



高等医学院校教材

ENGLISH FOR
MEDICAL PURPOSE

湖北科学技术出版社

Ⅲ级

主编 秦德庄

LISTENING AND SPEAKING

英语
ENGLISH

听与说

206927

医学英语教材

高等医学院校教材

(学大降西将同) 南炎欧 员如

英语

III 级

听与说

主编 秦德庄

编者 陈春林

这套教材是由卫生部医学英语教材编审组于1987年4月正式组成后,即首先组织(学大降西将同)南炎欧 员如,《大纲》参照理工科和文理科的做法,强调加强公共英语基础,同时注意结合医学教育的实际,已于1987年印发各高等医学院校参考。本套教材即是依据该《大纲》编写的。

本套教材共分6级,每级有《读与写》和《听与说》两册课本。各级课本在听、说、写几方面的具体要求,与理工科英语教材基本一致。但在词汇与课文取材方面注意到了医学学生

在听与说中,要训练学生听懂和理解,并能用英语进行交际的能力。注重

为了使学生能听懂,在《听与说》课本之中,同时,也包含有

分: Part 1: Intensive Reading (综合语法结构练习); Part 2: Improve Your Vocabulary (加强词汇练习); Part 3: Improve Your Reading Skills (包括泛读与快速阅读); Part 4: Improve Your Writing Skills (有系统地进行写作训练)。这样,每课将从精读开始,进行大量的练习与实践,进而扩大词汇量,提高阅读技能与速度,逐渐培养写作能力。从而达到《大纲》所规定的读、写能力。

《听与说》课本也遵循“循序渐进”的原则,从发音和语调开始,直至听短剧讲读或对话。目的主要是培养学生具有较好的听

本套教材采取分工编写和主编负责制,具体分工如下:

- I级:《读与写》王佩侠主编
《听与说》吴书楷主编
- II级:《读与写》陈慕竹主编
《听与说》吴书楷主编
- III级:《读与写》刘炎南主编
《听与说》秦德庄主编
- IV级:《读与写》郁循道主编
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《听与说》秦德庄主编

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Food	
too much bread	
not enough iron	
not enough vitamin C	
more carbohydrates	
more protein	
more calcium	
Food needed	Usage
Thank you.	
Yes, you did take all.	
in fact you didn't.	
Thank you.	

4. Listen carefully to the following short passage and then do the True or False questions. (6 points)
- 1) If you visit a big city anywhere in the world, you are sure to be able to enjoy the food of your native country.
- 2) Because many American people enjoy eating the food of other nations, many international restaurants are found in the United States.
- 3) In the international restaurants Americans not only enjoy food but also the opportunity to understand the people and their life better.
- 4) Listen to the following passage and then choose the best answer to the question.
- 1) Thin people are more energetic and probably live longer, because:
- a. they eat less.
- b. they do not over-eat.
- c. they do not have heart and liver disease.
- d. they have less chance of getting heart and liver disease.
- 2) Fat people look cheerful and happier:
- a. Fat people are happier types and look cheerful.
- b. Fat people look and are happier.
- c. Fat people are good, happy and cheerful.
- d. In some countries where food is scarce, fat people are happier.
- 3) In some countries where food is scarce:
- a. everyone likes fatter people.
- b. everyone dislikes fatter people.
- c. everyone smiles at fatter people.
- d. everyone admires fatter people.

高等医学院校教材

英语 Ⅲ级

听与说

秦德庄 主编

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前言

这套教材是由卫生部英语教材编审组负责编写的。本组英语教材编审组于1987年4月正式组成后,即首先组织研究修订了《医科英语教学大纲》。《大纲》参照理工科和文科的做法,强调加强公共英语基础训练,根据学生的不同入学水平,实行分级教学,同时指出要注意结合医学教育的实际。《大纲》已由卫生部于1987年印发各高等医学院校参考。本套教材即是依据该《大纲》编写的。

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在编写过程中,特别强调要打好语言基础;重视培养运用语言进行交际的能力;注意取材要新,文章要有趣味性、可读性和可思性。

为了避免内容庞杂、册数过多,本教材将精读、泛读与快速阅读三者合并并在《读与写》课本之中;同时,语法也与阅读密切结合。因此,每级的《读与写》课本包括四个部分:Part 1: Intensive Reading (结合语法结构练习); Part 2: Improve Your Word Power (加强词汇练习); Part 3: Improve Your Reading Skills (包括泛读与快速阅读); Part 4: Improve Your Writing Skills (有系统地进行写作训练)。这样,每课将从精读开始,进行较大的练习与实践,进而扩大词汇量,提高阅读技能与速度,逐渐培养写作能力,以达到《大纲》所规定的读、写能力。

《听与说》课本也遵循“循序渐进”的原则,从纠音和语调开始,逐渐由简单句而段落,直至听短篇讲演或对话。目的主要是培养学生具有较好的听力。

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《听与说》秦德庄主编

不过，全套教材的编写原则、分工事宜以及其他重大问题，均由教材编审组集体讨论决定。各主编编出的教材初稿，也要交编审组传阅并开会讨论，然后再经主编修改。教材编审组组长负责编写全过程各项工作的组织与协调以及最后定稿。

各校学生来源不同，学制和学时也有差别，故在使用本教材时可从实际出发，具有一定的灵活性。

编写供“分级教学”用的教材是新的尝试，教材份量较大，而编写时间较短，编者的水平与能力也有限，书中尚有不妥或错误之处，敬请读者与教学同志批评指正，以便进一步修订。

卫生部英语教材编审组

1989年2月1日

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UNIT 1

Lesson One Reading

Part I: Preview (Exercises with key)

Drills in the sounds [ɔ:] [iə] [æ] [u:] [u] [ju:] [ʌ] [oʊ] [ɔ]

Drill 1

Directions: You'll hear 4 sentences. In each sentence there are two or three words put in brackets. Listen carefully and then underline the one you've heard.

1. All the (furs, farcs) are more expensive this year.
2. His father manages a large (firm, farm).
3. The girls were going to (wear, tear) new (skirts, shirts).
4. She told me to (stir, steer) it carefully.

Drill 2

Look at the following 8 sentences. Try to write out the words which are given in pho-
netic symbols. Then listen to the recording, and check your words.

1. At first Eric rɪfju:ʒd to apologize for his ru:d behavior, but later we fʌk hands.
2. Ruth always listens to the latest nju:ʒ 'bulitin at noon.
3. Some of the 'stju:dənts don't lʌk at the bulletin board as often as they should.
4. Why do you always try to pʌl a door when the instructions say pʌʃ?
5. After several blood træns'fju:ʒən her condition im'pru:vd 'grædjuəli.
6. You did nɒt write me a nəut.
7. ka:m down and kəʊm your hair.
8. She tʌk a few minutes to tɔ:k to us.

Part II: Comprehending by listening (Exercises with key)

Warming — up exercises

Drill 1

Directions: Listen to 2 mini-talks between Anne and Li Ying and then write down your answers to the questions.

1. Which word does Li Ying want to make clear?
2. Which words does Li Ying ask Anne?

Drill 2

Listen carefully to the following emphatic sentences. Then fill in the blanks.

1. Only when it becomes habitual _____ that you can use the language.
2. Only when you can do reading a lot and fairly quickly _____
3. Only by practice and further practice _____
4. Only when you leave your native country _____
5. Only when you get used to new life style _____

The passage

Drill 1

Directions: Listen to the first paragraph of the passage and complete the following with the information you get from the tape.

1. Reading is not much use unless you can do _____ and do it _____
2. If you have to stop a number of times on every page and at every other line, you will be _____

Drill 2

Listen to the second paragraph and complete the following with the information you get from the tape.

1. In improving your English, reading is to give you _____ in handling the kind of language _____
2. By _____ this further practice, your command over the material will become _____ habit.

Drill 3

Now listen to the whole passage carefully and then find out what's the main idea of each paragraph.

Paragraph 1

- a. Reading is not much use.
- b. What the right sort of reading is.
- c. Reading is a waste of time.
- d. Reading a lot at a quick speed is helpful.

Paragraph 2

- a. The proper function of reading.
- b. Further practice.
- c. Use the language.
- d. Handling a language.

The dialogue

Directions: Listen to the dialogue and write 'T' (true) or 'F' (false) for each statement you hear.

1. Nanou was not happy because she was homesick. ()
2. Nanou decided to go back to her native country. ()
3. Nanou used to have a lot of friends but here she had none. ()
4. Carol promised to introduce her to some boyfriends. ()
5. Carol mistook Nanou. ()

Lesson Two Language Learning

Part I : Preview (Exercises with key)

Drills in the sounds [i:] [i] [ei] [e] [æ] [a:]

Drill

Directions: You'll hear ten sentences. In each sentence there are two or three words put in brackets. Listen carefully and then underline the one you've heard.

1. First you must (heat, hit) it.
2. Don't (sleep, slip) on the floor.
3. I want you to (feel, fill) this dish.
4. Did you (feel, fill, fail) it?
5. It's the same (sheep, ship, shape).
6. On what (date, day) did he pay the (debt, death)?
7. The (men, man) came in through the (main, name) gate.
8. He (sat, set) in front of the television (set, sat).
9. The (battle, bottle) was lost two weeks ago.
10. My biology professor (says, said) there's some truth in the old proverb, "An apple a day keeps the doctor away."

Part II : Comprehending by listening (Exercises with key)

Warming-up exercises

Drill 1

Directions: Listen to a poem about some English words which are the same in spelling but different in meaning. Listen carefully and then fill in the blanks.

Some words have different meanings, And yet they're spelt the same.

A cricket is _____,

To play - it's _____.

On every hand, in every land,

It's thoroughly agreed,

The English language to explain,

Is very hard indeed.

A policeman is _____,

It's a nickname (impolite),

Yet _____ in the kitchen

Is an article _____.

On every hand, in every land,

It's thoroughly agreed -

The English language to explain

Is very hard indeed.

Drill 2

Listen to 2 dialogues between two teachers and then answer the question by choosing a, b, or c.

1. Which method are these two teachers using?
 - a. Spoken Language method.
 - b. Children-like method.
 - c. Teaching method.
2. Which method is the first speaker (teacher) using?
 - a. Practice method.
 - b. Rule - learning method.
 - c. Combination method.

The passage

Directions: Listen to the passage twice and then choose the right answer to each of the following questions.

1. Foreign language teachers are interested in how children learn to speak their native language because
 - a. they love children.
 - b. they want to find an easy way to teach adults.
 - c. it is easy for children to learn.
 - d. they believe in children.
2. The belief that adults learn a second language the same way children learn their native language is held by
 - a. all language teachers.
 - b. not all foreign language teachers.
 - c. some language teachers.
 - d. most language teachers.
3. The method mentioned first in the passage is referred to as
 - a. spoken language method.
 - b. speaking language method.
 - c. children language method.
 - d. language teaching method.
4. While adopting this method in the classroom, the teachers
 - a. teach in the native language.
 - b. speak only the foreign language.
 - c. use the spoken language as much as possible.
 - d. teach rules for using the language.
5. How does this method work?
 - a. This method is successful for some students.
 - b. Both teachers and students enjoy using it.
 - c. We know nothing about it from the passage.
 - d. Linguists deny it.

The poem

Directions: Listen to the poem twice carefully and then put in the missing words.

This poem is about some English words which have _____ meanings but are spelled _____. For example, a cricket is _____ and it is also _____. A cop-
per is a nickname for a _____ and the name of _____

Lesson Three Family Life – Today and

Yesterday

Part I : Preview (Exercises with key)

Drills in the diphthongs [ai] [au] [ɔi]

Drill 1

Directions: Listen to the following words carefully. And underline the letter or letters which stands for a diphthong.

[ai]	adviser	Friday	recognize
	cry	highway	retirement
	dine	magnify	time
	eye	microscope	science
	final	pride	wind
	fire	right	
[au]	account	crowd	proud
	amount	down	thousand
	announce	now	
	announcement	out	
[ɔi]	appointment	disappointment	Joyce

Drill 2

Listen to the following sentences carefully and then put in the missing word.

- Whenever he sang, the _____ for more.
- Let's go _____ and _____ right now.
- He is _____ of his son and really shows his _____.
- Are you sure we're on the right _____? I don't _____ any landmarks.
- Joyce has an _____ with her faculty _____ on Friday afternoon at five-fifteen.
- I was _____ to find out that I had such a small _____ of money in my bank _____.
- The microscope _____ and _____ of a fly a _____ times.
- The _____ said that the final concert had been sold out since last Friday.
- My medical _____ professor _____ his retirement last Friday.
- I was late for my nine o'clock class because I forgot to _____ the clock last night.

Part II : Comprehending by listening (Exercises with key)

Warming-up exercises

Drill 1

Directions: Listen to a mini-talk about family life in the United States and then choose the right answer.

This sort passage is mainly about

- marriage life in the United States.
- the role of women in family life.
- change in family life in the United States.

d. male and female roles in family life in the United States.

Drill 2

You'll hear 5 questions and answers. Listen carefully and then choose one of the right to match each of the left, just by putting down the number you've chosen in the bracket after the word.

- | | | |
|-------------|---------|-----------------|
| to take up | () | 1. profession |
| career | () | 2. to like |
| well-to-do | () | 3. to engage in |
| to care to | () | 4. wealthy |
| to bring up | () | 5. to raise |

Passage 1

Directions: Listen to the passage and fill in the following table with the information you've got from the tape.

How Family Life Has Changed

	Yesterday	Today
Family size		
Women's work		
Marriage		
Finance		
Life evaluation		

Passage 2

Listen to the passage "The perfect arrangement" twice and then write "T" or "F" for each statement you hear.

- | | |
|------------|------------|
| 1. () | 3. () |
| 2. () | 4. () |

Lesson Four Family Life in the United States and in China

Part I : Preview (Exercises with key)

Drills in silent consonant letters p, b.

Drill 1

Directions: Letter p is silent in the following words. Letter b is usually silent when preceded by letter m or followed by letter t.

Silent p	Silent b
receipt	comb
corps	tomb
cupboard	climb
psychology	dumb
psalm	thumb
pneumonia	bomb
psychotherapy	plumber
	doubt
	debt

Now listen to the following sentences. Pay special attention to the words with silent p or b. If you detect any, write down the sentence number in the bracket of the word.

comb	()	dumb	()
receipt	()	thumb	()
corps	()	plumber	()
pneumonia	()	doubt	()
psychotherapy	()	debt	()

Part II : Comprehending by listening (Exercises with key)

Warming-up exercises

Drill 1

Directions: You'll hear 5 statements. Listen carefully and then fill in the blanks with what you've heard.

1. You take care of elderly relatives yourselves,_____.
2. Certain aspects of home life in Britain today differ a little from family customs in other countries,_____.
3. In China, we have a more extended family circle,_____.
4. In recent years, the role of men and women in the United States has begun to change,_____.
5. The rule-learning method sometimes works better with students than spoken language method,_____.

Drill 2

You'll hear several short dialogues. Listen attentively and then answer the questions.

Dialogue 1

Question: What does "drop in" mean?

Answer: _____

Dialogue 2

Question: What is the meaning of the phrase "to obey their parents to the last letter"?

Answer: _____

Dialogue 3

Question: What does "fuss" refer to?

Answer: _____

The dialogue

Directions: Li Ying studies nursing in the United States. Now she's having a talk with her American friend Margaret about certain aspects of family life in U.S., which she thinks differ from those in China. Listen carefully to the talk and then supply the information you've got from the tape.

The American family unit seems to be smaller, simply _____ and _____. Chinese have a more extended family circle — it's quite common to have a _____ and _____ or uncle living in as part of the family. Americans don't like people _____ without a _____ invitation, while it's quite usual to drop in _____ and _____ in China.

The passage

Directions: Listen to the passage "Difficulties as a teenager" twice and then write "T" or "F" for each statement you hear.

- | | |
|--------|--------|
| 1. () | 3. () |
| 2. () | 4. () |

Lesson Five Fifth Chinese Daughter

Part I : Preview (Exercises with key)

Drills in silent consonant letters g, gh, h, k, n, and w

Drill 1

Directions: Many English words contain silent letters. Certain spelling patterns indicate a silent letter. For example:

- g before n in final position:
assign, design, campaign, foreign, sign.
- in initial position before n:
gnat, gnaw, gnome.
- gh in final position:
though, although, thorough, through.
- before t:
height, frighten, straight, caught, thought.
- k in initial position before n:
knee, knife, knight, knock, know, knowledge, knit.
- n in final position after m:
hymn, autumn, column, solemn.
- w in initial position before r:
write, wrote, wrap, wrong, wring, wrung.

Now listen to the following sentences. Draw a slash (/) through the silent letter in the word you hear.

1. I can't understand what he says; he must be a foreigner.
2. She attended an extra curricular class of dress design.
3. Grief gnaws my heart.
4. He is of average height.
5. It's hard work. I enjoy it though.
6. Knowledge is power.
7. She was knocked down by a bus yesterday.
8. He has reached the autumn of his life.
9. What's wrong with you?
10. I wrapped the book up in brown paper.

Drill 2

But other words containing silent letters simply have to be memorized. For example:

h	in	hour	ghost	vehicle
		heir	rhyme	forehead
		herb	rhythm	Thomas
		honest	exhibit	
l	in	honour	John	
		could	half	walk
		would	calk	talk
		should	calm	chalk
t	in	salmon	palm	folk
		ballet	often	fasten
		soften	listen	whistle