

卫生部英语培训系列教材

# 英语听力

第三册

总主编 陈慕竹  
邵循道  
陈维益

ENGLISH LISTENING  
BOOK THREE



人 民 卫 生 出 版 社

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# 英 语 听 力

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ENGLISH LISTENING

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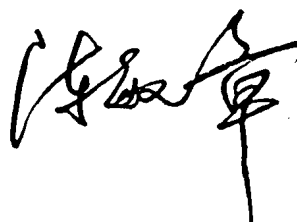
# 序

为适应改革开放深入发展的需要，进一步扩大对外合作与交流，学习外语、提高外语水平日益成为医务工作者、管理干部和各类人材的迫切要求。外语不仅是出国进修、学习和交往的必备工具，在国内进行外事接待、学术交流、医疗服务、科研教学中也是不可或缺的助手。英语在国际交流与交往中被视为主要的公用语言，因此，广泛开展英语培训、提高各类人材的英语水平是非常重要的。

现在国内各种类型、各种级别的英语培训班办的比较多，但适应卫生系统专业需要的英语教材还不够充实和完善，为此部科技司交流处与国家医学考试中心考务部于1992年4月开始，共同组织了我国卫生系统在英语教学方面颇有造诣、教学经验丰富、从事考试工作多年的国内权威人士以及编写过多种教材、在国内外享有声誉的专家、学者、教授，参加编写了这套《英语培训系列教材》。

该套教材是在参考国外大量资料基础上，根据WHO/笹川医学奖学金考试的要求及成人学习英语特点，重新加工整理、设计编写并加进了考试模拟样题，较全面地体现了卫生行业的特色，将海内外培训融为一体，相信会受到广大医务工作人员和其他人员的欢迎。

经全体编辑委员会成员的艰苦努力，全套教材将在不到两年时间内陆续出版、发行。我对为编写、出版本套教材，付出辛勤劳动的各位教授、同志们表示感谢并希望这套教材在实际应用中不断完善和进一步提高。



一九九三年四月

# 前 言

随着世界医学科学的迅速发展和国际交往日益频繁,外语已成为医务工作者、管理干部和各类人材的“必需”,不但是出国学习和交往的需要,也是在国内进行国际学术交流、外事接待、科研医疗服务以及职称晋升的需要。因此进行英语培训,提高各类人材的英语水平,与促进四个现代化紧密相关。目前,从国家级、省级到其他很多单位,都在进行各类型的英语培训,以提高人材的外语素质,但苦于没有一套合适的教材。为此,卫生部组织了“英语培训系列教材”编委会,由部属的湖南医科大学、西安医科大学与上海医科大学三个英语培训中心承担编写工作。由陈慕竹、邵循道、陈维益三位教授担任全套书的总主编。

本套教材编写目的是适应各级英语培训的需要,全面提高学习者的英语听、说、读、写能力,在打好英语基础的前提下,培养应试技巧,为参加 WHO/笹川、EPT、TOEFL、MELAB 等各种国内外英语水平考试作准备,同时也是职称晋升考试的重要参考书。

本套教材共分六种十二册。其中有:

英语阅读一、二、三册;

英语听力一、二、三册;

英语口语一、二册;

英语语法要点一册;

英语测试技巧一册,英语测试技巧详解一册;

英语写作一册。

全套书起点相当于大学生三级英语水平,最后可达到出国学习和参加各种国内外英语水平考试的要求。可供初、中、高英语培训班和研究生教学之用。各册书都有注解,书后均附有该书练习答案,听力和口语还配有录音带,也可供自学之用。

经全体编辑委员会成员和编者的艰苦努力,本套教材在不到两年的时间内可全部完成并出版。我们认为这是一套较好的英语教材,该套书取材新颖,练习多样,体现了新的教学方法,很有特色。

限于水平,本书难免错漏,希望读者批评指正。

编辑委员会

1993年3月

## 使 用 说 明

本书为卫生部英语培训系列教材中的英语听力第三册(听力教材共三册),供已具备中、高级英语听力水平的文、理、医等科英语学习者进一步提高听力水平和训练边听边记笔记的能力使用,亦可供准备参加MELAB、TOEFL、WHO 和 EPT 等考试者使用。

本书旨在训练和提高英语学习者听讲座,记笔记的能力。全书由易到难地设计了一系列笔记练习,其形式由句子填空、图表填空、提纲笔记等逐步过渡到完全由听者自由作出全部笔记。最后几个单元中编排了数个真实讲座,以便进一步训练和提高听者的实际听力笔记能力。因此,本书具有以听力笔记为重点,带动较高水平的听力理解、口头表述及写作的特点,可一书多用。

全书共有十八个单元,按不同题材和笔记难度分为三大部分。1-6单元主要为自然科学,7-12单元侧重社会科学,13-18单元多数是报告讲座,其中第18单元为两套 MELAB 模拟听力试卷。

每个单元由 Lesson 1 和 Lesson 2 两篇课文组成。每篇课文含有听前、听中和听后(Before You Listen, While You Listen, After You Listen)三项活动。

听前活动包括口语热身(Warm-up Questions)和词汇准备(Vocabulary Preparation)两项练习,培养学员听力活动中的预测判断技能、主动意识以及运用背景、语言知识的能力。

听中活动包括作笔记(Taking Notes)和检查笔记(Checking Notes)两项练习,训练学员听力活动中抓要点、作笔记方面的技巧。

听后活动包括听力理解检查(Listening Comprehension Check)和扩展练习(Follow-up Activity)。每个单元 Lesson 1 的听力理解检查形式采用的是判断正误(True or False), Lesson 2 为多项选择(Multiple-choice),每课还设有问答练习(Question and Answer)供听者检查听力理解水平和笔记内容。每个单元 Lesson 1 的扩展练习为根据提纲作一个十五分钟的口头陈述(Oral Presentation), Lesson 2 要求学员根据一主题写一篇三百字左右的短文,扩展练习旨在培养学员利用听力活动中所获信息和知识进行口语和写作活动的综合能力。

本书配有录音带,附有练习答案和录音原文,以供参考。

本书承蒙湖南医科大学钱彩珍副教授和张厚福副教授校对,乐启勤同志担任部分打字工作,特此感谢。

由于编者水平有限,错误和不妥之处在所难免,敬请专家和本书使用者多提批评意见。

编 者

1995年5月

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# UNIT 1    THREATS ON LIFE

## LESSON 1    Fetal Alcohol Syndrome

### SECTION I   BEFORE YOU LISTEN

#### PART A   Warm-up Questions

**DIRECTIONS:** Work with your partner or a group of people and answer the following questions by referring to the title of this lesson and to your personal experiences.

1. Do women in China drink alcohol? What might be the possible consequences if a pregnant woman drinks alcohol?
2. Will a baby be affected if his or her mother drinks alcohol during pregnancy? If yes, in what ways?
3. What medical advances can help those children who are affected by alcohol?
4. What advice would you give to a pregnant woman who drinks alcohol regularly?
5. What do we call a person who frequently drinks a lot of alcohol?

#### PART B   Vocabulary Preparation

**DIRECTIONS:** Work in a group and list 20 words or phrases which you think are related to the topic of this lesson and are most likely to be used by the speaker in the talk you are going to hear in Section II.

### SECTION II   WHILE YOU LISTEN

#### PART A   Noting Key Words

**DIRECTIONS:** In this part, you are going to hear the recording of this lesson. You will hear the recording once only. Before listening, read the exercises below and try to figure out what the missing information would be. Then listen carefully. Focus on the missing parts and fill in the gaps. There can be more than one word in each blank. Use abbreviations and symbols whenever possible to replace words.

1. The book "Broken Cord" has won the \_\_\_\_\_ National Book Critics Circle Award for nonfiction, one of \_\_\_\_\_ honors presented \_\_\_\_\_ by the U.S. Book Critics Organization.
2. The book explores the tragic effects of Fetal Alcohol Syndrome, a series of \_\_\_\_\_ that may afflict children whose mothers drink alcohol during \_\_\_\_\_.
3. The author, named \_\_\_\_\_, tells a personal story in his book. In the year \_\_\_\_\_, he adopted a \_\_\_\_\_ Indian boy, whose mother was said to be an \_\_\_\_\_ and the boy had suffered from \_\_\_\_\_.

4. In the following years, the boy developed many physical and learning problems.
  - 1) physical problems:
    - a) curvature of spine
    - b) too many \_\_\_\_\_
    - c) poor \_\_\_\_\_
    - d) bad \_\_\_\_\_
  - 2) learning problems:
 

having difficulty in understanding

    - a) \_\_\_\_\_
    - b) \_\_\_\_\_
    - c) \_\_\_\_\_
5. In the United States, Fetal Alcohol Syndrome is often seen among \_\_\_\_\_, but no ethnic group is immune. \_\_\_\_\_ alcohol-impaired babies are born every year in the U.S.
6. The worst afflicted children often share distinctive facial characteristics: a small \_\_\_\_\_ and \_\_\_\_\_.
7. Some women cannot tolerate alcohol \_\_\_\_\_ during pregnancy and some can drink \_\_\_\_\_ during pregnancy and still have a healthy child.
8. The author is now married to \_\_\_\_\_ and has \_\_\_\_\_ children.
9. Though the adopted Indian boy is now aged \_\_\_\_\_ years, he cannot tell \_\_\_\_\_, change \_\_\_\_\_ or \_\_\_\_\_.
10. The author believes his son has been penalized for what is described as someone else's \_\_\_\_\_, a crime committed in \_\_\_\_\_ before the boy was born.

## **PART B Checking Your Notes**

**DIRECTIONS:** Now listen to the recording once again and check your notes. You may wish to add something or rewrite some parts.

## **SECTION III AFTER YOU LISTEN**

### **PART A Listening Comprehension Check**

#### **Exercise 1 True or False**

**DIRECTIONS:** In this exercise you will hear some statements about the lesson. Listen carefully and decide whether each statement is true (T) or false (F). You may look at the notes you took in Section II if necessary.

- |        |         |
|--------|---------|
| 1. ( ) | 2. ( )  |
| 3. ( ) | 4. ( )  |
| 5. ( ) | 6. ( )  |
| 7. ( ) | 8. ( )  |
| 9. ( ) | 10. ( ) |

## Exercise 2 Question and Answer

**DIRECTIONS:** In this exercise you are going to hear some questions about the lesson. Listen to all the questions and take a brief note of them. Then you will have 15 minutes to write the answers to these questions. You may look at the notes you took in Section II while answering the questions.

1. Q: \_\_\_\_\_  
A: \_\_\_\_\_
2. Q: \_\_\_\_\_  
A: \_\_\_\_\_
3. Q: \_\_\_\_\_  
A: \_\_\_\_\_
4. Q: \_\_\_\_\_  
A: \_\_\_\_\_
5. Q: \_\_\_\_\_  
A: \_\_\_\_\_

## PART B Follow-up Activity

**DIRECTIONS:** Prepare a 15-minute oral presentation based on the following topic and the given outline, or on an outline you write yourself.

Alcoholism is a serious problem in Western countries. What are some of the adverse effects of alcohol abuse both socially and medically?

### OUTLINE

- I. Problem of alcoholism in western countries
  - A. Types of people who abuse alcohol
  - B. Possible causes of alcoholism
    1. unemployment
    2. unhappy family life, divorce, wife-beating
    3. failures in business
- II. Bad effects on social life
  - A. Improper behavior or manners in public
  - B. Mistakes in work
  - C. Frequent spats in the family
  - D. Increased chance of car accidents
- III. Bad effects on personal health
  - A. Greater probability of developing certain diseases
  - B. Shortened life expectancy

# UNIT 1    THREATS ON LIFE

## LESSON 2    Cholera is Making a Comeback in Many Parts of the World

### SECTION I   BEFORE YOU LISTEN

#### PART A   Warm-up Questions

**DIRECTIONS:** Work with your partner or a group of people and answer the following questions by referring to the title of this lesson and to your personal experiences.

1. Have you ever heard of cholera? What is it and what happens to victims of cholera?
2. What are some of the transmission routes of cholera?
3. Is there any cholera case in China now? Which parts of the world are more commonly affected by cholera?
4. What treatment should a cholera patient receive?
5. How can cholera be prevented?

#### PART B   Vocabulary Preparation

**DIRECTIONS:** Work in a group and list 20 words or phrases which you think are related to the topic of this lesson and are most likely to be used by the speaker in the talk you are going to hear in Section II.

### SECTION II   WHILE YOU LISTEN

#### PART A   Noting Key Words

**DIRECTIONS:** In this part, you are going to hear the recording of this lesson. You will hear the recording once only. Before listening, read the exercises below and try to figure out what the missing information would be. Then listen carefully. Focus on the missing parts and fill in the gaps. There can be more than one word in each blank. Use abbreviations and symbols whenever possible to replace words.

1. It has now been two years since a \_\_\_\_\_ broke out in \_\_\_\_\_. In those short two years the disease affected almost every nation in the \_\_\_\_\_ except South America and the island countries of the Carribbeans. The U.S. reported \_\_\_\_\_ cases of cholera in this epidemic.
2. According to some health officials, this epidemic is the most virulent since those of the \_\_\_\_\_ century and may spread to the \_\_\_\_\_.
3. Cholera is a \_\_\_\_\_, acquired by swallowing \_\_\_\_\_.
4. Its symptoms: \_\_\_\_\_.

- 1) watery \_\_\_\_\_
- 2) rapid \_\_\_\_\_
5. A total of \_\_\_\_\_ cases and \_\_\_\_\_ deaths have been reported since the epidemic broke out.
6. Means of transmission of cholera:
  - 1) inadequate \_\_\_\_\_
  - 2) \_\_\_\_\_
7. Historical record of cholera:
  - 1) before the 1830s, unknown in the Americas
  - 2) before \_\_\_\_\_, common in India for ages
  - 3) in \_\_\_\_\_, began to spread throughout the world
  - 4) in \_\_\_\_\_, a Western Hemisphere epidemic
  - 5) in \_\_\_\_\_, a new pandemic (Indonesia --- > rest of Asia, the Mediterranean, the gulf coast of North America)
  - 6) in \_\_\_\_\_, outbreak in a coastal fishing village in Peru
8. Causes of rapid cholera spread throughout the Americas:
 

economic crisis of \_\_\_\_\_: umber of \_\_\_\_\_ grew and \_\_\_\_\_ systems deteriorated
9. It's suggested that travelers to cholera-infected areas use \_\_\_\_\_ or \_\_\_\_\_ only.
10. A cholera \_\_\_\_\_ is now available. It can offer protection for \_\_\_\_\_, although it has \_\_\_\_\_. In addition, the U.S. scientists are trying to develop an \_\_\_\_\_.

## PART B Checking Your Notes

**DIRECTIONS:** Now listen to the recording once again and check your notes. You may wish to add something or rewrite some parts.

## SECTION III AFTER YOU LISTEN

### PART A Listening Comprehension Check

#### Exercise 1 Multiple Choice

**DIRECTIONS:** In this exercise you will hear some questions about the lesson. Listen carefully and choose the best answer to each question from a, b, c, or d. You may look at the notes you took in Section II.

1.
  - a. Peru.
  - b. The United States.
  - c. Canada.
  - d. The island countries of the Caribbeans.
2.
  - a. 128 cases.

- b. Only 2 cases.
- c. 120 cases.
- d. None.
- 3. a. The Philippines.
- b. The Caribbeans.
- c. The Mediterranean.
- d. The Southern Hemisphere.
- 4. a. 1,800.
- b. 6,300.
- c. 350,000.
- d. 730,000.
- 5. a. It may be transmitted through inadequate water supply.
- b. It will probably travel with infected individuals.
- c. It will most likely spread due to inadequate sanitation.
- d. It is likely to be carried by contaminated antibiotics.
- 6. a. In the 18th century.
- b. In the 19th century.
- c. In 1961.
- d. In 1991.
- 7. a. The U.S.A.
- b. India.
- c. Indonesia.
- d. Italy.
- 8. a. The number of poor people increased.
- b. The number of adequate water supply systems decreased.
- c. The quality of food declined.
- d. The quality of waste disposal facilities deteriorated.
- 9. a. Eat canned food.
- b. Consume bottled drinks.
- c. Drink mineral water.
- d. Cook your own meals.
- 10. a. It is not always available.
- b. It has side effects.
- c. It only offers protection for a month.
- d. It is only effective on certain patients.

## Exercise 2 Question and Answer

**DIRECTIONS:** In this exercise you are going to hear some questions about the lesson. Listen to all the questions and take a brief note of them. Then you will have 15 minutes to write the answers to these questions. You may look at the notes you took in Section II while answering the questions.

- 1. Q: \_\_\_\_\_
- A: \_\_\_\_\_
- 2. Q: \_\_\_\_\_