

创新  
职业英语

ESP COURSE FOR STUDENTS  
OF HEALTH SCIENCE

# 医疗通识英语 行动课堂

主 编 崔 红 胡继岳  
副主编 洪 洋 陈 一



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# 医疗通识英语行动课堂

## ESP COURSE FOR STUDENTS OF HEALTH SCIENCE

《医疗通识英语行动课堂》是根据国家“十二五”教育改革和发展规划纲要、教育部颁布的《大学英语课程要求》《高等职业教育英语课程教学要求》而编写的一本以医疗行业英语知识与技能、跨文化交际和学习策略为主要内容的实用性特色教材。教材立足于国家高职高专应用型人才培养目标，以国际职业语言人文素质培养为核心，以医疗卫生、健康服务行业职业发展为导向，以交际能力为主线，以社会需求、“实用”、“够用”为原则来设计、编写和制作。

基于行业通识英语、英语实训项目、合作学习及过程性评价四个核心内容，教材剖析了当前医学类高职公共英语的教学困惑，确立了教材开发趋于立体化、多元化、国际化和行业化的定位，并致力于教学理念和教学模式的探索与创新，为形成一个以实用为主、应用为目的的课程教育教学体系奠定良好的基础。

# 前言

《医疗通识英语行动课堂》是根据国家“十二五”教育改革和发展规划纲要、教育部颁布的《大学英语课程要求》《高等职业教育英语课程教学要求》而编写的一本以医疗行业英语知识与技能、跨文化交际和学习策略为主要内容的实用性特色教材。教材立足于国家高职高专应用型人才培养目标,以医疗卫生、健康服务行业素质教育为特色,以交际能力为主线,以职业发展为导向,以社会需求、“实用”、“够用”为原则来设计、编写和制作。

同时,教材编写组剖析了当前医学类高职公共英语的教学困惑,确立了教材开发趋于立体化、多元化和国际化的职业定位,结合外语教学理论与实际教学需要,进行教学理念和教学模式的探索与创新,突出实践教学,改革教学内容、教学策略和教学评估,为形成一个以实用为主、应用为目的的课程教育教学体系奠定良好的基础。本教材在一定程度上突破了医学类高职公共英语实践教学的瓶颈,打破了语言教学以应试为主的局限,相比其他同类教材突显出两大创新点:

1. 基于“工作过程”的ESP教材导入健康产业、医疗服务行业,创设学习“情境”,如设置就诊问诊、家政服务、美容咨询等职业场景,培养学生的意义建构能力。
2. 基于“工作过程”的ESP教材提倡自主学习与合作学习,设计合作式一体化项目或实训项目,充分利用教材构建中的动态因素,促进学生外语课堂学习从“静态”转向“行动”,从而实现课堂内外教学的无缝衔接。

《医疗通识英语行动课堂》共分八章,重点突出四个核心内容:

一是行业通识英语学习,旨在培养学生对相关医疗卫生、健康服务行业英语的语言综合应用能力。本教材主要编入了口腔卫生保健、涉外护理(含国际护士)、言听康复治疗、皮肤护理、健康生活美容、医疗美容、家政服务等八大行业主题。每一行业主题涉及2~3课的学习,每一课包括行业通识英语阅读、职场情景交际模拟、一体化项目或实训项目以及过程性评价。通过每一主题的学习,促进学生的语言综合技能的培养。同时,教学情境与工作场景全方位对接,提升语言在真实语境中的功能使用,提高学生对职场氛围的认知水平。

二是一体化项目或实训项目,旨在培养学生对相关医疗卫生、健康服务行业英语

的自主学习能力。在每一课的后半段引入体现职场特色的一体化项目或实训项目,如职业规划、市场调查、产品营销、服务咨询等。引导学生主动运用语言技能,解决实际职场问题,从而激发学生自主学习意识,使学生“行动”起来,成为认知主体,成为合作学习的参与者、交流者、协作者和知识的建构者。

三是合作学习,旨在培养学生的团队协作能力。每一课配有相关合作学习项目,在“以学生为中心”的原则下以小组为单位完成学习项目,并对小组表现和自己在小组中的表现进行评价。通过学生组内的沟通合作,建立“情境的共享有关系”“会话的平等协作关系”和“意义的共同建构关系”。通过新型多变关系的建立,培养学生的责任感,使学生相互依赖,相互监督,以完成对知识的建构。

四是过程性评价,旨在培养学生的学习效能和批判能力。每一课的最后附学生对本课学习的自我评价表,既涉及对学习结果的评价,也涉及对学习过程的评价;既涉及对知识、技能掌握程度的评价,也涉及对非课程能力和情感素质的评价;既涉及对团队精神、合作方法、合作质量的评价,也涉及对个体的学习态度和参与度的评价。

《医疗通识英语行动课堂》主要针对医学类高等院校(包括高等专科学校和高等职业院校)的实际情况和使用需求,也针对医疗、健康服务领域广大从业人员的继续教育,以提高该行业涉外交际能力。在本教材的使用过程中也可根据学生不同的专业背景、不同的语言基础、不同的教学策略及课时计划进行个性化的选择和自由组合,以遵循因材施教的原则。

《医疗通识英语行动课堂》聘请浙江师范大学外国语学院黄爱凤教授和宁波卫生职业技术学院许复贞教授、周菊芝教授为编写顾问,宁波卫生职业技术学院崔红副教授、第二军医大学胡继岳教授为主编。参与编写和制作的还有洪洋、陈一等十几位中青年骨干教师和行业资深人士。浙江大学出版社组织有关专家参与了全稿审定。

在此,向对本教材的编写和出版给予了大力支持的同人们表示衷心的感谢。

由于编者水平有限,加之时间紧迫,疏漏和不妥之处在所难免,恳请读者不吝指正。

编者  
2015年5月

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# Chapter 1

## Professional Quality



Being a good medical student can help you get a high mark and increase your chances of acquiring a respectable job. But the intensity and workload of medical expertise study can come as a surprise to most of you.

What's more, medical students have certain privileges and responsibilities different from those of other students. Because of this, different kinds of professional qualities are expected of you. Medical professional quality is important to medical personnel training.

By being proactive toward your study and the qualities that you should build, you can prepare for the difficult road to becoming a winner.



# Lesson 1 Medical Humanities

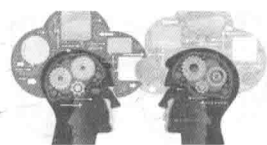


## Part One Reading

The interfaces between the science of medicine and the arts, philosophy, sociology and law interpret causes and effects of disease. Yet the context of disease in the life of the individual and of society is profound and far-reaching.



The influences of medicine on the humanities and vice versa are all around, yet only recently have they been recognized in the wider world of health care.



Third-year medical student Chris Yan never thought of using art to improve his analytical skills. But as he walked around McNay Art Museum in San Antonio, Texas, stopping to observe a painting or a sculpture, he began to put himself in the subject's shoes. What did the body language say? What might the subject have been looking at beyond the canvas' borders? And perhaps most important, what was the subject feeling?

"It's about subtext—it's not explicit," said Yan, a student at the University of Texas Health Science Center at San Antonio School of Medicine. "Art and literature are tools or mediums to help you connect with large groups of people and different cultures. In that sense, it can help you feel connected to patients before you even meet them."

Healthcare professionals must not only master science, but also acquire greater human understanding and wisdom. The medical humanities are those disciplines that inquire into the human experience of illness, healing and doctoring with attention to meaning, values and the history of ideas.



Medical humanities are an interdisciplinary field of medicine which are designed to overcome the separation of clinical care from the "human sciences" and to foster interdisciplinary teaching and research to optimize patient care, and bring the perspectives of disciplines such as the humanities (literature, philosophy, ethics, history and religion), social sciences (anthropology, cultural studies, psychology, sociology and health geography) and the arts (literature, theater, film and visual arts) and their application to medical education and practice.



Medical humanities are also defined as an interdisciplinary, and increasingly international endeavor that draws on the creative and intellectual strengths of diverse disciplines, including literature, art, creative writing, drama, film, music, philosophy, ethical decision making, anthropology and history, in pursuit of medical educational goals.

The purpose of medical humanities is to improve the delivery of effective health care through a better understanding of disease in society and individuals. They investigate and give meaning to the experiences, narratives and representations of health and illness that are often ignored by the biomedical sciences alone.

By exploring experience, knowledge and practice in context, the medical humanities can enrich healthcare professionals' understanding of health, medicine, and the experience of illness and disability, find deeper value in the practice of medicine, resolve ethical dilemmas, confront mystery, learn from history, address social determinants of disease, and monitor the biases and limitations of science and creative practice to better understand, hear, and care for the profound effects of illness and disease on patients and their caregivers.



## Part Two Vocabulary

### New Words

1. interface *n.* 交界面; 接口
2. analytical *adj.* 分析的; 解析的
3. sculpture *n.* 雕塑; 雕刻
4. canvas *n.* 帆布; 画布
5. subtext *n.* 潜台词; 潜在的意思
6. explicit *adj.* 明确的; 清楚的
7. foster *v.* 培育; 养育
8. interdisciplinary *adj.* 各学科间的
9. optimize *v.* 使最优化, 使完善
10. anthropology *n.* 人类学
11. endeavor *n.* 尽力; 努力
12. diverse *adj.* 不同的; 多种多样的
13. narrative *n.* 叙述; 讲述; 故事
14. dilemma *n.* 困境; 进退两难
15. determinant *n.* 决定因素

### Expressions

1. and vice versa 反之亦然; 反过来也一样
2. put oneself in someone else's shoes 从别人的立场考虑; 换位思考
3. inquire into 调查, 研究
4. clinical care 临床护理
5. human science 人文科学
6. patient care 病人照护; 病人照顾
7. cultural studies 文化学
8. health geography 医学地理学
9. draw on 吸收; 利用
10. ethical decision 伦理决策
11. in pursuit of 寻求; 追寻
12. biomedical sciences 生物医学
13. decision-making authority 决策权

## Part Three Knowledge and Tips

### The Declaration of Geneva

—Adopted by the General Assembly of the World Medical Association (WMA), Geneva, Switzerland, September 1948 and amended by the 22nd World Medical Assembly, Sydney, Australia, August 1968.



The World Medical Association is an international and independent confederation of free professional medical associations.

The purpose of the WMA is to serve humanity by endeavoring to achieve the highest international standards in Medical Education, Medical Science, Medical Art, Medical Ethics, and Health Care for all people in the world.

*The Declaration of Geneva* is a declaration of a physician's dedication to the humanitarian goals of medicine, a declaration that was especially important in view of the medical crimes which had just been committed in Nazi Germany. Notably, *The Declaration of Geneva* requires the physician to "not use medical knowledge contrary to the laws of humanity."

*The Declaration of Geneva* was intended as a revision of *The Hippocratic Oath* to a formulation of that oath's moral truths that could be comprehended and acknowledged in a modern way.



At the time of being admitted as a member of the medical profession I solemnly pledge myself to consecrate my life to the service of humanity:

I will give to my teachers the respect and gratitude which is their due;

I will practice my profession with conscience and dignity;

The health and life of my patient will be my first consideration;

I will respect the secrets which are confided in me;

I will maintain by all means in my power, the honor and the noble traditions of the medical profession;

My colleagues will be my brothers and sisters;

I will not permit considerations of religion, nationality, race, party politics or social standing to intervene between my duty and my patient;

I will maintain the utmost respect for human life, from the time of its conception, even under threat;

I will not use my medical knowledge contrary to the laws of humanity;

I make these promises solemnly, freely and upon my honor...

## Part Four Situational Communication

### Monologue

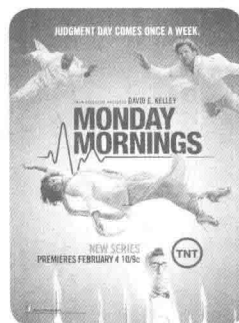
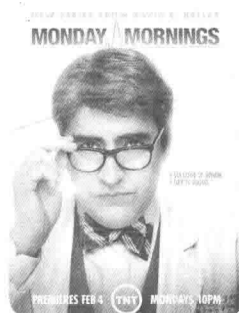
It is an excerpt from *Monday Mornings* season one. In a weekly peer-reviewed conference on *Monday Mornings*, Dr. Hooten emphasized the importance of human concern to two surgeons.

**Dr. Hooten:** I present you all today, the case of the dueling ventilators. Now we are all in the business of healing, am I right? Ameliorating suffering where and when we can? But suffering sometimes extends beyond the patient to the patient's family.

Dr. Park, you looked into the eyes of a grieving widow while her husband was sustained on a machine, when you said, "What want do?" That was not your best work, doctor. And Dr. Tierney, you gave us all a grand display only last week in this very room, regaling us all with your life-saving heroics.

You were callous, first with Gavin Jasper, then with his mother. You were callous to the point of indecency. And your indecency was again on full display during your deposition.

I look around this room, I look around this hospital, and I see such brilliant minds, such gifted hands. All this talent, science, and technology, why do we need any humanity?



## Part Five Project

### Project Guidelines

This project will serve as a feedback of what they have learned and also encourage future positive action to improve their professional qualities. Please follow the Task Description to complete the project.

### Task Description

1. Divide the class into several groups. Ask them to work in groups to read the poem below and discuss the questions.

Q1: What does this poem say about the assumptions we make? Where do these assumptions reside? In other words, what prevents us from being aware of them?

Q2: What does the title mean? In the setting of disability, who takes care of whom? What can we learn from this poem to improve communication with such 'patients'?

2. Have at least one representative from each group report to the class.

## The Kindness of the Blind

*by Wislawa Szymborska*

He did not suspect it was so hard.

His voice is breaking.

His hands are shaking.

He feels that here each sentence

is put to the test of the dark.

It will have to fend for itself, without the lights or colors.

A perilous adventure for the stars in his poems,

for the dawn, the rainbow, the clouds, neon lights, the moon,

for the fish until now so silver under water,

and the hawk so silently high in the sky.

He is reading—for it is too late to stop—

of a boy in a jacket yellow in the green meadow,

of red rooftops easy to spot in the valley,

the restless numbers on the players' shirts,

and a nude stranger in the door cracked open.

He would like to pass over—though it's not an option—

all those saints on the cathedral's ceiling,

that farewell wave from the train window,

the microscope lens, ray of light in the gem,

video screens, and mirrors, and the album with faces.

Yet great is the kindness of the blind,

great their compassion and generosity.

They listen, smile and clap.

One of them even approaches

with a book held topsy-turvy

to ask for an invisible autograph.

# Cooperative Learning Self-Assessment

Please check your contribution to the group after the project is done.

	(5) superior	(4) above average	(3) average	(2) below average	(1) weak
1. Understood what was required for the project					
2. Participated in the group discussion					
3. Helped the group to function well as a team					
4. Contributed useful ideas					
5. How much work was done					
6. Quality of completed work					
7. What you could improve upon next time					
8. Your group members' comments					
9. Your group leader's comments					

## Part Six Assessment of Your Study

### Self-Assessment

**Instructions:** First, read each statement in the table below and place a check mark in the column that best describes how well you can complete these tasks. Then, review your responses for each task. If you have checked five or more in the "Somewhat" and/or "No" columns, you may want to consider making greater efforts after class.

	I can	Yes	Somewhat	No
understand the main idea of the text				
identify the major points, important facts and details, and vocabulary in the text				
make inferences about what is implied in the text				
recognize the organization and purpose of the text				
remember the new words and expressions				
speak on the topic effectively				
employ searching strategy to gain information to address the project				
refer to appropriate resources to deal with the project				

## Personal Development

**Instructions:** Completing this section will help you make informed practicing decisions. Please identify your strengths and the areas that you need to develop or strengthen and record them below.

### STRENGTHS:

I am confident that I can...

1.

2.

3.

### AREAS FOR IMPROVEMENT:

I would like to improve my ability to...

1.

2.

3.