

大学专门用途英语系列教材

# English for Specific Academic Purposes

# ESAP

## 医药英语教程

English for  
Medicine

Course Book

Patrick Fitzgerald, Marie McCullagh and Ros Wright 原著  
《大学专门用途英语》改编组 改编

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English for  
Specific Academic  
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YIYAO YINGYU JIAOCHENG

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# 《大学专门用途英语》系列教材

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# 总 序

自本世纪初以来,我国大学英语教学改革在课程教学目标的修订、师资队伍的建设、教学方法和手段的完善以及教学测评等方面均取得了突出的成绩。对于许多高等院校来说,如何更好地适应社会经济发展对人才培养的需求,培养高端应用型和国际化的专业人才,是进一步深化大学英语教学改革的一项重要而紧迫的任务。这其中也涉及建设和完善现有的大学英语课程体系,为完成基础阶段英语学习后的大学生开设专门用途英语课程和双语课程。为适应深化大学英语教学改革的需要,高等教育出版社引进英国Garnet教育出版公司出版的“ESAP(English for Specific Academic Purposes)系列教材”,组织我国高等院校教师进行改编,出版了本套“大学专门用途英语系列教材”。

本系列教材旨在满足大学生进一步学习其专业学科英语的需要,教材编写的思路是:

1. 介绍相关专业基本概念、基本知识和研究现状;
2. 有效呈现相关专业涉及的专业术语和学术英语词汇;
3. 有机融合语言学习和专业知识、学术技能的学习和培养;
4. 兼顾英语语言输入与产出,培养学生的综合语言技能。

本系列教材首批推出12册,涵盖语言学、商学、管理学、环境科学、心理学、信息技术、机械工程、银行、法律、医药、公共关系、旅游管理等学科。每册由教程和教师用书组成,内容涉及一个专业方向。每册由12个单元组成,奇数单元突出听说和口译技能训练,偶数单元则强调读写和笔译技能训练。各单元专业知识内容衔接性高,技能训练交互性强,强调英语听、说、读、写、译基本技能在专业和学术背景下的协调应用和全面发展。

每单元的内容基本上可以分为四个部分,第一部分主要介绍和集中训练相关词汇,扫除专业和学术词汇障碍;第二部分集中训练专业知识背景下的听力或阅读技能,强调专业和语言学习过程中基本信息输入的质和量;第三部分是上一环节的延续和发展,重点训练专业和语言学习过程中信息加工和产出所需要的基本技能;第四部分为口语或写作练习,强化产出技能训练。每单元末尾还附有重点词汇和技能回顾,帮助学生进一步梳理所学内容。

本系列教材既可作为各学科专业英语的入门教材,也可作为以英语学习为主的专门用途英语教材。教师可以根据学生的专业需求和英语语言水平的实际情况来确定教学目标和教学重点,灵活安排课程和教学活动。

《大学专门用途英语》改编组

2011年12月

# Introduction

*English for Medicine* is designed for students who plan to take a course in the field of medicine entirely or partly in English. The principal aim of *English for Medicine* is to teach students to cope with input texts, i.e., listening and reading, in the discipline. However, students will be expected to produce output texts in speech and writing throughout the course.

The syllabus focuses on key vocabulary for the discipline and on words and phrases commonly used in academic English. It covers key facts and concepts from the discipline, thereby giving students a flying start for when they meet the same points again in their faculty work. It also focuses on the skills that will enable students to get the most out of lectures and written texts. Finally, it presents the skills required to take part in seminars and tutorials and to produce essay assignments.

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**Lesson 2:** reading or listening text and skills development

**Lesson 3:** reading or listening skills extension. In addition, in later reading units, students are introduced to a writing assignment which is further developed in Lesson 4; in later listening units, students are introduced to a spoken language point (e.g., making an oral presentation at a seminar) which is further developed in Lesson 4

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The last two pages of each unit, *Vocabulary bank* and *Skills bank*, are a useful summary of the unit content.

Each unit provides between 4 and 6 hours of classroom activity with the possibility of a further 2–4 hours on the suggested extra activities. The course will be suitable, therefore, as the core component of a faculty-specific pre-sessional or foundation course of between 50 and 80 hours.

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# Book map

	Topics
<b>1 WHAT IS MEDICINE?</b> Listening · Speaking	<ul style="list-style-type: none"> <li>• background to the discipline</li> <li>• areas of study: anatomy · physiology · biochemistry · pathology · pharmacology</li> </ul>
<b>2 ACHIEVEMENTS IN MEDICINE</b> Reading · Writing	<ul style="list-style-type: none"> <li>• cardiac surgery</li> <li>• eradication of smallpox by vaccination</li> </ul>
<b>3 BASIC PRINCIPLES IN MEDICINE</b> Listening · Speaking	<ul style="list-style-type: none"> <li>• anatomy</li> <li>• physiology</li> </ul>
<b>4 COMPUTERS IN MEDICINE</b> Reading · Writing	<ul style="list-style-type: none"> <li>• the use of computers in medicine</li> </ul>
<b>5 CAUSES AND EFFECTS OF DISEASE</b> Listening · Speaking	<ul style="list-style-type: none"> <li>• defining disease by type</li> <li>• demographics and research methods</li> </ul>
<b>6 BIOLOGY, BIOCHEMISTRY AND PHARMACOLOGY</b> Reading · Writing	<ul style="list-style-type: none"> <li>• aspects of biology, biochemistry and pharmacology</li> </ul>
<b>7 CLINICAL SETTING: ACUTE CARE</b> Listening · Speaking	<ul style="list-style-type: none"> <li>• medicine in a hospital setting</li> </ul>
<b>8 CLINICAL SETTING: PRIMARY CARE</b> Reading · Writing	<ul style="list-style-type: none"> <li>• medicine in general practice</li> </ul>
<b>9 NON-CLINICAL SETTING: PUBLIC HEALTH</b> Listening · Speaking	<ul style="list-style-type: none"> <li>• public health medicine</li> <li>• obesity</li> </ul>
<b>10 EVIDENCE-BASED MEDICINE</b> Reading · Writing	<ul style="list-style-type: none"> <li>• background to EBM</li> <li>• research fundamentals</li> <li>• patient role in EBM</li> <li>• clinical guidelines</li> </ul>
<b>11 CURRENT ISSUES IN MEDICINE</b> Listening · Speaking	<ul style="list-style-type: none"> <li>• ethics and patient communication</li> <li>• informed consent</li> </ul>
<b>12 THE FUTURE OF MEDICINE</b> Reading · Writing	<ul style="list-style-type: none"> <li>• global inequality in access to health care</li> <li>• genetic engineering and nano-medicine</li> <li>• cloning</li> <li>• pandemics</li> <li>• clinical trials</li> </ul>

## Vocabulary focus

## Skills focus

- words from general English with a special meaning in medicine
- prefixes and suffixes

- Listening**
- preparing for a lecture
  - predicting lecture content from the introduction
  - understanding lecture organization
  - choosing an appropriate form of notes
  - making lecture notes

**1**

- Speaking**
- speaking from notes

- English–English dictionaries: headwords · parts of speech · stress markers · phonemes · countable/uncountable · transitive/intransitive

- Reading**
- using research questions to focus on relevant information in a text
  - using topic sentences to get an overview of the text

**2**

- Writing**
- writing topic sentences
  - summarizing a text

- stress patterns in multi-syllable words
- prefixes

- Listening**
- preparing for a lecture
  - predicting lecture content
  - making lecture notes
  - using different information sources

**3**

- Speaking**
- reporting research findings
  - formulating questions

- computer jargon
- abbreviations and acronyms
- discourse and stance markers
- verb and noun suffixes

- Reading**
- identifying topic development within a paragraph
  - using the Internet effectively
  - evaluating Internet search results

**4**

- Writing**
- reporting research findings

- word sets: synonyms, antonyms, etc.
- the language of trends
- common lecture language

- Listening**
- understanding 'signpost language' in lectures
  - using symbols and abbreviations in note-taking

**5**

- Speaking**
- making effective contributions to a seminar

- synonyms, replacement subjects, etc. for sentence-level paraphrasing

- Reading**
- locating key information in complex sentences

**6**

- Writing**
- reporting findings from other sources: paraphrasing
  - writing complex sentences

- compound nouns
- fixed phrases from medicine
- fixed phrases from academic English
- common lecture language

- Listening**
- understanding speaker emphasis

**7**

- Speaking**
- asking for clarification
  - responding to queries and requests for clarification

- synonyms
- nouns from verbs
- definitions
- common 'direction' verbs in essay titles (*discuss, analyze, evaluate, etc.*)

- Reading**
- understanding dependent clauses with passives

**8**

- Writing**
- paraphrasing
  - expanding notes into complex sentences
  - recognizing different essay types/structures: descriptive · analytical · comparison/evaluation · argument
  - writing essay plans
  - writing essays

- fixed phrases from medicine
- fixed phrases from academic English

- Listening**
- using the Cornell note-taking system
  - recognizing digressions in lectures

**9**

- Speaking**
- making effective contributions to a seminar
  - referring to other people's ideas in a seminar

- 'neutral' and 'marked' words
- fixed phrases from medicine
- fixed phrases from academic English

- Reading**
- recognizing the writer's stance and level of confidence or tentativeness
  - inferring implicit ideas

**10**

- Writing**
- writing situation–problem–solution–evaluation essays
  - using direct quotations
  - compiling a bibliography/reference list

- words/phrases used to link ideas (*moreover, as a result, etc.*)
- stress patterns in noun phrases and compounds
- fixed phrases from academic English

- Listening**
- recognizing the speaker's stance
  - writing up notes in full

**11**

- Speaking**
- building an argument in a seminar
  - agreeing/disagreeing

- verbs used to introduce ideas from other sources (*X contends/suggests/asserts that ...*)
- linking words/phrases conveying contrast (*whereas*), result (*consequently*), reasons (*due to*), etc.
- words for quantities (*a significant minority*)

- Reading**
- understanding how ideas in a text are linked

**12**

- Writing**
- deciding whether to use direct quotation or paraphrase
  - incorporating quotations
  - writing research reports
  - writing effective introductions/conclusions



# 1 WHAT IS MEDICINE ?

## 1.1 Vocabulary

guessing words in context • prefixes and suffixes

**A** Read the e-mail. What do the words in green mean in medical English?

Hi Beth

Hope you're having a good time on holiday.

I'm stuck in front of my computer again, trying to finish my history essay. It's 11:30 a.m. and I'm not even dressed yet. Actually, we've got a leak in the bathroom and I'm waiting for the plumber to come and fix the valves, or whatever's wrong with it. He's waiting for a delivery of the parts, apparently. I'm trying to be patient, but every ten seconds I can hear a drip from the bathroom and it's starting to drive me crazy!

Some of the girls invited me to see a play at the theatre last night. It's not my kind of thing normally, but I have to admit the cast were excellent, even if the storyline was not that great. I tried to take a photo of them for you, but my finger was covering the camera lens, so it hasn't come out very well.

Anyway – back to my history essay.

See you next week.

Sophie

**B** Read these sentences. Complete each sentence with one of the words in red from Exercise A. Change the form if necessary.

- 1 It's only fairly recently that 'birthing partners' have been allowed to be present in the \_\_\_\_\_ room.
- 2 Behind the iris is the soft, elastic \_\_\_\_\_ that widens or contracts under different lighting conditions.
- 3 The \_\_\_\_\_ will need to take the prescription to the pharmacist in order to get his medication.
- 4 The heart is a muscular pump, dependent on a series of four \_\_\_\_\_ that enable it to function.
- 5 Take the patient's \_\_\_\_\_ by asking him or her about their past and current medical problems.
- 6 You will be taken down to \_\_\_\_\_ for your operation once you have been seen by the anaesthetist.
- 7 The patient was \_\_\_\_\_ to the Emergency Unit following a near-fatal car accident, and is currently on a \_\_\_\_\_.
- 8 The nurse will change the \_\_\_\_\_ on your wound now, but the \_\_\_\_\_ on your leg won't come off for another week or so.

**C** Study the words in box a.

- 1 What is the connection between all the words?
- 2 What is the base word in each case?
- 3 What do we call the extra letters?
- 4 What is the meaning of each prefix?
- 5 Can you think of another word for each prefix?

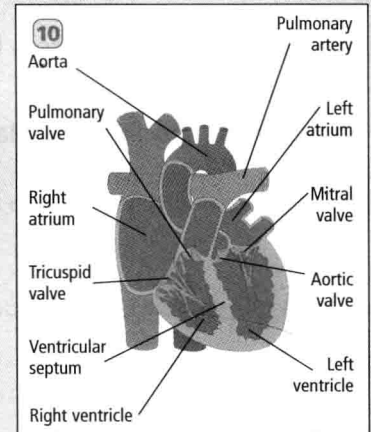
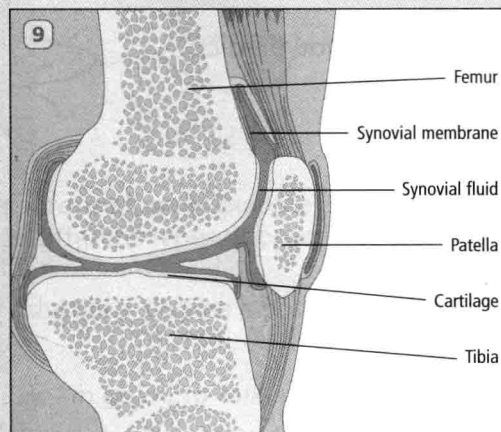
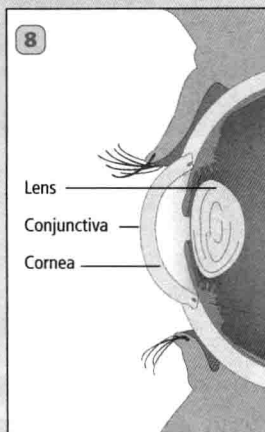
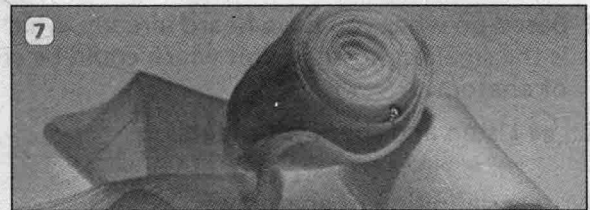
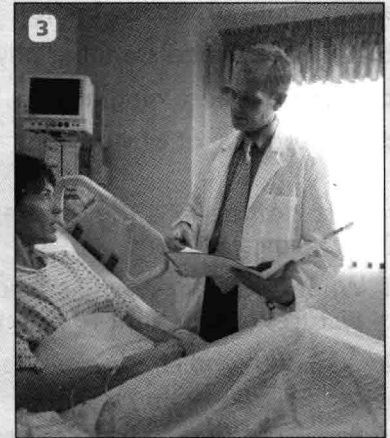
**a** antiseptic    biochemistry    dissection  
imbalance    incontinent    irregular  
malfunction    microbiology  
outpatient    premature    transmission  
ultrasound    unborn

**D** Study the words in box b.

- 1 What is the connection between all the words?
- 2 What is the base word in each case?
- 3 What do we call the extra letters?
- 4 What effect do the extra letters have on the base word?
- 5 Can you think of another word for each suffix?

**b**

analysis cardiologist  
 epidemic functioning harmful  
 identify improvement lucidity  
 mechanism medical palpitation  
 physician physiology  
 practitioner regulate resistance  
 shortness specialize

**E** Discuss the pictures below. Use words from this lesson.


## 1.2 Listening

preparing for a lecture • predicting lecture content • making notes

**A** You are a student in the Faculty of Medicine at Hadford University. The title of the first lecture is *What is medicine?*


- 1 Write a definition of medicine.
- 2 What other ideas will be in this lecture? Make some notes.

See *Skills bank*.


**B**  Listen to Part 1 of the talk. What does the lecturer say about medicine? Tick one or more of the following.

- a It is about dissecting bodies. \_\_\_\_\_
- b It is about understanding physiology. \_\_\_\_\_
- c It is about becoming healers. \_\_\_\_\_
- d It is about a lot of studying. \_\_\_\_\_


**C** In Part 2 of the talk, the lecturer outlines the course of study for a medical student.

- 1 What core subjects will a medical student study? Use the pictures on the right to help you.
- 2  Listen and check your ideas.

**D** In Part 3 of the talk, the lecturer mentions *cell* and *scan*.

- 1 What do these words mean in general English?
- 2 What do they mean in medicine?
- 3  Listen and check your ideas.

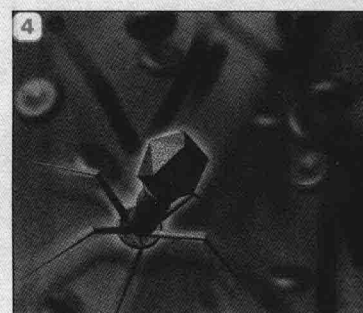
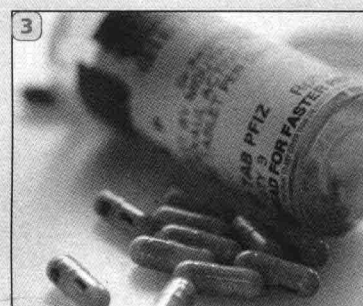
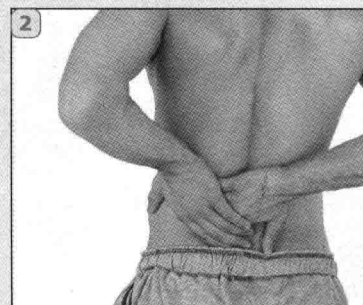
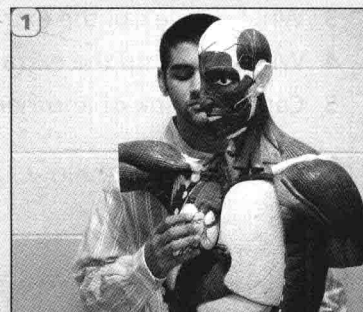
**E** In Part 4 of the talk, the lecturer provides more detail on what is covered by human anatomy.

- 1 Based on what you have heard already, what do you think is the smallest possible unit which could be studied as part of anatomy?
- 2  Listen and check your ideas.

**F** Write a definition of anatomy.

**G** Look back at your notes from Exercise A. Did you predict:

- the main ideas?
- most of the special vocabulary?
- the order of information?



## 1.3 Extending skills

lecture organization • choosing the best form of notes

**A** In a medical context, what can you ...

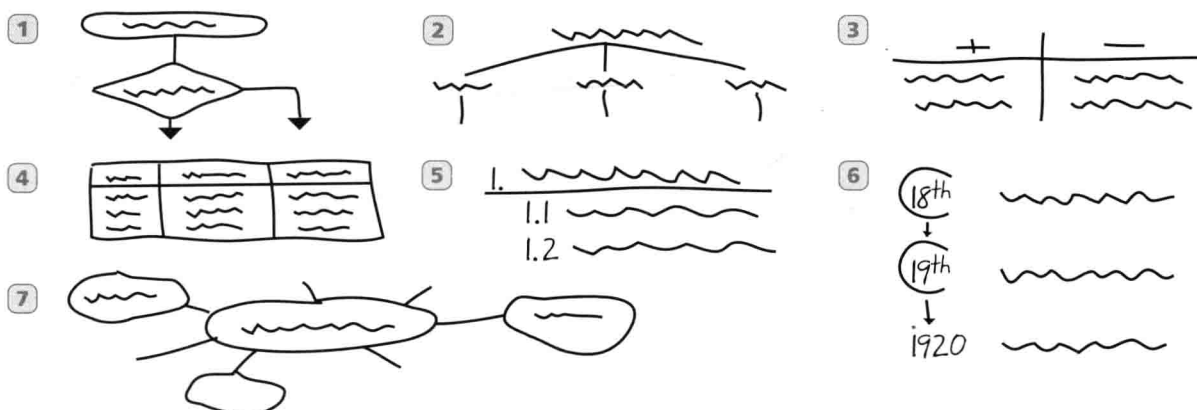
- |             |             |               |
|-------------|-------------|---------------|
| 1 diagnose? | 4 analyze?  | 7 prescribe?  |
| 2 treat?    | 5 practise? | 8 administer? |
| 3 record?   | 6 perform?  | 9 interpret?  |

**B** How can you organize information in a lecture? Match the beginnings and endings.

- |                             |                        |
|-----------------------------|------------------------|
| 1 question and              | contrast               |
| 2 problem and               | definition             |
| 3 classification and        | disadvantages          |
| 4 advantages and            | effect                 |
| 5 comparison and            | events                 |
| 6 cause and                 | supporting information |
| 7 sequence of               | process                |
| 8 stages of a               | solution               |
| 9 theories or opinions then | answer                 |

**C** How can you record information during a lecture? Match the illustrations with the words and phrases in the box.

tree diagram   flowchart   headings and notes   spidergram   table   timeline   two columns

**D** Match each organization of information in Exercise B with a method of note-taking from Exercise C. You can use one method for different types of organization.**E** Listen to five lecture introductions. Choose a possible way to take notes from Exercise C in each case.**Example**

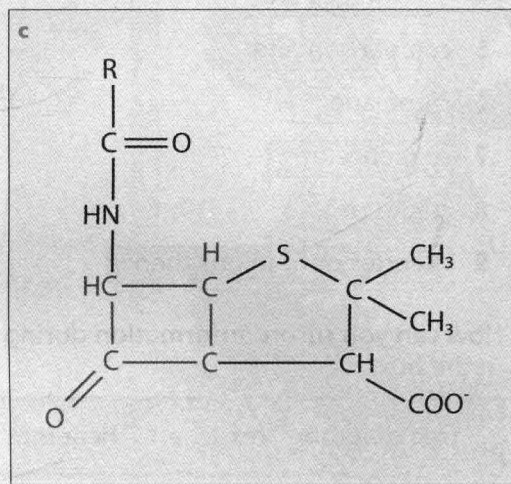
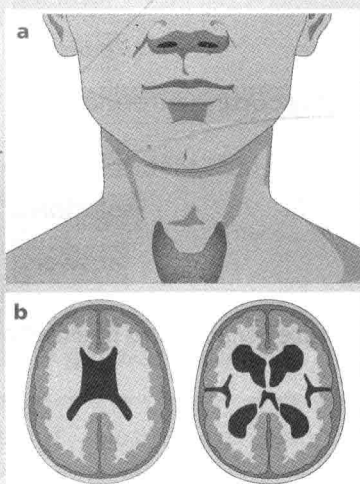
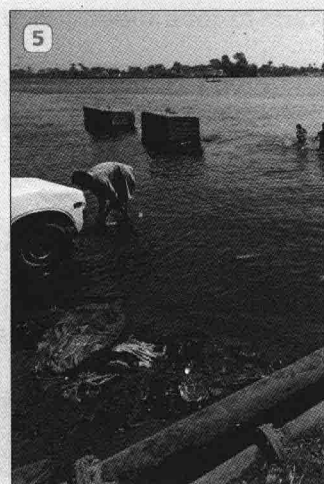
You hear: *In the lecture today, I'm going to talk about the different stages of Alzheimer's and how these can be recognized in the patient ...*

You choose: *flowchart*



## 1.4 Extending skills

making notes • speaking from notes



**A** Study pictures 1–5. What do they show? Use the words from the box.

antiseptic   laser surgery   scalpel   stagnant water   vaccination

**B** What does each diagram (a–c) show?

**C** Cover the opposite page. Listen to the lecture introductions from Lesson 1.3 again. Make an outline on a separate sheet of paper for each introduction.

**D** Look at your outline for each lecture. What do you expect the lecturer to talk about in the lecture? In what order?

**E** Listen to the next part of each lecture. Complete your notes.

**F** Uncover the opposite page. Check your notes against the model notes. Are yours the same or different?

**G** Work in pairs.

- 1 Use the notes on the opposite page. Reconstruct one lecture.
- 2 Give the lecture to another pair.