第 29、30 小题所涉及到的语法考点为例进行分析:



29. A newly formed black hole and the star it comes from are of _____.

- A. the creation of new entities
- B. an explosion of huge stars
- C. the tiniest particle
- D. the same amount of mass
- E. the existence of black holes
- F. a fraction of an inch

答案为 D。【解析】题干意为“新形成的黑洞与造就它的恒星重量相同。”文章第三段最后一句指出,轨道不会改变,因为新形成的黑洞的重量与它是一个星星时的一样,……D 项 the same amount of mass(重量相同)与原句相符,故选 D。

30. Albert Einstein's theory of relativity helps to prove _____.

- A. the creation of new entities
- B. an explosion of huge stars
- C. the tiniest particle
- D. the same amount of mass
- E. the existence of black holes
- F. a fraction of an inch

答案为 E。【解析】题干意为“阿尔伯特·爱因斯坦的相对论帮助证明黑洞是存在的。”

文章第四段第一句话指出,到目前为止,天文学家已经指出黑洞基于阿尔伯特·爱因斯坦的相对论而真实存在。E 项 the existence of black holes(黑洞存在)与原句相符,故选 E。

在解答该题过程中间接涉及到了以下语法点:

- ① 英语句子结构的理解(包括简单句和带有从句的复合句)
- ② 语篇衔接词(these properties)在上文中指代内容的确定
- ③ 非谓语动词作宾语

职称英语语法知识要求:

职称英语等级考试要求考生必须掌握的英语基本语法知识包括:

- 英语句子的基本语序及其意义
- 英语句子的结构和常用句型
- 动词的各种时、体及其意义
- 各种从句的构成和意义
- 句子中词语的所指、省略、替代、重复以及句子之间意义的关系等

第二节 理工类职称英语六大题型介绍

理工类 A、B、C 三个等级的考试的试卷中均包括六个部分,依次涉及以下六种题型:

第一部分:词汇选项(第 1—15 题,每题 1 分,共 15 分)

第二部分: 阅读判断(第 16—22 题, 每题 1 分, 共 7 分)

第三部分: 概括大意与完成句子(第 23—30 题, 每题 1 分, 共 8 分)

第四部分: 阅读理解(第 31—45 题, 每题 3 分, 共 45 分)

第五部分: 补全短文(第 46—50 题, 每题 2 分, 共 10 分)

第六部分: 完形填空(第 51—65 题, 每题 1 分, 共 15 分)

从整套试卷分值的分布情况来看, 职称英语重点考查的题型是阅读理解。阅读理解是整套试卷中对考生的阅读能力进行最全面考查的题型, 其考点既涉及阅读材料的主旨和大意, 也涉及阅读材料中相关的事实和细节, 该题型还考查考生依据阅读材料进行分析、判断、推断、概括和总结的能力。阅读理解是整套试卷中难度最大的题型(也因此分值最高), 但也是送分题。在每一年各个级别的职称英语试卷中, 阅读理解部分通常都会出现一篇选自教材中的阅读理解, 但通常不是教材中的原题: 阅读材料通常不变, 但阅读材料后附带的 5 个问题及选项会出现变化, 例如去掉一些原有的问题, 设置新问题等。完形填空也是送分题, 通常选自教材中的完形填空练习题, 但也不是教材中的原题: 阅读材料通常不变, 但会出现重新设置空格的情况。

一、词汇选项的出题形式, 出题特点及常见考点

本部分题型为 15 个完整的句子, 每个句子中均有一个词或短语带有下划线, 要求考生从每个句子后面所给的 4 个选项中选择一个与划线部分意义最接近的词或短语作为答案。该题型主要考查考生理解在一定语境中的某个单词/短语意义的能力。该部分考题的出题形式举例如下:

(2013 年职称英语考试理工类(C 级)词汇选项试题)

I grabbed his arm and made him turn to look at me.

A. seized B. threw C. broke D. stretched

答案为 A。【解析】题干意为“我抓住他的胳膊使他扭头看我。”

划线词为动词, 意为“揪住, 抓住”。A 项意为“抓住”, 例句: The opportunity is there. Why not seize it? 机会就在那儿, 为什么不抓住它呢? B 项意为“抛, 扔”, C 项意为“打破, 弄破”, D 项意为“伸展, 伸直”, 故选 A。

该题考点: 常见近义词的识别

出题特点: 直接送分

(2013 年职称英语考试理工类(B 级)词汇选项试题)

He paused, waiting for her to digest the information.

A. withhold B. exchange C. understand D. contact

答案为 C。【解析】题干意为“他停下来, 等她理解这条信息。”

划线词是动词, 意为“理解, 消化”。C 项意为“理解”, 例句: He didn't understand the importance of this question. 他不理解这个问题的重要性。A 项意为“扣留”, B 项意为“交换”, D 项意为“联系”, 故选 C。

该题考点: 常见近义词的识别

出题特点: 直接送分



(2013 年职称英语考试理工类(A 级)试题)

The methods of communication used during the war were primitive.

A. simple B. reliable C. effective D. alternative

答案为 A。【解析】题干意为“战争期间使用的沟通方法是很原始的。”

划线词为形容词,意思是“简单的,原始的”。A 项意为“简单的”,例句:In his case a simple surgical operation is indicated. 他的病情表明需要做一次简单的外科手术。B 项意为“可靠的”,C 项意为“有效的”,D 项意为“另外的,供选择的”,故选 A。

该题考点:在特定语境中词意接近的近义词的识别

出题特点:不能直接借助词典判断答案。

表 1 词汇选项对各词类及短语的考查比例

	动词	形容词	副词	名词	介词短语
2013 年理工 C 级词汇选项题	4 小题	5 小题	1 小题	4 小题	1 小题
2013 年理工 B 级词汇选项题	9 小题	5 小题	0 小题	0 小题	1 小题
2013 年理工 A 级词汇选项题	8 小题	6 小题	0 小题	1 小题	0 小题

词汇选项主要考查的词类为动词和形容词,对名词和副词的考查比例较小。短语题主要涉及对常见动词短语的考查。理工类 C 级的词汇选项题中所出现的带下划线的单词/短语及选项均为职称英语考试大纲中标注的 C 级难度词汇;B 级的词汇选项题中所出现的带下划线的单词/短语为职称英语考试大纲中标注的 C 级及 B 级难度词汇,备选项通常为职称英语考试大纲中标注的 C 级难度词汇;A 级的词汇选项题中所出现的带下划线的单词/短语为职称英语考试大纲中标注的 C 级、B 级及 A 级难度词汇,选项通常为职称英语考试大纲中标注的 A 级难度词汇。

二、阅读判断的出题形式,出题特点及常见考点

本部分题型为 1 篇长度为 300—500 词的短文,短文后有 7 个完整的句子,有的句子提供正确信息(选择答案时的基本判断依据:该句内容与文章相关内容一致),有的句子所提供的信息为错误信息(选择答案时的基本判断依据:该句内容与文章中的相关信息不一致),有的句子的信息在短文中并没有被提到(选择答案时的基本判断依据:文章中并未直接或间接提及该内容)。该题型主要考查考生识别和判断文章所提供信息的能力。该部分考题的出题形式举例如下:

(2013 年职称英语考试理工类(B 级/C 级)阅读判断试题)

第二部分:阅读判断(第 16—22 题,每题 1 分,共 7 分)

下面的短文后列出了 7 个句子,请根据短文的内容对每个句子做出判断;如果该句提供的是正确信息,请选择 A;如果该句提供的是错误信息,请选择 B;如果该句的信息文中没有提及,请选择 C。

Wide World of Robots

Engineers who build and program robots have fascinating jobs. These researchers tinker (修补) with machines in the lab and write computer software to control these devices.

“They’re the best toys out there,” says Howie Choset at Carnegie Mellon University in Pittsburgh. Choset is a roboticist, a person who designs, builds or programs robots.

When Choset was a kid, he was interested in anything that moved—cars, trains, animals. He put motors on Tinkertoy cars to make them move. Later, in high school, he built mobile robots similar to small cars.

Hoping to continue working on robots, he studied computer science in college. But when he got to graduate school at the California Institute of Technology in Pasadena, Choset’s lab-mates were working on something even cooler than remotely controlled cars: robotic snakes. Some robots can move only forward, backward, left and right. But snakes can twist(扭曲) in many directions and travel over a lot of different types of terrain(地形). “Snakes are far more interesting than the cars,” Choset concluded.

After he started working at Carnegie Mellon, Choset and his colleagues there began developing their own snake robots. Choset’s team programmed robots to perform the same movements as real snakes, such as sliding and inching forward. The robots also moved in ways that snakes usually don’t, such as rolling. Choset’s snake robots could crawl(爬行) through the grass, swim in a pond and even climb a flagpole.

But Choset wondered if his snakes might be useful for medicine as well. For some heart surgeries, the doctor has to open a patient’s chest, cutting through the breastbone. Recovering from these surgeries can be very painful. What if the doctor could perform the operation by instead making a small hole in the body and sending in a thin robotic snake?

Choset teamed up with Marco Zenati, a heart surgeon now at Harvard Medical School, to investigate the idea. Zenati practiced using the robot on a plastic model of the chest and then tested the robot in pigs.

A company called Medrobotics in Boston is now adapting the technology for surgeries on people.

Even after 15 years of working with his team’s creations, “I still don’t get bored of watching the motion of my robots,” Choset says.

16. Choset began to build robots in high school.

A. Right B. Wrong C. Not mentioned

17. Snake robots could move in only four directions.

A. Right B. Wrong C. Not mentioned

18. Choset didn’t begin developing his own snake robots until he started working at Carnegie Mellon.

A. Right B. Wrong C. Not mentioned

19. Choset’s snake robots could make more movements than the ones others developed.

A. Right B. Wrong C. Not mentioned

20. The application of a thin robotic snake makes heart surgeries less time-consuming.

A. Right B. Wrong C. Not mentioned



21. Zenati tested the robot on people after using it in pigs.

- A. Right B. Wrong C. Not mentioned

22. The robotic technology for surgeries on people has brought a handsome profit to Medrobotics.

- A. Right B. Wrong C. Not mentioned

该阅读判断题要求考生根据自己对阅读材料内容的理解对材料后附带的7个句子逐一进行判断。阅读判断主要考查考生对所给的阅读材料中的细节信息进行识别和判断的能力,因此在解题过程中考生要注意重点对7个句子中涉及的细节信息的真实与否进行判断,以16小题,17小题和18小题为例分析:

16. Choset began to build robots in high school.

- A. Right B. Wrong C. Not mentioned

答案为A。【解析】题干意为“乔赛特在高中时开始制造机器人。”关键词是high school。依据此关键词,可在文中第二段找到相关叙述:“When Choset was a kid, he was interested in anything that moved. ... Later, in high school, he built mobile robots similar to small cars.”(当乔赛特还是个孩子的时候就对一切会动的东西感兴趣……之后,在高中期间,他制造了与小汽车相似的移动机器人。)由此可知,乔赛特是从高中开始制造机器人的,故此题说法为“正确”的。

17. Snake robots could move in only four directions.

- A. Right B. Wrong C. Not mentioned

答案为B。【解析】题干意为“蛇形机器人只能朝四个方向移动。”关键词组是only four directions。依据此关键词组,可在文中第三段第三、四句找到相关叙述:“Some robots can move only forward, backward, left and right. But snakes can twist in many directions and travel over a lot of different types of terrain.”(有些机器人只能向前后左右四个方向移动,但是蛇形机器人可以朝很多方向弯曲,并且能越过不同类型的地形。)由此可知,蛇形机器人并不仅仅能朝四个方向移动,故此题说法为“错误”的。

18. Choset didn't begin developing his own snake robots until he started working at Carnegie Mellon.

- A. Right B. Wrong C. Not mentioned

答案为A。【解析】题干意为“乔赛特直到在卡耐基梅隆工作时才开始研制自己的蛇形机器人。”关键词是Carnegie Mellon。依据此关键词,可在文中第四段第一句找到相关叙述:“After he started working at Carnegie Mellon, Choset and his colleagues there began developing their own snake robots.”(在卡耐基梅隆开始工作之后,乔赛特和同事们开始研制蛇形机器人。)故此题说法为“正确”的。

小结:

1. 阅读判断主要针对阅读材料中的细节信息设问,题干中的陷阱点常设置在题干句中的细节信息及修饰词上。

2. 阅读判断所考查的阅读能力主要涉及:根据所给材料进行判断,推断,概括和总结的能力;根据上下文理解阅读材料中个别句子意思的能力。

三、概括大意与完成句子的出题形式,出题特点及常见考点

本部分题型为一篇长度在 300—450 词的短文,该题型包括两种不同的小题型:“概括大意题”和“完成句子题”。概括大意题的测试形式为:要求考生从文章后面所给的 6 个选项中,为文章中指定的 4 个段落各选出 1 个合适的小标题;完成句子题的测试形式为:要求考生根据文章中的相关内容,补全文章后所给的 4 个不完整的句子(提示:需要补全的 4 个句子通常不是文章中的原句,而可能是文章中某个句子的“另一种表述形式”,或文章中某几个句子的概括总结句)。概括大意题主要考查考生识别段落主题的能力,完成句子题主要考查考生查找和确认文章中重要观点及重要细节信息的能力。该部分考题的出题形式举例如下:

(2013 年职称英语考试理工类(C 级)试题)

第三部分:概括大意和完成句子(第 23—30 题,每题 1 分,共 8 分)

下面的短文后有 2 项测试任务:(1)第 23—26 题要求从所给的 6 个选项中为指定段落每段选择 1 个小标题;(2)第 27—30 题要求从所给的 6 个选项中为每个句子确定 1 个最佳选项。

Ecosystem

1 The word “ecosystem” is short for ecological(生态的)system. An ecosystem is where living creatures expand within a given area. You can say that an ecosystem is the natural environment where biological organisms(生物)such as plants, animals and humans co-exist in this world. So naturally that includes you and me. Yes, we are all members of an ecosystem!

2 There are different kinds of ecosystems depending on the type of surface or environment. Most are naturally made such as the ocean or lake and the desert or rainforest. Some are man-made or artificial to encourage co-habitation(同居)between living and non-living things in a monitored environment, such as a zoo or garden.

3 Plants make up the biggest group of biological creatures within an ecosystem, and that's because they are the natural food producers for everyone. Plants raised in the earth need air and collect sunlight to help them grow. When they grow, the plants and its fruits or flowers eventually become a source of food to animals, microorganisms(微生物)and even humans, of course. Food is then converted to energy for the rest of us to function, and this happens in a never-ending cycle until the living creatures die and break up back in the earth.

4 Ecosystems are the basis of survival for all living things. We depend on plants and animals for food. In order for us to exist, we need to grow and care about other organisms. We also need to care for the non-living things within our environment like our air and water so we can continue living as a population. Since plants, animals and humans are all of various species(物种), we all play a role in maintaining the ecosystem.

5 To preserve our ecosystems, we should stop using too much energy, which happens when we consume more than our share of resources. Humans should not disturb the natural habitat(栖息地)of plants and animals, and allow them to grow healthily for the cycle to continue. Too many people in a habitat can mean displacement(搬迁); imagine being thrown out



of your home because there is no more space for everyone. Worse, overpopulation can also ruin the environment and cause destruction of existing plants and animals.

23. Paragraph 2 _____

24. Paragraph 3 _____

25. Paragraph 4 _____

26. Paragraph 5 _____

A. What Can We Do to Help Protect Ecosystems?

B. What Are Different Types of Ecosystems?

C. What Is an Ecosystem?

D. What Destroys Ecosystems?

E. How Does an Ecosystem Work?

F. Why Are Ecosystems Important?

27. In an ecosystem, plants, animals and humans live together in _____.

28. Plants are essential in an ecosystem because to other living creatures they are _____.

29. Plants, animals and humans are all effective in _____.

30. To protect our ecosystems we should not use more than _____.

A. our share of resources

B. a biological creature

C. a given area

D. the maintenance of the ecosystem

E. the source of food

F. various species

阅读材料的标题为“生态系统”。文章介绍了生态系统的知识。该阅读材料后的概括大意题要求考生从文章后的6个选项中选出4个选项,使它们能分别作为文章第2段,第3段,第4段和第5段的段落小标题。

小结:

1. 阅读材料通常为议论文,也可能会出现说明文或记叙文。

2. 通常1—3个指定段落的主题通常较容易识别(段落中常有较明显的段落主题句或段落主题词),其他指定段落的段落主题需要考生在理解段落意义的基础上进行归纳总结。

3. 考题中所给出的6个小标题备选项通常语法结构相似:或都是短语(通常为名词性的短语结构或动词性的短语结构)或都是句子(通常为陈述句或疑问句)或都是介词短语或都是从句。

以第23题和第24题为例分析概括大意题的基本出题特点和答题思路:

23. Paragraph 2 _____

答案为B。【解析】文章第二段第一句是主题句,意为:根据不同的表层类型和环境类型,有各种不同的生态系统。主题句之后就是介绍不同的生态系统。B项 What Are Different Types of Ecosystems? (有哪些不同类型的生态系统?)符合本段主题,故选B。

24. Paragraph 3 _____

答案为E。【解析】文章第三段主要讲植物是生态系统中最大的群体,因为它要为所有生态系统的成员制造食物。地球上的植物需要空气和阳光的帮助才能生长,在生长过程中,植物及其果实和花朵最终变成动物、微生物和人类的食物来源,然后食物转化成能量使个体发挥功

能,这个过程循环进行,直到生物死亡,在土壤中分解。E项 How Does an Ecosystem Work? (生态系统如何运行?)符合本段主题,故选 E。

提示:

1. 完成句子题所给出的句子通常不是文章中的原句。

2. 4个完成句子题对应6个备选项,通常每个备选项的语法结构特点一致:同为名词性结构,或同为动词性结构,或同为介词短语结构,或同为从句结构。

3. 一些完成句子题可以直接借助空格处的搭配结构特点(动宾搭配,动词介词搭配,名词介词搭配,形容词介词搭配等)直接判断答案选项或缩小答案选择范围。

4. 完成句子题主要考查考生查找和确认文章中重要细节信息及重要观点的能力。

以第27题和28题为例分析完成句子题的基本出题特点和答题思路:

27. In an ecosystem, plants, animals and humans live together in _____.

答案为 C。【解析】题干意为“在一个生态系统中,植物、动物和人类共同生活在一定地区。”文章第一段第三句指出,你可以说生态环境是生物,比如植物、动物、人类,共同生活的自然环境。C项 a given area(一定地区)与原句意思相符,故选 C。

28. Plants are essential in an ecosystem because to other living creatures they are _____.

答案为 E。【解析】题干意为“在一个生态系统中植物非常重要,因为对于其他生物来说,它们是食物来源。”文章第三段第一句指出,植物是生态系统中最大的群体,因为它要为所有生态系统的成员制造食物。E项 the source of food(食物来源)与原句意思相符,故选 E。

小结:

1. 概括大意题主要考查考生掌握所读段落的主旨和大意的能力。在实际出题上要求考生能意识到段落中用词(尤其是段落主题词)及段落中的语句(尤其是段落主题句)与段落主题之间的关系。

2. 完成句子题主要考查考生识别阅读材料中的事实和细节的能力。完成句子题常间接涉及到对英语基本语法和词汇的考查,如:主被动语态之间的转换,非谓动词,从句,近义词之间的替换等。

四、阅读理解的出题形式,出题特点及常见考点

本部分题型包括三篇短文,每篇300—450词,每篇短文后有5小题。考试要求考生根据文章中的相关内容,从每题所给的4个选项中选择一个最佳答案。该题型主要考查考生对文章主题及细节信息的理解能力。

该部分考题的出题形式举例如下:

(2013年职称英语考试理工类(A级)试题)

第一篇 Forecasting Methods

There are several different methods that can be used to create a forecast. The method forecaster chooses depends upon the experience of the forecaster, the amount of information available to the forecaster, the level of difficulty that the forecast situation presents, and the



degree of accuracy or confidence needed in the forecast.

The first of these methods is the persistence method; the simplest way of producing a forecast. The persistence method assumes that the conditions at the time of the forecast will not change. For example, if it is sunny and 87 degree today, the persistence method predicts that it will be sunny and 87 degree tomorrow. If two inches of rain fell today, the persistence method would predict two inches of rain for tomorrow. However, if weather conditions change significantly from day to day, the persistence method usually breaks down and is not the best forecasting method to use.

The trends method involves determining the speed and direction of movement for fronts, high and low pressure centers, and areas of clouds and precipitation(降水量). Using this information, the forecaster can predict where he or she expects those features to be at some future time. For example, if a storm system is 1,000 miles west of your location and moving to the east at 250 miles per day, using the trends method you would predict it to arrive in your area in 4 days. The trends method works well when systems continue to move at the same speed in the same direction for a long period of time. If they slow down, speed up, change intensity, or change direction, the trends forecast will probably not work as well.

The climatology(气候学) method is another simple way of producing a forecast. This method involves averaging weather statistics accumulated over many years to make the forecast. For example, if you were using the climatology method to predict the weather for New York City on July 4th, you would go through all the weather data that has been recorded for every July 4th and take an average. The climatology method only works well when the weather pattern is similar to that expected for the chosen time of year. If the pattern is quite unusual for the given time of year, the climatology method will often fail.

The analog method is a slightly more complicated method of producing a forecast. It involves examining today's forecast scenario(模式) and remembering a day in the past when the weather scenario looked very similar (an analog). The forecaster would predict that the weather in this forecast will behave the same as it did in the past. The analog method is difficult to use because it is virtually impossible to find a predict analog. Various weather features rarely align themselves in the same locations they were in the previous time. Even small differences between the current time and the analog can lead to very different results.

31. Which of the following factors is Not mentioned in choosing a forecasting method?

- A. Necessary amount of information.
- B. Degree of difficulty involved in forecasting.
- C. Practical knowledge of the forecaster.
- D. Creativity of the forecaster.

32. The persistence method fails to work well when _____.

- A. it is rainy
- B. it is sunny

- C. weather conditions stay stable
 D. weather conditions change greatly
33. The trends method works well when _____.
 A. weather features are constant for a long period of time
 B. weather features are defined well enough
 C. predictions on precipitation are accurate
 D. the speed and direction of movement are predictable
34. The analog method should not be used in making a weather forecast when _____.
 A. the analog looks complicated
 B. the current weather scenario is different from the analog
 C. the analog is more than 10 years old
 D. the current weather scenario is exactly the same as the analog
35. Historical weather data are necessary in _____.
 A. the persistence method and the trends method
 B. the trends method and the climatology method
 C. the climatology method and the analog method
 D. the persistence method and the analog method

第二篇 Students Learn Better with Touchscreen Desks

Observe the criticisms of nearly any major public education system in the world, and a few of the many complaints are more or less universal. Technology moves faster than the education system. Teachers must teach at the pace of the slowest student rather than the fastest. And—particularly in the United States—grade school children as a group don't care much for, or excel (擅长) at, mathematics. So it's heartening to learn that a new kind of "classroom of the future" shows promise at easing some of these problems, starting with that fundamental piece of classroom furniture: the desk.

A UK study involving roughly 400 students, mostly aged 8-10 years, and a new generation of multi-touch, multi-user, computerized desktop surfaces is showing that over the last three years the technology has appreciably boosted students' math skills compared to peers learning the same material via the conventional paper-and-pencil method. How? Through collaboration, mostly, as well as by giving teachers better tools by which to micromanage individual students who need some extra instruction while allowing the rest of the class to continue moving forward.

Traditional instruction still shows respectable efficacy (效力) at increasing students' fluency in mathematics, essentially through memorization and practice—dull, repetitive practice. But the researchers have concluded that these new touch screen desks boost both fluency and flexibility—the critical thinking skills that allow students to solve complex problems not simply through knowing formulas and devices, but by being able to figure out what there all