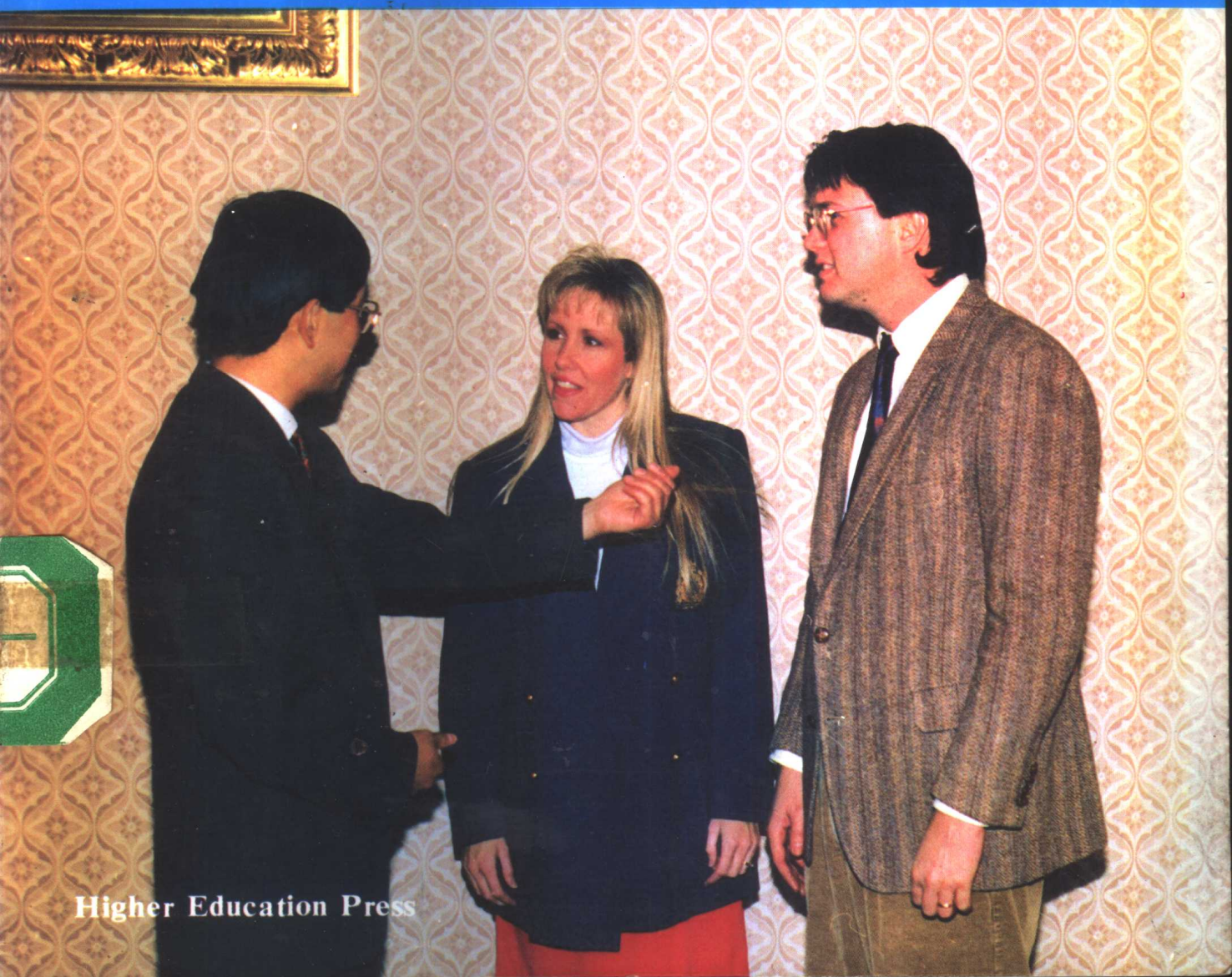


# Scientists' English

## Listening and Speaking Student's Book

*Sino-US Scientists' English Project Team*

## 科技交流英语



Higher Education Press

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## Listening and Speaking

### Student's Book

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## 科技交流英语

听说教程 学生用书

中美 *Scientists' English* 项目组

高等教育出版社

## 内 容 提 要

自国家教委1985年颁布《大学英语教学大纲》以来,全国大学英语的教学水平有了显著的提高,越来越多的学生通过了大学英语4级乃至6级考试。但是根据中美 Scientists' English 项目组的广泛调查,学生的说、写能力还远远不能适应日益增加的中外交流的需要。为此,中美专家从1990年合作,运用交际法原则,围绕科技交流这一主题,经过3年的教材编写、试用、修改、审定,终于完成了这套教材。本教材共分《听说教程》和《读写教程》两个系列,可连用、并用或单独使用,每个系列包括学生用书、教师用书及活页练习三部分。本书可供通过大学英语4级考试的本科生、研究生、科技工作者和出国参加学术活动人员培训使用。

《听说教程》共7个单元32课,需64学时完成。教案式教参使中外教师都能胜任教学。本书图文并茂、内容生动、版面活泼,是理工科学生、科技工作者迅速提高英语说写能力的桥梁。

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### 科技交流英语

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## 前 言

自国家教委于1985年颁布《大学英语教学大纲》以来，全国的大学英语教学水平稳步提高。经过两年的分级学习，越来越多的大学生通过了“大学英语四级考试”。至1992年为止，全国已有80万人取得了“大学英语四级证书”。为了帮助具有“大学英语四级”以上水平的理工科大学生、硕士研究生、博士研究生和科技工作者提高英语的实际能力，以满足各方面日益增长的国际交流与合作的要求，国家外国专家局与美国英语学会于1990年签订了“China - U.S. Scientists' English Project”，中美双方希望通过这一项目，为上述的对象编写一套符合我国英语教学实际的新颖教材，突出英语口语能力和英语写作能力的培养。

此项目由国家教委、国家外国专家局和中国科学院（以下简称“三部委”）联合领导，由中国科技大学和美国英语学会组成项目工作组，分五个阶段具体实施：

- 一、信息采集和需求分析。
- 二、在中国科大进行大纲设计、教材编撰和实验教学。
- 三、在协作院校中进行实验教学。
- 四、教材的修改和项目的总体评估。
- 五、教材出版及在全国推广。

中方“三部委”与中国科大经过协商，决定邀请中国地质大学、东南大学、北京理工大学、青岛海洋大学和浙江大学作为协作院校参加此项目的工作。这几所重点大学的领导对此十分重视并给予了有力支持，分别指派具有深厚业务修养和丰富教学经验的学者、专家参加项目的工作。

通过对为数众多的青年科技工作者、教授、研究生、决策人物以及中美两国的科学家进行的长达半年的调查和分析，项目工作组更深刻地意识到提高学生英语说写能力的必要性和紧迫性，肯定了按交际法理论设计大纲和编写教材的思路。鉴于交际法理论与我国的外语教学实践之间存在着相当距离这一事实，项目组特别注意研究我国高等教育的实际，认真分析中国学生学习英语的特点，兼顾横向的交流比较和纵向的继承发展，重视调动多种教学手段和广采百家之长。

1991年9月起，项目组大胆采用逐课编写、逐课试教、逐课评估、逐课分析和逐课修改的方法，在中国科大对三个试点班进行了梯形实验教学。这种方法使教材编写、教学法研究和教学实验在全过程中得以紧密结合。1992年9月，实验教学在中国地质大学、东南大学、北京理工大学和青岛海洋大学全面展开，在浙江大学的实验教学是1993年春季学期开始的。中国科大的第二轮实验教学从1992年9月开始。这些实验教学均由所在大学的中国教师与美国英语学会的教师共同执教，共同收集、分析反馈信息并及时按单元写成书面报告寄给项目组，项目组对这些报告进行研究和处理之后，对教材再次进行修改。



1993年7月，由吴古华、郭杰克、程恩洪三位教授组成的教委专家组对本项目的主要成品《Scientists' English》一书作了充分的肯定。他们认为本书在指导思想、编写原则、内容设计等方面颇有特色，语言纯正、地道，在不同程度上反映了中西文化间的差别。

这一历时三年、规模较大的国际合作项目之所以能克服重重困难，达到预期的目标，其中一个重要原因就是“三部委”、美国英语学会及有关院校的领导和专家都给予了大力的支持和积极的协作，他们是：

国家外国专家局副局长徐振元、文教司司长陈阳进、副司长卢成交、聘请处副处长韦大玮；

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上述各机构中还有很多领导、专家、教师参加过本项目的工作，其中包括在各院校进行实验教学的中国教员和美国英语学会的教员。中国科学院的十个分院、京区若干研究所、青岛海洋所为此项目做了很多工作。众多部门的认真参与和具体支持、中外同仁的辛勤耕耘和通力合作是本项目终于得以艰难推进、直至成功的重要原因。在本书付梓之际，我谨代表“中美Scientists' English 项目”组向上述部门和人员表示由衷的感谢并致以崇高的敬意。

“中美Scientists' English项目”主任

龚 立

1993年10月于中国科技大学外语系

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**Mrs. Karen Nantz**, Teacher in Beijing Foreign Studies University

**Mr. Kurt Selles**, Teacher in Beijing Institute of Technology

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Illustrators: **Miss Li Ying, Miss Zhang Jie, Mr. Gu Bin**

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## TO THE STUDENT

This text represents the work of several North American and Chinese teachers. It was developed and taught, revised and taught, and revised again. These extensive revisions were for the purpose of having a text which would be applicable for you. Each lesson was taught and evaluated in a Chinese classroom.

### Approach

This text uses the communicative approach, which simply means you will be challenged to use English in conversations with your classmates.


- When you listen to a lecture you not only will be asked to complete comprehension questions, but often will be asked to discuss the contents in pairs, groups, or as a class.
- When you learn polite forms of making requests, you will be asked to practice these new phrases and then create your own conversations.
- When you are conducting a research project, you will be asked to participate as a team member, exchanging ideas with your teammates at each stage of the project.
- When you make a class presentation of your group research project, you will work out the contents with the other group members.

These are just a few examples of how the communicative approach is applied in this course. You can see that using the English you know during class will be essential for your success in this course. You should not expect the teacher to do all the talking; rather you must be ready to talk and participate. The amount you improve over the semester will be directly related to how well you prepare for each class session and how much you participate in class. The organization of the book is designed for this purpose. There are vocabulary lists and assignments which will require your preparation and there are many activities which will require your participation.

### Lesson Organization

At the beginning of each lesson you will see general “**Objectives**” and “**Lesson Contents**”. These make clear what you can expect to learn from each lesson and what activities are included to help you reach these objectives.

Each lesson is divided into activities which have specific “**Objectives**” and, when applicable, a “**Vocabulary and Expressions**” list. You will see this vocabulary list whenever there are words or expressions which are not listed in the *College English Syllabus* (band 4 level). You should know these before coming to class.

The activities often have “ Instructions” so that you know the steps for successfully completing the activity. Pay attention to these. Sometimes the teacher will review them and other times you will review them yourself.

At the end of most lessons is an “**Assignment**” which should be completed before the next class. You will need to complete the assignment in order to participate adequately in the pair, group, or class discussions.

Applying the above suggestions and reviewing the lessons before class will make this course more enjoyable and fruitful, but it is not the only thing you need to do to improve your English. You should also be looking for opportunities to apply what you have learned to real life situations—if there is an English corner, attend it; if there are foreign scientists available, befriend them. Put yourself in any situation where you have to use English, even if it means agreeing to speak in English with your classmates over a meal.



# TABLE OF CONTENTS

**Preface**  
**Contributors**  
**Acknowledgement**  
**To the Student**

Unit 0

## **Course Introduction 1**

---

Lesson 0.1 Introduction to Scientists' English Curriculum  
Explanation of Teaching Methodology 2

Unit 1

## **Meeting People 9**

---

Lesson 1.1 Social Interaction/Introductions 10  
Lesson 1.2 Social Interaction/Carrying on Conversations 17  
Lesson 1.3 Scientists' Conversation Topics/Agreeing and Disagreeing 26

Unit 2

## **Attending Lectures 35**

---

Lesson 2.1 Listening to Informal Talks/Warming up for Formal Lectures 36  
Lesson 2.2 Interrupting/Clarification Questions 42  
Lesson 2.3 Taking Notes/Describing and Discussing 48  
Lesson 2.4 Key Words/Observing an Experiment 57  
Lesson 2.5 Describing Things/Listening for Key Words 62  
Lesson 2.6 Listening to Guest Lecture/Unit Review 67

Unit 3

## **Rsearching Information 71**

---

Lesson 3.1 Researching Information in a Western Library 72  
Lesson 3.2 Studying a Western Library/Locating Information 79  
Lesson 3.3 Requesting Information/Politeness 84  
Lesson 3.4 Requesting Information/Telephone Courtesy 91  
Lesson 3.5 Surveying 96  
Lesson 3.6 Reporting Information/Organizing Information 102

Unit 4

## Team Research 107

---

- Lesson 4.1 Group Interactions/Negotiating 108  
Lesson 4.2 Negotiating/Group Project Introduction 116  
Lesson 4.3 Describing a Graph/Group Project Development 122  
Lesson 4.4 Group Project Development/Defining Words 131  
Lesson 4.5 Predicting Results/Time Patterns 137

Unit 5

## Preparing a Formal Oral Report 143

---

- Lesson 5.1 Speaking Clearly and Understandably/Preparing a Report 144  
Lesson 5.2 Speaking Confidently/Presenting a Report 150  
Lesson 5.3 Reporting from an Outline/Reading an Audience 154  
Lesson 5.4 Responding to Audience Behavior 160

Unit 6

## Participating in Conference 165

---

- Lesson 6.1 Introduction to Conferences/Organizing a Presentation 166  
Lesson 6.2 Scientific Conference Behavior/Preparing for an Oral Presentation 174  
Lesson 6.3 Preparing a Conference Presentation/Conference Registration 179

Unit 7

## Western Culture 183

---

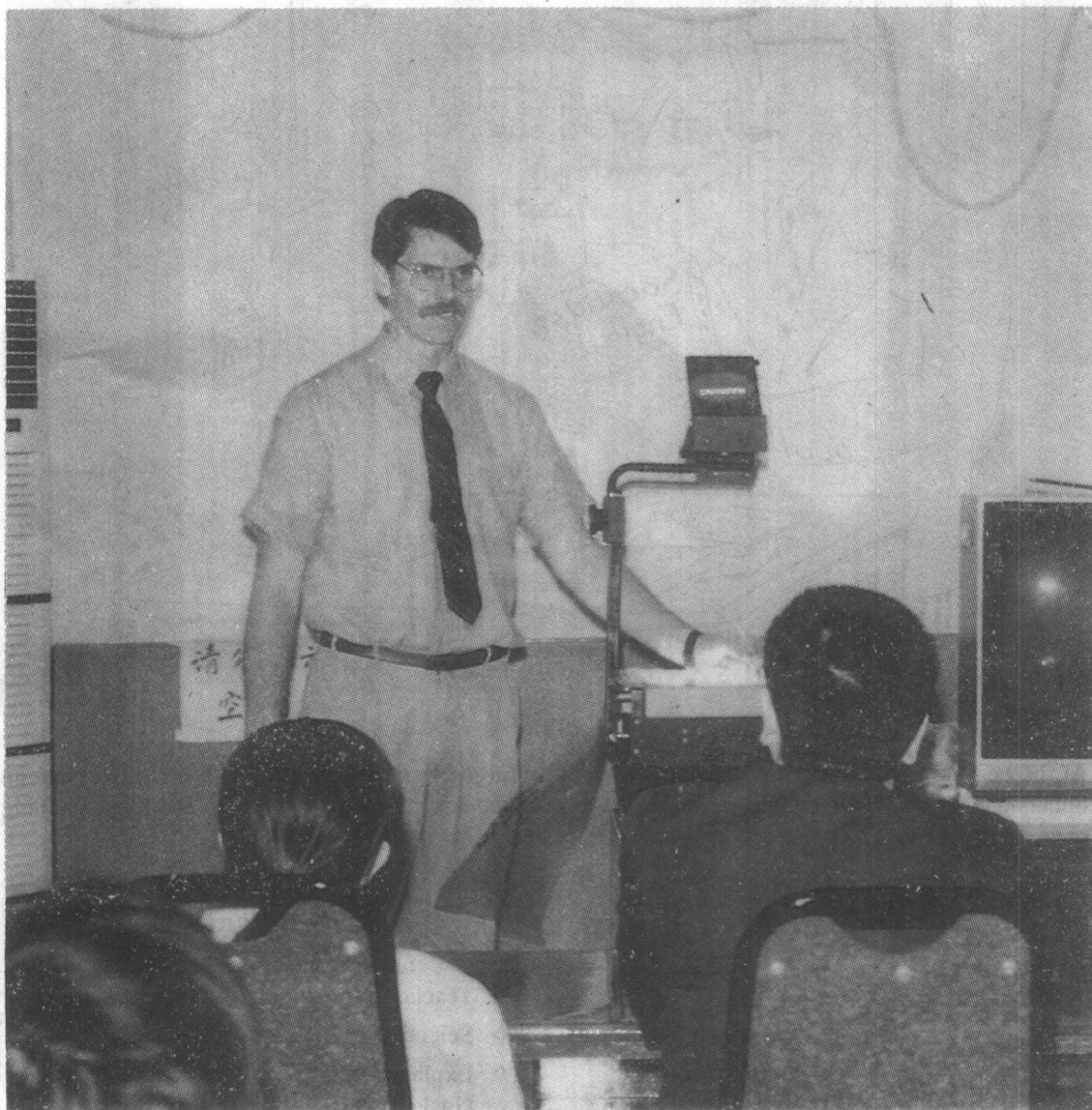
- Lesson 7.1 Entering a New Culture/Understanding the Values of a Different Culture 184  
Lesson 7.2 Cultural Awareness/Cultural Misunderstandings 191

<b>PRONUNCIATION APPENDIX</b>	<b>197</b>
<b>CULTURE APPENDIX</b>	<b>209</b>
<b>INDEX OF VOCABULARY AND EXPRESSION LIST</b>	<b>219</b>



## Course Introduction

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## Lesson 0.1 Introduction to Scientists' English Curriculum Explanation of Teaching Methodology



### Context

At the beginning of the course you want to establish a good rapport with students and give them an understanding of what they will study for the next 16 weeks. They also will learn about the teaching method used in the class and will begin to practice speaking.

### Objectives

The students will:

- ☆ Meet the teacher.
- ☆ Select English names for themselves.
- ☆ Learn the purpose and goals of this course.
- ☆ Be convinced of the effectiveness of the communicative methodology.

### Lesson Contents

- ◇ Teacher Introduction
- ◇ Selection of English Names
- ◇ Explanation of Teaching Methodology and Goals
- ◇ Course Outline
- ◇ Student/Teacher Roles in the Classroom
- ◇ Assignment

## Teacher Introduction

Pay attention to the teacher's self-introduction. Note the opening and closing used, and what phrases or words are used in such an introduction. The following are the five categories of information that the teacher will mention. You will use these categories to introduce yourself later on.

- Chinese name in Chinese characters
- Chinese name in pinyin with tone markings
- English name
- Hometown
- Academic background and experience

## Selection of English Names

You will have two minutes to choose an English name for yourself. As soon as you have chosen one, come to the blackboard and write it next to a number. If someone writes the name you have chosen you will have to choose another.

You may choose to keep an English name you already use.

You may choose any English name you know and like (e.g. "Albert" for Einstein).

You may choose a name from the list below.

You may keep your Chinese name.

### MALE NAMES

#### English Names and Meanings

Brad	broad	Howard	watchman
Bruce	brushwood thicket	Hugh	intelligence
Cliff	steep rock	Keith	from the forest
Clinton	from a headland farm	Kent	white, bright
Dale	from the valley	Lloyd	gray-haired
Dean	from the valley	Lyndon	from the linden tree
Douglas	from the dark water	Murray	mariner (sailor)
Dylan	from the sea	Malcolm	follower of St. Columbia
Earl	nobleman	Raymond	mighty
Eaton	from the river estate	Scott	Scotsman
Edward	happy protector	Sheldon	from a farm on the ledge
Elton	from the old town	Stuart	caretaker
Gary	spear carrier	Todd	fox
Gordon	hill of the plains	Tyler	maker of tiles
Graham	the gray home	Vaughn	small
Harry	soldier	Wayne	wagoner

#### French Names and Meanings

Clark	scholar	Lyle	from the island
Curtis	courteous	Noel	born at Christmas

Darrel beloved  
Jeffrey heavenly peace

Ross red  
Roy king

### Greek Names and Meanings

Andrew strong  
Christopher Christ-bearer  
Jason healer  
Luke from Lucania

Nicholas victory of the people  
Peter rock  
Philip lover of horses

### German Names and Meanings

Carl farmer  
Charles manly, strong  
Conrad honest counselor  
Derek ruler of people  
Dustin valiant fighter  
Eric ever-powerful  
Frederick ruler in peace  
Gerald spear-ruler  
Harold army-ruler

Henry ruler of the estate  
Kirk from the church  
Lance land  
Richard powerful ruler  
Roger famous spearman  
Walter powerful warrior  
Warren defender  
Wendell wanderer  
William determined guardian

### Hebrew Names and Meanings

Adam man of the red earth  
Aaron enlightened  
Ben son  
Benjamin son of the right hand  
Daniel God is my judge  
David beloved  
Ethan firm  
Isaac he laughs  
Jacob supplanter  
Jed beloved of the Lord  
Joel Jehovah is the Lord  
John God is gracious

Jonathan Jehovah gave  
Joseph he shall add  
Joshua Jehovah saves  
Matthew gift of the Lord  
Michael who is like the Lord  
Nathan gift  
Sam to hear  
Samuel heard or asked of God  
Seth substitute  
Simon he who hears  
Thomas twin

### Latin Names and Meanings

Anthony priceless  
Justin upright  
Lawrence laurel-crowned  
Mark warlike

Nigel black  
Patrick nobleman  
Paul small

## FEMALE NAMES

### English Names and Meanings

Ashley from the ash tree meadow  
Beverly from the beaver meadow  
Blair dweller on the plain  
Brenda firebrand  
Brooke from the brook

Hope hope  
Jennifer white, fair  
Kimberly from the royal fortress  
Lindsay from the Linden tree  
Lynn waterfall



Chelsea	a port of ships
Courtney	from the court
Dawn	sunrise
Farrah	beautiful, pleasant
Faith	fidelity
Gail	cheerful, lively
Heather	flowering heather
Holly	holly tree

Merry	merry
Paige	child, young
Rhonda	grand
Roberta	shining with fame
Scarlett	dark red
Shelley	from the meadow ledge
Twyla	woven of double thread
Whitney	from the fair water

#### **French Names and Meanings**

Amber	amber (yellow-brown)
Charlotte	little and womanly
Darlene	little darling
Estelle	star
Lorraine	from Lorraine

Maureen	dark-skinned
Nadine	hope
Yvonne	archer
Geneva	Juniper-tree

#### **German Names and Meanings**

Adeline	noble, kind
Amelia	hard-working
Elsa	noble
Emily	industrious

Emma	universal
Erica	ever-powerful
Louise	famous woman

#### **Greek Names and Meanings**

Alexia	helper and defender
Alice	truth
Amara	of eternal beauty
Angela	angel, messenger
Candace	glittering, flowing white
Catherine	pure
Chloe	young grass
Christine	anointed
Clara	clear, bright
Cynthia	moon
Dora	gift
Dorothy	gift of God
Eleanor	light
Grace	graceful
Hallie	thinking of the sea
Helen	light
Hilary	cheerful
Irene	peace

Katherine	pure
Lydia	from Lydia
Margaret	pearl
Megan	great
Melinda	dark, gentle
Melody	song
Mona	solitary
Nicole	victory
Pamela	all-honey
Phoebe	shining
Phyllis	green bough
Rose	rose
Sophia	wisdom
Stephanie	crowned
Tessa	fourth
Theresa	reaper
Tiffany	appearance of God
Veronica	true image

#### **Hebrew Names and Meanings**

Anne	graceful
Beth	house of the Lord
Deborah	bee
Elizabeth	oath of God
Esther	star

Joan	God is gracious
Joelle	the Lord is willing
Martha	lady
Michelle	who is like the Lord
Naomi	pleasant

Eve life  
Hannah graceful  
Jane God is gracious  
Jessica wealthy

Rena song  
Ruth friend of beauty  
Sarah princess  
Tammy perfection

**Latin Names and Meanings**

Amanda worthy of love  
Carmen song  
Charity brotherly love

Diana divine  
Gloria glory  
Laura crown of laurel

**Explanation of Teaching Methodology and Goals**

The following points are what experts feel are the most important facts about language. Listen to the teacher's explanation of these and fill in the blanks in the sentences below.

1. Language is a carrier and shaper of thought, information, and \_\_\_\_\_
2. Language use relates to life needs and \_\_\_\_\_
3. Language is \_\_\_\_\_
4. Language is used in \_\_\_\_\_
5. Language involves taking \_\_\_\_\_
6. Language use involves \_\_\_\_\_

**Course Outline (15 minutes)**

**Unit 1: Meeting People**

- \* Introducing yourself or someone else
- \* Starting a conversation
- \* Asking for information
- \* Question and answer techniques
- \* Getting more information
- \* Closing a conversation

**Unit 2: Attending Lectures**

- \* Listening for comprehension
- \* Taking notes during lectures and experiments
- \* Interrupting
- \* Asking clarification questions
- \* Talking about future events
- \* Describing things

**Unit 3: Researching Information**

- \* Giving and following directions, checking understanding

本  
单  
元  
学  
生  
用  
书

- \* Making suggestions and following advice
- \* Giving opinions, agreeing and disagreeing, discussing
- \* Requesting people to do something
- \* Offering to do something, asking for permission
- \* Surveying, getting expert advice
- \* Reporting information

**Unit 4: Team Research**

- \* Working in a research team, Western group interactions
- \* Classifying, defining, describing
- \* Predicting
- \* Negotiating
- \* Expressing cause and reason

**Unit 5: Preparing a Formal Oral Report**

- \* Reporting actions and information
- \* Drawing conclusions
- \* Skills for public speaking, speaking clearly and confidently
- \* Presenting a report
- \* Listening behavior
- \* Responding to audience behavior

**Unit 6: Participating in Conferences**

- \* Organizing a presentation
- \* Formal speaking skills
- \* Handling questions and challenges
- \* Preparing for a conference
- \* Attending scientific conferences

**Unit 7: Western Culture**

- \* Entering a new culture, cross-cultural adjustments
- \* Western music
- \* Understanding Western people and society
- \* Making friends

### **Student/Teacher Roles in the Classroom**

**Classroom Rules:**

- (1) Be willing to try.
- (2) Have respect for the feelings of others.
- (3) Pay attention while others are speaking.
- (4) Do your own work. Variety is good!
- (5) Use only English in class.
- (6) We will use North American university standards of behavior in class.
  - \* No smoking is allowed.
  - \* No spitting is allowed.
  - \* No eating is allowed.
- (7) You must be on time for class.