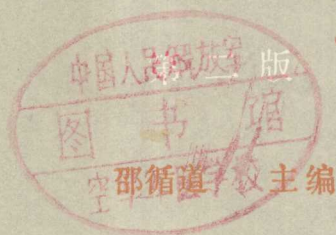


高等医药院校教材  
(供医学、中医、儿科、口腔、卫生专业用)

# 英语

第二册



人民卫生出版社



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# 英 语

## 第 二 册

### 第 二 版

邵 循 道

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英 语

第 二 册

邵循道 主编

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## 前 言

本书是卫生部组织编写的第二版教材，供全国高等医学院校英语教学使用。教材内容是根据五年制英语课 286 学时编排的，起点与高中衔接，共分五册，特点如下：

1. 英语第一、二、三册为基本教材。第一、二册供206学时使用，旨在使学生在原有的中学英语基础上，扩大和加深听、说、读、写的训练，为阅读英语医学书刊打下必要的语言基础。第三册供80学时使用，教学目的是通过精读和泛读一定数量的文章，进一步熟练掌握前一阶段学到的语法知识和词汇，以提高阅读速度和质量。

2. 医学英文选一册，内容主要为有关临床医学方面，供学生学完第三册教材后阅读和参考，以进一步提高他们的专业英语水平。

3. 英语语法一册，供学生学习英语课时随时查阅，以扩大和加深语法知识，并供独立阅读时解决语法难点之用，亦可供学生将来复习语法以备有关考试用。

此外，考虑到有的地区和学校的入学学生在高中未学过英语或其英语程度较差，另编一本“英语阶梯读本”，作为本教材的前导，供学完后能接着学第一册。“阶梯读本”供80学时使用，从英语字母和语音开始，其词汇和语法都与本教材相衔接。

为便于教学，教材第一、二、三册和“阶梯读本”配有录音带。

在编写过程中，力求使教材贯穿思想性、科学性和实践性。坚持四项基本原则，注意对学生进行共产主义和爱国主义教育。课文尽量选择地道的英语文章，重视打好语言基础，适当结合医学专业。

本教材编审小组的成员有：上海第一医学院杨昌毅(组长)、北京医学院黄孝楷(副组长)、上海第二医学院梁梦非、武汉医学院刘炎南和西安医学院邵循道(主编)。第一、二册由刘炎南同志执笔；第三册及阶梯课本由邵循道同志执笔；医学英文选由梁梦非同志执笔；英语语法由黄孝楷同志执笔；杨昌毅同志在选材及审订方面多承担工作。由于大多数医学院校迫切希望第二版英语教材早日出版以供教学使用，编写时间比较短促，且由于编者水平所限，本教材中的错误和缺点在所难免，敬请读者随时指出，以便不断改进。

本书各册配有较多的练习，供学生独立完成，以达到语言实践的目的。希望各院校及有关单位或个人不要编印和公开发行练习答案，以免影响本书的使用目的和教学质量。

全国高等医学院校英语教材编审小组

1982年7月30日

## 第二册使用说明

本册共16课，供80学时使用，每课约5学时。课文以医学科普和医学基础知识方面的内容为主。文章多采自国外原著，略加删节或改写。全册单词约1,000个。

本册的目的在于：进一步扩大和加深第一册所学的英语语法和句型结构方面的知识和实际运用能力；简单介绍英语构词法；用英语注释生词，以帮助学生积累词汇；继续进行听、说、读、写的训练，逐渐提高阅读质量与速度。这些，都是为今后阅读英语医学书刊打下更好的语言基础。

每课虽未配有语法专题，但在练习中均有目的地安排有一定的语法重点，主要通过句型变换和汉译英等方式，来加深理解和提高运用能力。练习形式注意多样化，其中有机械模仿的，也有综合运用的，教师可根据学生的实际水平选用，有的可作为课堂口头练习，有的可留作课外书面作业。但要注意课文是每课的中心，学生必须在掌握课文的基础上再做练习，以取得良好的练习效果。

本册大部分解释采用英语，在教学过程中教师应多带领学生用英语实践，以培养学生用英语表达的习惯。

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## LESSON ONE

### TEXT

#### A Talk About Science And Nature

Have you ever tried to answer the question, "What is science?" If so<sup>①</sup>, you probably have found it difficult to give a simple answer. You might answer it by saying that science is concerned with nature—with the materials, forces, and living things in your environment. This is a good answer, but it doesn't go far enough.

Look at the picture painted by an eminent artist. He, too, is concerned with nature—with blue sky, white clouds, distant mountains, and brilliantly colored autumn leaves. But a painter is not a scientist.

The artist is concerned with nature in a way quite different from that of a scientist. The artist may reproduce on canvas not only what he sees, but something of what he feels when he views nature. He does not try to comprehend nature scientifically, nor does he attempt to analyze what he sees. Rather, he tries to arouse in the viewer some sort of warm, romantic, and sentimental emotions. He succeeds in doing so through his choice of scenes and use of colors.

The writer who composes poems is also concerned with nature. But the poet is not a scientist either, for his interest in nature is not identical to that of the scientist. Like the artist, the poet tries to convey to the readers the emotions he feels, for instance, at night-fall in the wilderness. He uses the sounds of words, the images they create, and the emotions they arouse to tell what he sees in nature and how he feels about it. No one expects him to verify that his word pictures and the feelings he has about nature are the ones which everyone must and should share with him.

Likewise, the scientist is concerned with describing the materials, forces, and living things in his environment. But he goes further. He tries to demonstrate why things appear as they do<sup>②</sup>. Briefly speaking, a scientist differs from an artist or a poet mainly in that a scientist not only interprets the outer world, but also tries to transform it into one favorable to mankind.

Then what is science after all? And what good is it?



One scientist has said that science is a way of putting questions to nature. Another has said that scientists are practically wringing nature's neck to get answers to their questions. Scientists generally agree that science begins with necessity, curiosity, and questions about trifling, unexplained details in nature.

Undoubtedly, science has done us much good. The technology that comes from science has given us television, computers, supersonic aircraft, spaceships, frozen foods, etc. It has also put men on the moon and has curbed many diseases that ravage the human body. It is evident that science and technology are responsible for just about all the good things we have in life, from the food we eat to the machines we utilize. Without science and technology, we would be unable to do any of the things we are doing now; without them, our socialist modernization would be impossible to accomplish.

### WORDS AND EXPRESSIONS

probably ['prɒbəbli] *ad.* almost but not certainly 大概, 有可能

eminent ['eminənt] *a.* famous, well-known; outstanding 著名的, 突出的

artist ['ɑ:tist] *n.* a person who works in one of the fine arts 艺术家, 美术家

distant ['distənt] *a.* far away; separate in space or time 远的, 远处的, 久远的, 疏远的

brilliantly ['briljəntli] *ad.* very brightly 鲜明地, 辉煌地

canvas ['kænvəs] *n.* a piece of strong cloth used for an oil painting; strong rough cloth 一块油画布; 粗帆布

comprehend [kəm'pri'hend] *vt.* to understand; to include 了解, 领会; 包含, 包括

scientifically [saɪən'tifikəli] *ad.* concerning science, in a scientific way 科学地; 系统地

arouse [ə'rauz] *vt.* to cause to become active; to cause to wake 唤起, 激起; 唤醒

viewer ['vju:ə] *n.* a person who views; a person who watches television 观察者; 电视观众

romantic [rə'mæntik] *a.* not practical; of the nature of romance 浪漫的; 富于浪漫色彩的

sentimental [senti'mentl] *a.* easily moved by tender feelings 激动的; 情感的

emotion [i'məʊʃən] *n.* excited state of the mind or feelings 感情; 情绪

choice [tʃɔɪs] *n.* act of choosing 选择

scene [si:n] *n.* the beautiful appearance of the nature; a single piece of action in one place 景色; 景象; 一个场面

poem ['pəuɪm] *n.* a piece of writing in verse 诗

poet ['pəuit] *n.* a person who composes good poems 诗人

identical [ai'dentikəl] *a.* the same, the opposite of different 相同的; 相等的

be ~ to (with): exactly the same 与...相同

convey [kən'vei] *vt.* to impart, as information, to carry or take something from one place to another 转达, 传达; 运送(货物等)

instance ['instəns] *n.* example; case; a single fact 例子; 实例; 事实

for ~ : for example 例如

nightfall ['naitfɔ:l] *n.* the beginning of night 黄昏

wilderness ['wildənɪs] *n.* a tract of wasteland, a wild, uncultivated region 荒原, 荒野

image ['imidʒ] *n.* a picture in the mind; a picture formed of an object 映象; 形象; 图像

create [kri'eit] *vt.* to produce something new, to do something creative 创作; 创造

verify ['verifai] *vt.* to make sure, to prove, to confirm 证实, 核实

likewise ['laikwais] *ad.* similarly, in the same way; also 同样地; 也

mainly ['meinli] *ad.* chiefly, for the most part 主要地

interpret [in'tə:prit] *vt.* to explain, to translate what is said in a foreign language 解释, 口译

transform [træns'fɔ:m] *vt.* to change completely in form, appearance, or nature 改变, 转变; 改造

favorable ['feivərəbl] *a.* helpful, of benefit 有利的, 赞成的

be ~ to; be helpful to; be for 有利于, 赞成

wring [riŋ] (wrung [rʌŋ]) *vt.* to twist, to press or force 拧, 扭; 强求

necessity [ni'sesiti] *n.* need; something that is necessary 需要; 必要性; 必需品

curiosity [kjuəri'ɒsiti] *n.* desire to know or learn; a strange or rare object 好奇心; 珍品

trifling ['traifliŋ] *a.* of slight importance; of little value 微不足道的, 不重要的

unexplained [ʌnik'spleind] *a.* of something that wasn't explained 未得到解释的

undoubtedly [ʌn'dautidli] *ad.* certainly, of course 毋庸置疑; 肯定地

supersonic ['sju:pəsɒnik] *a.* faster than the speed of sound 超声速的

aircraft [æ'kra:ft] (单复同) *n.* plane, machine that can fly 飞机, 航空器

frozen ['frəuzn] (the past p. of freeze) *a.* cooled or covered with ice  
冷冻的

curb [kə:b] *vt.* to control, to check 控制, 抑制

ravage ['rævidʒ] *vt.* to ruin, to destroy or damage 毁坏, 蹂躏

utilize ['ju:tilaiz] *vt.* to use, to put to use 利用

### NOTES TO THE TEXT

1. If so, ... 如果那样, ...

是 if you have ever tried so 的省略句, 其中代词 so (这样, 那样) 用以代替 have tried 后面跟的不定式短语 to answer it. 类似例子还有:

I hope so.

I don't think so.

He told me so.

2. He tries to demonstrate why things appear as they do.

他试图解释事物的来龙去脉。

句中 as they do = as they appear (如它们所呈现的那样) 表示事物实际发生的状况, 在汉语里只能意译, 不能按字面意思直译。

### COMPREHENSION

A. Answer the following questions.

1. What things in your environment is science concerned with?  
And what things in the environment is an artist concerned with?
2. How does the artist differ from the scientist though they both are concerned with nature?
3. How does an artist succeed in arousing in the viewers the emotions he feels?
4. How does a poet differ from a scientist though they both are concerned with nature? And how does he succeed in conveying to the readers the emotions he feels?
5. How does the scientist differ from the artist and the poet so far as the outer world is concerned?
6. What is science after all? What does science begin with according to some scientists?
7. What have science and technology given us?
8. What good things have science and technology done in the field of medicine? Could you mention some more?
9. What would happen without science and technology?

B. Cloze Test: The following passage, adapted from the text you

have just read, has some words left out from it. Supply the missing words without looking back at the text. When finished, check your answers by referring to it.

The artist is \_\_\_\_\_ with how nature appears to him. He does not try to \_\_\_\_\_ nature scientifically, nor does he attempt to \_\_\_\_\_ what he sees. Instead, he tries to \_\_\_\_\_ in the viewer the emotions he feels. He succeeds in this through his \_\_\_\_\_ of scenes and use of colors.

The poet tries to \_\_\_\_\_ to the reader the emotions he feels about nature through his choice of \_\_\_\_\_.

The scientist, as a human being, might \_\_\_\_\_ the emotions toward nature with the artist and the poet. However, as a scientist, he sees beyond what the artist or the poet \_\_\_\_\_. What is more, a scientist \_\_\_\_\_ from an artist or a poet also in that he not only \_\_\_\_\_ the external world, but also \_\_\_\_\_ it into a better world to live in.

- C. Find a word or expression from the list below which is similar in meaning to the part in italics in each of the following sentences. Be sure to use proper verb forms.

check      employ      noted      understand      damage  
prove      explain      change      small  
be different from      not in a position to

1. Here is a picture painted by *an eminent* artist.
2. An artist does not try to *comprehend* nature scientifically.
3. No one expects the poet to *verify* what he describes is true to nature.
4. A scientist *differs from* an artist or a poet in that he not only interprets the outer world, but also tries to *transform* it into one favorable to mankind.
5. A scientist goes further by *demonstrating* why things appear as they do.
6. Science begins with necessity, curiosity, and questions about *trifling*, unexplained details in nature.
7. Modern technology has *curbed* many diseases that *ravage* the human body.
8. Science and technology are responsible for all the good things we have in life, from the food we eat to the machine we *utilize*.
9. Without science and technology, we would be *unable* to do any of the things we are doing now.

## WORD STUDY

### 1. share *vt.*

1) 共同使用, 分享 (to use, enjoy, receive jointly)

The two chemists shared the Nobel prize.

Please share with your colleagues the reference materials enclosed herewith.

Like the artist, the poet wants the readers to share with him the emotions he feels.

2) 均分, 分配 (to divide and distribute in shares)

Share five copies of the Journal among ten students, that is, each copy is to be shared by two students.

This research fund is equally shared by three medical colleges.

### 2. differ *vi.*

1) 不同, 相异 (to be unlike, be dissimilar)

The heart and lungs differ structurally as well as functionally.

The heart and lungs differ in structure as well as in function.

The heart differs markedly from the lungs.

The heart differs from the lungs in structure as well as in function.

Living things differ from non-living ones in that they can move, grow, respond to stimuli, and reproduce.

2) 意见不同 (to disagree, to be of a different opinion)

I differ with my partner sometimes, but usually we agree.

I am sorry to differ with you about that question.

## WORD BUILDING

### 1. in- and un-

These prefixes are used to make an adjective negative, e. g. incomplete means 'not complete', unable means 'not able'.

Exercise (a) Using 'in-' or 'un-', make the following negative.

curable    direct    like    familiar    capable    organic    known  
invisible    aided    necessary    aware    easy    usual    natural  
fortunately    favorable

### 2. dis-

This is attached to words, mainly verbs and their derived adjectives and nouns, to give a negative or opposite meaning, e. g. disconnect, the opposite of to connect; disagree, meaning not agree.

### 3. non-

This is freely added to adjectives or nouns to give the sense of 'not being' or 'not having', e. g. non-smoker, meaning, a person who does not smoke. Similarly, the adjective 'non-living' means 'not alive' or 'not living'.

Exercise (b) Using 'dis-' or 'non-', make the following negative or opposite.

appear    advantage    scientist    fiction    like    order  
toxic    communicable    infect    ease    pathogenic    close  
comfort    charge    specific    metal    surgically

### GRAMMAR EXERCISES

I. Follow the model below as you restate the same idea with 'a noun + an infinitive' construction.

Model: Dr. Alexander Fleming was the first who discovered the antibiotic.

Dr. Alexander Fleming was *the first to discover the antibiotic.*

1. Much progress will be made in science and technology in the years *which come.*
2. Treatment of disease will be dealt with in the *following* chapter.
3. An antibiotic has the power of *killing pathogenic germs.*
4. Scientists are working hard to find effective ways of *combating air pollution.*
5. By *immunity* is meant the ability of *resisting a particular disease.*
6. More and more diseases will be brought under control in the *coming* days.
7. Research workers throughout the world are studying cancer and the ways *which fight it.*
8. Many new *anticancer* drugs are being studied and manufactured now.
9. I have a few comments *that I would like to make* on this article.
10. China is the first country *that applied acupuncture analgesia in surgery.*

II. Rewrite each sentence, replacing the the part in italics by a passive infinitive as shown in the model.

Model: If you are hoping to become a doctor one day, physiology is one of the major subjects *that you will study.*

If you are hoping to become a doctor one day, physiology is one of the major subjects *to be studied.*

1. These are the subjects *which we shall discuss at the next meeting.*

2. The patient *who will be tested* tomorrow is required to eat nothing before the test.
3. There is much more work *that must be done* in preventive medicine.
4. The first thing *we must do* is a thorough physical examination.
5. The question *which needs to be answered* is whether science will do good or harm to mankind.
6. In the diagnosis of a disease there are many factors *which must be taken into consideration*.
7. Lectures can be put on tapes *which may be kept for later use*.
8. The doctor may send samples of blood or urine to a clinical laboratory *for analysis*.
9. Waste products are carried to the lungs, kidneys and the skin *for elimination*.
10. The wounded worker must be taken to a nearby hospital, *where he may be given timely treatment*.

III. Follow the model below as you restate the same idea by replacing the attributive clause with a single past participle.

Model: The question *we discussed* is of great importance.

The question *discussed* is of great importance.

1. The results *we obtained* are far from satisfactory.
2. Any work *the human body does* expends energy.
3. The remedy *the doctor prescribed* cured the infection.
4. The patient *we operated on* made a rapid recovery.
5. The question *we just referred to* will be discussed in detail later.
6. Science and technology are responsible for all the good things we have in life, from the food *we eat* to the machines *we use*.
7. No food contains all the nutrients *we need*.
8. Infection is often named according to the part of the body *it involves*.
9. Retell the text, using the words *you have so far learnt*.
10. Hydrogen is the lightest element *we ever know*.

IV. Translate the following into English.

1. 我们还有许多工作要做。
2. 还有许多事情要做。
3. 只剩十分钟了。
4. 你们还有半小时来准备做试验。
5. 要使用的全部外科器械必须严格消毒。
6. 使用过的一切外科器械在别人使用前应进行消毒。
7. 居里夫人是两次获得诺贝尔奖金的第一个人。



8. 南丁格尔小姐是第一个妇女被英国政府授予一等功勋章。

V. Translate the following passage into English.

抗生素是由活的生物所产生的一种化学物质。它具有杀死病菌或抑制其生长的能力。青霉素是最早被发现的抗生素，即抗生素中最先引起全世界注意的。尽管疗效好，青霉素仍产生副作用。所以，要接受注射的病人必须先做皮试，这已成为常规。全世界的科学家们正在探索新的抗生素及其大量生产的途径(方法)。

抗生素这个术语来自两个希腊词：‘anti’意思是‘对抗’而‘bios’意思是‘生命’。现在已知有八十多种抗生素。

VI. Supplementary Reading:

### Scientific Method

You have probably often looked for the explanation of a fact. The fact might be that it is raining on a certain day. Or a wheel of your bicycle may not be turning properly. Or your tropical fish may be dying in their tank. Why do such things happen? This is answered by explaining them.

Many scientific problems turn out to be very difficult to solve. Even a simple fact, such as rust on a nail, is not always easy to explain. Rust had been observed for thousands of years before it was first explained. Only in the past century or two was it fully explained. And this was done using scientific method.

Scientific method is the scientist's plan which he follows to solve a problem. It helps him to find the reasons for facts or ideas he questions. It is a system that developed over centuries, and it is learnt by science students. It helps the scientist to find answers that are reliable. By this method he can avoid taking the wrong steps, making mistakes, and coming up with misleading answers.

Suppose, for example, that a scientist was thinking about the problem of rust for the first time. We shall imagine how he might set about solving the problem. In fact, scientists made contributions over many years toward explaining rust. What we shall describe is a very simplified story.

The scientist notices that a reddish substance (rust) appears on iron objects after long periods. He asks himself, why does iron rust? And he starts looking for the answer.

First, the scientist gathers all he can find out that is already known about rust. He talks with other scientists and looks for information already written in books.

A second step is to see how much he can find out from looking

at iron that is rusty. In what ways is it different from iron that is not rusty? He may notice, for example, that rusty iron objects are often in water.

His observation may give him an idea of what could be the answer to his question. His idea is 'If iron becomes wet, it rusts'. An idea, such as this, which suggests an explanation to be tested is called a hypothesis. The scientist must test again and again to check whether his hypothesis is true. Therefore, testing and retesting are an important part of the scientific method.

tropical ['trɒpɪkəl] *a.* 热带的

tank [tæŋk] *n.* 桶, 槽

reliable [ri'laɪəbl] *a.* 可信的, 确实的

set about 着手, 开始

contribution [kəntri'bju:ʃən] *n.* 贡献, 捐献, 投稿

simplified ['si:mplɪfaɪd] *a.* 精简了的, 简化了的

reddish ['rediʃ] *a.* 带红色的, 微红的

gather ['gæðə] *vt.* 收集, 搜集

rusty ['rʌsti] *a.* 生了锈的

observation [ˌɒbzə'veɪʃən] *n.* 观察, 观测

hypothesis [haɪ'pɒθɪsɪs] (*pl.* hypotheses) *n.* 假说, 假设

retest [ri'test] *v.* 再试验, 重复试验

Comprehension: Choose the best answer.

- Scientific method is the scientist's plan which he \_\_\_\_\_ to solve a problem.  
a) ensues    b) results    c) follows    d) works out
- Many scientific problems \_\_\_\_\_ to be very difficult to solve.  
a) appear    b) seem    c) become    d) turn out
- Scientific method is a system that developed over \_\_\_\_\_.  
a) centuries    b) decades    c) years    d) thousands of years
- The scientist must test everything before \_\_\_\_\_ it as true.  
a) receiving    b) accepting    c) considering    d) admitting
- In what ways does iron that is rusty \_\_\_\_\_ from iron that is not rusty?  
a) depart    b) differ    c) separate    d) alter
- Testing and \_\_\_\_\_ are an important part of the scientific method.  
a) observing    b) experimenting    c) examining    d) retesting

1. c), 2. d), 3. a), 4. b), 5. b), 6. d)

Key to comprehension: