

“十二五”国家重点图书出版规划项目 普通高等教育“十二五”重点规划教材

# VIEWING, LISTENING AND SPEAKING COURSE FOR MEDICAL ENGLISH

总主编◎李清平

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## 医学英语视听说

主 编 石海英 谢 芸  
副主编 严 安 王 贇



上海交通大学出版社  
SHANGHAI JIAO TONG UNIVERSITY PRESS

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新核心学术英语 (EAP) 系列教材

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## 内容提要

本书根据教育部对大学英语教学改革的要求,结合医学类学生英语教学改革的实际情况编写,目的是为医学类学生提供大学英语后续课程学习的教材。

本着“英语和专业交融,基础与提高结合,用英语来学习,在学习中用英语”的宗旨,本书力求把英语学习与医学人文素质教育有机地结合,为有自身特色的英语课程建设及教学提供新的途径,充分体现大学英语学习的学术性和语言学习的实用性。

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# 前 言

《医学英语视听说》根据教育部对大学英语教学改革的要求,并结合大学英语教学改革的实际情况编写,主要供完成了大学英语基础阶段学习后进入高级阶段学习的本科及以上医学专业的学生使用。

本教材由12个单元组成,以单元主体的形式,围绕着“医生—患者—健康”这一主线,给学生提供认识和了解当代医学发展轨迹和成就的视听资料,并提供了多样的口语练习途径。本教材每单元围绕一个主题,提供了由浅入深、从医学到人文的各种视、听、说资料和练习。选材真实多样,内容覆盖现代医学广泛的话题,具有很强的专业性和针对性,合理兼顾了医学知识和语言技能培训,不仅内容丰富,练习方式多样,还紧扣当代医学特色和医学伦理热点,使本教材更具时代气息和实用功能。本教材在体例上有以下特点:

每单元中的Part I为课前预习,要求学生在正式学习前查阅相关背景资料,了解相关术语、医学组织结构和该单元涉及的词汇和表达方式,促使学生有的放矢,提高听说效率。Part II和Part III为听力理解,由易到难安排数个医学相关听力资料,并根据听力内容特别推出新颖的听力技巧、口语练习方式、思考方式或解题方式,理论联系实际,让学生更快、更深刻地从“应试听力学习”转移到“实用听力训练”,提高英语听力水平;同时,引申出各种口语练习,督促学生使用新学的专业词汇和各种表达方式,以达到“有内容可说、有表达方式可用”的目的。Part IV为视听练习,围绕单元主题提供视听资料和口语练习。考虑到学生未来的实用技能,该部分视频来源纷杂、口音各异,难度也较大,更侧重信息抓取和学术交流。Part V以美剧《周一早晨》的片段为学习内容,围绕医患关系、医学伦理、医学职业修养等主题设置病例讨论、角色扮演和热点辩论等环节,提高学生的学习兴趣,增加学习能动性,同时也拉近英语学习和职场能力培养之间的距离。每单元的娱乐视听设置了不同主题和练习内容,课后练习部分则作为全单元的总结和完善。

为提高听说效率,每段视听材料均单独设立词汇表。同时,本教材还设计了课外听说作业,任课教师可根据学生实际听说能力选择授课内容、安排教学计划。

本书附有练习答案,为教师教学提供便利,也方便学生课外自学。

在本书编写过程中,虽然编者倾注了大量的精力,也经过了几轮试用,但仍存在不足和纰漏之处,使用者的任何建议和批评都会成为编者今后改进的动力。在编写过程中,编者得到了领导和同行大量的支持和帮助,更得到了上海交通大学出版社编辑的大力协助,在此表示诚挚的谢意。

编者

2015年9月

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## Appendix

# Unit 1

## Sleep Disorders

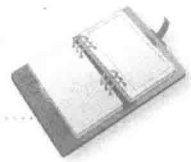


*Part I Pre-class Activities: Study the following questions before the listening task.*



1. Explain sleep disorders in your own words according to your understanding and background knowledge. How many kinds of sleep disorders do you know and what are they?
2. Do you know anything about human being's natural sleep cycle and sleeping patterns? Explain what you know to the class.
3. Make a two-column list of the English words and expressions you already know on the topic and Chinese words whose English equivalents you'd like to know. Find the desired ones in the following part of the unit. If they are not included, look up the dictionary and enrich your vocabulary.

*Part II Listening Comprehension (1)*



### Sleep Problems

#### Glossary

1. apnea /æp'niə/ *n.* [医] 窒息; [临床] 呼吸暂停
2. adverse /'ædvəs/ *adj.* 不利的; 相反的; 敌对的
3. neurobehavioral /nɜ:ə'beɪvɪjəl/ *n. & adj.* 神经行为学; 神经行为的
4. hyperactivity /haɪpə'æktɪvɪti/ *n.* 极度活跃; 活动过度



1. Listen to the recording *Sleep Problems* once and complete the following passage by using the information from the recording.

There are several kinds of sleep disorders, one of them sleep-disordered breathing, including \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

A new study involved about \_\_\_\_\_ shows that children also suffer from sleep-disordered breathing. As a result, these children may possibly develop adverse neurobehavioral outcomes, including hyperactivity, aggressiveness and \_\_\_\_\_.

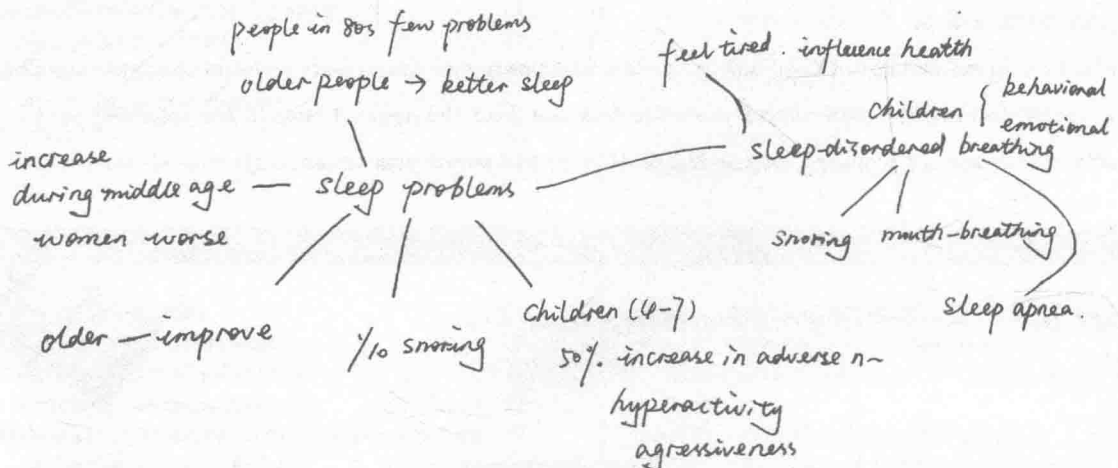
People believe that sleep gets worse with age. But another new study shows that elderly people \_\_\_\_\_ reported the fewest problems. Although an increase of sleep disorders is found \_\_\_\_\_, worse in women than men, \_\_\_\_\_.

2. Group work: retelling

- 1) Students from one group are to contribute your own comprehension of the recording and try to make the news report as complete as possible. Use the information you get from the exercise you have just done and notes you have taken. Words and expressions from the Glossary can also help.

\* A Tip: Mind Mapping!

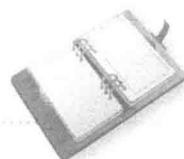
A mind map connects ideas together visually:



Mind mapping is a visual form of note taking that offers an overview of a topic and its complex information, allowing students to comprehend, create new ideas and build connections. Through the use of colors, images, and words, mind mapping encourages students to begin with a central idea and expand outward to more in-depth sub-topics.

- 2) Listen to the recording *Sleep Problems* again and add more information to the mind map.
  - 3) One member of the group is to present your summary in the class. The words from the Glossary should be included in the final version.
3. **After-class activities:** Listen to the recording *Sleepwalking after class*. Take notes by mind mapping and prepare a retelling presentation in 1~2 minutes next time.

## Part III Listening Comprehension (2)



### Sleeping Patterns

#### Glossary

1. bright-eyed and bushy-tailed 精力充沛的
2. drop off (to sleep) 入眠; 很快入睡
3. hit the sack 睡觉
4. recharge your batteries 焕发精神; 精神重振
5. segment /'seɡmənt/ vi. 分割
6. kip /kɪp/ vi. 睡觉
7. toss and turn 辗转反侧
8. the land of nod 梦乡
9. insomnia /ɪn'sɒmniə/ n. 失眠
10. slumber /'slʌmbə/ vi. 睡觉
11. nod off 打盹

1. The recording you are going to hear is entitled *Sleeping Patterns*. Study the Glossary and the questions listed below. Imagine what the passage is about and describe your presupposition by drawing a mind map.
  - 1) Do humans always try to sleep in one eight-hour session?
  - 2) Are there many references to the first and second sleep segments in historical documents?
  - 3) Why did people start to stay out late at night in the late 17th century?
  - 4) Which word in the article means difficulty in sleeping?
  - 5) What techniques for helping people fall asleep are mentioned?
2. Listen to the recording *Sleeping Patterns* and answer the questions listed above.
3. Listen to the recording *Sleeping Patterns* again and try to construct a conversation between a doctor and a patient on the patient's sleeping patterns by using the information you get from the recording you've just heard. You can start the conversation like this:

Doctor: Good morning, what seems to be the trouble?

Patient: Morning. Well, I can't sleep well these days.

Doctor: How is your sleep exactly?

Patient: I always wake up at around three o'clock and I ...

.....

4. After-class activities: For more information on *Sleeping Patterns*, you can watch the video *Our Natural Sleep Cycle* after class. You should try to understand the main idea of the video clip by mind mapping and report to the class in your own words in 1~2 minute next week.

## Part 10 Audio-Visual Exercises



### Chronic Sleep Loss

#### Glossary

1. NBC (National Broadcasting Company) 美国全国广播公司
2. Wink: 用于创建 RESTful web services 应用程序。Wink 包括了一个服务器端模块和一个客户端模块,用于帮助开发者快速高效地开发 RESTful Web services 应用。
3. allegedly /ə'ledʒɪdli/ *adv.* 据说
4. on the rise 在上升; 增加
5. chronic /'krɒnɪk/ *adj.* 慢性的; 长期的
6. impair /ɪm'peə/ *vt.* 损害, 削弱
7. poll /pəʊl/ *vt.* 对……进行调查
8. restorative /rɪ'stɔ:rətɪv/ *adj.* 有恢复健康作用的; 滋补的

1. Before watching the video clip *Chronic Sleep Loss*, you're to learn the words and expressions in the Glossary and statements listed below. Imagine beforehand the content of the clip and decide whether the statements listed below are true or false.

- 1) These days many Americans are too tired to have a good sleep. [ ]
- 2) On websites are some video clips about workers dozing on the job. [ ]
- 3) More and more Americans get six hours or less of sleep per night. [ ]
- 4) About fifteen to seventeen million Americans suffer from chronic sleep loss. [ ]
- 5) On average each work day Americans get up at 5:35 and go to bed at 10:53 at night. [ ]
- 6) Of those polled 29% admitted to falling asleep while driving. [ ]
- 7) 36% admitted to nodding off or being very sleepy while at work. [ ]
- 8) Americans underestimate the importance of restorative sleep. [ ]

2. **Note taking:** Watch the video clip *Chronic Sleep Loss* again and take notes according to the cues given below.

1) Sleep conditions of American people:

a) \_\_\_\_\_

b) \_\_\_\_\_

2) The poll result:

a) 29% \_\_\_\_\_

b) 36% \_\_\_\_\_

c) 20% \_\_\_\_\_

3) Suggestions from the researchers:

a) The researchers maintain that \_\_\_\_\_

b) The priority No.1 \_\_\_\_\_

3. **Pair work:** Work with your partner to construct a conversation between a medical professional and a patient who wants to consult about his/ her sleeping disorders. You can refer to the following structures:

- What seems to be the trouble?
- What seems to be the problem?
- What's troubling you?
- In what way are you feeling sick?
- What seems to be bothering you?
- What hurts you?
- Tell me what your problem is.
- Since when have you been feeling like that?
- How long have you had this trouble?
- How long has it been this way?

You should also try to use the words and expressions learned in this unit.

#### \* Language in Use

Do you know the power of words? As a would-be medical professional, you need not only to understand the others and make yourself understood, but also to communicate well for the well being of patients and yourself. Proper application of words, phrases and sentence structures are of much more significance than you've ever imagined. Now have a discussion with your group members and construct a table containing sentence structures you are to use when having a conversation on sleep disorders with a patient.

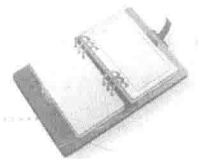
Doctors:

- What seems to be the trouble?
- What seems to be the problem?
- What's troubling you?
- In what way are you feeling sick?
- What seems to be bothering you?
- What hurts you?
- Tell me what your problem is.
- ...

Patients:

- Good morning, Mr. Wang. I can't fall in sleep at night.
- ...

## Part V Discussion and Debate



### Monday Mornings (1)

#### Glossary

1. hip /hɪp/ *n.* 髋部
2. avid /'ævɪd/ *adj.* 渴望的; 贪婪的; 热心的
3. tylenol /'taɪlə,nɒl/ *n.* 泰诺 (药品扑热息痛的一种品牌)
4. subside /səb'saɪd/ *vi.* 平息; 减弱
5. MRI *abbr.* (Magnetic Resonance Imaging) 核磁共振成像
6. in retrospect /'retrəʊspekt/ 回顾; 回顾往事; 检讨过去
7. conjoined twins /kən'dʒɔɪnd/ 联胎; [妇产] 联体双胎; 联体双生儿
8. metastatic /'metə'stætɪk/ *adj.* (癌细胞的) 转移性的
9. amok /ə'mɒk/ *adj.* 狂乱的; *adv.* 狂乱地
10. run amok 到处乱跑

A qualified doctor should not only master the knowledge and skills required, but also be a man of integrity. The patient's health problem, no matter serious or seemingly minor, requires the doctor's full attention. Watch the video clip *Monday Mornings (1)* and finish the following tasks.

1. Describe the case mentioned in the video clip. When you are to describe a case, you can't miss such information as the name, the gender, the age, the complaints, the symptoms, the various physical

examinations, the diagnosis, the treatment and the result. The patient went to see the doctor twice. So you have to take notes on both situations. Make an outline before you do the exercise.

### A Case Report

Name: Mary Michaelidos Gender: \_\_\_\_\_ Age: \_\_\_\_\_

Occupation: \_\_\_\_\_

Chief Complaint: \_\_\_\_\_

Physical Examination: \_\_\_\_\_

Diagnosis: \_\_\_\_\_

Treatment: \_\_\_\_\_

Result: \_\_\_\_\_

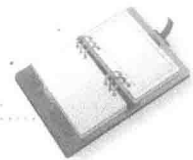
2. What do you think leads to the death of the patient? Could this consequence be avoided? Why?
3. The chief inquired Dr. Martin whether he had done full physical examination. What do you know about full physical examination and do you think it is necessary to do it the first time a doctor examines a patient?
4. Role play:
  - 1) Suppose you were Dr. Martin, how would you defend yourself?
  - 2) Suppose you were the patient's relative, how did you think about the death of the patient?
  - 3) Suppose you were one of Dr. Martin's colleagues, what do you think of the case, Dr. Martin's handling of the case and the chief's decision?
5. Debate: You are to form groups to prepare a debate on the following content: What can we learn from the case? Do all patients with different severity deserve doctor's full attention and patience?
 

Steps: 1) Think of a topic for the debate.

2) Form a simple debate with two rivals for each side.

3) Present it in class next time.

### Part VI Audio-Visual Exercise for Pleasure



Listen to the recording *Top Countdown for Week Ending* and fulfill the following table.

Ranking	Title	Singer	Ranking Change
1		Iggy Azalea and Charli XCX	
2		MaGic!	
3		Ariana Grande	
4		Nico & Vinz	→
5		Sam Smith	→

*Part VII After-class Assignment*



1. Watch the video *Why Do We Sleep* and give a lecture on one of the following topics. You may also watch the video *10 Things You Need to know About Sleep* to find more useful information.
  - 1) The consequence of sleeping disorders
  - 2) Dealing with sleeping problems
2. Prepare for the pre-listening activities in Unit 2.

# Unit 2

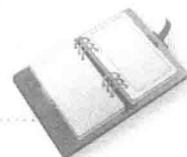
## Drug Misuse and Abuse

*Part I Pre-class Activities: Study the following questions before the listening task.*



1. What thoughts/ imagination does the title arouse in you? Do you know the difference between drug misuse and drug abuse?
2. Do you know the meaning of medicine, pill, tablet, potion, capsule, agent, and herb? What does pill popper mean? Explain the concepts.
3. Make a two-column list of the English words and expressions you know on the topic and Chinese words whose English counterparts you want to know. Find the desired ones in the following part of the unit. If they are not included, look up the dictionary and enrich your vocabulary.
4. Answer the first two questions again by using the words and expressions you have learnt after finishing question 3.

*Part II Listening Comprehension (1)*



**\* A Tip: The title is of vital importance!**

The title of an article indicates what the article is about and distinguishes it from other articles. The title may simply be the name (or a name) of the subject of the article, or it may be a description of the topic. So, we'll get certain information from the title and as a part of comprehension, we usually presuppose the content, which helps us prepare for what comes later and understand the article better.



## In US, an Epidemic of Prescription Drug Abuse

### Glossary

1. overdose /'əʊvədəʊs/ *v. & n.* 配药过量; 药量过多
2. opioid /'əʊpiɔɪd/ *n.* [生化]阿片样物质; 类鸦片
3. methadone /'meθədəʊn/ *n.* 美沙酮
4. morphine /'mɔ:fi:n/ *n.* [药]吗啡
5. hydrocodone /haɪ.drəʊkədəʊn/ *n.* 氢可酮; 二氢可待因酮
6. Vicodin *n.* 维柯丁(一种止痛药)(商品名/商标名)
7. oxycodone /'ɒksɪ'kɒdəʊn/ *n.* 氧可酮; 羟考酮
8. OxyContin 奥施康定(商品名/商标名)
9. triple /'trɪp(ə)l/ *adj. & n. & v.* 三倍的; 三倍; 增至三倍
10. heroin /'herəʊɪn/ *n.* [药][毒物]海洛因, 吗啡
11. cocaine /kəʊ'keɪn/ *n.* [药][毒物]可卡因
12. Xanax /'zænæks/ *n.* 阿普唑仑(药名); 赞安诺; 相纳斯(镇静剂)
13. methamphetamine /meθæm'fetəmi:n/ *n.* 甲基苯丙胺; 脱氧麻黄碱(中枢兴奋药, 等于 meth, Speed)
14. pharmacologist /fɑ:mə'kɒlədʒɪst/ *n.* 药理学家
15. obesity /əʊ'bi:si:ti/ *n.* 肥大; 肥胖

1. Read the title of the recording you're going to hear. Can you guess what the main idea of the passage is? What information do you expect to hear?
2. Listen to the recording *In US, an Epidemic of Prescription Drug Abuse* twice. Correct and enrich your mind-mapping outline. After you finish listening, work with your group members to fulfill the mind map.

