



普通高等教育“十一五”国家级规划教材
高职高专公共英语系列教材

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医用英语

Teacher's Book 教师频道

原著 (英) Martin Milner

改编 张权 彭丽



大连理工大学出版社
DALIAN UNIVERSITY OF TECHNOLOGY PRESS



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前 言

《医用英语教师频道》是《点击职业英语》系列教材职业英语模块《医用英语学生频道》的配套教师用书。本教材充分吸收并整合了相关英语教学单位和医学界众多教师、专家及相关行业部门的审改意见,内容实用,设计合理、特色鲜明。主要体现在国际化、实用性、真实性、连贯性和注重与国际职业英语考试接轨等五个方面:

首先,《医用英语》在内容设计和教学安排上顺应了当前国际化的需求,体现了高职高专教育公共英语课程教学改革的方向,贯彻了高职高专教育医用英语课程的教学目标,注重学生英语实际应用能力,尤其是听说能力的培养。

其次,《医用英语》突出了教学内容上的实用性,在听、说、读、写方面不再停留在对词汇、句型、语法等方面的机械操作和文献解读,而是以奠定实际医疗过程中的医用英语语言基础为主,目的是使学生能够掌握真实、地道、自然的医用英语表达形式和常用术语,同时兼顾学生相关职业素质的培养。

第三,《医用英语》体现了真实的医疗工作场景,单元选材不再是为了简单满足语法学习和句型训练等编著者的主观需要,而是从医院门诊实际发生的真实病例出发,侧重工作场景、工作过程的实际需要,如急诊室医患对话,诊疗时医生相互间的讨论、对病情的分析,与病人间的交流等,目的是将现实生活中的医疗工作真实场景带进英语教学课堂。

第四,《医用英语》实现了教学内容上的连贯性,单元内容设计不再是互不相关、独立零散的,而具有很明确的连贯性。例如,医生看病时,从询问病情、记录症状、要求做检查、进行检查操作、获得检查结果并对结果进行解释,一直到有针对性地开处方,这一系列连贯的工作过程能有效地调动学生的学习兴趣,便于课堂互动。

最后,《医用英语》注重与国际职业英语测试模式的接轨,如与中国人力资源与社会保障部引进并认证的美国教育考试服务中心(ETS)的托业桥、托业考试等具有较好的相关性,对高职高专医护专业学生了解和参加这一社会认可的职业英语考试能起到一定的引导作用。

《医用英语》旨在培养医护专业所需要的实用英语语言能力。主要针对已经完成《点击职业英语》基础英语模块课程学习的医护专业学生而设计,也适用于具有相应英语基础的医护领域广大医务工作者及医护专业学习者。

《医用英语教师频道》是为《医用英语学生频道》配套编写的。在结构上,它与学生频道基本一致;在内容上,它为学生频道中的课文配备了注释和翻译,为其中的练习配备了答案;其重点、难点及单元测试等内容的设计,有助于教师有效地组织课堂教学。同时,教师频道新增了一个栏目 Additional Activity,可供教师教学时灵活选用。

参加《医用英语》教师频道编写的作者及其分工如下:张权教授和彭丽教授对全书进行了改编和统稿;李模琴教授和甘慧副教授参与了语言点部分的编写工作。教育部高等学校高职高专英语类专业教学指导委员会主任委员刘黛琳教授、秘书长牛健教授对本教师频道的编写给予了全程的指导;北京第二外国语学院的马登阁教授、南方医科大学附属珠江医院的谭盛主任教授、南方医科大学附属南方医院影像中心端妮博士、行业专家第三军医大学西南医院肿瘤中心主任教授梁后杰博士、重庆医科大学第一附属医院骨科副主任教授黄伟博士参与了本教师频道的审定。在此,我们深表谢意。

我们真诚地期待所有使用本教材的教师及专家们提出更宝贵、更直接的反馈意见,以加速本教材进一步修订和完善。

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Making a diagnosis

Lesson 1 So, what can I do for you

SB Pages 2-3

Objectives

Language skills

- Evaluating history taking
- Making small talk
- Eliciting chief complaint
- Taking notes

Vocabulary

- Medical history terms

- a** ■ Have the students read the three statements and check that they understand.
Note: "open-ended questions" are typically WH- questions that allow patients to give more than Yes/No answers.
- Divide the students into pairs for this activity. It may be difficult for some of the students to give their reason in English. If you think it appropriate, they could give answers in their native language. Allow about 10 minutes for the activity.
- When they have finished, get some feedback from the class as a whole.

Answers

1. Students will very likely differ here. Traditionally, health care professionals ask closed-ended questions that allow them to control the interaction. This is known as the "paternalistic approach." However, there are those who advocate using more open-ended questions, thus making the interaction more participatory.
2. Most students will disagree with this. This type of question is sometimes called a "leading question" because it leads the patient to the answer that the health care professional may want to hear.
3. Some students may say that taking notes could distract your concentration. Others may say that you could forget details if you don't write them down immediately.

- b** ■ Explain that you are going to go through the stages of taking a medical history. Although it is presented here as a doctor taking a history, it could easily be adapted so that it could be used by other health care professionals.
- Have the students read the steps. Clarify any that the students don't understand.
Note: "Small talk" means making introductory, social conversation.
- Explain that not every step would be used with every patient. For example, it may not be necessary to do a social history for an infant. However, students should number every box.

Answers

Traditionally, the steps are in the following order:

1. Introductory "small talk"
2. Chief Complaint
3. History of Present Condition
4. Past Medical History
5. Medication
6. Social History
7. Family History
8. Physical Examination

1. 介绍性的“寒暄话”
2. 主诉
3. 现病史
4. 过去用药史
5. 用药、药物处理
6. 个人史
7. 家族病史
8. 体检

However, as long as steps 1, 2, 3, and 8 are in the correct order, the other steps can be varied, for example:

1. Introductory "small talk"
2. Chief Complaint
3. History of Present Condition
4. Medication
5. Past Medical History
6. Family History
7. Social History
8. Physical Examination

- C** ■ Form groups and check if students understand the questions.

Answers will vary, but may include the following:

1. To break down the professional-patient "barrier" by showing an interest in the patient as a person, not just as a medical case. Also, to relax the patient. This is sometimes called "breaking the ice."
2. Answers will vary, but usually aspects of personal life, e.g., work, school, hobbies, vacations, etc.

- d** ■ Discuss this with the whole class. When the students have discussed their answers with a partner, check answers with the whole class.

Answers

1. Bad. 2. Good. 3. Good. 4. Good 5. Answers may vary. This might be a bit threatening for the patient. However, the doctor may feel he has to exert his power to reinforce an important medical concern. Discuss this with the whole class.

Text Tip

Have you **stopped smoking** yet, Mrs.Ellingson? 你停止抽烟了吗, 爱琳森夫人?

stop doing something: (停止做某事) not continue with an activity

stop to do something: (停下一件事, 开始去做另一件事) stop one activity so that you can do something else.

Examples:

- We stopped working at 12:00.
- Suddenly everyone stopped talking.
- Stop laughing. It's not so funny.
- Did you ever stop to think what might happen?
- We stopped to look at the map.
- He stopped to talk with me.

- e** ■ Elicit answers from the students. If necessary, give one or two examples:
"You're looking suntanned, Miss Harmer. Have you been on vacation?"
- As students write their questions, circulate, monitor and check for correct English.
- Take Note of the good questions and then invite students to share them with the class.
- f** ■ Divide the class into two groups. Group A are the doctors and Group B are the patients. Tell the doctors to make "small talk" with the patients. After a few minutes, ask students to change roles.
- g** ■ Explain that you are going to look at some questions that the doctor can use to elicit the chief complaint. Tell students that good questions should be as open-ended as possible and invite the patient to fully explain the problem. Have the students work individually to circle *a* or *b*. Then invite them to give their answers and reasons to the whole class.
- Finally, ask the class to choose their favorite question by show of hands.

Answers

1. b) The doctor uses the patient's name. It's more personal.
2. a) The "OK then, so, . . ." makes the question softer, less abrupt.
3. b) This invites the patient to be more open and indicates the doctor has time to listen.
4. b) The first expression is too informal for the situation.
5. Answers may vary. Using "we" implies that a team is involved, and this may create an impression that there are a number of people who can help, not just one. Using "I" may strengthen the personal bond between the patient and the doctor.

Text Tip

So, what brings you here today? 嗯，今天你怎么到这里来了？

So: used to get someone's attention when you are going to ask them a question or when you are going to start talking.

Examples:

-So, when are you two going to get married?

-So, let's get down to business.



- h** ■ Ask the students to read the Communication Tip. Point out that these studies were done in America and ask the students:

Why do doctors interrupt patients? (Explain that many studies have revealed that health care professionals, doctors in particular, adopt a dominant or "paternalistic" attitude in their exchanges with patients. Interrupting them is part of this process.)

Do you think health care professionals should interrupt patients? (When trying to elicit the chief complaint, they should avoid doing so as they may stop the patient from giving vital information. If the patient is getting off the subject, then a gentle interruption would be acceptable to save time.)

Do health care professionals have a paternalistic attitude in your country?
 (Answers will vary).

- Before asking students to do this exercise, explain that they will listen to a consultation in which four people are present: the patient (Mark, a teenage boy), his mother (Mrs. Thurston), Dr. Murray, and Robert. Tell them that Robert is the medical intern and this is why he is sitting in on the consultation.
- Go through the three points in the table and check that students understand them. Play the audio.

Answers

The answers are very subjective and students may disagree with them and with each other. Encourage students to justify their opinions.

1. This is OK. There was no real small talk, but by introducing Robert, the ice was broken.
2. This is OK. The opening question was "Now, how can we help you?"
3. This is OK. Dr. Murray interrupted Mrs. Thurston, however she is not the patient. He gave Mark plenty of opportunity to talk about his problem, for example:
Dr. Murray: OK, Mark. You're doing great. Now, are you having any other problems?
Mark: Like what?
Dr. Murray: Well, other health problems, school, you know—anything?

This last question elicited the tiredness, an important symptom.

Reference Translation (SB page108)

- 穆雷医生: 请进! 是瑟斯顿太太和马克, 对吧?
- 瑟斯顿太太: 是的, 穆雷大夫。
- 穆雷医生: 我把一位同行介绍给你们好吗? 这位是罗伯特·米西尔。他是一位医学实习生。
- 罗伯特: 见到你们很高兴。
- 瑟斯顿太太: 我们也是, 见到您很高兴。
- 穆雷医生: 我们能帮您做些什么吗?
- 瑟斯顿太太: 那当然, 问题就是马克。我知道他现在正是顽皮的年龄, 十七八岁的孩子都喜欢喝汽水饮料、吃那些乱七八糟的零食。但是, 那么大瓶的汽水, 他一天要喝三瓶! 所以, 他不断地上厕所。您知道, 有时我觉得……
- 穆雷医生: 哦, 我知道了, 瑟斯顿太太。我能问马克几个问题吗? 马克, 你是否一直觉得很口渴……

CD
T-3

i

- Have the students read the headings in the notes and check that they understand.

Note: *onset* - When the problem began.

timing - When the patient noticed the problem, e.g., after exercise, after meals, at night, etc.

- Play the audio more than once, if necessary.

Answers

- (1) Excessive thirst.
- (2) Two or three weeks ago, after meals/eating
- (3) going to bathroom about six times per day and also at night. Possibly losing weight. Getting tired easily.
- (4) None.
- (5) Neither Dr. Murray nor Robert asked.
- (6) Neither Dr. Murray nor Robert asked.
- (7) Having problems at school.
- (8) Grandfather has heart and eye problems.

Text Tip

1. What about at night? 夜里怎么样?

What about: used to suggest something. 用于征求意见, 表示“……怎么样?”

How about: used to make a suggestion. 用于征求意见, 表示“……怎么样?”

Examples:

-What about at night?

- How about a drink?

-What about asking Martin to help? - How about going to the cinema?

-What about a quick cup of coffee? - How about joining us for a game of bridge?

2. I used to play a lot of basketball, but now I get tired in no time.

我过去常打篮球(现在不打了), 现在总是觉得累。

used to: used for saying what was true or what happened regularly in the past, esp. when you want to emphasize that this is not true or does not happen now. 用于强调现在不再做某事, 表示“过去常常……”

be used to something / be used to doing something: If you are used to something, you have done it or experienced it many times before. 用于强调现在仍做某事, 表示“习惯于做……”

Examples:

-I used to play a lot of basketball, but now I get tired in no time. Soldiers are used to danger.

-I used to enjoy gardening, but I don't have time for it now. He's used to working long hours.

-I didn't use to like him, but now we are good friends. I'm not used to getting up so early.

Reference Translation (SB page108)

穆雷医生: 这种口渴的感觉是什么时候开始的?

马克: 应当是两三周之前吧。

穆雷医生: 你是不是总是觉得口渴?

马克: 是。不过尤其在吃过东西后。

穆雷医生: 每次上厕所的间隔时间是多长?

马克: 这个不大注意, 大约一天要上六次吧, 或者更多。

穆雷医生: 夜里呢?

马克: 呃, 夜里也要起夜。

穆雷医生: 马克, 你以前有过这样的毛病吗?

马克: 没有。

穆雷医生: 回答得很好, 马克。还有其他毛病吗?

马克: 哪方面?

穆雷医生: 比如说, 身体其他方面, 或者是在学校——任何方面吧。

瑟斯顿太太: 他的老师们都说他懒, 什么都不想做。

穆雷医生: 马克, 是这样吗?

马克: 是的。我总觉得累, 浑身没劲! 过去我常打篮球, 现在不打了, 现在总是觉得累。

穆雷医生: 这种情况是什么时候开始的?

马克: 我想, 大约一个月前吧。

穆雷医生: 还有其他情况吗?

马克: 没有了。

穆雷医生: 罗伯特, 你有没有问题要问马克的?

罗伯特: 谢谢你, 大夫。我是有一些问题。马克, 你近来体重是不是一直在下降?

马克: 不, 我觉得没有。不过(体重是否真的下降了), 我不确定。

瑟斯顿太太: 实际上, 大夫, 你这样说(听起来)挺有意思的。那天我还对他爸说, 马克看上去瘦了。可是他爸说这是孩子发育阶段, 以后会胖的。

罗伯特: 谢谢您。最后一个问题, 瑟斯顿太太, 你们家有没有人有类似情况?

瑟斯顿太太: 我想没有。我妈是中风去世的, 我爸还在, 不过现在身体不好。您知道, 他心脏有毛病, 眼睛也不好, 不过没有马克现在的这种状况。

罗伯特: 多谢了, 瑟斯顿太太。

Objectives

Language skills

- Steps of taking a patient's history
- Making questions in the interview
- Writing leading questions
- Taking medical histories

- a ■ Have the students read the questions and steps and check that they understand.

Answers

b. 3a c. 3b d. 6 e. 7 f. 2 g. 5 h. 4 i. 4 j. 7 k. 1

Steps

- | | |
|---------------------------------|----------|
| 1. 介绍性的“寒暄话” | 4. 过去用药史 |
| 2. 主诉 | 5. 家庭病史 |
| 3. 目前状况(病状): | 6. 过敏史 |
| a) 开始时间 b) 其他症状 c) 以往发病情况 | 7. 个人史 |

Text Tip

Are you **allergic to** any medication? 你对药物过敏吗?

allergic to: (对……过敏) affected by an allergy

Examples:

- He is allergic to the fur of cats.
- Are you allergic to penicillin?

Language Note

定语从句的概念和用法 (一)

Do you have a job that involves a lot of exercise? 你的工作是否需要很多运动?

这是一个定语从句, 由关系代词 **that** 引导, **that** 在从句中充当主语, 因此不能省略。这里的先行词是 a job。

Examples:

- Tingling of first three fingers and thumb that gets worse at night.
- ADA published a paper that indicated little experimental evidence supported the position.
- A1C values are not subject to the fluctuations that are seen with daily blood glucose monitoring.

- b ■ Before students do the exercise, have them read the Communication Tip. If necessary, give them some more examples of leading questions from their daily lives. For example:

“I assume you don't like cooking, do you?” “You don't know much about soccer, do you?”

Answers

Answers will vary but may include:

2. Do you get pains in any other part of your body as well?

3. Does any particular type of food cause you problems?
4. Have you ever heard of celiac disease?
5. Can you tell me a bit about your diet? What type of food do you eat?
6. Do you have any problems if you exercise?
7. Have you noticed any difference in your weight?

Language Note

反意问句 (Tag Questions) 的提问结构

- ◆反意问句的提问结构用于检查所说内容是否属实。
- ◆反意问句的提问结构由“助动词 + 代词”构成。
- ◆反意问句的提问结构与前面主句在时态、人称和数上应保持一致。
- ◆反意问句的提问结构可以使用肯定或否定形式，依前面主句而定。通常前句为肯定，则提问结构用否定；前句为否定，则提问结构用肯定。

Examples:

- I imagine the noise stops you from sleeping well, doesn't it?
- I assume you get intermittent pains in your back after exercise, don't you?
- I expect you don't know much about child disease, do you?
- I don't suppose you are from the South, are you?

C

Answers

Answers will vary but may include:

2. Is it in both ears?
3. When did it start?
4. Does it hurt all the time?
5. Are you having any other problems?
6. Have you ever had earache before?

d

- First, tell the students that the aim of the exercise is to practice taking medical histories (like Dr. Murray and Robert did in Mark's case) and that the case summaries on the four cards contain only the basic information. They should be prepared to improvise.
- Check that the students understand all the vocabulary on the cards. Encourage them to refer to the glossary where necessary.
- This kind of activity can be organized in a number of ways.

Whole class: One student chooses a card and comes to the front of the class. The other students ask questions.

Cross groups: Allocate one card to each group. Give them time to study it and practice describing the symptoms. Number the individuals in every group. Regroup, putting all the number 1s in one group, all the number 2s in another group, and so on. They then ask each other questions.

Groups or pairs: One member of the group/pair chooses a card and the others ask questions.

- While the aim of this activity is to practice asking questions, not to make a diagnosis, if students ask:

Card 1 describes the symptoms of **hyperthyroidism**.

Card 2 describes the symptoms of **carpal tunnel syndrome**.

Card 3 describes the symptoms of **Meniere's syndrome**.

Card 4 describes the symptoms of **a lung abscess**.

病历 1

姓名：查明·普拉兹

职业：销售经理

年龄：31岁

过敏史：无

主要病状：前颈部长有一肿块，无疼痛，已有一个月

其他症状：体重下降、总有饥饿感、心跳加快、面部潮热，且有腹泻

病历 2

姓名：塞琳娜·伯顿

职业：打字员

年龄：37岁

主要病状：除食指外，其他手指发麻，夜间加剧

其他症状：手指无力（系扣及解扣均困难），有时前小臂疼痛

病历 3

姓名：鲍勃·史密森

职业：建筑工人

年龄：50岁

主要病状：突如其来的头晕、恶心、想吐，头晕时，脉搏加快、呼吸急促。头晕无固定的时间

其他症状：双耳耳鸣，听力下降

病历 4

姓名：查克·塔拉维拉

职业：农民

年龄：38岁

主要病状：咳嗽、口发苦、带痰

其他症状：低烧、倒汗、体重下降

个人史：长期吸烟

Text Tip

病历样本的要求：

1. 病历样本的语言特点是省略助动词，通常用名词、动词或形容词表述症状。
2. 病历通常包括：Name（姓名），Age（年龄），Medication（过敏史），Chief Complaint（主诉），Other symptoms（其他症状）。



ADDITIONAL ACTIVITY 1.1
ADDITIONAL ACTIVITY 1.2

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Objectives

Language skills

- Making requests
- Giving explanations
- Reviewing a case
- Taking notes

- a ■ Ask the students to read the speech balloons and study the charts.
If necessary, have the students practice the language. Get students to write in some more words/expressions.

Answers

Answers will vary but may include the following:

Requesting: turn onto your back/front, raise your hands above your head, touch your toes, etc.

Explaining procedures: take your blood pressure, check your eyes, have a look in your ears, etc.

- Have some students share their answers with the rest of the class.

Text Tip

Would you..., Could you...

这些结构的功用是提出请求, 即 making a request, 表示“你能……吗?”

Examples:

- Could you help with my work?
- Would you mind changing the note, please?

在有些情况下, 用肯定句的形式, 同样可以表达提出请求。

Examples:

- I'd be very grateful if you'd remind me of it.
- I'd appreciate it if you could lend me 100 dollars.



b Patient: Mark Thurston

Age: 13

Height: 5 ft 6 inches

Weight: 110 lbs

Temperature: 98.6°F

Blood pressure: 120 over 70

Pulse: 60

Respiration rate: 15

Head and Neck:

Eyes: OK

Ears: OK

Mouth: OK

Neck: slight swelling of the thyroid gland

穆雷医生: 马克, 现在我要为你做些检查。请将鞋、袜和衬衣都脱掉, 好吗? 好的, 很好。现在, 站到这个磅秤上, 我们要量一下你的身高和体重。好了。罗伯特, 马克现在体重为 110 磅, 身高为 5.6 英尺。马克, 我现在给你量体温。嘴张大。很好! 我再给你量一下血压。好, 你体温是华氏 98.6 度, 高压 120, 低压 70。血压正常。下面来测脉搏。好了。罗伯特, 心率是 60、呼吸 15。好的, 马克, 你配合得很好。现在你可以站起来, 我来检查一下你的眼睛和耳朵。请张嘴, 说“啊”。好了。罗伯特, 一切正常。

现在, 转过身去, 向上看天花板。我要检查一下你的颈部。罗伯特, 做一下记录, 甲状腺有轻微肿块。

现在……

- C** ■ Ask the students to work individually. Check answers with the whole class. Have the students read the text aloud to each other in pairs.

Word Bank

lethargic	嗜眠的	Body Mass Index	体重指数
thyroid gland	甲状腺	fasting blood glucose test	空腹血糖试验
diabetes mellitus	糖尿病	urine ketone test	尿酮试验
urine glucose test	尿葡萄糖试验	oral glucose tolerance test	口服葡萄糖耐量试验

Answers

- | | | | |
|----------------|----------------|--------------|------------|
| 1. complaining | 3. history | 5. diagnosis | 7. thyroid |
| 2. reports | 4. enlargement | 6. blood | |

Language Note

定语从句的概念和用法 (二)

The patient has a Body Mass Index of 17.5, which indicates that he is underweight.

病人的体重指数是 17.5, 表明他体重偏轻。

这是一个非限定性定语从句。非限定性定语从句有以下特点:

1. 通常只用关系代词 **which** 引导, **which** 在从句中作主语;
2. 关系代词引导的定语从句与主句之间用逗号隔开;
3. 关系代词往往指的是主句中的内容, 或主句中所说的事;
4. 关系代词引导的定语从句与主句之间在结构上很松散, 常常可以分写成两个简单句。例如

上边的句子就可以写成这样两个简单句:

(1) The patient has a Body Mass Index of 17.5. (2) Such an index indicates that he is underweight.

Examples:

- However, it should be borne in mind that unrefined carbohydrates also contain protein, etc., which are important in a balanced diet.

然而, 要记住的是, 未经提炼过的碳水化合物也含有蛋白质等物质, 而这对饮食结构平衡极为重要。

- He had a dislocated jaw, which was something we never expected.

他当时下巴错位了, 这是我们从没预料到的事。