

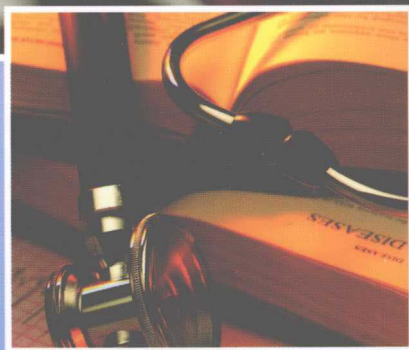
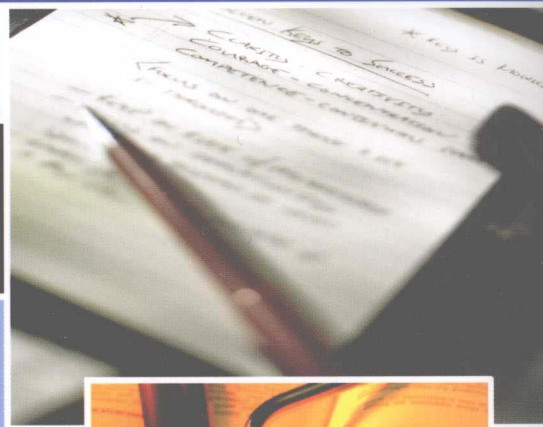


教育部职业教育与成人教育司推荐教材
技能型紧缺人才培养培训教材

涉外护理英语

审订：刘 晨
主编：史学敏

*Professional
English
for
Nurses*



阅读与写作
Reading and Writing

1

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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审 订：刘 晨

主 编：史学敏

副主编：韩美君 Hooi Yeap(美)

编 者：（按姓氏音序排序）

陈玉华 冯 辉 韩美君

李红梅 李 萍 李小平

李亚敏 刘 军 单 蕾

石兰萍 史学敏 王有丽

吴雷达 严鹏霄 叶影霞

Hooi Yeap (美) 赵玉华

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总序

宇宙中，有一颗蔚蓝色的美丽星球，这就是我们的家——地球。在这颗星球上，生生不息的人类与其他的生命体共同享受着大自然的赐予，也共同繁荣着这美丽的家园。尽管地壳运动把人类分割在不同的大洲大洋，尽管人类的肤色不同，而共同发展的理念和现代科学技术已经跨越了时空，使地球 5.1 亿平方公里的面积缩成了一个可以信步闲游的小村庄，人们生活在同一个大家庭，让世界充满爱的旋律荡漾在所有人的心中。

护士——天使在人间的化身，不论时代如何变迁，她们都把爱倾注给每一个人。在全世界，人们的健康离不开护士的帮助。国际性护理专业的进步与全球性护理人才的缺乏，为中国护理教育的发展带来了新的机遇与空间。中国教育部、卫生部在 2003 年确定护理专业为“技能型紧缺人才培养培训工程”专业，旨在引导护理专业健康、深入地发展，推动我国涉外护理教育加速国际化的进程。

在美国、德国、菲律宾等国专家的帮助下，全国卫生职业教学新模式研究课题组吸收国际最新的护理教育与课程开发的理论和实践经验，建立了整体化的护理教育课程体系，开发了配套的系列教材。回首我们研究与实践涉外护理教育近 20 年的历程，当前，我们需要加强英语教学、补充国外人文知识，中文教材提供英文术语或小结。特别是不能盲目剪辑、照搬国外教材的初级层面的教学活动，而是要从现代国际化护理教育科学的高度，建构国际护士的培养理念，以及符合我国实际的涉外护理课程体系，把“会说英语的中国护士”培养成“国际护士”。

本套《涉外护理英语》系列教材是培养国际护士新课程体系的教改教材之一，教育部职业教育与成人教育司推荐教材，教育部、卫生部护理专业“技能型紧缺人才培养培训工程”的培训教材。由中国的护理教育、临床护理、护理管理专家、教师及英语教师，与美国、菲律宾的护理专家共同编写了本系列教材，特别是国外的专家和具有国外工作背景的中国专家共同完成了教材的主体，并经过美国护理专家和中国专家审定，突出了国际护士的教育特性。

国际护士的能力培养是本课程、教材的目标和关键。它需要在非母语语言环境和外域文化的基础上，建构专业能力、方法能力和社会能力的整合性能力，以能够直接进入岗位完成服务任务为目标。即学生不仅能够达到目的国对国际护士准入标准的短期目标，更能满足护理对象、雇主的工作要求以及自身生存发展的长远目标。由于母语、文化背景和劳动组织形



式的差异，本系列教材在实施中需要重视以下 5 个方面：

1. 课程与教材的任务：从国外护士培养的视角，以英语的语言形式把中国护理教学内容延伸到国外护理活动中。即与课题组开发的以行动导向为特征的普通护士使用的课程与教材（同为教育部、卫生部护理专业“技能型紧缺人才培养培训”教材、教育部职业教育与成人教育司推荐教材）共同建构成完整体系。帮助学生不仅有能力获得中国护士执业资格，而且能用英语沟通，进行评判性思维，通过英语国家护士的认证，完成英语国家的护理工作。
2. 课程与教材的目标、读者对象：长远目标是整体性目标，是基本满足国外护理岗位工作与生活的需要；近期目标为认证目标，应对 CGFNS 和 RN 等国外护理专业评价，其后续课程为考前辅导。本系列教材由《情境对话》（1—4册）、《阅读与写作》（1—4册）和《综合训练》共 9 册组成。其语言起点水平是普通高中一年级入学水平，专业内容适合专业零起点学生。即供高等教育院校护理专业一年级学生开始使用、中等职业学校涉外护理专业一年级第二学期开始使用（第一学期应安排公共英语加强课程），毕业实习期应安排适当的课程学习。此外，还可供涉外护理培训机构教学、临床护士自学以及想了解国外医疗护理活动的读者使用。
3. 教材与公共英语教材配合：公共英语课程是护理英语的语言和人文培养的基础，二者的配合形成学生非母语语言的运用能力，同时理解和应对不同种族、民族、社会阶层，以及服务对象不同的价值观念、法律、文化、宗教、生活习惯、思维与表达方式，认知护士的社会角色，理解护患双方的权利与义务等内容，有助于达成目的国提出的语言要求，并加深对涉外护理课程的社会与心理、文化背景的理解，易于实践护理活动。
4. 教材与国内护理教学配合：中外护理存在差异，本系列教材引导学生从国内护理迁移发展到国际护理。《情境对话》由国外编者主要执笔，全部采用国外医院、诊所、社区的真实情境，培养专业英语的语感和思维，提高与患者之间的沟通能力，适应国际护士的实际需要。《阅读与写作》由国内有境外工作经历的护理专家为主，并与英语教师、国外专家共同编写，美国专家修订。国外护理教育与工作为情境，面对中国学生的语言背景，在语法、词法、语篇以及中外护理差异等方面恰当地与中国护理教育衔接，形成国内护理教育—情境对话—阅读与写作这种贴近国外实际的递进课程体系。
5. 本套教材的 4 个特点：
 - 1) 培养专业实践能力。以现代护理概念、知识、技术、人文为基础，从国外健康服务管理与护理教育体系、护理对象与护士的权利、护理工作模式与沟通，到不同科室、护理岗位和情境，乃至康复中心、养老院的实践过程，设计教材结构和内容，将国外护士的



工作过程较完整地呈现出来，使学生体会中外护理工作及相关文化的差异，建构国际护士的综合能力，为参加国外的护士认证资格和上岗工作打下坚实基础。

- 2) 理论与实践结合，体系完整。按照国外护理发展的框架整体展开，把“护理管理、安全和感染控制、生长和发育、疾病预防和早期诊断、应对和适应、社会心理适应、基础护理和支持、减少危险可能、药物治疗和注射用药治疗、生理适应”等概念融入实际情境中，引导学生“居高而环视”，系统地认识国外护理概念和工作模式，领悟与体验以科学思维引导专业行为的护理过程。
- 3) 编写体例便于学习。教材由国外护理专业的工作模式和英语语言教学的科学性两条主线有机配合。其编写构成有正文和非正文两个系统：正文系统即课文部分，为必学的、精读性内容，应深入理解其专业和语言的内涵，并能应用于实践；非正文系统包括链接、附录等，是阅读性内容，用于扩展、延伸知识和能力，可以根据学生能力组织选学或自学。课程从护理实践出发，按照护理内容的结构和普通人所了解的医护服务流程编制而成，各章节之间形成专业和语言的递增梯度。
- 4) 可操作性强。教材内容适合采用行动导向、项目化教学、问题引导教学、情境模拟教学，以及合作学习等教学方法。课后练习借鉴了 RN、CGNFS 以及 IELTS、TOELF 的题型和解题思路。教学活动的组织，应把专业知识和方法、语言、国际化评价型式融合起来，把护理英语课程与普通护士的课改课程配合成一个体系，帮助学生不仅满足护士认证的资格评价，更能完成国外的护理工作。

开发涉外护理课程，培养国际护士，为地球村里急待护士照顾的人们提供直接的帮助，造福于全人类，奉献于全人类。这不仅扩大了我国护理领域的对外交流，有助于我国护理教育和护理事业的发展，同时也有助于世界了解我们。

合作，发展，我们的小村庄——地球永远蔚蓝。

全国卫生职业教学新模式研究课题组

刘晨

2006年10月

前言

本系列教材是教育部职业教育与成人教育司推荐教材，教育部、卫生部护理专业“技能型紧缺人才培养培训工程”的培训教材。

《阅读与写作》教材侧重国外医疗卫生概况介绍，共分4册，每册14章。每章的编写构成均有正文和非正文两个部分。正文部分即课文部分，为必学的、精读性内容，学生应深入理解其专业和语言的内涵，并能应用于实践。正文后紧跟练习，以帮助师生检测本章专业和语言两方面的学习效果。非正文部分包括链接、附录等，用于扩展、延伸知识和能力，是阅读性内容，可以根据学生能力组织选学或自学。教材从护理实践出发，按照护理内容的结构和常人所了解的医护服务流程编制成章，各章之间形成专业和语言的递增梯度。每章后面均有由浅入深编写的写作指导，便于学生逐渐学会用英语写句子、段落、短文。学生可以有意识地与《情境对话》教材相配合，形成整体护理英语的学习。

本册教材旨在帮助读者建立基本的护理理念、初步理解国外护理岗位服务的意识、有关的文化与社会观念，并引导自己的专业行为。通过学习，学生能够掌握护理英语的部分常用词汇及句型、句式，以及常用的句子结构和语法，规范语音、语调；了解国外医疗卫生体系；熟悉国外医院或国内涉外医疗机构及其护理工作的基本情况；学会处理护士与护理对象的相互关系，保护双方的权利与义务。同时通过写作指导部分的学习，能够会写简单的英文句子、段落。

本册教材的编写得到了深圳职业技术学院医学技术与护理学院、山东聊城职业技术学院、大连大学医学院、中南大学护理学院、北京大学深圳医院、河北沧州医学高等专科学校、广州医学院护理学院、三峡大学护理学院、山西医科大学汾阳学院、河南信阳职业技术学院、青岛卫生学校、无锡卫生学校、湛江卫生学校、桂林卫生学校以及武威卫生学校等单位的大力支持，同时得到全国卫生职业教学新模式研究课题组组长刘晨老师的直接指导，谨致谢意！此外，无锡卫生学校谢娣老师、山东聊城职业技术学院护理系的张丽芳和郭磊老师在本书校稿工作中付出了很大心血，在此深表谢意！

由于编者水平有限，教材如有不妥之处，恳望广大师生批评指正。

编者

2006年10月

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The Pioneer of Nursing

— Florence Nightingale

Objectives

1. Understand the life of Florence Nightingale.
2. Comprehend the importance of nursing.
3. Comprehend Nightingale's contribution to modern nursing.
4. Discuss the other contributions of Nightingale.

Key Words

Florence Nightingale	弗洛伦斯·南丁格尔
military hospital	军用医院
prejudice	偏见
sanitation	卫生设施
superintendent	主管

Unit 1 Nightingale's Ambition

Florence Nightingale, daughter of a wealthy landowner, was born in Florence, Italy, on May 12, 1820 and raised in England. Her father provided her with a good education and taught her Greek, Latin, French, German, Italian, history, philosophy and mathematics. Her parents wanted her to become a socialite and make a good marriage. But Florence had other ideas. When she was a little girl, she had shown great kindness to the suffering animals and she enjoyed caring for those sick farmers on her father's estate.

At the age of 17, she studied nursing from books she had





secretly obtained. She visited hospitals in London and vicinity. At that time, English hospitals were dirty and in disorder, nurses were mostly religious, monastic women, helpers with little or no training, or with low repute. They had to work hard and long hours. The patients could not get suitable care and the mortality rate was high.

Florence found it hard to take care of patients without nursing knowledge. She wanted to work and be trained at a hospital nearby, but because of the general low opinion of nursing in those days, her parents were horrified at her idea. A lady of good culture and social background should never go into nursing, they tried to change her mind, but Florence was determined. Finally, in 1851, she reached an agreement with her father that if he would let her go to school at Kaiserwerth Hospital in Germany, she would keep her plans a secret; that way, her family wouldn't have to be "embarrassed" by her actions.

She worked hard and excelled in her study, that two years later she was appointed resident lady superintendent of the hospital for invalid women in London. Her expertise was recognized.

New Words

cultured /'kʌltʃəd/ *adj.* 有教养的, 有修养的, 讲究的

determined /dɪ'tɜːmɪnd/ *adj.* 坚决的, 决定的

embarrass /ɪm'bærəs/ *v.* 使困窘, 使局促不安

estate /ɪ'steɪt/ *n.* 不动产, 财产, 状态

expertise /ɪkspə'tɪz/ *n.* 专门技能, 专门知识

horrified /'hɒrɪfaɪd/ *adj.* 惊悸的, 带有恐怖感的

invalid /ɪn'vælɪd/ *adj.* 有病的, 残废的

landowner /'lændəʊnə(r)/ *n.* 地主, 土地所有者

monastic /mə'næstɪk/ *adj.* 修道院的, 僧侣的

mortality /mɔ:'tælɪtɪ/ *n.* 死亡率

obtain /əb'teɪn/ *v.* 获得, 得到



New Words

philosophy /fɪ'lɒsəfi/ *n.* 哲学, 哲学体系

provide /prə'vaɪd/ *v.* 供应, 供给; 准备; 规定

religious /rɪ'lɪdʒəs/ *adj.* 信奉宗教的, 虔诚的, 宗教上的

repute /rɪ'pjʊt/ *n.* 名誉, 名声

resident /'rezɪdənt/ *adj.* 常驻的, 居住的

socialite /'səʊʃəlaɪt/ *n.* 社交名流

suffering /'sʌfərɪŋ/ *adj.* 患病的, 受苦的

superintendent /,ɪsju:pərɪn'tendənt/ *n.* 主管, 负责人, 指挥者, 管理者

vicinity /vɪ'sɪnəti/ *n.* 邻近地区, 周围地区

wealthy /'welθi/ *adj.* 富有的, 丰裕的, 充分的

Unit 2 The Lady with the Lamp

In 1853, Crimean War broke out in Turkey. Within a few weeks an estimated 8,000 British soldiers were sickened with cholera and malaria. During that time, women's involvement was very much discriminated that there were no women nurses in the British army hospital. Thousands of wounded soldiers died. After *The Times* made it public that a large number of soldiers were dying of cholera, the government was then forced to accept women's assistance. Nightingale volunteered her services, and was invited by the Secretary, Sidney Herbert, to take charge of nursing duty. She went to the battlefield with a team of 38 nurses.

Nightingale was shocked by the poor conditions in the army hospital. There were a shortage of blankets and other medical supplies; and there were not enough clean water and decent food. The wounded men still wore the army uniforms, unwashed with dirt and gore, crowded in the dirty room. Military officers and doctors opposed Nightingale's suggestion on reforming military hospital; they considered her comments as an attack on their





professionalism. Nightingale was made to feel unwelcome, she received little help from the military until details of how the wounded were treated by the British army was made public by *The Times*.

Nightingale never lost her confidence and continued to devote herself into saving and caring for the wounded. She managed to get the supplies they needed, improved sanitary condition in the toilet, laboratory and kitchen. With sympathy and a sense of duty for the wounded, Nightingale organized the families of the soldiers to help provide nourishment for the wounded, and supply them with necessities. She applied strict sanitary routine and discipline; and the conditions in the wartime hospitals were completely changed. After only half a year, the mortality rate had fallen from 42% to 2.2%. Nightingale became a legend in the Great Britain.

Nightingale loved her soldiers, and she was kind to them. She worked incessantly during the day, and at night, Nightingale would make her rounds in the hospital carrying a lamp to check on the wounded. The wounded were so thankful to Nightingale that they kissed her shadow as she glided quietly along the corridor; and Nightingale was lovingly called “the lady with the lamp.”



New Words

cholera /'kɒləərə/ *n.* 霍乱

confidence /'kɒnfɪdəns/ *n.* 信心, 信任; 自信

considerable /kən'sɪdərəbəl/ *adj.* 相当大 (或多) 的, 值得考虑的, 相当可观的

corridor /'kɒrɪdɔ:(r)/ *n.* 走廊

decent /'di:sənt/ *adj.* [口] 像样的, 相当好的

discipline /'dɪsɪplɪn/ *n.* 学科, 纪律

v. 训练

estimate /'estɪmənt/ *n. & v.* 估计, 估价, 评估

glide /ɡlaɪd/ *v.* 悄悄地走, 滑行, (时间) 消逝, 滑翔

gore /ɡɔ:(r)/ *n.* 血块, 淤血

involvement /ɪn'vɒlvmənt/ *n.* 连累, 包含



New Words

- malaria /mə'leəriə/ *n.* 疟疾; 瘴气
- military /'mɪlɪtəri/ *adj.* 军事的, 军用的
- neaten /'ni:tən/ *v.* 整理, 整顿
- nourishment /'nʌrɪʃmənt/ *n.* 食物, 营养品
- oppose /ə'pəʊz/ *v.* 反对, 使对立, 使对抗, 抗争
- professionalism /prə'feʃənə'lɪzəm/ *n.* 专业技巧; 高超的水准
- reform /rɪ'fɔ:m/ *v.* 重整, 重新组成
- sanitary /'sænitəri/ *adj.* (有关) 卫生的, (保持) 清洁的, 清洁卫生的
- shadow /'ʃædəʊ/ *n.* 影像; 阴影, 影子
- sympathy /'sɪmpəθi/ *n.* 同情, 同情心
- uniform /'ju:nɪfɔ:m/ *n.* 制服
- volunteer /vɒlən'tiə(r)/ *v.* 自愿
n. 志愿者
adj. 志愿的, 义务的, 无偿的



Vocabulary Exercises

1. Directions: Fill in the blanks with the correct forms of the phrases given in the box.

- | | | |
|-------------------|--------------|----------------------------|
| provide with | take care of | reach an agreement with |
| change one's mind | devote into | lose confidence |
| make rounds | break out | take charge of die of |

- 1) We _____ blankets by the government against the coming storm.
- 2) Don't worry, I _____ your dog when you travel.
- 3) It is very important _____ this big company.
- 4) Mrs Smith was very firm and never _____.
- 5) When World War II _____, he was only a baby.
- 6) He refused to give up smoking and in the end _____ cancer.
- 7) The teacher _____ going through the papers when they were handed in.