

ADVANCED
ENGLISH
COURSE
FOR
MEDICAL
PROFESSIONALS

主 编 胡德康

副主编 张大纲 李 菡 朱元坤

审 阅 周璐玲

高级医学英语教程

北京医科大学
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联合出版社

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一九九四年七月七日

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(京)新登字 147 号

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北 京 医 科 大 学 联合出版社出版
中国协和医科大学

(社址:北京医科大学院内)

新华书店总店科技发行所发行 各地新华书店经销

北京医科大学印刷厂印刷

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开本:787×1092 1/16 印张:8 字数:190 千字
1993 年 8 月第 1 版 1993 年 8 月第 1 次印刷 印数:01—4000 册
I S B N 7—8 1 0 3 4—243-6/R • 243 定价:7.90 元

《高级医学英语教程》前言

为了全面贯彻实施原教育部颁发的“研究生外语教学和考试的规定”,保证研究生英语教学质量,我们于 1983 与北京协和医科大学英语教研室的部分同志合作,开始着手编写研究生英语精读教材。该教材在我校和协和医科大学试用近 10 年,受到同行和外国专家的好评,也受到了广大研究生的欢迎。1992 年 11 月国家教委印发了“非英语专业研究生英语(第一外语)教学大纲”。我们根据新大纲的精神、内容和要求,对原教材又进行了较大的删改和增补,使之更加符合新形势和新大纲的需要。

在本教材编写过程中,我们注意在难度、深度和广度上下功夫,努力把科学性、知识性和趣味性有机地结合在一起。全书共有 16 篇课文,素材均精选自英美原版书刊,既有 17 世纪名家的佳作,又有 20 世纪 80 年代专家的论著;既有小说和政论文,又有书信和演说词。内容丰富,题材广泛,体裁多样。每一篇课文后均有 5 部分练习。第一部分为阅读理解,主要帮助学生:(1)掌握本课的中心思想、段落大意和某些细节;(2)对课文的内容进行一定判断和推理;(3)理解某些词和句子的意义及上下文之间的逻辑关系;(4)领会作者的观点和判断作者的态度。第二部分为词汇,主要帮助学生掌握本课出现的某些生词和短语。第三部分为完形填空或短文改错。练习素材为一篇与课文内容无关但题材熟悉、有一定难度、长度为 200~250 字的短文。通过练习,帮助学生提高语篇水平上的理解能力和实际运用语言的能力。第四部分为写作。要求学生写一篇与本课内容有关的命题作文。第五部分为汉译英,分句子翻译和段落短文翻译。五个汉译英的句子,要求学生应用本课学过的、要求掌握的短语或句型。汉译英的段落或短文,一般由 100~150 汉字组成,内容为一般性或科学常识性的材料。练习的第四部分和第五部分都是为了帮助学生进一步提高英语书面表达思想的能力,从而使他们更加适应搞好科研和对外学术交流的需要。

本教材除适合医药院校的研究生使用以外,还可供其他高等院校和科研单位的研究生,进修生、科研人员及其他具有同等英语水平的读者使用。为了方便教学,书中全部练习答案将分册出版。

由于编者水平有限,不妥之处在所难免。恳切希望兄弟院校及英语界同行在使用过程中多提宝贵意见。

胡德康

1993 年 4 月 8 日

于北京医科大学英语教研室

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If Tigers Could Read...

The Sabertooth Might Not Have Ended Up On the shelf

Robert Russell

If you have recently won a wrestling match with a sabertoothed tiger, please raise what's left of your right hand.

"The sabertooth hasn't been around for thousands of years!" you say?

Okay. I'll accept almost any one of his relatives as a substitute—mountain lion, leopard, bobcat.

What? Still no takers? I'm not surprised. If it came to a showdown—a hand-to-paw combat with almost any of our furry friends, and if we could use only those weapons we were born with—how do you think we would make out?

Our teeth and fingernails would be just about useless. Our senses aren't much to brag about either. We can't see as well as most birds, hear as well as bats; and when it comes to the sense of smell, a dog with a stuffy nose would put us to shame.

But if that's true, how come we're here—so many of us too—and the mighty sabertooth is long gone? Simple. He couldn't read; we can.

As puny as we are, we have two terrific advantages over our furry competitors; we can think complex thoughts, and we can explain to one another what we have thought.

Let's step back to the Stone Age for a moment;

"You know what, Fred?" Says George to one of his neighbor cavemen one night after dinner. "That big old tiger that hangs around here is killing so many deer we might have to pack up and move if we want food for the wife and kids."

"Been thinking the same thing," Fred answers. "That cat is even too big for both of us."

"True" George agrees. "But maybe if we dig a hole, down by the spring where he drinks, and put meat in the hole, he might be dumb enough to jump in after it."

"Great idea," says Fred. "And if we put a sharp stick, point up, at the bottom of the hole, he might fall on that, making it easier for us to finish him off."

So Fred and George devised a way to outsmart the sabertooth. And in time the Empire State Building became possible, and then TV and 747s. Pretty incredible, but that's how it happened.

George and Fred, and all the others, solved their problems by talking about them. And talking works well, as long as we can remember exactly what was said. but that's not always easy to do. Fortunately, we have access to a wonderful invention called writing.

Writing is a tremendous improvement upon speech because it never forgets; so it's ideal for keeping records—records of how much we own, how much we owe, and of what we have dis-

covered about building a better mousetrap. Because written records are so valuable, we keep them safe in libraries.

A library won't have the final answer to every question you ask, but it will have books and articles telling how far people have progressed with their thinking about a specific problem. If you're bothered by mice, for example, you don't have to sit there in the kitchen all night with a frying pan in hand, waiting for one to stick his head out from a hole under the sink. Other people have faced that problem, thought about it and invented a trap that doesn't get sleepy and doesn't mind waiting.

It frequently seems that each of us is the first ever to face the difficulties we're up against, but that's where we're wrong. Take this kid I used to know. He thought no one had ever been in his shoes. When he was five, a stick poked his eye. That eye was taken out, but not before an infection had spread to the other one and ruined it. By age six, he was blind. He was sent to a school where he was lonely and homesick. What he liked most—maybe because they took his mind off his troubles—were stories; but he couldn't read them, so he nagged people to read to him.

He didn't know about Louis, a little boy who lived many years earlier in France. Louis was the son of a saddlemaker, so there were lots of leather-working tools about. When he was three, Louis found an awl and accidentally blinded himself with it. As he grew up, he regretted not being able to read and write. So, using a stylus—a tool similar to the awl that had blinded him—he punched dots into a piece of paper, devising a system of writing for blind people. The system still bears his name—Braille.

My friend didn't have to invent a system; he merely had to learn Braille. That helped, but he couldn't read fast enough, so he kept on pestering folks until his brother brought home a record player with a box of special records. He put on a record, and a voice began reading National Velvet. Someone had figured out another way for blind people to read; the Talking Book.

When my friend went to college, his classmates read him the assignments. He had learned to type, so he could write his essays and exams.

"What do you plan to do with these degrees?" asked one of his professors. (My friend was about to get his master's degree.)

"Teach," he replied.

"School for the blind, eh? Well, that will be a good life..."

"No. At college."

"Hmm!" mused the professor. "How could you possibly read and grade your students' essays?"

"There has to be a way," said my friend. And there was.

First there were friends and family who read those essays to him, and he dictated corrections and grades. Then the tape recorder came along, and his students read their work into that. He could sit with his machine, listen, and type comments and suggestions on his electric typewriter. Smooth as silk!

I must confess. The friend I have been describing is myself.

More than 50 years ago, I picked up my first stylus and painstakingly punched out the first letters on my Braille slate. Now I sit in my office in the English department of a fine college writing this article on my word processor. Because it is equipped with a speech synthesizer, it can read back to me what I have written.

In over 30 years as a professor. I have depended less on friends and family and more on technology. I'm especially indebted to organizations like Recording for the Blind, whose volunteer readers put books on audio cassettes, free-on-loan, for people like me to listen to and to teach from. Those advances have made my career not only possible but almost comfortable.

My case is not unusual. It's merely one illustration that, no matter what your situation, some person has been there before, thought about it and had some ideas about how to make things.

Don't sharpen your teeth, sharpen your wits. Find out what those others have thought, and maybe you can improve upon their ideas. That's how we human beings have managed to survive while other species have failed. If we stop using our minds, we risk being tossed up on the shelf of history to gather dust with others who failed to adapt.

I . *Comprehension*

A. Choose the best answer

1. What does "to raise what's left of your right hand" mean?
 - a. To raise what's left in your right hand.
 - b. To raise the left side of your right hand.
 - c. To raise the remaining part of your right hand bitten by the tiger.
 - d. To raise both your left and your right hands.
2. "Still no takers?" means;
 - a. Nobody takes anything?
 - b. Nobody accepts my idea?
 - c. Nothing to accept?
 - d. Nothing to say?
3. According to the author;

a dog	a. smells best
a bat	b. sees best
a bird	c. hears best
4. "As puny as we are" in paragraph 7 means;
 - a. Although we are puny.
 - b. Our furry competitors are the same puny as we are.
 - c. We are actually not puny at all.
 - d. Because we are puny.

5. In paragraph 17 "He thought no one had ever been in his shoes" means;
 - a. He thought no one had ever been wearing his shoes.
 - b. He thought that no one had tried out his shoes.
 - c. He thought that no one had been in his situation.
 - d. He thought that no one had an eye taken out.
6. Which of the following statements is/are true according to the author?
 - a. Louis Braille devised a system of writing for blinded people.
 - b. The author didn't have to invent a system, but he did invent the Talking Book.
 - c. The order of a few inventions;
 Braille—Talking Book—typewriter—tape-recorder—electric typewriter—word processor—speech synthesizer
 - d. Fred and George devised a way of writing.
7. The author says the significance of his case lies in;
 - a. that it shows no difficult situation is unprecedented.
 - b. that it shows anything can be invented only if you want to.
 - c. that it shows wherever you are, somebody must have been there before.
 - d. that people often share their hardships with one another
8. The last sentence of the article means;
 - a. using our minds is like using a coin.
 - b. stopping using our minds will rank humans with other species who failed to adapt.
 - c. those who stop using their minds will become social outcasts.
 - d. those who stop using their minds are like dust on the shelf.
9. This passage is focused on one of the human advantages, that is;
 - a. writing
 - b. talking
 - c. communication
 - d. listening

B. Answer the following questions

1. Since, as we read through the article, we find fighting with a tiger isn't its theme, why is the tiger mentioned in the title?
2. What conclusion does the author want to draw from all the facts he mentions in paragraph 5?
3. In the part from Paragraph 8 through Paragraph 14, the author explains to us one advantage of us humans over animals, what's that advantage? Why does the author consider it necessary to describe this advantage?
4. This essay deals to a great extent with technological inventions applied in human communicative activities, but in one place technological advance in general is touched upon, and where?
5. Why doesn't the author confess until nearly at the end of the article that the friend he has

been describing is right himself?

II . Vocabulary

Fill in each blank with the right form of the word or phrase given below.

substitute, showdown, incredible, brag, puny, hang around, outsmart, nag, pester, indebted

1. Now it came to a point when it was high time for a _____.
2. None of your intelligence is worth _____ about.
3. Throughout those years he was _____ with the disease.
4. We are greatly _____ to you for your help.
5. Some personal computers can use a tape-recorder as a _____ for the disc-driver.
6. People _____ in the street waiting for the shops to open.
7. The patient is suffering from a _____ headache.
8. The story sounds _____ to me.

III . Error Correction

Directions: This part consists of a short passage. In this passage, there are altogether 15 mistakes, one in each numbered line. You may have to add a word, cross out a word, move a word, or change a word. Mark out the mistakes and put the corrections in the blanks provided. If you cross out a word, put a slash (/) in the blank.

"Ga, ga, ga," the young seagull cried, begging his mother to bring him over some foods. "Gaw-ool-ah," she screamed back derisively. But he kept to call plaintively, and after a minute or so he uttered a joyful scream. His mother picked up a piece of fish and was flying across to him with it. he leaned out eagerly, tapping the rock with his foot, trying to get nearer to her as she flew cross. But when she was just opposite to him, abreast of the ledge, she halted, her legs hanging limp, her wings motionless, a piece of fish in her beak almost within the reach of his beak. He waited a moment in surprise, wondering why she did not come nearer, and then, maddened by hunger, he dived the fish. With a loud scream he fell outwards and downwards into the space. His mother had swooped upwards. As he passed beneath her he heard the swish of her wing. Then a monstrous terror

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

seized him and his heart stood still. He could hear nothing.
 But it only lasted a moment. The next moments he felt his
 wings spread outwards. The winds rushed
 against his breast feathers, then under his stomach and a-
 gainst his wings. He can feel the tips of his wings cutting
 through the air. He was not falling headlong now. He was
 soaring gradually downwards and outwards. He was no
 longer afraid of. He just felt a bit dizzy. Then he flapped his
 wings once and he soared upwards. He uttered a joyous
 scream and flapped them again. He soared highly.

11. _____

12. _____

13. _____

14. _____

15. _____

IV. Writing

Write a composition of about 200 words on the topic *The difference between Humans and Animals*.

V. Translation

Part A

1. 如果野兽能进行复杂的思考,人类将难以与之竞争。
2. 这个厂现在生产的计算机比前一代大有改进。
3. 我想不出你说这话的意思。
4. 他怎么会没通过大学英语四级考试?
5. 发现银行被盗,他们报了案。可是罪犯早已跑了。

Part B

在人们所有的坏习惯中,最坏的要算是浪费时间了。有些人不仅仅自己浪费时间,还浪费别人的时间,如开会迟到、不赴约会、让别人空等。工作效率低也就是浪费时间。本来三天可以做好的事拖到五天,三个人可以做好的事用上五个人,不是浪费时间吗?为了节省时间,首先要珍惜时间。世间万事万物,包括人,都是在一定时间内产生、发展、变化、消亡的。所以轻视时间,就是轻视一切,轻视生命本身。让我们都来重视每一分、每一秒吧!

Lesson Two

Lesson for a Doctor

Frank Burke got into his car and drove quickly down the street, away from the hospital. He'd just had words with one of the other doctors, and he was ^{so} furious. Old Dr. MacDonald knew that the Wilkins boy was Frank's patient. He had no business interfering, none at all. Frank accepted a lot of criticism from the older physician, but he drew the line at this. Just because MacDonald was the oldest doctor at Mayfair Hospital, he thought he could do anything he wished; the younger men should think nothing of it. Anyone would think Dr. Burke was incapable of treating someone who had just caught cold!

The other doctors at Mayfair Hospital all had complaints about the older man. As one intern said, "He makes you feel you're trying to put something over on someone just because you want to be a doctor!"

Another thing, Dr. MacDonald's methods were extremely old-fashioned. He was, for example, quite unprofessional in his treatment of patients. It was true that he was very friendly toward them, but he spent too much time with each; other patients often had to wait hours to see him. His attitude towards the younger physicians was that of an intelligent, superior being dealing with a lot of ^{stupid} idiots. Well, if the facts were known, young Dr. Burke, at 31, probably had twice the medical education that MacDonald had at 64! Frank had attended one of the best medical schools in the country; it stood to reason that he would become an excellent physician. One day, when the opportunity arose to do so, he'd take a stand with Dr. MacDonald, come to the point, tell him exactly what he thought of him. In his present frame of mind, that would be easy!

Frank glanced down and saw that the speedometer registered forty-five miles an hour, ten miles over the speed limit in this zone. "Take it easy," he told himself. He was so much on edge thinking about Dr. Macdonald that he hadn't realized he was driving so fast. It was lucky there were no policemen around at the moment. All he needed was to be arrested for speeding while thinking about Dr. MacDonald! Maybe it would serve him right, but that would be the last straw!

This being his free afternoon, Frank decided to take a drive in the country. He had been extremely busy all morning, and now he needed to relax. So far it hadn't been a very good day for him.

Autumn was here, and the red and gold leaves of the trees had never been more spectacular.

His anger began to leave him as he viewed the beautiful scenery.

After a while he came to a small town in a valley. He had driven through it many times but had never stopped. He decided to do so. At the edge of the town was a hospital. Why not visit it? He had plenty of time. For a doctor working in one of the state's largest, most modern hospitals, it would be interesting to see this small, old-fashioned one.

A very attractive nurse greeted him. "May I help you?" she asked pleasantly.

Frank told her who he was. "I just want to look around a little," he explained.

"Come in, by all means," she invited. "Dr. Bryant is free at the moment. He's been under the weather lately and hasn't been working so hard as usual. He's our director, and I'm sure he'll be pleased to talk with you."

Within five minutes Frank was being given a tour of the hospital by its director. "Not the most modern equipment in the world, but never mind, it serves the purpose. As you can imagine, we bought most of it on credit, and we had to cut corners even to do that."

When Dr Bryant learned where Frank worked, he exclaimed enthusiastically, "Then of course you know my old friend, Ralph MacDonald?"

"Yes, I know Dr. MacDonald." Frank would have to watch his step with what he said, or he might put his foot in it. Dr Bryant obviously respected MacDonald a great deal.

"A fine man and one of the best doctors in the country." he told Frank. "They don't seem to make doctors like him anymore—men who really dedicate their whole lives to medicine. You may be sure I put in a word for him and his way of practising medicine every time I have the chance."

Frank wanted to comment that there was a big difference between dedication and interference, but he said nothing. He hoped the other physician wouldn't ask his opinion of Dr. MacDonald. Today wasn't the day to ask such a thing.

"I worked with Ralph when I first came out of medical school." Dr Bryant said. "In fact, I can say that I'm head of this hospital today because of him. Working with Ralph MacDonald taught me the most important lesson I had to learn as a doctor."

Frank stared at Dr. Bryant questioningly. What could anyone learn from old Dr. MacDonald? Everyone knew that his methods were out-of-date.

"I learned," Dr. Bryant was saying, "that there are certain qualifications all doctors must have. In every medical school they make sure the students remember what they are. There is one, however, that they don't always tell us. We have to learn it for ourselves and some doctors never do. Ralph MacDonald taught me that one. I'll always be grateful to him for that."

"It wasn't anything he said, really. It was something I observed in him. He showed his patients that he cared about them. At the moment he was with them, it was as though there was no other patient in the world. They were more than just patients to Ralph; they were his friends. If he sometimes acted rather stern, so much the better; they understood that he meant it for their own good. The response sometimes was almost miraculous."

"I know that Ralph has been criticized. There are certain people, especially more modern-

thinking physicians, who claim he doesn't have a very professional manner. That depends on what you call professional. I only know that his quality of caring for people and wanting to help them compensates for everything else. Now come this way, Dr. Burke. I want to show you our new operating room. We're quite proud of it."

Driving back to the city that afternoon, Frank thought over Dr. Bryant's observations. He suddenly realized he had been wrong about Dr. MacDonald. To that old physician at Mayfair Hospital, his patients were individuals who needed his understanding of their problems. They were more than just human bodies in need of remedy.

Thinking back on what had happened that morning, Frank knew now why Dr. MacDonald had interfered in the case of the little Wilkins boy. He had observed that Frank, in his very efficient, professional manner, was neglecting the most important thing of all; concern for the boy as a person. His efficiency could not be criticized, but neither could it put him in the clear with Dr. MacDonald if Frank couldn't communicate to Jimmy Wilkins that he cared about him.

When he reached the city, Frank drove directly to the hospital.

"Hi, Jimmy," he said as he entered the Wilkins boy's room. "How do you feel this evening?"

The boy looked surprised. "Hello," he replied, smiling. "I thought it was Dr. MacDonald. He's the only one who comes to see me in the evening."

"Well, Jimmy, you're going to see a lot more of me, too, from now on."

Just then Dr. MacDonald entered the room. He had an expression of astonishment, though not disapproval, on his face upon seeing Frank Burke there. "Well, you're here, aren't you?"

"Just checking up on my young friend," Frank replied.

"Well, it's about time. Keep it up and maybe you'll even be a good doctor some day."

Frank smiled. Yes, he thought, after today's lesson maybe he would be. At least he was going to try.

I . *Comprehension*

A. Choose the best answer.

1. This story happened _____.
 - a. in the fall, probably, some years ago
 - b. in an awful autumn afternoon this year
 - c. when Frank was 31
 - d. when Dr. MacDonald was 64
2. Frank Burke drove quickly away from Mayfair Hospital because he _____.
 - a. wanted to go back home as soon as possible
 - b. was criticized by Dr. MacDonald
 - c. was free that afternoon and was going to take a drive in the country to ease himself
 - d. wanted to visit a hospital in a small town

3. Dr. Burke could have been charged and arrested for _____.
a. his quarrel with Dr. MacDonald
b. his attitude toward his patients
b. visiting a nearby hospital without being invited
d. neglecting the traffic law
4. Young doctors at Mayfair Hospital all had a dislike for Dr. MacDonald because they thought _____.
a. he was too critical
b. he often had words with them
c. he always had words with his patients
d. his attitude to them was that of a wise man to many fools
5. Frank had words with Dr. MacDonald that day because he thought the latter _____.
a. had interfered in his business
b. had interfered with him
c. wanted to treat his patient—Jimmy
d. should be given a good lesson
6. Dr. Burke calmed down when he saw _____.
a. Dr. Bryant
b. an attractive nurse
c. the attractive scenery
d. a small country hospital
7. Frank Burke did not stop until he came to a small town in a valley _____.
a. which he had never driven through
b. which he had seen many a time but never stopped in
c. which had a big and modern hospital
d. which had a small but modern hospital
8. Dr. Bryant was _____.
a. Dr. MacDonald's student
b. a friend of Frank's
c. the head of an old-fashioned hospital
d. the nurse's husband
9. Frank Burke learned his most important lesson at _____.
a. one of the best medical schools in the country
b. one of the state's largest and most modern hospitals
c. Mayfair Hospital
d. a small old-fashioned hospital
10. Dr. Bryant said that he had learned from MacDonald _____.
a. the medical science
b. the most important lesson he had to learn as a doctor

- c. some qualifications for a doctor
 - d. ways of treating all kinds of people, especially, the sick
11. The most important lesson for a doctor is to learn how _____.
- a. to be a physician with modern ideas
 - b. to gain some qualifications that all doctors had to
 - c. to possess the quality of caring for the patients and being eager to help them
 - d. to treat sick children
12. Dr. MacDonald was _____ when he met Frank Burke in the Wilkins boy's room that evening.
- a. shocked
 - b. frightened
 - c. annoyed
 - d. bothered

B. Answer the following questions

1. Where was Dr. Burke driving one afternoon? Why?
2. Why did Dr. Burke get angry with Dr. MacDonald?
3. Where did he stop? Why?
4. What did he decide to visit?
5. Who took him on a tour of the hospital?
6. Was it a modern hospital? Where was it?
7. What did Dr. Bryant tell him about Dr. Macdonald?
8. Where did Frank go next?
9. What was Frank thinking about on his way back to the city?
10. How did Dr. MacDonald feel when he saw Frank talking with the Wilkins boy in the ward that evening?
11. What did Macdonald say to Frank when they met that evening?
12. What was the lesson Frank learned that day?

II. Vocabulary

A. Find single words in this text which have roughly the meanings given below.

Example; Violent=furious

1. along
2. right
3. a practice medical student
4. out-of-date

5. a fool
6. to go at an illegal speed
7. to ease oneself
8. striking
9. pleasing
10. to pretend

B. Match the words given under A with the meanings given under B. List B has some extra items.

A

1. spectacular
2. interfere
3. unprofessional
4. opportunity
5. speedometer
6. enthusiastically
7. dedicate
8. compensate
9. individual
10. astonishment

B

- a. in the way of a layman
- b. an instrument that shows how fast a motorcar is running
- c. devote one's own time, life, etc. to a noble purpose
- d. any one human being
- e. attracting public attention
- f. chance
- g. being full of strong feeling of admiration or interest
- h. a pair of glasses
- i. meddle
- j. give help to somebody
- k. give or do something to make up (for loss, injury, etc)
- l. great surprise

III. Error Correction

Directions: This part consists of a short passage. In this passage, there are altogether 15 mistakes. One in each numbered line. You may have to add a word, cross out a word, move a word, or change a word. Mark out the mistakes and put the corrections in the blanks provided. if you cross out a word. put a slash(/) in the blank.

Lawrence himself was born into a working class family
in 1885, when England was on the height of its industrial

1. _____