



高等医学院校教材

ENGLISH FOR
MEDICAL PURPOSE

湖南科学技术出版社

V级

主编： 陈慕竹

READING AND WRITING

英语
ENGLISH

读与写

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主编 陈慕竹

编者 张厚福 孙晓玲

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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，强调公共英语基础训练，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，与现代几种文理、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于《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》秦德庄主编

VI 级:《读与写》邵循道主编

《听与说》吴书楷主编

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

本教材系根据大学英语教学大纲编写而成，以帮助学生在通过四级英语考试之后，能够有好的读本以继续学习英语，从而进一步提高英语水平。

本教材共分十单元，每单元包括：①精读：课文选材包括自然科学、医学、医学心理及社会医学等普及知识，内容新颖，体裁多样。每单元除有单词及课文注释帮助理解课文之外，还有课文理解练习，帮助巩固及检查所学知识；其中的问题讨论，可培养学生就课文内容或某一问题进行简短的发言。综合填空练习之内容与课文相近，借以巩固课文所学并培养综合运用语言的能力。②提高词汇能力：内有围绕课文中出现的单词和词组进行操练的练习，并介绍了一些常见的与医学有关的前、后缀。③提高阅读技巧：每单元有两篇阅读课文，阅读前有预习练习；读后有阅读理解检查，可供学生在教师指导下自学，以提高阅读速度。④提高写作技巧：每单元有一个写作技巧主题。在简明扼要地介绍写作方法后，附有范文，其后还有模拟写作及进一步的写作练习，可培养学生就一个题目写出短文的能力，使学生受到较为系统的写作训练。这也是本书的特点之一。

每单元可教4~6学时。本书除可供大学本科生学习之外，也适合研究生英语教学及高、中级英语培训班教学用，同时，本书还另有一本“练习答案与参考译文”，可供英语教师备课参考，也是自学英语者的良师益友。

本教材承英国教师 Alan Juffs 硕士审阅，韩应德老师协助工作，特此致谢。

编者

1991年3月

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Unit 1

Part One Intensive Reading

Text

How to Prepare and Present a Lecture ⁽¹⁾

ANYONE who has attended scientific meetings or taken postgraduate medical courses knows that physicians often give confusing lectures. It is unusual to hear a physician skillfully blend the ingredients of an effective lecture. ⁽²⁾ The goal of this article will be to review the essential ingredients of an enjoyable, memorable, and meaningful lecture. Although these ingredients lend themselves poorly to rigorous scientific analysis, experience shows that these ingredients are inevitably present in all effective lectures.

Know and analyze your topic. Be clear about the conclusions that you want your audience to take home and be familiar with the facts that you will invoke to prove your conclusions. Your conclusions form the basis for communication with the audience. For instance, a presentation of many complex clinical trials without some unifying conclusions will frustrate or bore a group of practicing physicians. Even if your conclusions are tentative and controversial, they give the audience a means of organizing and discussing the topic.

Know your audience. The audience's interest, background, and expertise will shape an effective presentation. The amount of technical detail, the types of examples, and the major goals of a presentation will vary according to each audience. Effectively presenting the results of a clinical investigation before a group of subspecialty scientific investigators requires use of technical details and terms. However, these same technical terms and details may confuse an audience of students or physicians unfamiliar with the particular field of investigation. Do not present one "canned talk" ⁽³⁾ to all audiences.

Define your goals to the audience. Start your presentation by stating the major tasks that you wish to fulfill, and briefly explain how you will accomplish these goals. For example, "My presentation will draw from the

medical literature to describe the clinical features, pathology, and treatment of the adult respiratory distress syndrome." Generally, no more than three major goals should be undertaken in a single presentation. The greater the number of goals, the more skill and time will be needed to connect or differentiate these goals.

Win the interest of your audience. Do not begin a lecture by apologizing for the topic or any shortcomings in your presentation. Explain why the lecture is important to your audience. Draw from specific examples within their background to convince your audience to listen seriously to you. For example, briefly presenting a patient history or a common clinical problem pertinent to the lecture may generate interest from an audience of physicians.

Keep your audience's interest. Give a concise and practiced delivery. Rehearse each lecture before potential members of your audience. If this is not practical, a tape recorder will enable a playback of at least one lecture rehearsal. There is no substitute for rehearsal, no better way to allay speaker anxiety, sense problems in structure, or appreciate time constraints. An hour of rehearsal may make the difference between a clear and a confused presentation. Be able to work from notes, slides, or a manuscript. Do not read your lecture.

Pace the lecture so as not to bore or confuse the audience. Observe the activity and facial expressions of the audience. Occasionally ask, "Am I going too quickly? Are there any questions?" These techniques will help gauge the interest and understanding generated from the presentation. Between major points, give the audience a break (ie, a bit of humor, a slide of beautiful scenery, or a discussion period). Although humor may make a lecture more enjoyable and memorable, the lecturer must beware.

Mark Twain describes the humorous story as "strictly a work of art—high and delicate art." Any humor should be pertinent, practical, and acceptable to the audience.

Know your audiovisual aids. Visit the lecture room before a presentation and become familiar with microphones, lighting, lectern height, and projection equipment. Have all slides in order and correctly oriented. Slides should aid communication. Distracting colors, tiny words, and ambiguous graphs are common shortcomings of slides. Ideally there should be no more than ten words filling the entire surface of each slide. Any slide, containing more than ten words should be carefully introduced by the lecturer. Describe each axis and population represented on a graph. Label each table and graph to explain its contribution to your presentation.

End each lecture at or before the allotted time. Generally, lectures longer than 30 minutes fatigue both the lecturer and his audience. A summary and a brief question-and-answer period at the end of a presentation may help the audience review the important conclusions.

An effective lecture requires skill, experience, and effort. The skilled lecturer will first form clear conclusions through analysis of a topic. He then will tailor the proof of these conclusions to the interests and background of his audience. The lecturer will present facts and conclusions in a practiced, specific, clear, and logical manner. He will lecture at a pace that will not lose, bore, or fatigue his audience. For it is not the topic alone, but the sympathetic and strategic communication of the topic to a particular audience that makes an enjoyable, memorable, and meaningful lecture.

New
Words
And
Expressions

1. physician / fi'ziʃən / n. a doctor, esp. one who treats diseases with medicines (as opposed to a surgeon, who performs operation)
2. blend / blend / vt. to mix; to go well together
3. ingredient / in'ɡri:diənt / n. a particular one of a mixture of things
4. memorable / 'memərəbl / adj. which is worth remembering
5. rigorous / 'rigərəs / adj. careful and exact
6. audience / 'ɔ:diəns / n. the people listening to or watching a performance, speech, television show, etc.
7. invoke / in'vəuk / vt. to put into effect; call into use
8. presentation / prizen'teiʃən / n. the act or action of presenting something
9. clinical / 'klinikəl / adj. (of medical teaching) at the hospital bedside
10. trial / 'traɪəl / n. test, practice before the real event
11. unify / 'ju:nifai / vt. to make parts into one
12. frustrate / frʌ'streit / / 'frʌstreit / vt. to cause (someone) to have feeling of annoyed disappointment
13. tentative / 'tentətiv / adj. made or done only as a suggestion to see the effect; not certain
14. controversial / kɒntrə'vɜ:fəl / adj. likely to cause or causing much argument or disagreement
15. expertise / ˌekspə:'ti:z / n. skill in a particular field
16. shape / ʃeɪp / vt. to influence and determine the course or form of
17. define / di'fain / vt. to give the meaning(s) of (a word or idea); to describe exactly

18. fulfil / ful'fil / vt. to perform or complete a task, duty, etc.
19. adult respiratory distress syndrome 成人呼吸窘迫综合征
20. pathology / pə'thɒlədʒi / n. the study of diseases
21. undertake / ʌndə'teɪk / vt. to make oneself responsible for; to take upon oneself as a task
22. differentiate / ˌdɪfə'renʃieɪt / vt. to see or express a difference (between); to discriminate
23. pertinent / 'pɜːtɪnənt / adj. connected directly (with something that is being considered)
24. generate / 'dʒenəreɪt / vt. to cause to exist or occur, to produce
25. concise / kən'saɪs / adj. short and clear
26. practiced / 'præktɪst / adj. skilled through practice; gained through practice.
27. delivery / dɪ'lɪvəri / n. the act of speaking in public.
28. rehearse / ri'hɜːs / vt. to learn and practise (something) for later performance
29. substitute / 'sʌbstɪtjuːt / n. a person or thing acting in place of another
30. allay / ə'lei / vt. to make (fear, anger, doubt, etc.) less; to alleviate
31. occasionally / ə'keɪzənəli / adv. happening from time to time; not regularly
32. gauge / geɪdʒ / vt. to make an estimate, to form a judgement of
33. slide / slaɪd / n. picture, diagram, etc. on photographic film (and usu. mounted in a frame); (formerly) such a picture on a glass plate, to be slid into a projector and shown on a screen
34. beware / bi'weə / vt. , vi. to be on guard, to take care
35. humorous / 'hjuːmərəs / adj. having or showing a sense of humour
36. delicate / 'delɪkət / adj. soft; tender; of fine or thin material
37. audiovisual / ˌɔːdiəʊ'vɪʒl / adj. of, for or concerning both sight and hearing; made to help learning and teaching by using both sight and hearing
38. lectern / 'lektən / n. a sloping table for holding a book
39. orient / 'ɔːriənt / orientate / ˌɔːriənteɪt / vt. to put into correct position; to give direction or guidance to
40. distract (from) / dɪ'strækt / vt. to take (a person, a person's mind) off something
41. ambiguous / æm'bigjuəs / adj. able to be understood in more than one way of unclear meaning; unclear
42. allot / ə'lɒt / = allocate / 'æləkeɪt / vt. to make a distribution

- of; decide a person's share of
43. fatigue / fə'ti:g / vt. to make tired
 44. summary / 'sʌməri / n. brief account giving the chief points
 45. tailor / 'teilə / vt. to adapt
 46. logical / 'lɒdʒikl / adj. able to reason correctly
 47. sympathetic / simpə'tetɪk / adj. having or showing sympathy
 48. strategic / strə'ti:dʒɪk / adj. of, by or serving the purpose of strategy

Notes

- [1] This article is taken from JAMA (Journal of the American Medical Association), Jan. 11, 1985, written by Larry J. Findley, MD, and Frederick J. Antosak, PhD.
- [2] skillfully blend the ingredients of an effective lecture; well combine the elements of an effective lecture
- [3] "canned talk": figurative use of "canned", meaning the same talk presenting to different audiences without changing the technical details, the types of examples, etc.

Comprehension Of the text

I. True or false:

- _____ 1. Usually physicians are good lecturers.
- _____ 2. Even if your conclusions are tentative and controversial, it is advisable for you to give a conclusion in your lecture.
- _____ 3. The major goals of a lecture can never be changed, though the technical detail and examples may vary.
- _____ 4. No more than three major goals should be undertaken in a single presentation.
- _____ 5. It needs skill and time to connect or differentiate the goals in a lecture.
- _____ 6. In order to express courtesy, it is better for a lecturer to apologize the shortcomings in his presentation at first.
- _____ 7. Rehearsal is the best way to lessen the speaker's anxiety.
- _____ 8. In order to draw the audience's interest, the speaker should use any humor he likes during the lecture.
- _____ 9. Written explanations of the slides should be as clear and detailed as possible.
- _____ 10. The topic of the lecture as well as the sympathetic and strategic communication of the topic to a particular audience is important in making an enjoyable, memorable, and meaningful lecture.

II. Questions for discussion:

1. What are the eight essential ingredients of an effective lecture?
2. Why should the speaker know his audience? How can he do it?
3. What is the best way to start a lecture? Could you give an example?
4. If you are going to give a lecture in a place where you have never been, what will you do?
5. Have you ever given a lecture? Compare your experience with the essential ingredients mentioned in this article.

If you don't have the experience, describe one good lecture you have attended.

Dictionary Use

Cloze

Luis wrote a paper for his course in field methods. He interviewed one hundred foreign students for his 1. He asked them how they used dictionaries and 2 their answers with their success in learning English. Here 3 his conclusions.

Students who said they never or 4 ever used dictionaries often spoke English 5 but usually wrote poorly, because they made many spelling mistakes.

The students 6 used dictionaries the most did not learn specially well 7. The ones who looked up every word they did not know 8 very slowly. Therefore they did not have time to read 9. Those who used small two-language dictionaries had the 10 problems. Their dictionaries often gave one or two words 11 a translation of the English. Because one English word often has 12 translations in a foreign language and one foreign word has many translations 13 English, these dictionaries did not give enough information.

The most 14 students were those who used large college edition dictionaries 15 about 100,000 words but did not use them 16 often. When they were reading, these students first tried 17 the general idea and understand the new word 18 the context. Then they reread and used the dictionary to 19 some key words that they 20 did not understand. They used dictionaries more for writing. If they were not sure how to spell a word, or divide it into syllables, they always used a dictionary. Also, if they thought a noun might have an unusual plural or a verb might have an unusual past tense, they check these in a dictionary. They understood that no dictionary says every thing about how a word is used.

- | | | | |
|-----------------|--------------|---------------|---------------|
| 1. a. datum | b. date | c. datums | d. data |
| 2. a. compared | b. competed | c. compelled | d. composed |
| 3. a. be | b. are | c. is | d. was |
| 4. a. hard | b. hardly | c. did | d. neither |
| 5. a. good | b. well | c. fluent | d. fine |
| 6. a. which | b. to whom | c. who | d. whose |
| 7. a. either | b. too | c. also | d. yet |
| 8. a. to read | b. reads | c. reading | d. read |
| 9. a. many | b. much | c. lot | d. most |
| 10. a. bad | b. poor | c. worst | d. worse |
| 11. a. to | b. for | c. as | d. with |
| 12. a. much | b. more | c. few | d. many |
| 13. a. in | b. with | c. to | d. for |
| 14. a. success | b. succeeded | c. succeeding | d. successful |
| 15. a. with | b. have | c. to have | d. for |
| 16. a. too | b. much | c. fair | d. either |
| 17. a. getting | b. to get | c. got | d. get |
| 18. a. at | b. of | c. from | d. to |
| 19. a. look for | b. look into | c. look over | d. look up |
| 20. a. still | b. already | c. have | d. yet |

Part Two

Improve Your Word Power

Vocabulary Practice

I. Choose from a, b, c and d one word or phrase that is closest in meaning to the underlined word or phrase in each sentence:

- Blue and yellow blend to make green.
a. stir b. unify c. mix d. fuse
- Imagination and hard work are the vital ingredients of success.
a. elements b. entities
c. constituents d. additions
- Some novels quite readily lend themselves to adaptation as plays.
a. are similar to b. fit on
c. agree with d. are suitable for
- Giving the child problems he cannot solve will only frustrate him.
a. encourage b. disappoint
c. threaten d. hinder
- We've made tentative plans for a holiday, but haven't decided yet.
a. unsettled b. unchangeable
c. final d. ambitious