



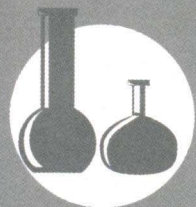
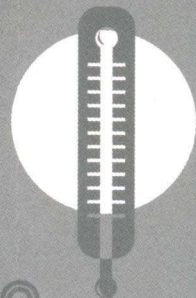
高等学校专门用途英语(ESP)系列教材

# 医学主题英语

## —— 阅读探索及语言应用

**A Theme English Course for Advanced Medical Students**

梁正溜 编写



外语教学与研究出版社  
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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# 前言

如何将英语教学与医学院校的专业培养相结合，是一项极富挑战的工作。如何在英语语言学习与医学专业培养之间找到合适的切入点，使大学英语学习拥有与专业相关的内涵，使大学英语教学更有针对性、专业性、实用性，而不仅是构筑一个空洞的语言躯壳，是编者在多年从事医学专业大学英语教学实践中不断探索的重点。

医学既是一门科学又是一门艺术，其涵盖面极其广阔。现代医学早已超出生物医学的范围，涉及社会的政治、经济、人文等各个方面。以人体的健康与疾病而言，医学也越来越多地探索着环境变化、生活习惯、心理状况等因素的作用和影响。与医学相关的社会内容，尤其是医学背景下的人文思考，既能开阔学生的专业视野，更能开启思想，培养学生的科学精神、创造性思维 and 创新能力。

因此，从人文科学和社会科学的角度切入，以欧美医务工作者和科学家为研究对象，基于主题阅读进行语言输出，将大学英语教学与医学专业培养有机结合，使学生在了解专业相关的人文科学和社会科学热点的同时，熟悉和掌握语言的运用，交流和表达自己的专业思考，是编者的教学理念和编写本教材的宗旨。

本教材由九个单元组成，每个单元包括四部分：课前功课（Assignments Before Class），主课文阅读（A Communicative Approach to Text A），补充阅读（Further Reading）和课后练习（Follow-up Activities）。丰富的主题阅读激发学生的批判思维，多样的辅助练习实现真正意义上的互动学习。

本教材的核心理念是在思想交流中学习运用语言，而不是一味追求语言知识本身的摄入。因此，教材的设计具有如下特点：

1. 选篇注重思想内涵。课文全部选自国际著名学术期刊的最新文章或社论，比如 *The American Journal of Medicine*（《美国医学杂志》）、*Nature*（英国的《自然》杂志）、*JAMA*（《美国医学会杂志》）、*Science*（美国的《科学》杂志）等，语言地道规范。前六个单元围绕医学工作者的社会责任、医学教育、医学工作者的自我反省、医学的真谛、医患关系、医学伦理道德等医学主题展开，后三个单元则从医学上升到更广阔的科学，从科学的客观公正、创造力、追求科学与完善自我等角度反观医学

(科学), 视野深广、思想深刻, 使学生在现代医学所注重的精准细致之外拥有更为高远的大局观。

2. 设计注重学习的能动性。阅读文章 (Texts) 都配有大量的生词释义 (以旁注出现, 方便阅读理解) 和课文注释 (以上标表明出处, 便于学生对照), 书后还有总词汇表 (Glossary), 便于学生阅读参考。这一做法免去了教师的大量词汇和语法讲解, 保证了课堂时间的合理运用, 使课堂活动的重点转移到主题的探索 and 思想的交流, 使语言学习成为交流互动的“副产品”, 语言成为思想内容的载体。
3. 课前功课 (Assignments Before Class) 和课内阅读 (A Communicative Approach to Text A) 互相交织, 在交流互动中表达思想。学生课前准备的一分钟口头汇报, 必须基于对课文的理解, 并且随着对课文展开的讨论而相应呈现, 自然交织, 既为学生创造了运用英语表达思想的空间, 又帮助学生深层挖掘课文的内涵。附录的课堂表现评价表 (Task Slips) 也便于教师根据学生的课堂表现做好评价并记录归档, 作为学生的平时成绩, 使评价促学。
4. 课后练习 (Follow-up Activities) 以主观题为主, 注重学生能力的培养。比如词汇练习 (Vocabulary Enlargement & Reinforcement) 要求在一个搭配词组的空格中根据所给信息填空, 完成一个符合英语习惯表达的词组, 该题型更有助于词汇的掌握和应用。再如综合填空 (Integration), 在整篇文章中抽出一个个合理的空间, 同时给予相应的同步指令, 从而训练学生的阅读能动性、逻辑思维、预想能力、对篇章结构的把握、对语言的综合应用。
5. 注重书面输出能力的培养, 每个单元都有精心设计的指导性写作练习, 比如语法结构和句型 (Grammar and Structure Acquisition)、段落写作的观察与模仿 (Observation and Imitation) 和段落分析与写作 (Guided Paragraph Writing)。首先使学生置身于语篇之中, 然后引导学生注意语言的表达习惯, 通过推理和归纳, 领悟思维模式的差异, 并在模仿中运用语言、表达思想。这种既有空间和自由、又有引导和制约的写作训练模式, 使学生的思维和语言表达都能得到潜移默化的正确指导。

本教材可供一学期的课时之用, 教师也可根据实际教学情况而灵活取舍。编者建议, 在课时许可的情况下, 补充阅读 (Further Reading) 可采取与主课文 (Text A) 相似的教学模式, 课后练习 (Follow-up Activities) 也可以同样处理, 使学生在互动交流中运用语言、深化思想。

编 者

2011年8月

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# Unit 1



## PREVIEW

The reason why we chose medicine is that we intend to reach out for world health. This is our highest aspiration. True, the sacred mission is accompanied by such issues as the primary objective of medicine, health investment, social responsibilities, value-laden morals, conflicts of interest and others worth contemplation and perception. Such issues will go along with this advanced theme course so as to sharpen our ideological perception, and in the meanwhile consolidate our language acquisition.

## I. ASSIGNMENTS BEFORE CLASS

### 1. Quest for Definition

**Directions:** Explore online the definition of the following terms, and prepare a one-minute oral presentation on one of them. Base your presentation on the online information and the corresponding context in Text A, and deliver it in a unique way. (This is going to be integrated into the communicative interaction in the classroom, requiring the student task to be performed when the term appears in Text A. Each of the terms is to be assigned to a student in advance in the form of a single slip available in Appendix of the textbook.)

Your Tasks	Page
1) the dark ages	3
2) killed and live attenuated vaccines	3
3) interdisciplinary	4
4) health sciences	4
5) the laboratory and the field	4

### 2. Text-based Exploration

**Directions:** Read carefully the part of Text A that corresponds to your task, and then prepare a one-minute oral presentation. Focus your presentation on the task and deliver it in a unique way. (This is going to be integrated into the communicative interaction in the classroom, requiring the student task to be performed when the task appears in the relevant context in Text A. Each of the tasks is to be assigned to a student in advance in the form of a single slip available in Appendix of the textbook.)

Your Tasks	Page
1) Have a brief review of the achievements in public health gained in the past century.	3
2) Why is there little reason for complacency?	3
3) How can current and future challenges be met?	4
4) Research on the ground.	5
5) Healthy people help build healthy economies.	5

## II. A COMMUNICATIVE APPROACH TO TEXT A

### 1. Productive Reading

**Directions:** Read the essay carefully before you are engaged in the communicative activities in the classroom. (This involves interactive communication between the teacher and students, which is supposed to be enforced by spontaneous questions and answers, with students' prepared presentations interwoven with the unfolding of the text.)

### Text A

## Reaching out for<sup>1</sup> World Health

Gro Harlem Brundtland<sup>2</sup>

In the past century, there have been more gains in public health than in the entire previous history of humankind. Many of the major achievements are due principally to science and scientists—John Snow<sup>3</sup>, Louis Pasteur<sup>4</sup>, Robert Koch<sup>5</sup>, and many others rescued civilization from the dark ages<sup>6</sup> of fear of the unknown<sup>7</sup> and the dread shadow of diseases<sup>8</sup> such as cholera and plague. More recently, the conscience and concern of scientists<sup>9</sup> have often been driving forces<sup>10</sup> in advancing health, enhancing the development of new tools, and stimulating international research and control of major global health problems. Consider an example that spanned most of the 20th century: poliomyelitis. Its discovery as an infectious disease, the amplification of the virus in tissue culture, the development of killed and live attenuated vaccines<sup>11</sup>, the strategy for their use through an expanded program of vaccination, the introduction of national immunization days<sup>12</sup>, and recent research into improved safety and monitoring methods<sup>13</sup> have all led to an approaching milestone in global public health—the worldwide eradication of polio.

However, there is little reason<sup>14</sup> for complacency. Victories are often temporary. Our microbial enemies are incredibly adept at<sup>15</sup> developing new defenses and weaponry and at jumping to<sup>16</sup> new species to create new emerging infections. The

rescue /'reskjui/ vt. 挽救

civilization /,sɪvəlaɪ'zeɪʃən/ n.

文明

cholera /'kɒlərə/ n. 霍乱

plague /pleɪg/ n. 鼠疫

conscience /'kɒnʃəns/ n. 觉悟

poliomyelitis /,pəʊliəʊmaɪə'lartɪs/

n. 脊髓灰质炎

amplification /,æmplɪfɪ'keɪʃən/

n. 扩增

attenuate /ə'tenjuet/ vt. 减弱

(微生物或病毒的) 毒性

milestone /'maɪlstəʊn/ n. 里程碑

eradication /ɪ,rædɪ'keɪʃən/ n. 消灭

polio /'pəʊliəʊ/ n. 脊髓灰质炎

complacency /kəm'pleɪnsi/ n. 自满

temporary /'tempəreri/ a. 暂时的

microbial /maɪ'krəʊbiəl/ a. 微生物的

adept /'ædept/ a. 擅长于

weaponry /'wepənri/ n. 武器

very progress<sup>17</sup> of our civilization can threaten our health; for example, transportation technology moves millions of people around the world every day, facilitating the spread of epidemics. And political and economic mismanagement can increase the deprivation of populations; today, less than 10% of the global research and development budget is used to address the largest disease burden<sup>18</sup>, which is found among the poorer populations of the world, and we have no effective vaccines against major scourges such as malaria and AIDS.

How can current and future challenges be met? Research is crucial. It is also essential that scientists from different specialties approach problems in an interdisciplinary way. This is a call for<sup>19</sup> talented young scientists from many branches of knowledge to reach out to improve world health and for science policy-makers in governments, agencies, foundations, and industry to underwrite their mission. The stunning pace of change in the health sciences and their engagement with other disciplines such as informatics, chemistry, physics, and social science provide a new opportunity for health in the 21st century. This call is not only for scientists and policymakers in the industrialized world but also, and perhaps more important<sup>20</sup>, for those in the developing world. The potential, passion, and perception of scientists close to the major problems of world health need to be tapped. This is especially true as<sup>21</sup> the distance between the laboratory and the field continues to shrink rapidly, providing the best-ever scientific opportunity to address global health needs<sup>22</sup>. We should make deliberate use of it<sup>23</sup>, bearing in mind that<sup>24</sup> investment in health is investment in development.

Research networks that span national borders will provide essential support for intensified public health efforts. In this context<sup>25</sup>, I welcome the Multilateral Initiative for Malaria (MIM) research. The efforts by MIM to accelerate capacity building in Africa will be a cornerstone for the “Roll Back<sup>26</sup> Malaria” program on that continent<sup>27</sup>. Indeed, research will be an integral part of

facilitate /fə'sɪlə'teɪt/ *vt.* 使便利

epidemic /epɪ'demɪk/ *n.* 流行病

deprivation /deprɪ'veɪʃən/ *n.* 贫困

budget /'bʌdʒɪt/ *n.* 预算

scourge /skɜːdʒ/ *n.* 苦难

malaria /mə'leəriə/ *n.* 疟疾

crucial /'kruːʃəl/ *a.* 决定性的

interdisciplinary /,ɪntə'dɪsɪplɪnəri/  
*a.* 跨学科的

talented /'tæləntɪd/ *a.* 有才华的

agency /'eɪdʒənsi/ *n.* 机构

foundation /faʊn'deɪʃən/ *n.* 基金会

underwrite /,ʌndə'raɪt/ *vt.* 支持

mission /'mɪʃən/ *n.* 使命

stunning /'stʌnɪŋ/ *a.* 惊人的

discipline /'dɪsɪplɪn/ *n.* 学科

informatics /,ɪnfə'mæ'tɪks/ *n.* 信息学

passion /'pæʃən/ *n.* 激情, 热情

perception /pə'sepʃən/ *n.* 洞察力

tap /tæp/ *vt.* 开发

shrink /frɪŋk/ *vi.* 缩短

deliberate /dɪ'lɪbə'reɪt/ *a.* 慎重的

multilateral /,mʌltɪ'lætərəl/ *a.*

多边的, 多国的

initiative /ɪ'nɪʃətɪv/ *n.* 行动, 倡议

cornerstone /'kɔːnəstəʊn/ *n.* 基石

integral /'ɪntɪgrəl/ *a.* 组成的

all World Health Organization (WHO) programs, strategically placed to make a difference<sup>28</sup> where it matters most: on the ground.<sup>29</sup>

I will put great emphasis on the scientific underpinning of policy in a renewed WHO<sup>30</sup>. I intend to establish a separate function, devoted to health information and the development of evidence-based policy<sup>31</sup>. WHO will be a leading advocate for health. In addition to the scientific evidence required for policy setting<sup>32</sup>, WHO will gather information on the needs of researchers and on advances made in research. These will be reported to decision-makers around the world. Health ministers need little convincing<sup>33</sup>, but WHO will remind presidents, prime ministers<sup>34</sup>, finance ministers, and science ministers that they are health ministers themselves, key to<sup>35</sup> bringing the science of health to bear on<sup>36</sup> the well-being of their people. Our message will be that healthy people help build healthy economies.

underpinning /ˌʌndəˈpɪnɪŋ/ *n.*  
基础

advocate /ˈædvəkeɪt/ *n.* 提倡者

minister /ˈmɪnɪstə/ *n.* 部长, 大臣

well-being /welˈbiːɪŋ/ *n.* 健康

◆ Source: *Science*, vol. 280 (26 June 1998).

## 2. Questions for Conclusive Discussion

Directions: *Have a critical discussion on the following questions.*

- 1) What is the statement that impresses you most while reading the essay?
- 2) What do you agree or disagree with in the essay?
- 3) What is your opinion of the message of the essay?

## Notes

1. reach out for sth 短语动词, 意为“为……而奋斗; 追求”, e.g. We are *reaching out for* world peace.
2. Gro Harlem Brundtland 格罗·哈莱姆·布伦特兰, 挪威政治家、外交家、医生, 挪威历史上第一位女首相, 曾任世界卫生组织总干事。2004年英国《金融时报》将布伦特兰夫人列为近25年来第4名“最有影响的欧洲人”。(Gro Harlem Brundtland, born Gro Harlem, 20 April 1939, is a Norwegian physician and an international leader in sustainable development and public health. She served for 10 years as Prime Minister of Norway, and served as the Director General of the World Health Organization. In her acceptance speech for the WHO position, Dr Brundtland said, “What is our Key mission? I see WHO’s role as being the moral voice and the

technical leader in improving health of the people of the world, ready and able to give advice on the key issues that can unleash development and alleviate suffering.”)

3. John Snow 约翰·斯诺, 流行病学鼻祖, 发现 19 世纪 30 年代至 40 年代英国伦敦霍乱流行的祸根 (1813-1858, a British physician and a leader in the adoption of anaesthesia and medical hygiene, who is considered to be one of the fathers of epidemiology, because of his work in tracing the source of a cholera outbreak in Soho, England [1854])
4. Louis Pasteur 路易·巴斯德, 法国化学家, 微生物学家, 证明微生物引起发酵及传染病, 首创用疫苗接种预防狂犬病、炭疽和鸡霍乱, 发明巴氏消毒法 (1822-1895, a French chemist and microbiologist who is remembered for his remarkable breakthroughs in the causes and preventions of disease. His discoveries reduced mortality from puerperal fever, his experiments supported the germ theory of disease, and he created the first vaccine for rabies. He was best known to the general public for inventing a method to stop milk and wine from causing sickness, a process that came to be called pasteurization. He is regarded as one of the three main founders of microbiology, together with Ferdinand Cohn and Robert Koch.)
5. Robert Koch 罗伯特·科赫, 德国细菌学家, 发明细菌纯培养法和染色法 (1843-1910, a German physician, who became famous for isolating *Bacillus anthracis* [1877], the *Tuberculosis bacillus* [1882] and the *Vibrio cholera* [1883] and for his development of Koch's postulates. He was awarded the Nobel Prize in Physiology or Medicine for his tuberculosis findings in 1905. He is considered one of the founders of microbiology.)
6. the dark ages (欧洲 5 世纪至 11 世纪) 愚昧黑暗时代 (Originally, the term characterized the bulk of the Middle Ages, from about the 5th to the 11th century, as a period of intellectual darkness between the extinguishing of the light of Rome and the Renaissance or rebirth from the 14th century onwards.)
7. fear of the unknown 对未知事物的恐惧
8. the dread shadow of diseases (隐喻) 疾病的恐怖阴影
9. the conscience and concern of scientists 科学家的觉悟和关切
10. driving forces 动力
11. killed and live attenuated vaccines 灭活减毒疫苗
12. national immunization days 全国性的免疫接种日
13. monitoring methods 检测手段
14. there is little reason 单词 reason 还可被 no 或 every 等词修饰, 在意义上, 前者接近于 little, 意为“没有理由”, 后者意为“有充分理由或足够理由”, reason 后可接介词 for 短语或动词不定式, e.g. We have *every reason* to be alarmed by the overuse of antibiotics. / There is *every reason* for the use of antibiotics to a minimum.
15. be adept at sth = be good at sth, be skillful at sth, 形容词短语, 意为“擅长……”, e.g. She is *adept at* hiding her feelings.
16. jump to ... 动词短语, 意为“突然发展成……, 突变成……”, 还可表示“匆匆作出 (结

- 论)”, e.g. She *jumped to* a conclusion.
17. the very progress 单词 very 为形容词, 需同定冠词 the 一起修饰名词, 意为“正是”(具有突出、强调的作用), e.g. The *very* thought of working with her makes me happy.
  18. to address the largest disease burden 动词 address 的真实含义取决于其宾语 the largest disease burden, 整个短语意为“减轻疾病所带来的巨大经济负担”
  19. This is a call for sb to do sth 代词 this 使上下文连贯, 该表达意为“此使命召唤某人做某事”, e.g. It is imperative that antibiotics be used sparingly. *This is a call for* the medical community to avoid any careless use of valuable antibiotics.
  20. ... and perhaps more important, ... 插入语, 起递进作用, 意为“尤为重要的是……”
  21. This is especially true as (when) ... 句型, 用于举例论证上述某一观点, 意为“这一点当……尤为正确”, e.g. Research is crucial. *This is especially true when* we meet current and future challenges.
  22. to address global health needs 参照本页注释第 18 项
  23. make use of sb / sth 短语动词, 意为“使用, 利用”, e.g. Medicine *is making* increasing use of robots.
  24. bear in mind that ... 句型, 意为“牢记”, e.g. *Bear in mind that* victories are often temporary.
  25. in this context 介词短语, 意为“在这一点, 在这一方面”, e.g. Both are possible *in this context*.
  26. roll sth back 短语动词, 意为“迫使……后退; 遏制”, e.g. CDC (Centers for Disease Control and Prevention) workers took effective measure to *roll back* the epidemic.
  27. on that continent 根据上下文, 意为“在非洲大陆上”
  28. make a difference 动词短语, 意为“有起色, 有影响, 起作用”, e.g. You really *made a difference* to my life. / Money *makes no difference* to her.
  29. Indeed, research will be an integral part of all World Health Organization (WHO) programs, strategically placed to make a difference where it matters most: on the ground. 显然, 科研将是世界卫生组织(世卫组织)项目中的一个组成部分, 从战略上来说, 应在最需要, 并能起作用的地方进行, 即在现场进行。
  30. a renewed WHO 一个崭新的世卫组织
  31. evidence-based policy 循证政策
  32. policy setting 决策制定
  33. need little convincing 无需说服
  34. prime minister 首相(或称“总理”, 又作 premier)
  35. ..., key to ... 形容词短语, 在语法上相当于 ..., which is key to ..., 意为“这(种行为)对……非常关键”, e.g. The potential, passion, and perception of scientists close to the major problems of world health need to be tapped, *key to* reaching out for world health.
  36. bear on sth 动词短语, 意为“对……有影响”, e.g. In reality, anything can *bear* unfavorably on one's health and well-being.

### III. FURTHER READING

Directions: Read Texts B and C before you are engaged in the follow-up activities.

#### Text B

### My Hope for Medicine

Roger C. Bone<sup>1</sup>

As a physician and as a terminally ill patient<sup>2</sup> with metastatic renal cancer, I often find myself now reflecting back on<sup>3</sup> what has happened in medicine during my lifetime. While there have been several remarkable advances made in recent history, still I worry about what will happen if the leaders of our beloved profession do not safeguard its future and let it fall to<sup>4</sup> other medicine's course.

We chose medicine because we wanted to help people. I would like to think that our zeal for medical science will never fade as we continue to explore opportunities to assist patients with bedside care<sup>5</sup>, instruct the physicians of tomorrow, and conduct groundbreaking research. This is indeed a noble calling.

Although I continue to pursue my professional goals and come into my office every day, I now view medicine through the eyes of<sup>6</sup> a patient. Since I take an oral formulation of morphine to control intense pain from bone metastasis and radicular pain from spinal root metastasis, I do not subject patients to my decisions<sup>7</sup>. However, I can still write, counsel the terminally ill patient (who is also commonly on<sup>8</sup> morphine), and reflect upon my profession.

There is much that is right with medicine today.<sup>9</sup> I would like to start by commenting on the quality of patient care I have received from my doctors and nurses. I have never seen a more caring, compassionate group of people in my life.<sup>10</sup> I frequently visit the oncology ward to receive treatment with as

metastatic /ˌmetə'stætɪk/ a.

(医)转移的

renal /'ri:nl/ a. 肾脏的

safeguard /'seɪf,gɑ:d/ vt. 捍卫

zeal /zi:l/ n. 热情

fade /feɪd/ vi. 消失, 枯萎

groundbreaking /'graʊnd,breɪkɪŋ/ a. 突破的

calling /'kɔ:lɪŋ/ n. 职业

formulation /ˌfɔ:mjʊ'leɪʃən/ n. 制剂

morphine /'mɔ:fi:n/ n. 吗啡

metastasis /mə'tæstə'sɪs/ n. (医) 转移

spinal /'spainl/ a. 脊骨的, 脊髓的

radicular /ræ'dɪkjʊlə(r)/ a. (神经、血管) 根的

counsel /'kaʊnsəl/ vt. 会诊

compassionate /kəm'pæʃənət/ a.

有同情心的

oncology /ɒŋ'kɒlədʒi/ n. 肿瘤学

many as 15 patients who also get outpatient infusion of their chemotherapeutic agents.

The nurses there are the closest thing to<sup>11</sup> angels on this earth. Over the last several months, I have watched them shower<sup>12</sup> their patients with genuine love and compassion. I have never seen anything but<sup>13</sup> smiles, empathy, and optimistic attitudes<sup>14</sup> from the nursing staff. They have behaved this way even when a patient has been quite difficult<sup>15</sup>. If they tire, I cannot see it.

Despite the advances of medicine, most of us on the oncology ward will die of our disease. Do we tell these nurses often enough the true importance of the emotional and physical support they give to me and the other patients who receive such treatment? The spirit of Florence Nightingale<sup>16</sup> still lives. I hope nurses continue to understand that love and compassion are the best medicines<sup>17</sup> they can administer to us. They can help us live out<sup>18</sup> what time we have with dignity and compassion.

I have also observed that the teamwork of physicians and nurses works, and it works well. I find that physicians often care in a different, but equally meaningful, manner. They are responsible for explaining the disease and, if there is progression, for developing a therapeutic plan for the patient. The physician/nurse combination is powerful. With this, I have hope for our profession. We are able to attend to<sup>19</sup> the physical needs of the sick and provide medical care as well as give love, compassion, and empathy to patients like me and those on my oncology ward.

However, I worry about my profession as I prepare to leave it. We have allowed the bureaucrats and administrators to change the goals of medicine dangerously with the ruse that medicine is too expensive. The time and resources it takes to administer the type of loving care I described above are sometimes cited as one of the causes for the inflated price tag<sup>20</sup>. Nothing could be further from the truth.<sup>21</sup> The reason for the increase in the cost of medicine is due to medical success, not

outpatient /'aut,peɪʃənt/ *n.* 门诊  
(病人)

infusion /ɪn'fju:ʒən/ *n.* 输液

chemotherapeutic

/,ki:məʊ,θerə'pjʊ:tɪk/ *a.* 化疗的

agent /'eɪdʒənt/ *n.* (药) 剂

genuine /'dʒenjuːn/ *a.* 真正的

empathy /'empəθi/ *n.* 移情, 同感

administer /əd'mɪnɪ'stə/ *vt.* 用(药)

dignity /'dɪgnəti/ *n.* 尊严

teamwork /'ti:mwɜ:k/ *n.* 协力

bureaucrat /'bjʊərəkræt/ *n.* 官僚

administrator /əd'mɪnɪ'strɪtə/ *n.*

行政官员

ruse /ru:z/ *n.* 诡计

cite /saɪt/ *vt.* 引证

inflated /ɪn'fleɪtɪd/ *a.* (通货) 膨胀的