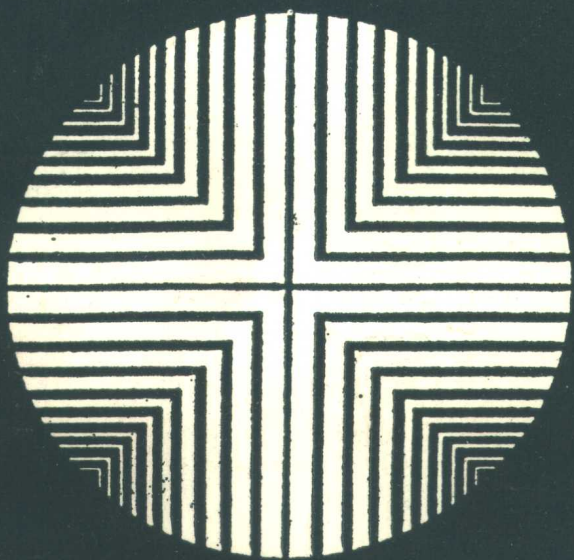


# 科技英语会话

刘牟尼 编



哈尔滨工业大学出版社

Scientifically Speaking  
in English

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## 内 容 提 要

本书从理工院校本科生现有英语水平出发,将与外国人交谈时常用的英语惯用法,句型和词汇有机地结合起来。全书共分十一单元,每一个单元均有会话,注释,练习,参考译文四部分,对必须掌握的重点、难点都做了较详细的注释。本书配有美音磁带,是进行听力和口语训练的较理想的练习教材。

本书适应于理工科大学学生,也适用于其他科技人员。

本书备有《科技英语会话》录音磁带,每套2盒。

科技英语会话

刘年尼



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## 编 者 的 话

我国正在进行社会主义四个现代化建设，为此，我们需要学习外国的先进科学技术。随着对外开放政策的实施越来越多的场合需要使用外语。为了掌握外语以提高工作效率，不但需要提高笔译水平，还需要提高口译水平。

自贯彻新的教学大纲以来，各高等院校对大学生的外语水平要求越来越高，不但要求他们具有一定的阅读能力，而且在能听会说方面也对他们提出了新的要求。这本《科技英语会话》正是在这种情况下写成的。

本书适用于理工科院校本科生，也适用于一般科技人员。

本书在编写过程中，凯雷先生（物理硕士、数学硕士）、奥斯特洛夫先生（数学硕士）、摩尔先生（硕士）、摩尔夫人（硕士）、卡特教授（文学博士）提出了许多修改意见。本书大部分素材是选自翟欧瑞先生编写的《基础物理》。本书的序由凯雷先生撰写，付芷山同志翻译。本书的录音磁带是由摩尔先生和他的夫人录制的。在此，特向他们表示衷心的感谢。

由于编者水平所限，书中恐有错谬疏漏之处，敬请读者批评指正。

编 者

1988年2月

## PREFACE

A great teacher once said that the ideal place for education is in a forest, with one teacher and one student sitting at opposite ends of a log near a quiet stream. The wisdom in this statement is easy to see; two people striving for understanding and knowledge in a natural, lively way.

Perhaps we can't realize this in our unideal, real world; yet from earliest times we have come close to this natural way of learning by the use of dialogues. A dialogue, in this sense, is a piece of writing which shows a discussion between two people. Many of man's greatest writings are in the form of dialogues. A well-known example of their use is in Galileo's writings, which explain many important scientific discoveries in an easy to understand, human manner.

These dialogues will give students of science and technology an understanding of their subjects from the human point of view. Many great discoveries have been the result of "meeting of minds" like in these dialogues is an excellent way to raise their levels. English is not a computer program. It is not a mere "tool for learning western science and technology". It is a living language, spoken by real people. All languages are

mostly speech. Only by mastering the ordinary way in which people speak to each other can a student expect to learn a language well. All in all, these dialogues will be a great benefit to students' knowledge and understanding and will help them in their striving to make our world a better place.

Michael Kelly

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## Unit One

### Your Major?

A: I'm very happy to have the opportunity to talk with you about your major.

B: About my major?

A: Yes. I was told you got a master's degree five years ago.

B: Physics was my major. I've always had a great interest in it.

A: Why does physics have so great an interest for you?

B: To make a long story short, in my youth, an experienced teacher had a great influence upon me.

A: It's true that the impact of good teachers can be great.

At middle school, you decided to be a physicist. Am I right?

B: You're quite right. It was my dream to be a physicist.

A: What is physics? I want to know the definition of your subject.

B: Physics is a science which is concerned with the



study of matter and natural forces.

A: This means that physics deals with matter and energy.

B: Yes, it also deals with heat, light, sound, movement and other things.

A: What's the main goal of physics?

B: The main goal of physics is to find out the "rules" of the universe in which we live.

A: Is it true that some of these rules have come as shocking surprises to scientists?

B: It's true. In fact, a lot of discoveries and inventions were so shocking and contrary to common sense that they were accepted very slowly, even by Nobel Prize winners.

A: That's very interesting. Can you give me an example?

B: Who gave us the theory of relativity and explained the photoelectric effect?

A: Everyone knows that Einstein.

B: Yes, but he wasn't awarded a Nobel Prize until 1921, many years later.

A: What a pity.

B: You should also know that he never received a Nobel Prize for his work in relativity.

A: Can you tell me the reason why he, a famous physicist, was treated so badly?

B: It's clear that some of the old winners who helped

choose the new ones found Einstein's theory radical and unbelievable.

- A:** From what you have just said, it's clear to me that there are a good many struggles on the way from the old to the new.
- B:** It is the way of the world we are living in right now. Who could deny it?

## Notes

1. the opportunity (occasion, chance) 后跟动词不定式及其短语或of + 动名词及其短语, 作后置定语用。

例如: I take this opportunity to thank you for your concern and support.

I take this opportunity of thanking you for your concern and support.

趁此机会, 对您的关怀和支持表示感谢。

2. get (receive) a bachelor's degree

得学士学位

a master's degree

硕士学位

a doctorate degree (Ph.D.)

博士学位

3. have a great interest in sth. 对…很感兴趣

例如: A friend of mine has a great interest in literature.

我的一个朋友对文学很感兴趣。

4. have a great influence upon (on) sb. 对…有很大的影响

例如: Your good attitude towards work has a deep influence on us.

你良好的工作态度对我们有深刻的影响。

5. decide 决定, 其后跟动词不定式及其短语, 作宾语用。

例如: We have decided not to attend tomorrow's seminar.

我们已决定不参加明天的研讨会。

6. be concerned with sth. 与…有关

例如: All this is concerned with your English level.

所有这些都与你的英语水平有关。

7. deal with sb./sth. 对付、应付, 处理, 论述, 涉及

例如: The book deals with energy source problems.  
该书论述了能源问题。

Yesterday I spent at least four hours reading a book dealing with Asian problems.

昨天我至少用了四个小时来读一本论述亚洲问题的书。

8. contrary (形容词) 相反的, 相对的, 逆行的, 其后应用介词to。

例如: The result is contrary to what we expected.  
结果与我们预料的相反。

My friend's taste in dress is just contrary to mine.

在服装方面我的朋友的爱好与我恰恰相反。

9. award 授予、给予

例如: Gold medals were awarded to the scientists who had made great contributions to our country.

授予为我们国家作出巨大贡献的科学家们金质奖章。

10. treat 对待, 看待, 把…看作…

例如: This American expert treats me as his elder brother.

这位美国专家把我当作他的哥哥。

The old woman treats her children very well.

这位老太太对孩子们可好啦!

11. the Nobel Prize 诺贝尔奖金

例如: This famous chemist received the Nobel Prize several years ago.

这位著名的化学家几年前曾获得过诺贝尔奖金。

All the writers mentioned in this article were awarded the Nobel Prize.

本文中所提到的所有作家都曾被授予过诺贝尔奖金。

12. clear (形容词) 显然清楚的, 确信的

例如: It was clear to everyone that the experiment would not end quickly.

大家都明白, 实验不会很快结束。

It is clear that you have already been deceived.

你确实已经受骗了。

It's clear from his actions that he loves his profession very much.

从他的行动中可以看出，他非常热爱他的职业。

## Practice

### Directions:

(1) Fill in the omitted words and pay attention to your spelling.

(2) Answer the question using your own words.

1. When did you \_\_\_\_\_ your \_\_\_\_\_ degree?

I \_\_\_\_\_.

2. What was your major?

I majored in \_\_\_\_\_.

3. Can you tell me something about your major?

Yes, my major was concerned with \_\_\_\_\_.

4. What is the main \_\_\_\_\_ of this \_\_\_\_\_?

Its main goal \_\_\_\_\_.

5. Are discoveries and \_\_\_\_\_ accepted slowly or \_\_\_\_\_? Why?

They \_\_\_\_\_

because \_\_\_\_\_

6. What theory did Einstein \_\_\_\_\_?

He \_\_\_\_\_.

7. Why wasn't Einstein \_\_\_\_\_ a Nobel Prize until 1921?

He \_\_\_\_\_

because \_\_\_\_\_

8. Are there a lot \_\_\_\_\_ struggles \_\_\_\_\_ the way \_\_\_\_\_ the old \_\_\_\_\_ the new?

I think \_\_\_\_\_

## 参 考 译 文

**你的专业是什么?**

甲: 很高兴有机会和你谈谈你的专业。

乙: 我的专业?

甲: 是的。我听说五年前你获得了硕士学位。

乙: 我的专业是物理。我一直对它很感兴趣。

甲: 为什么你对物理有这么大的兴趣呢?

乙: 长话短说, 在我年轻的时候, 一位有经验的教师对我影响很大。

甲: 确实, 好教师的作用可能是很大的。在中学你就决定要做一个物理学家, 我说的对吗?

乙：对极了。做一个物理学家是我的梦想。

甲：物理是什么？我想知道它的定义。

乙：物理是关于物质及自然力的研究的科学。

甲：这就是说物理是研究物质和能量的。

乙：是的，它也研究热、光、声、运动及其它事物。

甲：物理研究的主要目的是什么？

乙：其主要目的是找出我们所生活的宇宙中的“规律”

甲：有些规律对于科学家也是一种震惊，这是真的吗？

乙：是真的。事实上，很多发现和发明是如此令人吃惊和违背常识，以致于人们只能慢慢地接受它们，甚至诺贝尔奖金获得者也是如此。

甲：这真有趣。你能举个例子吗？

乙：是谁给了我们相对论并解释了光电效应？

甲：谁都知道，是爱因斯坦。

乙：是的，但是他在很多年之后，即1921年才得到诺贝尔奖金。

甲：真可惜！

乙：你还应该知道他并不是因为对相对论的研究而获得诺贝尔奖金的。

甲：他这样一个著名的物理学家却有如此的遭遇，你能告诉我是什么道理吗？

乙：很清楚，那些帮助选择新获奖者的老诺贝尔奖金获得者觉得爱因斯坦的理论激进而不可信。

甲：从你刚才所说的这些话中，我清楚地感到在由旧到新的前进道路上会有许多斗争。

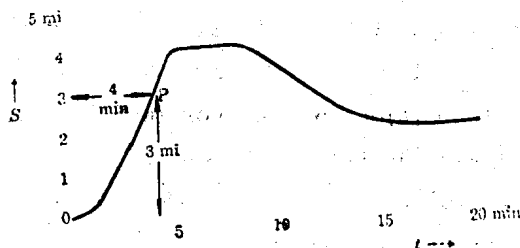
乙：这就是我们所生活的世界中的现实。谁能否认这一点呢？

## Unit Two

### A Picture Is Worth 10<sup>4</sup> Words

- A: Hi. What are you doing now?
- B: I'm plotting a graph.
- A: What's the use of plotting graphs?
- B: Tell me which way to visualize what is going on is better, by looking at a graph or by looking at equations?
- A: There is no doubt in my mind that by looking at equations one can imagine what is going on.
- B: You're quite wrong. Very often it is much easier to form a picture in our mind by looking at a graph.
- A: What you have just said confuses me. Can you give me an example?

Fig. 1-5.





B. Here is a graph for us to look at.

A. What does it represent?

B. Very simple. It represents the 20-min history of an automobile trip along a straight road.

A. What does S mean?

B. It is the distance from the driver's house.

A. Why is T written below the graph?

B. We use it to show the time elapsed after leaving the house.

A. How much information can you get from this graph?

B. Look carefully. Can you find a curve on it?

A. I can see it with my own eyes. It is drawn very clearly.

B. Any point on the curve tells us the value of S for that particular value of t.

A. Can you give me an example?

B. For example, point P is 3 miles "high" on the S-scale and 4 minutes "along" the t-scale.

A. What does that tell you about the point P?

B. From it we can see that the car reached the 3-miles point 4 minutes after leaving the house.

A. Can you tell me if the driver made a fast start?

B. From the graph, we can conclude the driver was not trying for a fast start.

A. According to the curve, what happened later?

B. Let me have a look. At  $t=5$ , the driver made a