



高等医学院校教材

ENGLISH FOR

MEDICAL PURPOSE

湖北科学技术出版社

Ⅲ级

主编

刘炎南

READING AND WRITING

英语 ENGLISH

读与写

高等医学院校教材

英语



89年11月12

III 级

读与写

主编：刘炎南

编者：何业华 张宏清 陈平乐

湖北科学技术出版社



ZL106929

H319.4

I23.3.1

340388

高等医学院校教材

英 语

三级 读与写

刘炎南 主编

湖北科学技术出版社出版发行 新华书店湖北发行所经销

湖北省新华印刷厂印刷

787×1092毫米 16开本 11.5印张 520千字

1989年7月第1版 1989年7月第1次印刷

ISBN 7—5352—0447—3/G·100

印数：1—16 000 定价：5.05元

(照排胶印)

本 册 使 用 说 明

本书系根据《大学英语教学大纲》（高等医学院校本科用）、编写的系列教材之一：英语第Ⅲ级《读与写》。学生在学习本书之前，应已学完第Ⅰ，Ⅱ两级，在读、听、说、写等方面均受过一定的训练。

全书共有十二个单元，词汇约760个（不包括泛读材料中的生词），精读与泛读的比例为1：3；教学时数为72学时，每一单元为6学时（其中《听与说》约占1～2学时不等）。本书的编写力求做到，有一定的深度与难度，尤以写作练习更甚，教师可根据学生的具体情况有选择地加以使用，但应达到《大纲》规定的Ⅲ级要求。

前 言

这套教材由卫生部英语教材编审组负责编写。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》参照了理工科和文理科大纲的原则,强调公共英语基础训练,并因材施教,根据学生不同的入学水平,实行分级教学。同时,《大纲》也充分考虑了医学教育的实际需要,突出了医科英语教学的特点。《大纲》已由卫生部于1987年印发各高等医学院校。教材即是依据该《大纲》的要求编写而成的,系1978年以来卫生部组织编写的第三轮教材。

本套教材共分6级,每级均有《读与写》和《听与说》两册课本。各级课本在读、写、听、说几方面的具体要求,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则注意了医学生以后阅读英语医学书刊的需要。此外,尚有一册《练习答案及参考译文》教师用书,同样也可供学生尤其是自学者复习时参考。

在编写过程中,特别强调了语言基础训练,重视培养学生运用语言进行交际的能力。并注意取材的新颖。所选文章亦具有一定的科学性、趣味性和可读性。

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于《读与写》课本之中;同时,语法也与阅读紧密结合。因此,每级的《读与写》课本包括四个部分: **Part 1: Intensive Reading** (结合语法结构练习); **Part 2: Improve Your Word Power** (词汇强化练习); **Part 3: Improve Your Reading Skills** (泛读与快速阅读); **Part 4: Improve Your Writing Skills** (系统写作训练)。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》所规定的写、读能力。

《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话能力。

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。

由于各校学生来源不同，学制和学时也有差别，故在使用本教材时各校可从实际出发，灵活选择。

教材建设是一项长期而艰巨的工作，编写供“分级教学”用的医科英语教材更是一项新的尝试，不仅内容分量较大，而且编写时间较短，编者的水平与能力也有限，书中一定有不妥或错误之处，敬请广大师生及读者批评指正，以便进一步修订。

卫生部英语教材编审组

1989年2月1日

CONTENTS

UNIT ONE

Part I INTENSIVE READING

Text: The Role of A Sound Home Background in Bringing up Children
Comprehension of the Text
Cloze Test

Part II IMPROVE YOUR WORD POWER

A. Vocabulary Practice

B. Synonyms and Antonyms

Part III IMPROVE YOUR READING SKILLS

Generalization(1)

Reading Material: How To Bring Out The Best In Your Child

Part IV IMPROVE YOUR WRITING SKILLS

Sentence Variety: 1. Variety in Sentence Openings
Exercises

UNIT TWO

Part I INTENSIVE READING

Text: All Students Need An Education With A High Academic Standard
Comprehension of the Text
Cloze Test

Part II IMPROVE YOUR WORD POWER

Vocabulary Practice

Part III IMPROVE YOUR WRITING SKILLS

Reading Material: Classroom Focus Shifting To The Art of Thinking

Part IV IMPROVE YOUR WRITING SKILLS

Sentence Variety: 2. Variety in Sentence Structure
Exercises

UNIT THREE

Part I INTENSIVE READING

Text: Why Do We Like Music?
Comprehension of the Text
Cloze Test

Part II IMPROVE YOUR WORD POWER

Vocabulary Practice

Part III IMPROVE YOUR READING SKILLS

Generalization(2)

Reading Material: Mozart---the Greatest Musical Genius

Part IV IMPROVE YOUR WRITING SKILLS

Sentence Variety: 3. Variety in Word Order

Exercises

UNIT FOUR

Part I INTENSIVE READING

Text: Liberal Arts For Physicians?

Comprehension of the Text

Cloze Test

Part II IMPROVE YOUR WORD POWER

A. Vocabulary Practice

B. Words Similar in Meaning but Different in Function

Part III IMPROVE YOUR READING SKILLS

Reading Materials: 1) Program of Study For The Degree Of Master Of Arts
In Health Education

2) Programs of Study

Part IV IMPROVE YOUR WRITING SKILLS

Sentence Emphasis: 1) Emphasis by Position in the Sentence

Exercises

UNIT FIVE

Part I INTENSIVE READING

Text: Telephone "Emergency"

Comprehension of the Text

Cloze Test

Part II IMPROVE YOUR WORD POWER

A. Vocabulary Practice

B. Words Identical in Spelling but Different in Function, Meaning, etc.

Part III IMPROVE YOUR READING SKILLS

Skimming (1)

Reading Materials: 1) Creative Therapy: Using Arts To Help Heal The Mind
2) Informing The World

Part IV IMPROVE YOUR WRITING SKILLS

Sentence Emphasis: 2) Emphasis by Repetition

Exercises

UNIT SIX

Part I INTENSIVE READING

Text: General-Education Reform Should Stress How Students Learn

Comprehension of the Text

Cloze Test

Part II IMPROVE YOUR WORD POWER

Vocabulary Practice

Part III IMPROVE YOUR READING SKILLS

Reading Material: Reform Politics Overlooks the Importance of Learning
Styles

Part IV IMPROVE YOUR WRITING SKILLS

Sentence Emphasis: 3) Emphasis by Varying Sentence Patterns

Exercises

UNIT SEVEN

Part I INTENSIVE READING

Text: U.S Workers Can't Count On Old Skills

Comprehension of the Text

Cloze Test

Part II IMPROVE YOUR WORD POWER

A. Vocabulary Practice

B. Words of Multiple Meanings

Part III IMPROVE YOUR READING SKILLS

Skimming(2)

Reading Materials: 1) Closing The Gap Between Workers' Skills And Jobs

2) Aspirin---The Newest Wonder Drug

Part IV IMPROVE YOUR WRITING SKILLS

Sentence Emphasis: 4) Emphasis by A Shift in Voice

Exercises

UNIT EIGHT

Part I INTENSIVE READING

Text: What Killed George Washington?

Comprehension of the Text

Cloze Test

Part II IMPROVE YOUR WORD POWER

Vocabulary Practice

Part III IMPROVE YOUR READING SKILLS

Reading Material: Recent History of Medicine

Part IV IMPROVE YOUR WRITING SKILLS

Economy of Words

Exercises

UNIT NINE

Part I INTENSIVE READING

Text: An Opening Speech At The VII World Congress Of Anesthesiology

Comprehension of the Text

Cloze Test

Part II IMPROVE YOUR WORD POWER

A. Vocabulary Practice

B. Words Commonly Confused

Part III IMPROVE YOUR WRITING SKILLS

Scanning(1)

Reading Materials: 1) Objectives And Use Of This Handbook

2) First Aid

Part IV IMPROVE YOUR WRITING SKILLS

How To Link Paragraphs Together

Exercises

UNIT TEN

Part I INTENSIVE READING

Text: Ignorance Means Risk
Comprehension of the Text
Cloze Test

Part II IMPROVE YOUR WORD POWER
Vocabulary Practice

Part III IMPROVE YOUR READING SKILLS
Reading Material: Eat More, Weigh Less, Feel Great

Part IV IMPROVE YOUR WRITING SKILLS
Figures of Speech
Exercises

UNIT ELEVEN

Part I INTENSIVE READING
Text: Ten Steps To Success Before 40
Comprehension of the Text
Cloze Test

Part II IMPROVE YOUR WORD POWER
A. Vocabulary Practice
B. Collocation of Nouns with Certain Verbs

Part III IMPROVE YOUR READING SKILLS
Scanning(2)
Reading Material: Secrets Of Success After 60

Part IV IMPROVE YOUR WRITING SKILLS
Unity
Exercises

UNIT TWELVE

Part I INTENSIVE READING
Text: Bold Steps Are Needed To Educate The Next Generation of Scientists
Comprehension of the Text
Cloze Test

Part II IMPROVE YOUR WORD POWER
Vocabulary Practice

Part III IMPROVE YOUR READING SKILLS
Reading Material: Why Smart People Fail

Part IV IMPROVE YOUR WRITING SKILLS
Coherence
Exercises

UNIT ONE

PART I INTENSIVE READING

Text

The Role Of A Sound Home Background In Bringing Up Children

To make a child a valuable asset to society and the nation, "home, sweet home" and parents play an invaluable part.

Today corruption, violence and terrorism have raised their ugly heads, making it hard to believe that Gandhi once lived here, spreading peace, love and honesty. Under such circumstances a sound home background is essentially an excellent ground for shaping honest, polite, peaceloving future citizens.

It is an undeniable fact that parents have a striking influence on children. Much is taught but a lot more is caught. More than words, action is the predominating factor. Parents should be worthy of emulation.

It should be the special responsibility of parents to consciously shape the attitude and views of their children by being guarded in thought, word and deed. Respect for authority should be nurtured as a base, from which other qualities would emanate. The art of appreciation should be inculcated by parents by overlooking the negative qualities in others and highlighting the positive factors.

Children, being highly sensitive, very soon fall in line with their parents, consciously and unconsciously imitating their manners and ways of living, making them their life style.

If values such as honesty and punctuality are to be imparted, parents should "practise what they preach". If the father is himself dishonest, he would never succeed in turning out honest children.

From a very young age, stories depicting the lives of honest men should be told. It leaves indelible impressions on the young minds. The value of time and punctuality can easily be transmitted if parents themselves lead systematic disciplined lives.

Parents should make creative use of their leisure time. Hobbies such as reading, sewing, gardening etc. can be pursued, and this can be highly "contagious". By a judicious choice of good reading material, parents can influence their wards, while creating the reading habit.

Psychological guide

A keen and friendly interest in the day-to-day activities of the children would enable the parents to guide them psychologically, emotionally and socially. It would build up strength, courage and security in children, making them ardent admirers of their beloved parents. Thereby the value of faith in oneself can be instilled.

The spirit of sacrifice can be imparted if parents are ever ready to spend

their time, energy and money for the sake of their family. The spark of selflessness can be lit into flames with the oil of love. Soon this spirit would pervade the household and children would learn to "live and let live".

When parents are a contented lot, children will develop an ungrudging attitude. They would consider themselves most fortunate as compared to ever so many downtrodden people. "Contentment is the key tone to happiness" would soon become their motto.

Humility and modesty

The values of humility and modesty could become the assets of children provided parents are cautious in the choice of their vocabulary, style, diction and conversation. "Simple living and high thinking" besides elevating expressions should clearly ring through each and every endeavour.

Perfect understanding between the spouses helps them to lead a harmonious contented life of friendship, peace and amity. An atmosphere of happiness will permeate spreading the proper milieu for imbibing and developing values. Parents should realize the responsible position they hold and continuously strive to turn every negative aspect into positive ones. If this is done, children will never be corrupted in any atmosphere. They can be moulded into excellent citizens who would be assets everywhere.

NEW WORDS AND EXPRESSIONS

1. home background: family circumstances
2. bring up: vt. to rear, train, educate
3. sound adj. healthy, well-found, reasonable
4. in valuable ['væljuəbl] adj. of incalculable value, inestimable
5. asset ['æset] n. any possession, property, wealth
6. corruption [kə'rʌpʃən] n. depravity, corrupt practices
7. violence ['vaɪləns] n. an abusive use of force, unlawful exercise of physical force
8. terrorism: ['terərizəm] n. use of terror, especially for political purposes
9. ugly ['ʌgli] adj. frightful, terrible, horrible
10. undeniable [ˌʌndɪ'naɪəbl] adj. indisputable, certain, undoubtedly true
11. striking ['straɪkɪŋ] adj. remarkable, noticeable, marked
12. predominating [ˌpri'dɒmɪneɪɪŋ] adj. predominant, prevailing, chief
13. emulation [emju'leɪʃən] n. imitation, rivalry
14. authority [ə'θɒrɪti] n. a person, especially a specialist, whose opinion deserves acceptance
15. nurture ['nʌ:tʃə] vt. to train, educate, develop
16. emanate ['eməneɪt] vi. to come out (from), to spring (from)
17. appreciation [əˌpri:ʃi'eɪʃən] n. estimation, evaluation, judgment
18. inculcate [ɪnˌkʌlkeɪt] vt. to teach or impress by frequent repetitions, to fix in the mind; to cause to become impressed with (something), to imbue...
19. overlook [ˌəʊvə'lʊk] vt. to ignore, disregard, neglect
20. highlight ['haɪlaɪt] vt. to emphasize, stress
21. in line with: in agreement with
22. punctuality [ˌpʌŋktju'ælɪti] n. punctualness
23. impart [ɪm'pɑ:t] vt. to give, grant, transmit
24. preach [pri:tʃ] vt. to advocate, proclaim
25. depict [dɪ'pɪkt] vt. to describe, portray
26. indelible [ɪn'delɪbl] adj. permanent, lasting, inerasable
27. systematic [sɪsti'mætɪk] adj. orderly, regular

28. disciplined [ˈdisiplɪnd] adj. strictly controlled
29. leisure [ˈleɪʒə] adj. unoccupied, unemployed, free or spare
30. hobby [ˈhɒbi] n. a spare-time interest or occupation, any favourite interest, pastime
31. pursue [pəˈsjuː] vt. to carry on, work at, seek after
32. contagious [kənˈteɪdʒəs] adj. spreading from one to another; communicable by contact
33. judicious [dʒuˈdɪʃəs] adj. discreet, prudent; wise
34. ward [wɔːd] n. a person, especially a child, who is legally placed under the care of a guardian; a division or room of a hospital for a particular group of patients
35. psychological [saɪkəˈlɒdʒɪkəl] ad. mental
36. build up: v. to develop, form steadily
37. security [sɪˈkjʊərɪti] n. safety, freedom from danger or risk
38. ardent [ˈɑːdənt] adj. devoted, faithful, zealous, enthusiastic
39. faith [feɪθ] n. confidence, trust
40. instill [ɪnˈstɪl] vt. to inculcate, put ... into someone's mind, impart or introduce gradually
41. sacrifice [ˈsækrɪfaɪs] n. loss or giving up of something of value
42. sake n. the good, advantage, benefit
for the ~ of: for the good or advantage of, for the benefit of, because of, owing to
43. flame n. a body of glowing, the state of burning with a blaze
44. pervade [pəˈveɪd] vt. to spread throughout, permeate
45. household [ˈhaʊshəʊld] n. all persons living in one house
46. contented [kənˈtentɪd] adj. content, satisfied, happy
47. lot n. a number of associated persons; kind of person
48. ungrudging [ˈʌnˈɡrʌdʒɪŋ] adj. generous, wholehearted
49. fortunate [ˈfɔːtʃənɪt] adj. lucky, favourable
50. downtrodden [daʊn-ˈtrɒdn] adj. oppressed, treated badly, trampled
51. contentment [kənˈtentmənt] n. satisfaction, gratification
52. tone n. a normal, healthy mental condition, a particular mental state or disposition
53. motto [ˈmɒtəʊ] n. maxim
54. humility [hjuˈmɪlɪti] n. the quality of being humble, lowliness
55. modesty [ˈmɒdɪsti] n. the quality of being modest, freedom from vanity or conceit
56. diction [ˈdɪkʃən] n. choice of words
57. elevating [ˈelɪveɪtɪŋ] adj. lofty
58. ring vi. to resound, reecho with sound
59. endeavour [ɪnˈdevə] n. a strenuous effort, attempt
60. spouse [spaʊz] n. either member of a married pair, a husband or wife
61. harmonious [ˈhɑːmənjəs] adj. concordant, congruous, in harmony
62. amity [ˈæmɪti] n. mutual understanding, peaceful harmony
63. permeate [ˈpɜːmeɪt] vi. to pervade, penetrate wholly
64. imbibe [ɪmˈbaɪb] vt. to absorb, take in, assimilate
65. strive [straɪv] v. to make great efforts, try hard, endeavor
66. corrupt [kəˈrʌpt] vt. to deprave, pervert
67. mould [məʊld] vt. to form into a certain shape

Notes to the Text

1. "Much is taught but a lot more is caught." means "Parents are most likely to influence their children by actions more than by words."
2. "Parents should practice what they preach." means "Parents' behaviour must be consistent with what they say (or with their teaching)."
3. "... and children would learn to live and let live." Here "to live and let live" is a common saying, meaning "to be concerned with one's own affairs and let other people govern their affairs and live as they wish."

Comprehension of the Text

I. Answer the following questions.

1. What plays an important role in making a child a valuable asset to society and the nation?
2. What are the three things which do much harm to mankind today?
3. What is essentially an excellent basis for shaping honest, polite, and peace-loving future citizens, according to the author?
4. What conclusion can be inferred from the fact that much is taught but a lot more is caught?
5. What should be developed as a foundation, from which other qualities would arise?
6. How can the art of appreciation be inculcated by parents?
7. Under what condition can the value of time and punctuality be imparted to children? And the spirit of sacrifice?
8. What is the key tone to happiness in the author's opinion?
9. What helps the spouses to lead a harmonious contented life of friendship, peace and amity in your opinion?
10. What should parents do so that children will never be corrupted in any atmosphere?

II. In the parenthesis at the end of each sentence, mark "T" if you think the statement is true, and mark "F" if it is false.

1. Much is caught but a lot more is taught. ()
2. More than action, words are the chief factor. ()
3. Parents should inculcate the art of appreciation by overlooking the positive qualities in others and highlighting the negative factors. ()
4. It is important for parents to practise what they preach. ()
5. The value of time and punctuality can hardly be transmitted to children if parents themselves lead systematic and disciplined lives. ()
6. The spirit of sacrifice cannot be imparted if parents are not willing to spend their time, energy and money for the sake of their family. ()
7. Stories about the lives of patriotic heroes and outstanding scientists read in childhood leave an enduring impression on the young minds. ()
8. Parents should make creative use of their spare hours as well as their working hours. ()

Cloze Test

Fill in each blank space with an appropriate word from the list. Read the whole passage before making your choice.

by at in to among on from to learn took marks
(with two words used twice)

Universities from European and Latin American Countries Plan Closer Ties

University leaders _____ ① 11 Latin American and 7 European countries have agreed to establish closer cooperation and more regular exchanges _____ ② their institutions.

The general outlines of a program of increased cooperation were discussed _____ ③ a three-day meeting at the State University of Heidelberg. The meeting was organized _____ ④ the Union of Latin American Universities and the Conference of Rectors, Presidents, and Vice-Chancellors of European Universities.

"There is already cooperation _____ ⑤ academic matters between individual departments of universities in Latin America and Europe," said M. Gese-
mann, rector of the University of Essen. "But this program _____ ⑥ the beginning of cooperation and exchange _____ ⑦ an institutional level.

"Latin American universities have many problems _____ ⑧ common, such as access _____ ⑨ university, evaluation, and university autonomy. We have much _____ ⑩ from an exchange of experiences with European universities."

In March, 1987, a first meeting _____ ⑪ place at the University of Belgrano in Argentina. Rectors of various universities decided to continue the exchange _____ ⑫ a more extensive and systematic way and agreed to meet in Heidelberg.

PART II IMPROVE YOUR WORD POWER

A. Vocabulary Practice

I. Fill in each of the blank spaces with an appropriate word from the text that best completes the sentence.

1. A _____ mind dwells in a _____ body.
2. Any person who knows a great deal about a subject is an _____ on that subject.
3. Good health is a great _____.
4. English is one of the world's _____ languages.
5. Socrates _____ his pupils with the love of truth.
6. Parents should _____ the need for good manners into their children.
7. As teachers we must practise what we _____.
8. His character has been _____ more by his experiences in life than by the education he got at school.
9. The information is believed to have _____ from a reliable source.
10. All the young men worked hard in _____ of his example.

B. Synonyms and Antonyms

Words of similar meaning are known as synonyms and words of opposite meaning as antonyms. When you use a word too often, you may use its synonym instead, which can be found in any dictionary of synonyms. Of course, the Thesaurus is probably the most widely used book of synonyms.

For instance, the synonym of the word "positive" is "affirmative" or "definite", while its antonym is "negative".

II. Match the words at the left with their synonyms or antonyms at the right.

- | | |
|-------------|-------------|
| 1.sweet | a.marked |
| 2.ugly | b.affect |
| 3.hard | c.live |
| 4.raise | d.bitter |
| 5.striking | e.guardian |
| 6.impart | f.beautiful |
| 7.influence | g.difficult |
| 8.ward | h.prudent |
| 9.judicious | i.transmit |
| 10.lead | j.lift up |

III.Fill in each blank space with an appropriate word from the list given in Exercise

I . Be sure to use proper verb forms.

- 1.In his old age he _____ a simple and happy life.
- 2.The teacher is anxious _____ to his students what he knows.
- 3.There are many factors _____ public health.
- 4.There is a _____ difference in meaning between these two words.
- 5.Sometimes it is _____ to arrive at a definite conclusion.
- 6.He _____ his glass and said to the guests: "To your health."
- 7.He expressed his idea by a careful and _____ choice of words.
- 8.Patients with infectious disease should be confined to an isolating _____.
- 9.How _____ the music sounds.
- 10.With violence and terrorism spreading everywhere, the situation turns out to be more _____.

PART III IMPROVE YOUR READING SKILLS

Generalization(1)

Generalization deals with the degrees of generality among individual words, phrases, sentences and general statement(s) in a paragraph. To be more efficient, the generalizations stress themselves on the general statement(s) (the main idea) of a paragraph. In order to read well, students have to distinguish between the generalizations (general statements) and specific statements and distinguish between the general idea (main idea) and supporting ideas so that they can readily find out the stem of a paragraph, a passage or a text.

Distinguishing between generalizations and specific statements

Reading is concerned with meaning to a greater extent than with form although the two are interdependent. We read for the idea continued in the reading. Not all the ideas, however, are of equal importance. Efficient readers understand not only the idea but also their relative significance, as expressed by the author; in other words, they have to distinguish that some of the words, phrases, sentences or ideas are general while others are specific. Look at the following individual words and distinguish degrees of generality among them:

- (a) chemist
- (c) scientist

- (b) physicist
- (d) biologist

The most general word is (c) -- scientist because the word "scientist" controls the other three in meaning.

Read the following phrases and distinguish degrees of generality among them:

- (a) going dancing at a disco
- (b) reading a good book
- (c) having a picnic in the country
- (d) spend free time

Obviously, the most general phrase is (d) -- spend free time.

Read the following statements and classify them according to their degrees of generality:

- (a) Cats are extremely intelligence animals.
- (b) Siamese cats are believed to be more intelligent than others.
- (c) My neighbour's Siamese cat is exceptionally intelligent.
- (d) Some Siamese cats are just as intelligent as dogs.
- (e) My neighbour's Siamese cat can't do all kinds of tricks.

The most general statement, of course, is (a). From the above, we can see that the statements are listed by the order of the most general degree and the most specific degree, which are, of course, a relative classification:

- | | |
|-----------|---------------|
| (a) | most general |
| (b) | |
| (c) | |
| (d) | |
| (e) | most specific |

Read the following passage and find out the general statement(s) and specific ones:

In Pakistan the role of women is changing. Although wearing traditional clothing and staying at home used to be the rule, today women are going into profession, such as medicine, law, and engineering. They comprise a large part of the workers in business and factories, and, in addition, they are working up to important jobs which used to be held predominantly by men. There are even some businesses which are run by women. However, they still run up against some roadblocks since many government jobs are closed to them, and certain jobs are not considered honourable for women. In general, they feel they are more liberated now and have an alternative to their old way of life.

It's not difficult to find out the first sentence in the passage is the most general statement, and the rest of sentences except the last one are specific ones.

The above illustrations tell us that the generalizations and specific statements are a relative classification, that the former are superordinate or controlling and the latter, subordinate, or supporting, and that the general statements usually use the general words or phrases in them.

Exercise A

On the following page, you'll find a number of individual words or expressions. Choose the most general word or phrase in each set and write your answer in the blank:

1. _____ (a) company

2. _____ (a) animal