

VOCABULARY WORKBOOK

CHECK YOUR VOCABULARY FOR

Medicine

David Riley

英语词汇检测

医疗卫生

甘世安 注解



世界图书出版公司

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—— 注解 ——

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Check Your Vocabulary for Medicine

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Introduction

The worksheets in this workbook contain a variety of exercises appropriate for students requiring a working knowledge of English medical terminology. The worksheets can be used either for self-study or in the classroom and can be completed in any order. Several have 'extensions'; short classroom exercises based on the language in the main exercise. All the questions within this workbook are based on the Peter Collin Publishing *Dictionary of Medicine*, third edition (ISBN 1-901659-45-3).

This workbook is aimed at students with at least an intermediate level of English. However, many people who work in medicine have to read in English on a regular basis; students with a more basic level of English may therefore already have the passive vocabulary to handle many of the exercises.

Specialist vocabulary

It is important to appreciate that 'knowing' specialist vocabulary involves more than simply recognising it.

- You can understand the meaning of a word when reading or listening and yet be unable to remember that same word when speaking or writing.
- You may remember the word, but use it incorrectly. This can be a grammatical problem, like knowing that 'fracture' can be used both as a noun and as a verb. Or it may be a question of collocation; a surgeon *makes an incision* during an operation, but when he wants a piece of bread he simply *cuts* it.
- Then there is the question of the sound of the word. Can you pronounce it? And do you recognise it when you hear it pronounced?

For these reasons-memory, use and sound-it is important that students practise specialist vocabulary so that they can learn to use it more confidently and effectively. The exercises in this workbook will help students to expand their knowledge and use of medical vocabulary.

Photocopiable material

All the worksheets can be legally photocopied to use in class. If, as a teacher, you intend to use most of the book with a class you may find it more convenient for the students to buy a copy each. You are not allowed to photocopy or reproduce the front or back cover.

Using the *Dictionary of Medicine*

All of the vocabulary taught or practised in this workbook is in the Peter Collin Publishing *Dictionary of Medicine*. The *Dictionary of Medicine* gives definitions in simple English which students can read and understand. Many of the examples and definitions in the workbook are taken directly from the dictionary. Students should have a copy of the *Dictionary of Medicine* for referring to when completing the exercises; using the dictionary is an essential part of successful language learning.

Structure of a *Dictionary of Medicine* entry

Each entry within the dictionary includes key elements that help a student understand the definition of the term and how to use it in context. Each term has a clear example, and part of speech. This is followed by example sentences and quotations from newspapers and magazines that show how the term is used in real life. These elements of the dictionary are used to create the questions within this workbook.

Vocabulary Record Sheet

At the back of the book is a Vocabulary Record Sheet. Recording useful vocabulary in a methodical way plays a key role in language learning and could be done, for example, at the end of each lesson. The *Dictionary of Medicine* is a useful tool for ensuring that the personal vocabulary record is accurate and is a good source for example sentences to show how words are used, as well as for notes about meaning and pronunciation, etc.

Using the workbook

Most students find it easier to assimilate new vocabulary if the words are learned in related groups, rather than in isolation. For example, words frequently occur in the same context as their opposites and, as such, it makes sense to learn the pairs of opposites together (see worksheets on pages 13 and 57). Similarly, mind maps encourage students to look for connections between words (see worksheet on page 17). The exercises and activities in this workbook have all been grouped into sections. These sections practise different elements of medical vocabulary, enabling the student to gain a fuller understanding of the words learnt.

The first section, **Word-building** (pages 1~18), encourages the student to identify links between words and to learn words that are morphologically related (for example, verbs and nouns which have the same stems). Within the **Parts of Speech** (pages 19~40) section, the emphasis is on understanding meanings and how to use terms in their correct grammatical forms. The worksheets in the third section practise the **Pronunciation** of medical vocabulary (pages 41~48). The section **Vocabulary in Context** (pages 49~72) includes topic-specific exercises such as identifying diseases and illnesses from their descriptions. The activities in the last section, **Puzzles & Quizzes** (pages 73~95), expand students' knowledge and use of vocabulary in a fun way.

Communicative crosswords

Included in the last section are three communicative crosswords. These are speaking exercises where students complete a half-finished crossword by exchanging clues with a partner. There are two versions of the crossword: A & B. The words which are missing from A are in B, and vice versa. No clues are provided; the students' task is to invent them. This is an excellent exercise for developing linguistic resourcefulness; in having to define words themselves, students practise both their medical vocabulary and the important skill of paraphrasing something when they do not know the word for it.

Using Communicative crosswords

Stage 1 — Set-up. Divide the class into two groups — A and B — with up to four students in each group. Give out the crossword: sheet A to group A, sheet B to group B together with a copy of the **Dictionary of Medicine**. Go through the rules with them. Some answers may consist of more than one word.

Stage 2 — Preparation. The students discuss the words in their groups, exchanging information about the words they know and checking words they do not know in the **Dictionary of Medicine**. Circulate, helping with any problems. This is an important stage: some of the vocabulary in the crosswords is quite difficult.

Stage 3 — Activity. Put the students in pairs— one from group A and one from group B. The students help each other to complete the crosswords by giving each other clues.

Make sure students are aware that the idea is to help each other complete the crossword, rather than to produce obscure and difficult clues.

- What's one down?
- *It's a person who works in a hospital.*
- A doctor?
- *A sort of doctor. He does operations.*
- A surgeon?
- *Yes, that's right.*

A	A		B	B
A	A		B	B

Students work in groups, checking vocabulary

Alternatively, students can work in small groups, each group consisting of two As and two Bs and using the following strategies:

- i) defining the word
- ii) describing what the item looks like
- iii) stating what the item is used for
- iv) describing the person's role
- v) stating what the opposite of the word is
- vi) giving examples
- vii) leaving a gap in a sentence for the word
- viii) stating what the word sounds like

A	B		A	B
A	B		A	B

Students work in pairs, co-operating to solve their crosswords

Workbook contents

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3	Word formation; nouns	Forming nouns from list of verbs; rewriting sentences using noun forms instead of verbs	<i>Self-study</i>
5	Two-word expressions	Combining words from two lists to make two-word expressions that fit the definitions	<i>Self-study</i>
7	Plural formation	Multiple choice; choosing correct plural forms of singular nouns	<i>Self-study</i>
9	Word formation; adjectives	Rewriting sentences using adjective forms instead of nouns	<i>Self-study</i>
11	Word association 2: partnerships	Linking each verb with a noun to make a 'partnership'; using the 'partnerships' to complete sentences	<i>Self-study</i>
13	Opposites 1: prefixes	Selecting the correct prefix for each adjective to create an opposite; using the adjectives to complete sentences Extension: working with a partner to test one another	<i>Self-study</i> <i>Pair work</i>
15	Word formation; verbs	Making verb forms from list of nouns; writing sentences using the verbs	<i>Self-study</i>
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	PARTS OF SPEECH		
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21	Adjectives 1	Sentence completion	<i>Self-study</i>
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Page	Title	Content	Mode
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Word association 1: missing links

Each of the sets of four words below can be linked by one other word. All the words are related to medical matters. What are the missing words? Write them in the centre of the charts.

1.

cell		temperature
foreign		fat

2.

throbbing		relief
abdominal		threshold

3.

metacarpal		structure
cancellous		marrow

4.

cardiac		fatigue
skeletal		spasm

5.

black		bath
glass		drops

6.

blood		membrane
beta		body

题解

词汇联想是一种极具启发性的题型,旨在培养并提高学习者的发散式思维能力。它要求学习者在掌握一定词汇量的基础上运用所学知识,充分展开联想,借助所给提示完成练习题。本题给出的提示是四个单词,学习者需按照所给单词的前后顺序将其与所猜单词组成有意义的词组。学习者同时要考虑到该词被前后四个单词所共有的特殊之处。

思路

本题的要点在于首先确定单词的词性,从而缩小范围;其次利用较熟悉的单词寻找突破口,可以尝试在其前后添加词;最后检查所得短语是不是地道的医学术语,在意义上决不可牵强附会。注意词序不可颠倒,另外在试填单词时不必苛求与四个词都能达到吻合。

分析

1. 由 foreign 得知所缺的词为名词。根据 temperature 可以有 ward/room, body, blood 等词搭配;根据 foreign 可以有 blood 和 body 等词搭配。虽然可以有 blood cell,但这一搭配违反了词的组合次序。在 blood fat 和 body fat 中,cell 与 blood 不搭配,所以选 body fat,答案确定为 body。
2. 此题的专业性较强。可先从 relief(减轻,缓解)着手,有 stress, tension, pain, pressure 等词搭配;然后考虑 abdominal 与 pain 的搭配组合。借助 threshold(最低限度,阈限)可以确定答案是 pain。至于 throbbing 则没有什么参考价值。
3. 此题的关键是 marrow(骨髓)。由于可确定该词为名词,所以不用考虑 donate, transplant 这类动词。下一步可以在所给词的前后添加词,以确定其意义。如 marrow 和 metacarpal 在加上 bone 之后,意思更明晰了。据此便可推断出答案。cancellous 对做题的帮助不大。
4. 此题答的方法同第 3 题。先由 spasm 联想到 muscle。接着将 muscle 与其他三个词分别搭配,看是否吻合。由此得出的 cardiac muscle(心肌), skeletal muscle(骨骼肌), muscle fatigue(肌肉疲劳)均有效,从而确定答案。
5. 该题可从 drops 着手。black 是个相当开放的单词,后面可接词汇范围很广,因而可以先不予考虑。drops(滴剂)是外用药,可以由此想到鼻子或眼睛;bath 与洗浴有关;glass 较灵活,其前后都可添加词,如 glass eye(玻璃假眼)或 eye glass(眼镜);最后考虑 black,将 eye 放于其后得到 black eye(黑眼眶),有意义,所考查以确定答案为 eye。
6. 从医学角度考虑,应先考查 beta,因为它的范围最窄。由于想到有 beta cell(贝塔细胞,一种胰腺细胞),可以试着用 cell 与其他词按所给的词序搭配。因为 blood cell, cell membrane, 以及 cell body 都是有意义的医学术语,所以得出最后的答案。

Word formation: nouns

A fast way to expand your vocabulary is to make sure you know the different forms of the words you learn.

Exercise 1. The words in this list are all verbs. What are the noun forms? Write them in the second column. The first one has been done for you as an example.

- | | | | |
|--------------|-----------|----------------|-------|
| 1. diagnose | diagnosis | 9. infect | _____ |
| 2. examine | _____ | 10. experience | _____ |
| 3. prescribe | _____ | 11. replace | _____ |
| 4. suffer | _____ | 12. degenerate | _____ |
| 5. operate | _____ | 13. refer | _____ |
| 6. cure | _____ | 14. exceed | _____ |
| 7. recover | _____ | 15. withdraw | _____ |
| 8. analyse | _____ | | |

Exercise 2. First, check your answers to Exercise 1 in the key. Then rewrite the sentences below, changing the verbs (which are in **bold**) to nouns. Do not change the meaning of the sentences, but be prepared to make grammatical changes if necessary. The first one has been done for you as an example.

- | | |
|--|---|
| 1. I diagnosed that the patient had a heart condition.
<i>My diagnosis was that the patient had a heart condition.</i> | 9. We found that the tissue was infected .
<i>We found an _____</i> |
| 2. I examined the patient fully.
<i>I made a full _____</i> | 10. He has experienced six years of tropical work.
<i>He has six years' _____</i> |
| 3. I prescribed a course of antibiotics.
<i>I wrote a _____</i> | 11. We replaced the patient's hip.
<i>The patient was given a hip _____</i> |
| 4. He suffered very little.
<i>He experienced very little _____</i> | 12. His condition has degenerated .
<i>There has been a _____</i> |
| 5. We operated immediately.
<i>The _____</i> | 13. The patient was referred to a specialist.
<i>The patient was given a _____</i> |
| 6. This disease cannot be cured .
<i>There is no _____</i> | 14. The amount of sugar in the blood sample exceeded the norm.
<i>There was an _____</i> |
| 7. He has recovered fully.
<i>He has made a full _____</i> | 15. This is the time to withdraw the drugs treatment.
<i>This is the time for the _____</i> |
| 8. The lab analysed the blood sample.
<i>The lab made an _____</i> | |

题解

构词是一类专门考查词汇基本功的题型,对学习者所掌握的构词是一大挑战。它不仅要求学习者具有一定的词汇量,而且需要学习者善于总结,从零碎的词形变化找出规律。该题型通常有以下几种形式:A. 给出词根,要求写出该词的其他派生词。B. 用所给单词的派生词填充句子。C. 利用词性变化改写句子,不改变句意。本题是针对“动词变名词”的专项练习。

思路

本题由两部分组成。第一部分属于A型,学习者只需运用“动词变名词”的规律,将所给动词添加相应的后缀,即可得出答案。第二部分属于C型,较难。学习者不仅要搞清楚原句中的“动词如何变成名词”的问题,而且在作答时需考虑全句的语意和语法是否正确。

分析

✧ Exercise 1.

牢记“动词变名词”的规律,细致作答。如:

“-se” → “-sis” (e. g. diagnose → diagnosis, analyse → analysis)

“-te” → “-tion”, “-ation”, “-ion” (e. g. operate → operation, infect → infection)

需要特别注意的是一些不规则变化,如: prescribe → prescription,

suffer → suffering,

exceed → excess, etc.

✧ Exercise 2.

做该题时切不可急躁。首先确定原句中斜体部分的动词其相应的名词形式,继而考虑改写后的句子应如何组织。由于该题中的动词均在上一题中出现过了,第一步则迎刃而解。在第二步中的关键问题在于如何连接该名词和原句中的其他成分。此时词与词间的搭配尤为重要。本题涉及到的主要短语有:

make an examination of (2), write a prescription for (3),

perform an operation (5), no cure for (6),

make an analysis (7), give sb. a replacement (11),

give a referral to (13), an excess of (14),

a withdrawal of (15).

注:括号内的数字是采用该短语的句子的序号。

Two — word expressions

Make 15 two-word expressions connected with medicine by combining words from the two lists; A and B. Match each expression with the appropriate phrase. Use each word once. The first one has been done for you as an example.

A	B
allergic	anaesthetic
balanced	attack
bedside	death
bone	diet
brain	intervention
circadian	manner
clinical	marrow
digestive	practitioner
general	reaction
general	rhythm
heart	surgery
malignant	system
milk	teeth
plastic	trial
surgical	tumour

1. Condition where the heart suffers from defective blood supply because one of the arteries becomes blocked by a blood clot.
heart attack

2. Substance given to make a patient lose consciousness so that a major surgical operation can be carried out.

3. Soft tissue in cancellous bone.

4. Treatment of illness by surgery.

5. A child's first twenty teeth, which are gradually replaced by permanent teeth.

6. Surgery which repairs defective or deformed parts of the body.

7. Condition where the nerves in the brain stem have died, and the patient can be certified as dead, although the heart may not have stopped beating.

8. Way in which a doctor behaves towards a patient (or a patient who is in bed).

9. Effect (such as a skin rash or sneezing) produced by a substance to which a person has an allergy.

10. Trial carried out in a medical laboratory on a patient or on tissue from a patient.

11. Cancer, a tumour which is cancerous and can reappear or spread into other tissue, even if removed surgically.

12. Doctor who treats many patients in a district for all types of illness, though not specializing in any one branch of medicine.

13. Rhythm of daily activities and bodily processes frequently controlled by hormones, which repeats every 24 hours.

14. All the organs in the body that are associated with the digestion of food.

15. Diet that provides all the nutrients needed in the correct proportions.

题解

本题要求将两个单词连接在一起,以构成有意义的短语或表达方式。这种题型主要是考查学习者对已掌握的词汇进行合理搭配的能力。一般来讲,只要了解医学方面的一些常用固定短语及习语,就能顺利完成习题。此类题的常用模式有:A. 罗列出两组单词,令学习者逐一识别出由其构成的有效短语。B. 给出短语中的一个单词及部分提示信息,由学习者补充出另一单词。C. 给出短语的释义,由学习者推测出该短语。

思路

本题属于A型和C型的结合,包括两部分内容。学习者可利用短语释义中的关键词先完成第二部分,再回到第一部分中作以连线搭配。假如对常用医学短语或习语相当熟悉,也可以依次序进行:先连线,再填充句子。注意捕捉释义中的关键词,利用其派生词或近义词和反义词找到该短语。

分析

1. 释义提示:heart blocked → heart attack (心脏病突发)
2. 释义提示:lose consciousness 和 major → general anaesthetic (全身麻醉)
3. 释义提示:soft tissue 和 bone → bone marrow (骨髓)
4. 释义提示:treatment 和 surgery → surgical intervention (外科手术治疗)
5. 释义提示:gradually replaced by permanent teeth → milk teeth (乳牙)
6. 释义提示:surgery 和 repairs → plastic surgery (整形外科手术)
7. 释义提示:brain, died, 和 dead → brain death (脑死亡)
8. 释义提示:way 和 in bed → bedside manner (医生对病人的服务态度)
9. 释义提示:effect 和 allergy → allergic reaction (过敏反应)
10. 释义提示:trial, medical, 和 patient → clinical trial (临床试验)
11. 释义提示:tumour 和 cancerous → malignant tumour (恶性肿瘤)
12. 释义提示:doctor 和 not specializing → general practitioner (全科医师)
13. 释义提示:rhythm 和 repeats → circadian rhythm (生理节律)
14. 释义提示:all the organs 和 digestion → digestive system (消化系统)
15. 释义提示:diet 和 correct proportions → balanced diet (均衡饮食)

Plural formation

In *Column A* of this table there are 25 nouns relating to medicine. For each of the nouns decide whether the correct plural form is in *Column B* or *Column C* and then circle it.

The first question has been done for you as an example.

	<i>Column A</i>	<i>Column B</i>	<i>Column C</i>
1.	stratum	stratums	strata
2.	foot	foots	feet
3.	fibula	fibulae	fibulas
4.	glomerulus	glomerulae	glomeruli
5.	abscess	abscesses	abscessi
6.	joint	jointes	joints
7.	bulla	bullae	bullas
8.	testis	testises	testes
9.	septum	septa	septums
10.	fossa	fossas	fossae
11.	crisis	crises	crisises
12.	humerus	humeruses	humeri
13.	syringe	syringes	syringae
14.	acetabulum	acetabula	acetabulums
15.	larva	larvae	larvi
16.	chorda	chordas	chordae
17.	varix	varices	varixi
18.	fungus	fungi	funguses
19.	ganglion	ganglions	ganglia
20.	villus	villi	villae
21.	atrium	atria	atriums
22.	pons	pontes	ponses
23.	ovum	ovums	ova
24.	bout	bouts	boutae
25.	cortex	cortexes	cortices

题解

本题考查的主要是学习者对名词复数形式的掌握,常常用于对英语初学者的测试之中。该题型在考查识记能力之余,对学习者了解单词复数形式的构成也有一定帮助。

思路

所给题型采用了“给出多个复数形式由学习者挑选出该名词正确的复数形式”,而并非“由学习者本人独立写出该词复数形式”的模式。这在一定程度上降低了难度。学习者可运用“分组法”分三个步骤作答,即先找出规则变化的名词,然后在不规则变化名词中找寻有限的规律性,最后剩余的名词则主要靠记忆来完成。

分析

※步骤一

挑选出规则变化名词,包括 abscess (-es), joint (-s), syringe (-s), bout (-s)。

※步骤二

在不规则变化名词中找规律,如:

1. -um → -a (e. g. stratum, septum, acetabulum, atrium, ovum.)
2. -a → -ae (e. g. fibula, bulla, fossa, larva, cholera.)
3. -us → -i (e. g. glomerulus, humerus, fungus, villus.)
4. -is → -es (e. g. testis, crisis.)
5. -x → -ces (e. g. varix, cortex.)

※步骤三

剩余无法归类的名词其复数形式由学习者凭记忆力完成。

注:步骤二中所列出的几条规律仅适用于部分来自拉丁语的外来词。切不可随意滥用。

