

READING PASSAGE 3

You should spend about 20 minutes on **Questions 27-40**, which are based on Reading Passage 3 below.

Humanities and the health professional

Professor Jock Murray from Dalhousie Medical School in Canada writes about the role of humanities in the education of health professionals

In a recent meeting with health professionals from many disciplines, the concept of the humanities and how they enrich the lives and practice of physicians was discussed. There were nurses, chiropractors, speech therapists, health administrators and professionals from a dozen other fields. Everyone commented on the need to achieve a balance between the humanities and the skills and technological expertise of their specific discipline, beginning with the experience in medical school and then life in their chosen specialisation, to create fully realised professionals. The purpose of my discussion here is to advocate a balanced approach to the education of all health professionals.

I believe that most people wish to see in their medical professional a person who not only brings excellent skills, techniques and treatments, but also personal qualities that show they are fully developed individuals. Such individuals are sensitive, communicative, and understanding of the human condition. They acknowledge the vast array of backgrounds, views, fears and hopes each person brings to the clinical encounter.

The training of health professionals has usually been exemplary in teaching them to recognise and treat a symptom or disease, but often less attentive to the broad education that would inform and educate them about the persons who come from various cultures, backgrounds and experiences. Such understanding does not come from the course textbooks but from literature, history, poetry, art and other aspects of the humanities.

There are two sides to the healing profession, once described as the art and the science of medical practice. It is evident, however, that most educational programmes emphasise knowledge, clinical skill and competence, and although educators wish the person to be humanistic, empathetic and communicative, they take this aspect for granted, as if valuable educational time does not need to be allocated to this 'soft' feature of the profession. It is compounded by the recognition that this aspect is harder to define and measure than knowledge and competence. We may want the health professional to understand many elements of the human condition so they can understand, assess and manage the suffering of patients, but it is harder to design and teach such a course than one on anatomy, for example. Developing a humanities programme in professional education refocuses attention on what everyone recognises as important. Rather than take humanities education for granted, it becomes a direct part of the programme. This signals that the school takes it seriously and encourages activities related to the broad area of the humanities.

Distinguished by their focus on human values, the humanities cover many areas, including history, ethics, literature, theology, art, music, law and the social sciences as they apply to the profession. For example, a history of the profession gives us an understanding of how we have come to be where we are, and how things change and progress. Literature can teach us about human hopes and aspirations, suffering and loss, relationships, and life and death. Emphasis on human values is important in this day and age as we are increasingly at risk of being overwhelmed by more emotionless technology and complex bureaucracy.

In medical education during the 18th and 19th centuries, there was an emphasis on the humanities. As time went on, encouraged by increasing interest in medical sciences, laboratory experiments and technological aspects of the profession, emphasis in medical studies was weighted towards courses in the sciences. The Flexner Report in 1910 recognised the variable quality of medical education and the need to have better teaching in the medical sciences and laboratory methods. This resulted in a pendulum swing in emphasis, directing the curriculum to the medical sciences, to the exclusion of the humanities, an imbalance never intended by Flexner.

Currently at Dalhousie Medical School we have elective programmes in the humanities, summer research studentships, lecture series, presentations and discussions. There is an artist-in-residence programme that brings artists to the school. There is a large choir of over a hundred students and faculty, a concert band, a string ensemble, and groups of student artists who put on regular performances and exhibitions. The list of activities is much longer, but it should be pointed out that these provide some balance and broaden the life and learning of the student.

Perhaps more important than the activities themselves is the change in mind-set that occurs when students see that diversity in their studies and activities is legitimised and encouraged. We emphasise that we want students and faculty to continue to express interests and talents they had before entering medical school. They now come forward with ideas and activities that are more imaginative and exciting than we could have designed. They also comment that the humanities has made medical school a more enjoyable and fulfilling experience. Students see that their learning and their lives can be more balanced, making them better equipped to care for their patients.

Will involvement in the humanities make one a better health professional? It's a question often asked of today's medical professionals but very difficult to document in this evidence-based era of medicine. But as ethics scholars have said of learning ethics, it cannot guarantee that a person will be more ethical, but it is more likely than not. My firm belief is that all the healing professions should increase the balance of humanities with the traditional educational emphasis on skills and knowledge, and this will benefit both the healers and those who need to be healed.

Questions 27 – 31

Do the following statements agree with the claims of the writer in Reading Passage 3?

In boxes 27–31 on your answer sheet, write

YES	<i>if the statement agrees with the claims of the writer</i>
NO	<i>if the statement contradicts the claims of the writer</i>
NOT GIVEN	<i>if it is impossible to say what the writer thinks about this</i>

- 27** An approach that incorporates the humanities is more important for some medical disciplines than others.
- 28** Most people value medical expertise over sensitivity in their medical professionals.
- 29** Most medical programmes devote little course time to developing interpersonal skills.
- 30** It is more difficult to design a humanities course for health professionals than a medical one.
- 31** It would be best if a medical programme included a course about the lives of medical professionals.

Questions 32 – 35

Choose the correct letter, **A**, **B**, **C** or **D**.

Write the correct letter in boxes 32–35 on your answer sheet.

- 32** What unforeseen result did the Flexner report have?
- A** It caused the public to distrust the quality of medical education.
 - B** It caused a dramatic increase in medical-school applicants.
 - C** It started a fierce debate over proper laboratory methods.
 - D** It moved the focus of medical studies away from the humanities.
- 33** The writer lists humanities activities at Dalhousie Medical School to show how these activities
- A** have become the most popular events on campus.
 - B** widen students' educational experiences.
 - C** are of as high a quality as medical ones.
 - D** have gained acceptance with teaching staff.
- 34** How do students at Dalhousie Medical School react to humanities activities?
- A** They have difficulty letting go of the mind-set that scientific knowledge is more legitimate.
 - B** They report feeling that medical school has become more engaging and satisfying.
 - C** They have started to transfer creative ideas to their scientific and laboratory studies.
 - D** They have trouble connecting to talents they had valued before entering medical school.
- 35** What is the writer's main conclusion?
- A** Greater emphasis on humanities in medical schools will benefit both patients and practitioners.
 - B** Medical schools are not adequately preparing students to become balanced medical professionals.
 - C** Creating a humanities programme in a medical school is an overwhelmingly difficult but necessary task.
 - D** Medical schools should return to the early-twentieth-century model of medical education.

Questions 36 – 40

Complete each sentence with the correct ending, **A–G**, below.

Write the correct letter, **A–G**, in boxes 36–40 on your answer sheet.

- 36** Health professionals at a recent seminar discussed a need for educational institutions to
- 37** Most medical training programmes
- 38** The interpersonal and behavioural aspects of medical practice
- 39** Dalhousie Medical School students and faculty
- 40** Modern evidence-based practitioners

- A** generate innovative and creative suggestions for activities and programmes.
- B** are difficult to describe with any precision.
- C** find it difficult to prove statistically the benefits of humanities programmes.
- D** suggest that humanities studies create stronger practitioners.
- E** rely on course textbooks to teach humanities.
- F** give less attention to broad education and more to recognising and treating symptoms.
- G** provide more equal coverage of both medical knowledge and skills, and humanities.

判断题 27–31

题号	答案	精确定位句（第X段）	关键释义与同义改写	推理链条
27	NO	第1段：“ <i>The purpose of my discussion here is to advocate a balanced approach to the education of all health professionals.</i> ”	“all health professionals”=对所有学科与专业都要平衡；“balanced approach”=将人文纳入而非偏科	题干断言“对某些学科更重要”，与原文“对所有”相悖 → NO。
28	NO	第2段：“ <i>Most people wish to see ... not only excellent skills ... but also personal qualities ... sensitive, communicative...</i> ”	“not only...but also”=既要技术也要敏感/沟通；并未说“skills over sensitivity”（更看重）	题干是比较级“over（胜过）”，而作者说兼而重之。与题干相矛盾 → NO。
29	YES	第4段：“ <i>most educational programmes emphasise knowledge, clinical skill and competence... they take [the humanistic aspect] for granted, as if valuable educational time does not need to be allocated.</i> ”；第3段：“ <i>exemplary in recognising and treating... but less attentive to broad education.</i> ”	“for granted / does not need to be allocated”=几乎不专门分配课时；“less attentive”=投入少；人文=题干的“interpersonal skills（人际/沟通）”	两段共同指向：多数项目课时偏向技术，对人文/人际课时不足 → YES。
30	YES	第4段：“ <i>It is harder to design and teach such a course [on the human condition/humanities] than one on anatomy.</i> ”	“harder to design and teach”=更难设计与教授；“anatomy”=典型医学课程	完全同义复现“人文课比医学课更难设计” → YES。
31	NOT GIVEN	—（全文未出现）	题干特指“关于医务人员生活的课程（about the lives of medical professionals）”。文中仅谈人文内容/人的处境，未提“医生个人生活史课程”。	无从判断作者是否认为“最好加入此类课程” → NG。

单选题 32–35

题号	答案	精确定位句（第X段）	同义改写与排除
32	D	第6段：“ <i>The Flexner Report in 1910... This resulted in a pendulum swing in emphasis, directing the curriculum to the medical sciences, to the exclusion of the humanities, an imbalance never intended by Flexner.</i> ”	“pendulum swing”=重心摆动；“to the exclusion of the humanities”=使研究重心远离人文；“never intended”=未预见/非本意。A“公众不信任”、B“申请者暴增”、C“实验方法之争”均未提 → 选 D。
33	B	第7段：“ <i>These [humanities activities] provide some balance and broaden the life and learning of the student.</i> ”	“broaden the life and learning”=拓宽教育经历/视野，对应B。A“最受欢迎活动”、C“质量与医学等同”、D“被教职工接受”均非作者陈述目的。
34	B	第8段：“ <i>They ... comment that the humanities has made medical school a more enjoyable and fulfilling experience... learning and their lives can be more balanced.</i> ”	“enjoyable and fulfilling”=更有吸引力&满足，对应B“more engaging and satisfying”。A“难以放下科学至上心态”未述；C“把创意迁移到实验室”未述；D“难以连接既有才能”与文意相反。
35	A	第9段：“ <i>My firm belief is that ... increase the balance of humanities with traditional... this will benefit both the healers and those who need to be healed.</i> ”	结论句直接给出：强调人文与技术并重会同时造福医生与患者 → A。B虽点出问题，但不是主结论；C“难度压倒性”与第4段“更难”不等于“压倒性困难”；D“回到20世纪初模式”作者明确反对“排他性偏科”。

选项配对 36–40

题号	答案	精确定位句 (第 X 段)	同义改写与排除
36	G	第1段: “Everyone commented on the need to achieve a balance between the humanities and the skills and technological expertise... ”	“achieve a balance”=“提供更均衡覆盖 (G)”。E “用教材教授人文”与第3段/第5段相悖; F 是对“多数项目”的评价而非“研讨会共识”。
37	F	第3段: “ <i>exemplary in recognising and treating... but less attentive to the broad education...</i> ”	“give less attention to broad education and more to recognising and treating symptoms”=F 逐词对应。
38	B	第4段: “ <i>this aspect is harder to define and measure than knowledge and competence.</i> ”	“interpersonal and behavioural aspects”=第4段所说的“humanistic/ empathetic, communicative”; “harder to define and measure”=难以精确描述 (B)。
39	A	第8段: “They now come forward with ideas and activities that are more imaginative and exciting than we could have designed. ”	“more imaginative... ideas and activities”=提出创新创意建议 (A)。
40	C	第9段: “ <i>very difficult to document in this evidence-based era of medicine.</i> ”	“document (以证据记录/证明)”≈“statistically prove”; 与“evidence-based practitioners”语义闭环 → C。