

■ 大学英语应用提高阶段专业英语系列教材

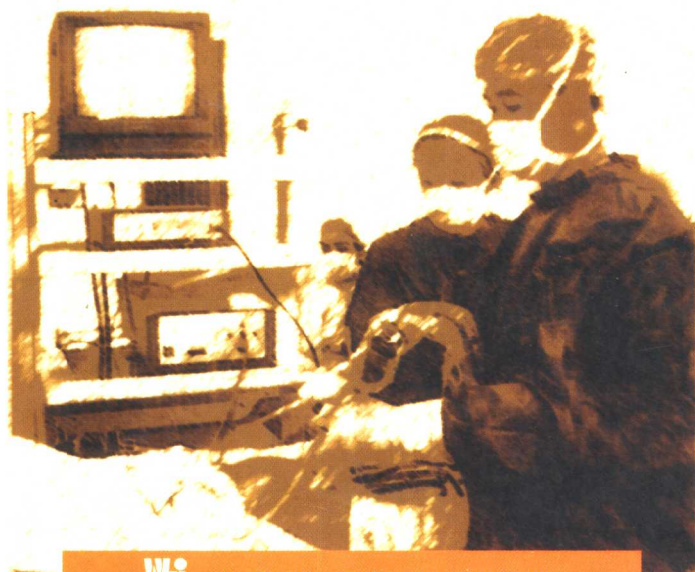
阅读与应用

— 医学英语高级教程

Productive Reading

A THEME ENGLISH COURSE

梁正溜 编著



上海外语教育出版社

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Unit One

My Hope for Medicine

The key to comprehension questions

- | | | |
|----------------------------------|--|---|
| 1. d | 15. in an equally meaningful manner | on machines |
| 2. d | | |
| 3. still works/continues to work | 16. the author's hope for medical profession | 27. F |
| 4. a counselor | 17. F | 28. T |
| 5. through the eyes of a patient | 18. T | 29. T |
| 6. T | 19. T | 30. D |
| 7. T | 20. T | 31. C |
| 8. T | 21. d | 32. C |
| 9. T | 22. c | |
| 10. Hope | 23. the heritage of medicine | 33. ask physicians to be anything other than good physicians (and to use the assembly-line mentality) |
| 11. c | 24. the reason why medical costs are high | 34. health |
| 12. a | 25. make better ethical decisions | 35. Safeguard |
| 13. Teamwork | | 36. d |
| 14. the duties of nurses | 26. keep patients with no chance of recovery alive | 37. a |

The key to integration questions

- | | | |
|---------------------------|--|---------------------|
| 1. it | 11. rather than | 19. emerges |
| 2. spoke on | 12. just | 20. as important as |
| 3. being introduced | 13. one | 21. simply |
| 4. he struck the keyboard | 14. and doing it ... is the real challenge | 22. as much as |
| 5. they had received | | 23. seriously |
| 6. patient | 15. terming | 24. fill out |
| 7. give patients | 16. the patient responds to treatment | 25. respond to |
| 8. intended | | 26. make decisions |
| 9. Thus | 17. had never seen | 27. art |
| 10. comprehensive | 18. inspired | |

Unit Two

March Music

The key to comprehension questions

- | | | |
|--|---|-------------------------------|
| 1. b | 11. d | 19. involving themselves with |
| 2. a | 12. b | music |
| 3. with medicine | 13. b | 20. c |
| 4. music and medicine | 14. Benefits | 21. c |
| 5. with the art of healing and
the gift of prophecy | 15. history | 22. T |
| 6. T | 16. therapeutic value | 23. F |
| 7. F | 17. psychophysiologic stress,
pain, anxiety, and isolation | 24. T |
| 8. F | 18. the more harried left hemisphere | 25. our work |
| 9. T | | 26. our mood |
| 10. b | | 27. d |
| | | 28. a |

The key to integration questions

- | | | |
|------------------------|--|-----------------------------|
| 1. before lunch | 8. never would have made it | 14. really |
| 2. hurts | 9. fears and anger ... racism
and hatred ... aches and
pains | 15. as mine had (developed) |
| 3. what to do | 10. the injustice | 16. simply |
| 4. Following this | 11. get up from his | 17. And |
| 5. out of my control | 12. could | 18. pretty |
| 6. his current problem | 13. There was nothing | 19. such a hard patient |
| 7. On the contrary | | 20. quite |

Unit Three

Holding the Bag

The Key to Comprehension Questions

- | | | |
|-----------------------------|-------------------------------|-------------------------|
| 1. d | 5. made house calls nearly 30 | 8. c |
| 2. d | years ago | 9. b |
| 3. with Alzheimer's disease | 6. his wife's jealousy | 10. c |
| 4. a gift | 7. d | 11. is gone/disappeared |

- | | | |
|---|---|---|
| 12. to help | 19. F | 29. T |
| 13. "the doctor with a bag in hand" | 20. F | 30. d |
| 14. blame him personally for the loss of these heroic standards | 21. F | 31. a |
| 15. dropped the bag back on his desk | 22. a | 32. as expected |
| 16. Exploring | 23. d | 33. ability |
| 17. T | 24. a bag like this when he was 8 years old | 34. adapt to the time/improve his skill |
| 18. F | 25. a bag in hand | 35. an involuntary thankful-ness |
| | 26. had rummaged for in his bag | 36. d |
| | 27. F | 37. d |
| | 28. F | |

The Key to Integration Questions

- | | | |
|---|--|---------------------------------------|
| 1. mark | 9. my father at least is living proof | 19. slightly before |
| 2. a result of | 10. has not changed | 20. so as |
| 3. do so | 11. greets patients | 21. as it has (saddened) his patients |
| 4. The truth | 12. be driven by | 22. all of this |
| 5. that | 13. established, maintained, cultivated, honored | 23. but |
| 6. attending a delivery, sterilizing hypodermic needles, providing acute medical care and administering allergy shots | 14. once | 24. he started |
| 7. their own | 15. no longer | 25. given |
| 8. even | 16. test results | 26. the fullest extent |
| | 17. available | 27. have learned |
| | 18. instead of | 28. worth |

Unit Four

In a Word

The Key to Comprehension Questions

- | | | |
|--|--|-----------------------------|
| 1. a | in pinstripes and those in white laboratory coats | 7. with the term "provider" |
| 2. b | | 8. primary care provider |
| 3. d | | 9. a broader meaning |
| 4. the bearers of corporate culture behave | 6. ideals and conceptual constructs and the very language used to communicate them | 10. Perspective |
| 5. the interface between those | | 11. T |
| | | 12. F |

- | | | |
|-------|---|-------|
| 13. T | 22. towards the roles of physicians, patients, and the interrelationship between and among them | 26. F |
| 14. F | | 27. F |
| 15. T | | 28. T |
| 16. T | | 29. T |
| 17. d | 23. represent objects, subjects and concepts | 30. T |
| 18. c | 24. a descriptive, or revelatory, function | 31. d |
| 19. d | | 32. c |
| 20. b | 25. a subjective function | 33. a |
| 21. c | | |

The Key to Integration Questions

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|--|---|--|
| 1. health nuts | 15. at the disposal of | 31. Then out came the little white pad |
| 2. people | 16. taking ... performing ... doing | 32. it works |
| 3. be offered anything stronger | 17. the new health care system | 33. from among more than |
| 4. a slice of | 18. devices | 34. as well |
| 5. health problems | 19. such things as | 35. in a variety of ways |
| 6. requesting/demanding ... demanding/requesting ... reserving | 20. measures ... management ... consumerism | 36. choose the one |
| 7. dealing with their problems | 21. consists of | 37. it may mean |
| 8. practice self-care | 22. self-responsibility in health | 38. just |
| 9. there is | 23. relying on | 39. hospitalization |
| 10. built around | 24. invest ... pay ... pocket | 40. previously/formerly |
| 11. under the new model | 25. elsewhere | 41. devices |
| 12. then | 26. In the same way | 42. possible |
| 13. take it out | 27. can do | 43. could be accomplished |
| 14. (tools) ... (skill) ... (information) ... (support) | 28. too much of | 44. accounted for |
| | 29. it was | 45. Only |
| | 30. the same | 46. similar growth |
| | | 47. There has been |
| | | 48. home computer |

Unit Five

Can Virtue Be Taught?

The key to comprehension questions

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|------|------|------|
| 1. d | 2. d | 3. T |
|------|------|------|

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|---|--|---|
| 4. F | solutions | 49. F |
| 5. F | 26. will be acceptable | 50. T |
| 6. F | 27. c | 51. T |
| 7. the skills and traits that we desire in our new physicians. | 28. a | 52. Relationship |
| 8. the goods and ideals of the profession of medicine | 29. c | 53. generate a clear set of definitive, specific moral rules for all occasions |
| 9. the "civil virtues" | 30. T | 54. promoting humanism, professionalism, a study of the humanities, or narrative skills in medicine |
| 10. respect, compassion, and honesty | 31. T | 55. teach particular skills as well as the underlying virtues |
| 11. as part of what medicine is and always has been about | 32. F | 56. a person of virtue who is skillful in medicine |
| 12. Concepts | 33. T | 57. d |
| 13. d | 34. T | 58. d |
| 14. a | 35. T | 59. in developing a model of virtue |
| 15. F | 36. "states of character" | 60. examination and understanding of our teaching mission |
| 16. T | 37. judge our performance and pattern our own actions | 61. the real challenges of medical practice |
| 17. F | 38. personal and transpersonal ends | 62. can live up to the standard of excellence that virtue requires |
| 18. F | 39. blended / integrated function | 63. d |
| 19. T | 40. between his or her own function and the ultimate function of the activity or the profession in which the individual is participating | 64. a |
| 20. Perspectives | 41. c | 65. b |
| 21. of a theoretical justification of right action | 42. b | |
| 22. from real-life human conflicts | 43. c | |
| 23. significance | 44. b | |
| 24. clinical/medical practice | 45. T | |
| 25. a consensus on a single normative standard that would generate definitive | 46. T | |
| | 47. F | |
| | 48. F | |

The key to integration questions

- | | | |
|-----------------------------------|---------------------------|-----------------------------|
| 1. while | 7. accommodate ... adjust | 14. of |
| 2. just as they are (intertwined) | 8. could not have learned | 15. introduced me |
| 3. the same thing | 9. in such a way | 16. Had I joined the gangs |
| 4. mentoring | 10. a sense of | 17. mentor |
| 5. had been | 11. the same thing | 18. the undergraduate level |
| 6. had learned | 12. far | 19. independence |
| | 13. and teaching them | 20. a little |

- | | | |
|--|---|---------------------------------------|
| 21. undergraduate students | 34. well | wrote down ... drafted ... |
| 22. Simply | 35. backgrounds | gave |
| 23. the lack of vision ... present in the hearts | 36. the relational style | 46. a mentor |
| 24. had not seen someone | 37. their students | 47. did it |
| 25. raised | 38. more involved ... more easily ... more relational | 48. the same important mentoring role |
| 26. even | 39. respond to | 49. the way I studied |
| 27. as | 40. it doesn't matter | 50. the university level |
| 28. focus | 41. at a time | 51. he had planted |
| 29. equally | 42. just | 52. run away from |
| 30. have to do | 43. interview | 53. paid to |
| 31. whether ... how | 44. strengthening that foundation | 54. knows little about |
| 32. relational and analytical | 45. took ... interviewed ... | 55. they are also going to have to be |
| 33. the analytical style | | |

Unit Six

Nobel: Always the Winners, Never the Losers

The key to comprehension questions

- | | | |
|--|---|---|
| 1. d | 16. are at least 50 years old for purposes of historical research | 29. Criteria |
| 2. c | 17. the course of the Nobel institution during its early years | 30. by the committee members' own research interests and prize priority |
| 3. F | 18. historical work on the Nobel archives | 31. applied research or engineering |
| 4. T | 19. F | 32. the clinic |
| 5. T | 20. F | 33. over invention and improvement |
| 6. T | 21. T | 34. a |
| 7. F | 22. T | 35. b |
| 8. F | 23. T | 36. c |
| 9. for the extraordinary success of the Nobel prizes | 24. F | 37. b |
| 10. the prize awarder's justification for their choice | 25. b | 38. F |
| 11. what the late Thomas Kuhn called "normal science" | 26. d | 39. T |
| 12. him (rarely her) | 27. d | 40. T |
| 13. come into the limelight | 28. a | 41. T |
| 14. c | | 42. F |
| 15. d | | |

- | | | |
|--|-----------------------------------|--|
| 43. "depersonalize" them | 45. Significance | 47. reflecting on the values underlying yesterday's and today's scientific world |
| 44. the factors that condition the choices | 46. science, politics and culture | |

The key to integration questions

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|--|--------------------------------|---|
| 1. would like | 17. convinced | 36. our fullest potential |
| 2. yours | 18. indeed | 37. with each other |
| 3. the beginning | 19. you think you will go | 38. getting along |
| 4. what is now known as | 20. knowledge | 39. losers |
| 5. a better world | 21. increase | 40. differences |
| 6. which will be very much a part of our lives | 22. through a variety of media | 41. for coordinating work ... not for designating |
| 7. Monitoring our health | 23. employees | 42. It is the glue that ... and a whole that ... |
| 8. well-being | 24. It is completely up | 43. It is indeed the joint workings |
| 9. so that | 25. take risks | 44. for each other |
| 10. personalized ... adapted ... tailored | 26. what we cannot | 45. what they are not |
| 11. importantly | 27. that | 46. bring out |
| 12. wondering | 28. rests on | 47. increasingly so |
| 13. will succeed | 29. and less so | 48. are celebrating |
| 14. walking | 30. bolder | 49. ones |
| 15. no more than | 31. important | 50. a quote |
| 16. what it really is | 32. am reminded | |
| | 33. you are driven | |
| | 34. most | |
| | 35. that will keep | |

Unit Seven

Thinking like a Genius

The key to comprehension questions

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|---|-------------------------------|---|
| 1. d | 8. F | the most likely |
| 2. c | 9. c | 16. the willingness to explore all methods |
| 3. for genius | 10. d | 17. he found all the needles in a haystack |
| 4. there are no links between intelligence and genius | 11. T | 18. his willingness to explore all approaches |
| 5. genius | 12. T | |
| 6. creative | 13. T | |
| 7. F | 14. F | |
| | 15. from the least obvious to | 19. c |

- | | | |
|--|--|--|
| 20. b | 40. d | 62. suspending this thought |
| 21. d | 41. d | 63. a new point of view |
| 22. d | 42. d | 64. wiring in parallel circuits and high-resistance filaments in his bulbs |
| 23. rigidity of thought | 43. T | 65. to his tolerance of ambivalence between two incompatible things |
| 24. past experiences | 44. T | 66. c |
| 25. the usual ideas | 45. T | 67. d |
| 26. F | 46. T | 68. are ready/are prepared |
| 27. F | 47. T | 69. we end up doing something else |
| 28. T | 48. F | 70. answer it in a novel, unexpected way |
| 29. Variation | 49. immense productivity | 71. the creative insight of the highest order |
| 30. the species' survival | 50. productivity | 72. interesting to Fleming |
| 31. variation for survival | 51. Bach, Mozart, Einstein and T.S. Eliot | 73. was ready |
| 32. d | 52. comes out of massive quantity of work | 74. drop everything else and study something interesting they happened to find |
| 33. c | 53. c | 75. sought |
| 34. b | 54. c | 76. a |
| 35. alternatives and conjectures | 55. T | 77. c |
| 36. in your ideas | 56. T | |
| 37. depart from (retained) reproductive knowledge | 57. T | |
| 38. geniuses' specific thinking strategies and styles and thought/the way geniuses think | 58. F | |
| 39. c | 59. F | |
| | 60. tolerance of ambivalence between opposites | |
| | 61. thinking in opposites | |

The key to integration questions

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|------------------------------|-----------------------------|---|
| 1. creativity | 14. prove themselves worthy | 28. it was less painful |
| 2. are associated | 15. describe | 29. the general population |
| 3. sheer | 16. beyond the reach of | 30. have difficulty |
| 4. to be born | 17. earlier prediction | 31. the same objective standards ... on faith alone |
| 5. in the history of mankind | 18. appropriate equipment | 32. In contrast to |
| 6. intense | 19. activities | 33. subject to |
| 7. the number of hours | 20. need them | 34. less common |
| 8. at unexpected times | 21. in spite of | 35. the same kind of clothes |
| 9. break one's concentration | 22. qualities | 36. of thought |
| 10. too | 23. ignoring | 37. impeded them |
| 11. sit | 24. arrogant | 38. did not take the time |
| 12. be accomplished | 25. creative | 39. perhaps by removing |
| 13. diligence | 26. Conversely | 40. is that creative people |
| | 27. is contrary to | |

- | | | |
|-----------------------------------|-----------------------------|------------------------|
| 41. original | 46. great creativity | 50. It would be better |
| 42. even | 47. anomalies | 51. Of course |
| 43. routine assignments | 48. either are defective or | 52. fairly |
| 44. when (they are) compared to | have a personality disorder | 53. simply |
| 45. there are labels | 49. for alternative ways | 54. valuable to |

Unit Eight

Scientists, Scholars, Knaves and Fools

The key to comprehension questions

- | | | |
|---|---|------------------------------|
| 1. d | 14. a | 33. T |
| 2. a | 15. c | 34. F |
| 3. knowledge about the world | 16. choose an academic career | 35. characters |
| 4. that distinguish it from pseudoscience | 17. original research | 36. the population at large |
| 5. the same repeated phenomenon | 18. infinite | 37. other people can display |
| 6. condensing the information into the form that is both simplest and aesthetically most pleasing | 19. T | 38. d |
| 7. ambiguity in generalizations | 20. T | 39. b |
| 8. provides an additional test of the original principles that led to its discovery | 21. T | 40. art |
| 9. self-contradiction | 22. T | 41. is full of imagination |
| 10. Distinction | 23. means to them | 42. his imagination |
| 11. T | 24. enjoy fame/reputation | 43. is practical |
| 12. T | 25. you are driven to make an important discovery | 44. high achievement |
| 13. F | 26. than making a discovery/setting foot on virgin soil | 45. risk |
| | 27. a | 46. T |
| | 28. a | 47. T |
| | 29. d | 48. T |
| | 30. T | 49. F |
| | 31. F | 50. c |
| | 32. T | 51. b |
| | | 52. d |

The key to integration questions

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|------------------------------|---------------------------------|--------------------------------|
| 1. to the task | 3. sometimes to cure | ine ... act |
| 2. So, too ... somewhat more | 4. follow ... reflect ... imag- | 5. at the core of healing lies |

- | | | |
|----------------------------|---------------------------------|---|
| affirmation of the patient | 9. his or her own autobiography | 12. knowledge of language |
| 6. individually | 10. at birth ... with pain ... | 13. whether or not a writer in the strict sense |
| 7. origins and destinies | against fear ... in death | 14. in such truth, healing |
| 8. hears the patient | 11. guide his readers | |

Unit Nine

Whose Self Is It, Anyway?

The key to comprehension questions

- | | | |
|--|---|---|
| 1. F | 21. the possibility of reducing the high rate of failure | 36. T |
| 2. T | 22. the feasibility of undertaking the same operations on human cells | 37. T |
| 3. F | 23. definitely | 38. T |
| 4. the unborn child's bone marrow would match Aani's | 24. predicting even the immediate trajectory of biological research is always vulnerable to contingencies | 39. have small differences |
| 5. a public agony | 25. when | 40. clones and their donors |
| 6. with compatible bone marrow | 26. in answering the third question | 41. c |
| 7. came true | 27. was the sheep who provided the inserted nucleus | 42. d |
| 8. b | 28. who was the sheep that supplied the egg into which the nuclear was inserted | 43. Elizabeth Taylor |
| 9. d | 29. was the sheep into whom the embryonic Dolly was implanted | 44. her parents' preordained intention |
| 10. b | 30. T | 45. as Elizabeth Taylor's eyes |
| 11. b | 31. F | 46. Taylor's beauty and star appeal |
| 12. F | 32. F | 47. physical attributes |
| 13. F | 33. c | 48. character and personal style |
| 14. F | 34. c | 49. T |
| 15. much of the brouhaha over cloning | 35. b | 50. F |
| 16. reality/the scientific facts of cloning | | 51. T |
| 17. a | | 52. d |
| 18. d | | 53. d |
| 19. b | | 54. d |
| 20. to three questions about the prospect of human cloning | | 55. c |
| | | 56. interferes with human autonomy |
| | | 57. whether the objectionable motive can be removed |

- | | | |
|---|--|--|
| 58. donate a compatible kidney to his elder brother | 68. is morbid | between parent and child |
| 59. having the nuclear DNA from one of her comatose daughter's cells inserted into an egg supplied by another woman | 69. T | 79. thought-provoking |
| 60. biologically connected to each of them | 70. T | 80. infertile couples' frustrations |
| 61. d | 71. T | 81. d |
| 62. d | 72. a | 82. a |
| 63. F | 73. c | 83. d |
| 64. F | 74. d | 84. Reminder |
| 65. T | 75. b | 85. hypothetical discussions about cloning |
| 66. end | 76. should be banned temporarily | 86. people's vigilance about applying the moral principles |
| 67. her end | 77. should be conducted in a small range of cases | 87. T |
| | 78. no creation of a child with specific attributes and no provision of an appropriate biological connection | 88. T |
| | | 89. T |

The key to integration questions

- | | | |
|---|---|-----------------------------|
| 1. might | 9. had approved | more offspring |
| 2. responsible for | 10. genetically engineered | 17. from risking money |
| 3. Or | 11. genes | 18. every |
| 4. has been engineered | 12. is most delicious | 19. less |
| 5. once found | 13. as yet unimproved | 20. a shortage of |
| 6. not Death by Chocolate but Bananas immortalite | 14. transfer ... development ... creation | 21. produce more food |
| 7. As for | 15. escaped | 22. practical, inexpensive |
| 8. be expressed | 16. grow faster ... produce | 23. while being transformed |

Unit Ten

Human Nature and Science

The key to comprehension questions

- | | | |
|----------------------------|---|---|
| 1. d | 6. nature | thing, but as a sentient being with feelings, memories and intentions |
| 2. d | 7. an answer to the second one | |
| 3. c | 8. ontology/what it means to exist not just as a living | 9. taken together |
| 4. Human | | 10. Nature |
| 5. the theory of evolution | | |

- | | | |
|---|---|---|
| 11. T | 34. T | through histories of development |
| 12. F | 35. d | |
| 13. T | 36. d | 55. biological and cultural |
| 14. F | 37. b | 56. it is a property of the human organism, established through practice and training in an environment |
| 15. F | 38. History | |
| 16. F | 39. a process of culture/the process of cultural evolution that differs in kind, not degree, from the process of biological evolution | 57. the conflation of the cultural with the biological |
| 17. Persons | | 58. be challenged |
| 18. a | 40. the division between nature and reason | 59. F |
| 19. d | 41. is opposed to the Western scientist | 60. F |
| 20. b | 42. the triumph of human reason over nature | 61. F |
| 21. Intellect | 43. the evolved human nature | 62. F |
| 22. our modern understanding of humankind's place in nature | 44. the genes | 63. F |
| 23. all of a piece | 45. T | 64. b |
| 24. human evolution | 46. F | 65. a |
| 25. the preeminence of humans in nature | 47. F | 66. d |
| 26. the moral attitudes of his day | 48. F | 67. a |
| 27. along Darwin's scale | 49. T | 68. Forming |
| 28. until the emergence of humanity | 50. T | 69. the same |
| 29. T | 51. b | 70. their different circumstances |
| 30. T | 52. d | 71. onto their predecessors |
| 31. T | 53. d | 72. in isolation/alone |
| 32. T | 54. into the ways they work | 73. explored |
| 33. F | | 74. a human nature |

The key to integration questions

- | | | |
|--|---------------------------------|----------------------------|
| 1. such perception ... true indication | 5. appeal to | 12. oppose |
| 2. highly valued and well paid | 6. allow people | 13. commercial enterprises |
| 3. particularly | 7. social change | 14. scientific topics |
| 4. what is going on | 8. are low | 15. just to report |
| | 9. has raised ... has initiated | 16. make a career |
| | 10. discuss ... formulate | 17. It is also essential |
| | 11. with great care | |

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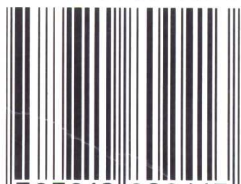
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