



复旦卓越·医学英语系列



医学英语

听力综合教程 I

——公共健康新识

戴月珍 编著

Advanced Listening
Course
for Medical
Professionals
New Perspectives of Public Health

复旦大学出版社



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图书在版编目(CIP)数据

医学英语听力综合教程. I——公共健康新识/戴月珍编著. —上海:
复旦大学出版社, 2012. 2
(复旦卓越·医学英语系列)
ISBN 978-7-309-08697-3

I. 医… II. 戴… III. 医学-英语-听说教学-医学院校-教材 IV. H319.9

中国版本图书馆CIP数据核字(2012)第009949号

医学英语听力综合教程. I——公共健康新识

戴月珍 编著

责任编辑/王龙妹

复旦大学出版社有限公司出版发行

上海市国权路579号 邮编:200433

网址: fupnet@fudanpress.com <http://www.fudanpress.com>

门市零售:86-21-65642857 团体订购:86-21-65118853

外埠邮购:86-21-65109143

上海华业装潢印刷厂有限公司

开本 787×960 1/16 印张 13.25 字数 219 千

2012年2月第1版第1次印刷

印数 1—4 100

ISBN 978-7-309-08697-3/H·1827

定价: 32.00 元

如有印装质量问题, 请向复旦大学出版社有限公司发行部调换。

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Advanced Listening Course for Medical Professionals I
—New Perspectives of Public Health

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戴月珍，毕业于上海外国语学院英语系英美文学专业。现任复旦大学外文学院大学英语部副教授，主要从事医学博士生和硕士生的英语教学工作。参编卫生部英语培训系列《英语测试技巧》(1993)及《英语测试技巧详解》(1993)、《全国职称英语等级考试卫生类模拟试题集》(1998)、《医学英语教学短文阅读》(2003)、《医学英语视听说教程 I——健康通识》(2007)、《医学英语视听说教程 II——医学教育与健康服务》(2007)、《医学英语视听说教程 III——疾病预防与治疗》(2007)；主编《当代护理英语教程 I——护理学概览》(2010)、《当代护理英语教程 II——常见疾病护理》(2011)，独立编著《医学英语听力综合教程 I——公共健康新识》(2012)；发表论文“改进高校公共英语课教学法探讨”(1994)，“*Teaching English through Authentic English*”(1998)，“*The Profound Influence of King Alfred, The Great on the Development of English*”(2004)，“*On the Light of the World by Ernest Hemingway*”(2004)等。

Advanced Listening Course for Medical Professionals I
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内 容 提 要

《医学英语听力综合教程I——公共健康新识》共15单元。每单元由4个音视频以精听、泛听构成主题式听力内容。所有视听说练习均围绕内容以预测、听写、听记、问答、复述、模仿、表达、听译、归纳等多种形式展开。整体编排注重系统性、知识性与实用性。

本书的主要内容包括生物多样性、气候变化、都市化、水卫生、流行病暴发、饮食、食品安全、生活方式、锻炼、心理健康、社交、长寿等当今热门话题。

《医学英语听力综合教程》(Advanced Listening Course for Medical Professionals) 共有《公共健康新识》(New Perspectives of Public Health)、《医疗服务新思路》(New Approaches to Century-old Medical Practices) 及《疾病诊治新探索》(Ongoing Researches for the Diagnosis and Treatment of Diseases) 3 册。

莘莘学子学习医学英语多年, 往往还是找不到门, 效果不佳。有 3 个因素可以帮助大家在较短时间内走上学好英语的快速通道, 重拾学习英语的乐趣, 那就是兴趣、效率与信心。兴趣无疑是一个人最好的老师, 无论做什么事, 兴趣往往是动力的最大所在。有了浓厚的兴趣和足够的好奇心还不够, 方法得当很重要。有效提高医学英语听说能力, 在于学会在大量实际操练中熟习各类题型、熟练各类技巧, 并加以横向联系与融会贯通。

快速、连读、缩略、口音、背景音等语言呈现的多样性是常速听力的一道独特风景线, 而这些往往成为英语学习过程中的难点。无论你的起点在哪, 按自己的节奏去听。语言能力的提高是一个潜移默化、循序渐进的过程。质的飞跃离不开一定量的累积, 听力累积到一定程度, 你就会惊喜地领悟了! 更多的领悟带你走向顿悟! 进步了, 你兴许又带着新的困惑走向新的未知地带, 但那时的你却不会再像当初那样。实践, 再实践, 循环反复, 乃至无穷, 你的自信心在具体的听力实践中不断提高, 你已进入有效自主学习的良性循环阶段。

顺应课堂教学的实际需求, 编者给复旦大学各医学专业的硕士研究生编写《医学英语听力综合教程》, 作为选修课选读。为满足不



同层次学习者的医学英语听力需求,将多年医学英语听说教学实践的思考、感悟、累积、归纳及理念充分体现在教材里,编者除注重全面培养学生听说能力外,特设计听前预测与听后归纳供学习者不断思考与总结。《医学英语听力综合教程 I——公共健康新识》(初稿)曾于 2011 年春夏被 185 名复旦大学医学、公共卫生学、药学等专业的硕士研究生使用,受到广泛好评。

《医学英语听力综合教程 I——公共健康新识》作为研究生课程建设,于 2011 年 2 月被复旦大学外文学院大学英语教学部批准立项,受到项目资助。在其即将付梓出版之际,编者对见证本书起草、编写与出版的各方面人士一并表示最诚挚的谢意。感谢复旦大学研究生院与复旦大学外文学院各位领导及同仁的鼓励支持,感谢经炜每次把编者刚编写完的单元初稿及时誊印出来供学生使用,感谢复旦大学出版社领导们的关心及编辑们的辛勤付出,感谢其他关注本书的老师及亲朋好友,感谢已使用本教程第一册初稿的 185 名学生。

本教程部分资料来源于世界卫生组织、美国疾病控制与预防中心、美国国立卫生研究院、美国之音、美国有线新闻网、科学美国人、英国广播公司、德国环境与发展部、德国国家地理、你不知道的事、我运动等单位与媒体。其形式多样,内容丰富,语言地道,有助于学生在原汁原味的语境中耳濡目染,开拓视野,把握世界医学发展最新动向,轻松愉悦习得语言,全面提高医学英语听说实用能力。编者对此深表感谢。

本教程主要供高等医学院校医学、公共卫生学、药学及其他相关专业的硕士研究生、博士研究生或本科生使用,也适用于任何对医学各专业感兴趣的读者。教师可结合各校的实际教学情况自由挑选精听、泛听内容,灵活安排教学进度。本着教考分离、平时难考试易的原则,为课堂教学所配置的题型以主观题为主,但平时测验及期末考试可酌情增大客观题(如选择、判断等)量,降低主观题的难度,如采用单句听写、简答等。

由于此乃尝试开拓新视野,再加上编写时间仓促,本套教程难免有疏漏与欠妥之处,恳请使用者及时反馈信息并提出宝贵意见。

本教程音视频等内容请详见书后所附的多媒体教学光盘。

编者

于复旦大学枫林西园

2011 年 12 月

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Endangered Biodiversity and Health Risks

■ Listening Tips: Prediction

You are advised to do as much prediction of the exercise as you can within the shortest time possible before listening.

■ Your Prediction

Section I. Intensive Listening

OBJECTIVE

In this section, you are encouraged to have more listening practices in the form of listening and writing, i.e., compound dictation, guided note-taking, etc. and speaking-outs, i.e., questions answering, imitating, retelling, etc. while or after listening to the audio clip or watching the video clip. Remember it is out of the quantity of practices that comes the quality of your overall auidial, visual and oral competence.



Direction: Focus on the following listening materials and complete the corresponding task.

Vocabulary Preview for the audio clip

Lyme disease	Lyme bacterium
Ebola	habitat
land conversion	eco-system
conservation	biodiversity
lead author	biodiverse system buffer
to overhunt	to overharvest
to cycle	to suck up pathogens
to vacuum up	to document
tick-borne	vulnerable to
better-off	esthetic
ethical	compelling

EX. 1 Human Health Depends on Biodiversity

A: Questions and Answers (00:00—02:27)

1. What can the loss of biodiversity lead to?

2. Why can biodiversity be used to measure the health of the eco-system?

3. How to define biodiversity?

4. What are the three reasons for protecting biodiversity?

5. How do diverse systems protect humans from harm?

6. What does the low biodiversity system mean to humans?

B: Compound Dictation (00:00—01:35)

Biodiversity faces many threats all over the world. The biggest, she says, is land conversion.

“We’re destroying habitats so there are fewer places for 1) _____. But there are also a lot of other threats, 2) _____ are also climate change. So as the climate changes species are struggling and in some cases going extinct because they can’t adapt quickly enough — 3) _____ that has the appropriate environmental conditions.”

Other threats to biodiversity 4) _____ the spread of invasive species of plants and animals, as well as overhunting or overharvesting of species.

“In many ways, 5) _____ all of these things are happening at the same time and interacting with each other.”

Keesing rejects the idea that the loss of biodiversity is 6) _____ survival of the fittest, 7) _____ humans being the most fit.

“Our survival 8) _____ the survival of these other species. So, neither our short-term nor our long-term 9) _____ are increased because we’re destroying other species.”

Scientists are also considering what a loss of biodiversity means for such diseases as Ebola in Africa. 10) _____, could it mean the disease could become more common and spread to new areas if there’s 11) _____?

The Bard College associate professor says the effects of biodiversity loss are so clear, 12) _____ to delay protecting the Earth’s eco-systems.



Vocabulary Preview for the video clip

TEEB	Croatia
framework	reportage
hectare	valuation
euro	prerequisite
insight	initiator
beneficiary	lay person
snorkeling	excursion
terrain	cliff painting
ritual	mosaic
dimension	coral reef
pollenator	nature's pharmacy
water filtration	the local fishery industry
to initiate	to conserve
prehistoric	indigenous
medicinal	comprehensible
tangible	value-added
non-sustainable	simultaneously

EX. 2 Biodiversity Action Days

A: Questions and Answers (00:00—02:01)

1. Which country initiated the UN survey “TEEB”?

2. What does TEEB stand for?

3. What does TEEB do?

4. Who are interested in the beneficiaries of the services?
