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高等医学院校教材

ENGLISH FOR

MEDICAL PERSONNEL

湖北科学技术出版社

IV级

主编 邵循道

READING AND WRITING

英语 ENGLISH

读与写

高等医学院校教材

英 语

读 与 写

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使用说明

本册是大学英语Ⅳ级读写课本，系根据《大学英语教学大纲》规定的Ⅳ级读写要求编写的。同时考虑到：结束本级学习后，学生要参加Ⅳ级统考，所以本册还注意使课文内容与练习形式能与Ⅳ级统考相衔接与适应，旨在Ⅳ级教学过程中逐渐培养学生对Ⅳ级统考的应试能力。换句话说，本册既坚持教学大纲的规定，完成基础英语教学所应达到的目的与要求，又注意培养学生在结束本册学习后参加Ⅳ级统考的应试能力。

为达到上述双重目的，本册在编写方面注意下列几点：

1. 加强阅读训练。按教学大纲规定，培养学生具有较强的阅读能力是大学基础英语教学的第一目的，而“阅读理解”在Ⅳ级统考中又占有重要地位，可是目前大学生在英语阅读能力方面一般较差。为加强阅读训练，本册12单元中的每一单元都含有1篇精读课文、2篇（有的为3篇）泛读课文和1篇快速阅读材料，目的在于从精读、泛读和快速阅读三个不同方面的训练来提高学生的阅读能力。同时，在课文内容的新颖性、趣味性、可读性与可思性，文章体裁与结构的多样性，以及阅读材料对将来阅读科技（医学）文章的适用性等方面，都予以重视，以引起学生的阅读兴趣。

2. 增加练习形式并使之尽量与Ⅳ级统考挂钩。练习的任务，首先当然是使学生通过大量的和多种形式的实践，以巩固所学的内容；其次，本册也注意使练习的格式和要求逐渐模仿Ⅳ级统考，使学生结束本册学习后参加统考时不至有生疏感。例如，本册的语法结构练习、词汇练习、写作练习等，既按教学大纲的要求编写，又尽量多采用统考试题模式。此外，每单元有2篇Cloze练习材料；书末附有2份模拟Ⅳ级统考试题，供学完全书后检查学生的基础英语水平与统考应试能力之用。这些做法，都是为逐渐培养统考应试能力的目的服务。

3. 本册的阅读材料有一定的难度，份量也较大。编者有意识地这样做，原因在于我国大学生英语水平的总趋势是逐年提高，而教材应有前瞻性，才能保持较长的生命力；其次，还考虑到提高学生的英语能力与技巧，也应从严。当然，教师在使用过程中，可以按照学生的实际水平灵活掌握。每单元一般可用4—5个学时。精读材料讨论及练习2.5学时，检查学生自学泛读的理解程度及答疑1学时，课堂进行快速阅读0.5学时，写作1学时。

4. 每单元的4个部分各有其特殊任务。Part I以精读课文为中心，配以一定数量的巩固练习，目的在于培养阅读能力，着重提高阅读质量。Part II完全以词汇为中心，通过各种词汇练习以巩固本课所学的词汇、复习以往学过的词汇、增加和扩大新的词汇。Part III的任务是进一步加强阅读训练，其中泛读材料是为了增加阅读数量，要求学生在课后利用字典自学，如果时间有限，每单元选学1篇即可。而快速阅读材料是为了提高阅读速度，应让学生在课堂上进行。Part IV在于训练学生的写作能力，本册的写作训练是围绕如何写短文这个目标编写的，在课堂或课后写作均可。

编 者

1989年5月

前 言

这套教材是由卫生部英语教材编审组负责编写的。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。

本套教材共分6级,每级有《读与写》和《听与说》两册课本。各级课本在读、听、说、写几方面的具体要求,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注意到了医学生今后阅读英语医学书刊的需要。

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 I: Intensive Reading (结合语法结构练习); Part II: Improve Your Word Power (加强词汇练习); Part III: Improve Your Reading Skills (包括泛读与快速阅读); Part IV: 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。

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。

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

PART I INTENSIVE READING

Text

MAN AND THE SYNTHETIC AGE

by Cliff Bosley

The atomic and synthetic age

On August 6, 1945, a bomb fell on Hiroshima, Japan and with that single event the world entered the Atomic Age. The dropping of the atomic bomb on that Japanese city has, perhaps, influenced the human race more significantly than any event since the advent of iron. Certainly, it has been the most spectacular. About the same time the Atomic Age was loudly ushered in, the world's chemists created synthetics. So man also entered the Age of Synthetics, a period less spectacular, but no less important, than the Atomic Age.

Synthetics have had a profound effect on the life of every American although we generally seem unaware of the fact they exist. We read with awe of cyclotrons, megatons, and fallout, but the words nylon, rayon, detergent, DDT, and plastic have become part of everyday conversation. We speak these words with a somewhat blasé attitude simply because they represent tangible articles which are available to everyone.

Synthetics are things we use everyday and things that are within the financial means of everyone. They appear, as if by magic, on the shelves of our local stores. Unlike the atomic bomb, which we like to think was forced on us, we have wholeheartedly accepted synthetic products with little thought of the impact they have had, or will have, on us in the future.

A definition of synthetics

The word synthetic, which is applied to this age, is appropriate since the world of synthetics is the world of the artificial; Artificial in the sense that no synthetic material exists in, or is produced by, nature. They are the result of man manipulating the structures of natural compounds to form completely new substances which, not having been produced by nature, frequently do not willingly respond to the laws of nature.

Since nature cannot readily break down these "foreign" materials and put the components to work for her benefit, she either tolerates or rejects them. This is good when the durability of some articles manufactured from the "tolerated" materials, such as plastic, is considered. But man has also used the compounds which nature "rejects" such as insecticides and herbicides, in an attempt to control nature itself and has succeeded in one segment but not without creating secondary or undesirable effects of man's war against nature which has become cause for great concern to many conservation agencies.

Synthetics as a destructor

In some cases, the use of various synthetic compounds caused a considerable loss of wildlife,

much of it needless.

A rancher, in one case, used a combination of benzidine hexachloride and lindane to spray his cattle. Following spraying operations he washed his spray apparatus in a nearby stream. That one careless act caused complete destruction of all fish food organisms in about nine miles of stream, destruction of all fish (the stream received about 1, 500 catchable rainbow trout every year), and removal of that portion of stream from fisherman use until the feed reestablished itself about a year and a half later.

Investigation of a declining fish population in another stream revealed that the area has been sprayed the past four years to control mosquitoes. The decline in the fisheries coincided with the years DDT had been used to affect mosquito control. Although the fish population has not been eliminated in this case, the fish food supply has been seriously depleted. Fish remaining in the stream are carrying sub-lethal doses of DDT in their tissues and continued spraying will result in their death as the dose increases.

Some segments of our society, mainly those who produce and apply these compounds, argue that losses such as the ones mentioned are insignificant when compared to the gains. Unfortunately, however, the side effects may go even further than game and fish losses. As mentioned before, synthetic products are not products of nature and do not have to obey its laws. Man is a product of nature and must obey its laws whether he wants to or not. Therefore, compounds such as DDT, endrin, aldrin, dieldrin and heptachlor that are known to build in the tissues of fish and animals will also build in man's tissues. Each time a man consumes a piece of flesh from an animal or fish containing an insecticide, the amount of chemical in that flesh is transferred and stored in his tissues, AND THEN MAN TOO HAS HIS LETHAL LEVEL OF THESE HARMFUL SYNTHETIC COMPOUNDS.

Here's an old tale that man might heed in his use of dangerous synthetic compounds. There was once a wise man who discovered he could create living beings out of sand. The creatures could be made to do whatever the wise man demanded and as a result he accomplished great things. There was one drawback, however, of the creatures that the man created. They kept growing and as they grew larger, they became exceedingly dangerous to the man and his neighbors. The man controlled them by writing the letters D-E-A-D on their foreheads before they became too large to handle and with the writing of those letters, the creatures then crumbled to dust. One day, the man let one of his sand creatures grow larger than usual. When he attempted to write D-E-A-D on its forehead, the creature killed him.

Would it not be ironic if man, in his great desire to control nature, became a victim of the "sand man" he has created?

Glossary

bomb /bɒm/ n. a hollow metal container filled with gunpowder or some other explosive

Hiroshima /hi'rɒʃimə/ n. 広島

advent /'ædvənt/ n. the arrival or coming of (an important event, period, person, etc.)

spectacular /spek'tækjʊlə/ adj. out of ordinary; attracting excited notice

usher in /'ʌʃə/ v. to come; to bring or cause to enter

synthetics /sin'θetiks/ n. something produced by synthesis rather than natural growth

awe /ə/ adj. a feeling with respect mixed with fear and wonder

cyclotron /'saɪklətrɒn/ n. a special scientific apparatus for producing heavy electric particles moving at very high speeds

megaton /'megətɒn/ n. (a measure of force of an explosion equal to that of) 1, 000, 000 tons

fallout /'fɔ:laut/ n. the dangerous radioactive dust that is left floating in and descending through the air after an atomic explosion

nylon /'naɪlɒn/ n. a strong elastic material made from coal, water, and air and made into cloths, cords, and plastics

rayon /'reɪɒn/ n. a smooth silk-like material made from wool or cotton

detergent /di'tædʒənt/ n. a chemical product used for cleaning esp. clothing and dishes

DDT n. a type of chemical that kills insects .

plastic /'plæstik/ n. any of various light man-made materials produced chemically from oil or coal, which can be made into different shapes when soft and keep their shape when hard

blase /'bla:zei/ adj. tired of all forms of pleasure and not able to obtain further enjoyment

attitude /'ætɪtju:d/ n. a manner of feeling and behaving

tangible /'tændʒəbl/ adj. that can be felt by touch

magic /'mædʒɪk/ n. the art employed by a theatrical performer who produces unexpected objects and results by tricks

impact /'ɪmpækt/ n. the force of one object hitting another; the force of an idea, invention, system, etc.

appropriate /ə'prəʊpriɪt/ adj. correct or suitable

artificial /'ɑ:tɪ'fɪʃəl/ adj. made by man; not natural

manipulate /mə'nɪpjuleɪt/ v. to handle or control

tolerate /'rələreɪt/ v. to allow (something one does not agree with) to be practised or done freely without opposition

reject /rɪ'dʒekt/ v. to refuse to accept

durability /'dʒʊərə'bɪlɪti/ n. being long-lasting

insecticide /ɪn'sektɪsaɪd/ n. chemical substance made to kill insects

herbicide /'hɜ:bɪsaɪd/ n. an agent used to destroy or inhibit plant growth

segment /'segmənt/ n. the area inside a circle between its edge and a straight line across it

conservation /'kɒnsə'veɪʃən/ n. preservation

agency /'eɪdʒənsi/ n. the office or place of business of a person who represents a business

wildlife /'waɪldlaɪf/ n. animals (and plants) which live and grow wild

rancher /'ræntʃə/ n. a person who owns or works on a farm

benzidine /'benzi'di:n/ n. 联苯胺

hexachloride /'heksə'klɔ:raɪd/ n. 六氯化物

lindane /'lɪn'deɪn/ n. 六氯化苯

apparatus /ə'pə'reɪtəs/ n. a set of instruments, machines, materials, etc.

rainbow trout /'reɪnbəʊ traʊt/ n. a food fish with black spots and pink or red lines on its body

mosquito /mə'ski:təʊ/ n. any of several types of small flying insects that prick the skin and then drink blood

fishery /'fɪʃəri/ n. the act, process, occupation, or season of taking fish or other sea products

coincide /'kəʊɪn'saɪd/ v. to happen at the same time or during the same period of time

deplete /di'pli:t/ v. to lessen greatly in quantity, contents, power, or value

sub-lethal /sʌb'li:θəl/ adj. only slightly less than being able to kill

side effect /'saɪd i'fekt/ n. an effect in addition to the intended one

game /geɪm/ n. wild animals, some birds and some fish, which are hunted or fished for food, esp. at certain seasons as a sport

endrin /'endrɪn/ n. 艾氏剂

aldrin /'ɔ:ldrɪn/ n. 氯甲桥萘

dieldrin /'di:ldrɪn/ n. 狄氏剂

heptachlor /'heptəklɔ:/ n. 七氯

flesh /fleʃ/ n. the soft substance including fat and muscle, that covers the bones and lies under the skin

heed /hi:d/ v. to give attention to

creature /'kri:tʃə/ n. an animal or a person

drawback /'drɔ:bæk/ n. difficulty or disadvantage

crumble /'krʌmbl/ v. to break into very small pieces

ironic /aɪ'rɒnɪk/ adj. of a strange and often bitterly funny quality which shows that things are not as they seem or were meant to be

victim /'vɪktɪm/ n. a person, animal, or thing that suffers pain, death, harm, destruction, etc.

Notes

1. This text is taken from Wyoming Wildlife, December 1965.
2. Hiroshima: A city situated on the delta of Ota-gawa in Japan. From 1868 onward it was a military centre, and on August 6, 1945, it became the first city in the world to be struck by an atomic bomb, dropped by the United States Air Force. Most of the city was destroyed, and estimates of the number killed have ranged higher than 200, 000. Deaths from radiation and poisoning have mounted through the years. Reconstruction was begun about 1950 and now it is an important industrial city in Japan.
3. much of it needless; much of the loss of wildlife is unnecessary.

Comprehension of the Text

Choose the best answer for each of the following:

1. The story is mainly about _____.
 - a. atomic bomb.
 - b. synthetics.
 - c. destructor.
 - d. sand man.
2. Which of the following best defines the meaning of the word "synthetic"?
 - a. plastic
 - b. natural
 - c. artificial
 - d. durable
3. The nature tolerates or rejects these synthetic materials because _____.
 - a. she can not use them.
 - b. they are the things that people use every day.
 - c. they have a deep impact on her.
 - d. she can not break them down.
4. Which of the following is not true according to the story?
 - a. Synthetics have influenced our life greatly.
 - b. Man entered the synthetic and the atomic age at the same time.
 - c. Synthetic products have to obey the nature's law.
 - d. Man may die of these synthetic compounds.
5. Investigation of a declining fish population in another stream showed that _____.
 - a. the area had been sprayed with DDT.
 - b. the area had no mosquitoes.
 - c. the area had no feed.
 - d. the area had no fisherman.
6. The man washed his spray apparatus in a nearby stream, because _____.
 - a. he wanted to clean his spray.
 - b. he was careless.
 - c. he did not think that it would destroy the fish feed.
 - d. he wanted to control fish food organisms.
7. The man in the tale controlled his creatures _____.
 - a. by spraying them with DDT.
 - b. by destroying their feed.
 - c. by writing letters DEAD on their foreheads.
 - d. by letting them grow larger than usual.

8. The theme of the story is _____.
a. man is a product of nature, but synthetics are not.
b. man gets more gains than losses from synthetics.
c. synthetics have both advantages and disadvantages.
d. man's great concern to the secondary and undesirable effects of synthetics.

Questions for Discussion

1. Those who produce and apply synthetics argue that losses such as the ones mentioned in the story are insignificant when compared with the gains. And what do you think?
2. At the beginning of the story, the author wrote: "On August 6, 1945, a bomb fell on Hiroshima, _____". What is his purpose of mentioning this man-made disaster?
3. Look around you and try to give some of the examples to show that synthetics have a profound effect on our life.
4. Does the author feel like synthetics? Find facts from the text to explain your answer.
5. Try to retell the old tale in the text.

Grammatical and Structural Test

Part A

Directions: There are 8 incomplete sentences in this part. For each sentence there are four choices marked a, b, c and d. Choose the ONE answer that best completes the sentence.

1. She wants to buy the same blouse _____ I have.
a. that b. which
c. as d. like
2. She talks as if she _____ a queen.
a. will be b. was
c. is d. were
3. Mr. Roberts is a noted chemist _____.
a. as well as an effective teacher
b. and too a very efficient teacher
c. as well an efficient teacher
d. however he teaches very good also
4. It seemed _____ the night would never end.
a. as although b. as though
c. as for d. if
5. _____, 1, 500 people died in the earthquake.
a. So reported earlier
b. As reported earlier
c. To report earlier
d. Reporting earlier
6. There is only one thing to be done, _____ I can see.
a. as long as b. as usual
c. as a result of d. as far as
7. _____, I did not begin work until he had gone.
a. As a result b. As a rule
c. As a whole d. As a matter of fact
8. She had not _____ been trained to do any special work.
a. as long as b. as yet
c. as to d. as for