



I 级

高等医学院校教材

ENGLISH FOR

MEDICAL PURPOSE

湖南科学技术出版社

主编

王佩侠 吴书楷

KEY TO THE EXERCISES
AND TRANSLATION FOR REFERENCE

英语
ENGLISH

习答案及参考译文

高等医学院校教材

英 语

I 级 练习答案及参考译文

主编 王佩侠 吴书楷

编写 华仲乐 吕成德 徐达源
张惠良 罗 雅 周 玲

高等医学院校教材
英语练习答案及参考译文

王佩侠 吴书楷 主编

责任编辑：张碧金

王一方

湖南科学技术出版社出版

(长沙市展览馆路3号)

湖南省新华书店发行 湖南省新华印刷三厂印刷

1989年8月第1版 1991年3月第2次印刷

开本: 787×1092毫米 1/16 印张: 10 字数: 235,000

印数: 2,801—5,800

ISBN7—5357—0559—6

R·120 定价: 4.50 元

91秋高等医药卫生5086

卫生部英语教材编审组

组长：邵循道（西安医科大学）

组员：刘炎南（同济医科大学）

陈慕竹（湖南医科大学）

王佩侠（上海第二医科大学）

吴书楷（华西医科大学）

秦德庄（中山医科大学）

前 言

这套教材系 1978 年以来卫生部组织编写的第三轮教材,供医学、儿科、口腔、卫生专业用。由卫生部英语教材编审组负责编写。本届英语教材编审组于 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》参照了理工科和文理科大纲的原则,强调公关英语基础训练,并因材施教,根据学生不同的入学水平,实行分级教学。同时《大纲》也充分考虑了医学教育的实际需要,突出了医科英语教学的特点。《大纲》已由卫生部于 1987 年印发各高等医学院校。教材即是依据该《大纲》的要求编写而成的。

本套教材共分 6 级,每级均有《读与写》和《听与说》两册课本。各级课本在读、写、听、说几方面的具体要求,与现行几种文理、理工科大学英语教材基本一致,但在词汇与课文取材方面则注意了医学生日后阅读英语医学书刊的需要。此外,尚有一册《练习答案及参考译文》教师用书,同样也可供学生尤其是自学者复习时参考。

在编写过程中,特别强调了语言基础训练,重视培养学生运用语言进行交际的能力。并注意取材的新颖,所选文章亦具有一定的科学性,趣味性和可读性。

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,语法也与阅读紧密结合。因此,每级的《读与写》课本包括四个部分: Part I: Intensive Reading (结合语法结构练习); Part II: Improving Your Word Power (词汇强化练习); Part III: Improving Your Reading Skills (泛读与快速阅读); Part IV: Improving Your Writing Skills (系统写作训练)。这样,每课将从精读开始,进行较大量的练习与实践,进而扩大词汇量,提高阅读技能与速度,逐渐培养写作能力,以达到《大纲》所规定的写、读能力。

《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、说能力。

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》邵循道主编
《听与说》秦德庄主编
- V 级:《读与写》陈慕竹主编
《听与说》吴书楷主编

VI级:《读与写》邵循道主编

《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。

由于各校学生来源不同,学制和学时也有差别,故在使用本教材时各校可从实际出发,灵活选择。

教材建设是一项长期而艰巨的工作,编写供“分级教学”用的医科英语教材更是一项新的尝试,不仅内容分量较大,而且编写时间较短,编者的水平与能力也有限,书中一定有不妥或错误之处,敬请广大师生及读者批评指正,以便进一步修订。

卫生部英语教材编审组

1989年2月1日

使用说明

I. 读与写

读与写一级教程共十二单元。每单元包括四个部分:

1. Intensive reading: 着重巩固课文, 加深理解。其中生词表、习惯词组、课文注释、课文理解、翻译等, 均围绕课文进行。
2. Improve your word power: 着重于巩固与扩大词汇, 并介绍构词汇等学习词汇的方法。
3. Improve your reading skills: 除介绍阅读技巧外, 每课均附有两节阅读课文, 作为阅读材料, 以提高学生的阅读速度。
4. Improve your writing skills: 着重培养初步的写作能力, 每单元都有一个写作重点。

本教程教师用书包括各部分习题的参考答案, 及每单元课文和阅读材料的参考译文, 供教师教学参考。

II. 听与说

1. 一级听与说教程共十八课, 分四个单元。除最后一个单元为六课外, 其余三个单元均为四课, 每单元后附有单元小测验试题。一级教程供一学期(20周)使用, 使用进度按一周(一学时)一课进行, 但教师可根据学生的具体情况调整进度。

2. 每课由两个部分组成:

Part I: Preview 本部分练习着重对学生进行单项训练, 以解决他们对易混淆的音素、字母以及重音、连读、语调、句型等方面产生的困难。

Part II: Comprehending by listening 此部分中的 Warming-up exercises 主要是为后面的短文(Passages)或对话(Dialogues)服务而设计的, 即不是将短文或对话中出现的难点, 如生词、短语、难句等, 以直接的注释形式帮助学生解决, 而换之以多种练习的形式让学生自己加以解决。本部分中的短文或对话则是整课的中心, 旨在对学生进行综合听力训练。另外, 还附有听力内容录音磁带的书面材料, 供教师备课时参考之用。

3. 每项练习均有给分标准, 整个练习完成后有总分。教师评讲后可根据学生得分了解学生学习情况。

4. 每道练习均有答案, 供教师备课时参考之用。

5. 教师用书的编排与学生用书一致, 教师在备课和上课时无需参看学生用书。

在编写本教程的过程中, 始终紧扣大纲功能意念表的条目和微技能表所列的有关听力技能项目, 同时, 力图做到题材广泛、内容新颖、趣味性浓、语言真实、练习形式不千篇一律。但由于编者水平有限, 错误、不当之处在所难免, 衷心希望使用本教材的老师们批评指正。

本教程除经编审组审定外,《读与写》部分还承美藉教师 Sue Skillman, Dorothy Jacobson 以及英藉教师 Alan Juffs 协助审校;《听与说》部分则蒙英藉教师 Sheila Spencer 最后校读,在此谨表谢忱。

编者

1989年2月

CONTENTS

1 KEY TO THE LISTENING EXERCISES

Unit 1

Lesson One:	Good Morning, Mrs. Wilson.	1
Lesson Two:	Nice to Meet You Here!	4
Lesson Three:	How Do You Do, Dr. Smith?	8
Lesson Four:	A Visit to the Dentist	12
Quiz 1	(for lessons 1-4)	17

Unit 2

Lesson Five:	Would You Mind Helping Me?	19
Lesson Six:	Will You Bring Me a Cup of Coffee, Please?	23
Lesson Seven:	Could You Tell Me the Telephone Number For...?	27
Lesson Eight:	Can I Help You Find a Hotel or...?	30
Quiz 2	(for lessons 5-8)	34

Unit 3

Lesson Nine:	What Did He Look Like?	36
Lesson Ten:	When Will the Wedding Take Place?	39
Lesson Eleven:	Reporting a Theft	43
Lesson Twelve:	Planning to Take a Trip	46
Quiz 3	(for lessons 9-12)	50

Unit 4

Lesson Thirteen:	American Holidays	53
Lesson Fourteen:	What is She?	57
Lesson Fifteen:	Shopping	60
Lesson Sixteen:	Prices	63
Lesson Seventeen:	The Chocolate Chip Cookies Taste Good	66
Lesson Eighteen:	Why Do You Want to Quit Your Job?	69
Quiz 4	(for lessons 13-18)	72

2 KEY TO THE READING AND WRITING EXERCISES & TRANSLATION TEXT

I. Key to Exercises

Unit 1	79
Unit 2	1
Unit 3	84
Unit 4	87
Unit 5	90
Unit 6	94
Unit 7	97
Unit 8	101
Unit 9	105
Unit 10	109
Unit 11	112
Unit 12	116

II. Translation

Unit 1	119
Unit 2	121
Unit 3	124
Unit 4	126
Unit 5	128
Unit 6	130
Unit 7	132
Unit 8	135
Unit 9	137
Unit 10	139
Unit 11	141
Unit 12	144

Unit 1

Lesson One Good Morning, Mrs. Wilson.

Part I: Preview (Exercises with key)

Discriminating
between
confusing
sounds

Drill 1

Directions: You'll hear one word read from each group. Listen carefully. Underline the word you've heard.

(10 points)

- | | | | |
|------------------|-------------|------------------|-------------|
| 1. <u>eel</u> | ill | 2. <u>sick</u> | seek |
| 3. <u>eat</u> | it | 4. <u>pill</u> | <u>peel</u> |
| 5. <u>bitter</u> | beater | 6. <u>meal</u> | <u>mill</u> |
| 7. <u>sleep</u> | <u>slip</u> | 8. <u>heat</u> | hit |
| 9. <u>fit</u> | <u>feet</u> | 10. <u>least</u> | <u>list</u> |

Drill 2

Directions: You'll hear one word read from each group. Listen carefully and then underline the word you've heard.

(14 points)

- | | | | |
|----------------------|----------------|------------------|--------------|
| 11. <u>need</u> | lead | 12. <u>fry</u> | fly |
| 13. <u>road</u> | load | 14. <u>crowd</u> | <u>cloud</u> |
| 15. <u>knock</u> | lock | 16. <u>play</u> | <u>pray</u> |
| 17. <u>collect</u> | <u>correct</u> | 18. <u>loom</u> | room |
| 19. <u>neighbour</u> | <u>labour</u> | 20. <u>low</u> | <u>know</u> |
| 21. <u>temper</u> | <u>temple</u> | 22. <u>lame</u> | <u>name</u> |
| 23. <u>line</u> | nine | 24. <u>leg</u> | <u>neck</u> |

Drill 3

Directions: You'll hear five sentences. In each sentence, there is a pair of words in the bracket. Listen carefully and then underline the word you've heard.

(6 points)

- Total score:** 30 points.

Warming-up exercises

Directions: In the following sentences, some letters are missing. Listen to the tape carefully and then fill in the blanks with what you've heard. (5 points)

- ## Drill 2

Directions: You'll hear four statements and questions on tape. Listen carefully and then choose the best answer by circling a, or b. (4 points)

- ## The dialogues

Directions: Listen to the dialogues as well as the narrations carefully. Then answer the questions by circling a or b.
(11 points)

10. What time did this conversation occur?

- 2

Student: I'm sorry. I meant Nora.
 Teacher: Oh, that's too bad.
 (Narrator: Let's listen to the conversation again, and then answer the questions.)

Dialogue 2 On the Campus

(Narrator: The clock is striking four when Colin meets his teacher on his way to the library.)
 Colin: Good afternoon, Professor Winson. How are you?
 Prof. Winson: Fine, thank you. And how are you?
 Colin: I'm fine, thanks. Do you have a minute?
 I have some questions to ask you.
 Prof. Winson: Oh, I'm sorry. I have a meeting at 4 : 15.
 Come to my office anytime tomorrow morning. OK?
 Colin: All right. See you tomorrow morning, Professor Winson. Good-bye.
 Prof. Winson: Good-bye, Colin. See you tomorrow.
 (Narrator: Let's listen to the conversation again, and then answer the questions.)

Lesson Two Nice to Meet You Here!

Part I : Preview (Exercises with key)

Discriminating
 between
 confusing
 sounds

Drill 1

Directions: You'll hear one word read from each group. Listen carefully. Underline the word you've heard.

(10 points)

- | | | | |
|----------------|-------------|-------------------|-------------|
| 1. <u>duck</u> | dock | 2. <u>lock</u> | luck |
| 3. <u>shut</u> | <u>shot</u> | 4. <u>collars</u> | colors |
| 5. <u>cups</u> | cops | 6. <u>cough</u> | <u>cuff</u> |
| 7. <u>hut</u> | hot | 8. <u>box</u> | bucks |
| 9. <u>gut</u> | <u>got</u> | 10. <u>sock</u> | <u>suck</u> |

Drill 2

Directions: You'll hear ten groups of words. Listen carefully and put a "✓" beside the word you've heard in each group.

(10 points)

- | | | | |
|-----------|------|------------|------|
| 11. vine✓ | fine | 12. fairy✓ | vary |
|-----------|------|------------|------|

13. view✓	few	14. surface	service✓
15. fear✓	veer	16. while✓	vile
17. belief✓	believe	18. fold✓	volt
19. suffice	survive✓	20. wizard✓	vizard

Drill 3

Directions: You'll hear several pairs of sentences. Decide whether they are the SAME or DIFFERENT. Listen carefully and then circle S or D. (10 points)

- | | | |
|--|----------|----------|
| 21. Here are two cups.
Here are two cops. | S | <u>D</u> |
| 22. I hurt my uncle.
I hurt my ankle. | S | <u>D</u> |
| 23. You spell the word luck, Colin.
You spell the word luck, Colin. | <u>S</u> | D |
| 24. He had a bad cough.
He had a bad cuff. | S | <u>D</u> |
| 25. Her doctor left the hospital at six o'clock.
Her daughter left the hospital at six o'clock. | S | <u>D</u> |
| 26. I got a new cotton shirt with a colourful collar.
I got a new cotton shirt with a colourful collar. | <u>S</u> | D |
| 27. Try to save the safe first.
Try to save the safe first. | <u>S</u> | D |
| 28. The leaf of this vine is very fine.
The leaves of those vines are very fine. | S | <u>D</u> |
| 29. For five weeks, he feared to walk into his father's farm.
For five weeks, he feared to work in his father's farm. | S | <u>D</u> |
| 30. Who shot it?
Who shut it? | S | <u>D</u> |

Total score: 30 points

Part II Comprehending by listening (Exercises with key)

Warming-up
exercises

Drill 1

Directions: You'll hear five sentences, which will be given only once. Listen carefully and then fill in the blanks with their corresponding sound symbols. (5 points)

- How nice to [bʌmp] into you!
- He is studying acupuncture at your ['kɒlɪdʒ].

3. Let's keep in [tʌt] with each other.

4. Hi.['dʌgləs]. How are you?

5. I haven't seen you for a [lɒŋ] time.

(Note: You may also ask your students to write the above transcriptions in English spelling.)

Drill 2

Directions: You'll hear three mini-talks and questions on tape. Listen carefully and then mark the best answer to each of the questions. (3 points)

6. a. meet somebody unexpectedly
b. hurt somebody
c. meet somebody
7. a. two things exist at the same time
b. two things happen at the same time
c. two persons meet by chance
8. a. often touch each other
b. often talk to each other
c. often talk or write to each other

The
dialogues

Directions: Listen to the dialogues and the narration carefully. Then answer the questions by circling a, b, or c. (12 points)

Dialogue 1

9. Where did Miss Zhou bump into her American friend?
a. Inside a book store.
b. At a book stall.
c. Inside a department store.
10. Did Miss Zhou often see Douglas?
a. Not mentioned.
b. Yes. c. No.
11. What was Douglas doing there?
a. Just looking round. b. Looking for books.
c. Looking for Zhou.
12. What kind of book was Douglas looking for?
a. A book on agriculture.
b. A book on acupuncture.
c. A book on English sentence structure.
13. Was Miss Zhou also looking for a book on acupuncture?
a. No. b. Yes. c. Not mentioned.
14. Have they found the book at the end of the conversation?

- a. Yes. b. Not yet. c. Uncertain.

Dialogue 2

15. Where did Zhou spend her summer vacation?
a. At school. b. At home.
c. At Professor Wang's home.
16. Did she enjoy her holidays?
a. No. b. Yes. c. Not mentioned.
17. What did Professor Wang help Douglas learn?
a. Both Chinese and acupuncture.
b. Chinese.
c. Acupuncture and medicinal herbs.
18. Did Zhou and Douglas get off the bus at the same stop?
a. No. b. Yes. c. Not mentioned.
19. What did they agree to do?
a. Help each other with their studies.
b. Have a language exchange program.
c. Keep in touch with each other.
20. What does "so long" mean?
a. Very long time. b. Good-bye.
c. Very soon.

Total score: 20 points.

Tapescript

Three mini-talks and questions

6. A: When I was looking round the shop, I bumped into my friend.
B: Did you mean you hurt your friend?
A: No, I meant I met my friend unexpectedly.
Question: What does "bump into somebody" mean in this conversation?
7. A: What do you mean by "coincidence"?
B: By "coincidence" I mean two things happen at the same time.
Question: What did the woman mean by "coincidence"?
8. (Girl student): Mr. Winson, does English have another way to express the idea of writing or talking to each other from time to time?
(Mr. Winson): Yes. We have the expression "keep in touch with each other".
Question: What does "keep in touch with each other" mean?