

2008版

The Course Book for Medical English Test System
For Nurses
Level 2

第二级

主编 王蕾

医护英语水平考试
(护理类) 考试教程

NHES



高等教育出版社
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FOREWORD

前言

《全国医护英语综合等级证书》医护英语水平考试(METS)是由教育部考试中心、中华医学会、中华护理学会、中国国际人才交流协会联合认证的一种公共英语和护理专业英语相结合的考核形式,该考试旨在促进就业,考查学生的公共英语和专业英语的实际应用能力,进一步提高我国护理人员执业水平,培养更多的高级、复合型护理人才。

我们编写的这套《医护英语水平考试(护理类)考试教程(第二级)(2008版)》是 METS 考试系列教程之一,可作为 METS 考试配套用书。

本教程有以下特色:

1. 紧紧围绕考纲设计;
2. 强调系统性;
3. 实用性强;
4. 题材广泛。

本册教材由 10 个单元构成,每个单元由听力、精读、泛读(含写作)3 个部分组成。

每个单元的看图说话都配有与内容相关联的单词,可作为学生的课前热身。

Part A 听力部分

该部分共分三个内容:

Micro-listening 为听力技巧训练。该训练自成体系,循序渐进地介绍各种基本的听读技巧,内容涵盖基础语音、语法、词法等。系统的训练有助于学生养成良好的听读习惯。

Dialogues 由 10 个小对话组成。该部分突出语言交际能力,以临床实用为基本原则,内容涉及医院各部门常用的医患、医护简单用语。学生如果能听懂并模仿这部分对话就能基本满足日常医务活动中的口语需求。

Short passages 共两个短文。内容涉及健康、保健、医学科普、日常医护活动及医学文化、日



常生活等各个方面。

我们将每课听力部分中出现的生词都配上练习题,放在听力材料的前面,这样有助于学生更好地完成听读预习及复习。

Part B 精读部分

精读课文取材于医学简报、专业简述、医务信息等方面的医学科普文章。难度由浅入深,其后附多项练习题,旨在培养学生的阅读理解能力及扩大学生的词汇量。

Part C 泛读部分

泛读课文为与同单元的精读课文题材相关、难度略高的阅读资料,该部分也配有多项练习题,可作为精读课的补充材料使用,或作为学生的课后读物。

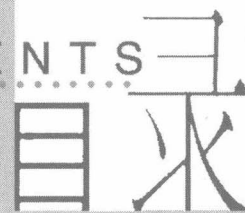
该部分含有的写作练习则侧重培养学生医学英语的运用能力。题型多样,选题涵盖从求取信到信函、便条、说明、表格填写等常用医护英语应用短文。

本教程系统性强,每一个部分相互关联,又自成体系,教学过程中教师可以根据实际情况全部或部分使用。材料中涉及的医学词汇基本不超过 METS 二级考纲词汇,对于 METS 二级大纲所要求的重点词汇,我们在单词表中用“▲”符号标注。练习题型均套用 METS 二级考试题型,因此使用本书有助于考生迅速有效地掌握 METS 二级考试的题型与侧重点,从而更自信地面对 METS 二级考试。更重要的是,它还可用作广大医护人员和医护英语爱好者提高英语水平的自学辅助教材,实用性强。

编者

2008年7月

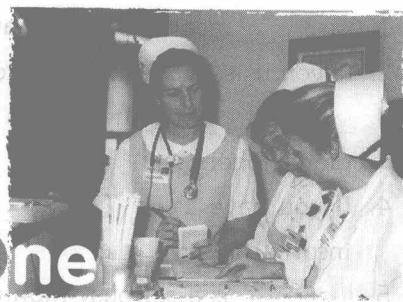
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Unit One



Registered Nurses



Introduction Speaking

Directions: Look at the picture below, and then describe it.



Suggested Words

注册护士: registered nurse
 护士学校: nursing school
 新生儿重症监护室: NICU(Neonatal Intensive Care Unit)
 临床的: clinical
 儿科: the Department of Pediatrics
 责任护士: charge nurse
 先天的: congenital

Part A Listening



I. Words to use

Directions: Check the meanings of these words and use them to complete the sentences. Change the form if necessary.

chill diabetes measles throw up diarrhea pharmacist





1. _____ means that you have loose, watery stools more than three times in one day.
2. A vomit is _____ your stomach contents outside from your mouth.
3. _____ distribute drugs and medicines prescribed by physicians and health practitioners.
4. If you have Type I _____, your body does not make insulin and you must inject insulin daily.
5. _____ is a serious, highly infectious rash illness caused by a virus.
6. Symptoms of the flu include fever, _____, muscle aches, cough and sneezing.



II. Micro-listening

Sound recognition: Distinguish confusing phonetic alphabets.

Directions: In this section, you will hear 10 sentences. Listen carefully and choose from the 4 choices the word you hear. Then choose the best answer from the four choices marked [A], [B], [C] and [D]. Each sentence will be read only once.

- | | | | |
|----------------|------------|------------|-------------|
| 1. [A] clock | [B] cock | [C] clap | [D] clocker |
| 2. [A] brought | [B] bought | [C] ball | [D] boat |
| 3. [A] sell | [B] ail | [C] save | [D] sale |
| 4. [A] meat | [B] mitt | [C] met | [D] mat |
| 5. [A] ouch | [B] our | [C] tower | [D] hours |
| 6. [A] foot | [B] fog | [C] fall | [D] food |
| 7. [A] third | [B] sir | [C] search | [D] shirt |
| 8. [A] same | [B] save | [C] shame | [D] fame |
| 9. [A] fell | [B] fill | [C] feel | [D] fail |
| 10. [A] John | [B] Joan | [C] Jones | [D] Jean |



III. Dialogues

Directions: In this section, you will hear 10 short conversations. At the end of each conversation, a question will be asked about what was said. After each question there will be a pause. During the pause, you must read the 3 choices marked [A], [B] and [C], and decide which one is the best answer. Both the conversation and the question will be spoken only once.

1. What disease does the man probably have?
[A] Diarrhea. [B] Diabetes. [C] Skin disease.
2. Which of the following can be found in the patient's admission notes?



- [A] T: 38°C ; P: 117/min. ; BP: 130/80 mmHg.
- [B] T: 39°C ; P: 113/min. ; BP: 130/80 mmHg.
- [C] T: 39°C ; P: 113/min. ; BP: 170/80 mmHg.
3. What is true about Dr. Brown?
- [A] He looks unusual today.
- [B] He is seldom late for work.
- [C] There is always something wrong with his bike.
4. Where does the conversation probably take place?
- [A] In the doctor's office. [B] In the pharmacy room. [C] In the classroom.
5. What symptom is **NOT** mentioned in the conversation?
- [A] Vomiting. [B] Stomachache. [C] Chill.
6. Which of the following statements is true?
- [A] The patient will take the exam after breakfast.
- [B] The patient will take breakfast before the exam.
- [C] The patient will take the exam before breakfast.
7. What is the woman's job?
- [A] Nurse. [B] Pharmacist. [C] Surgeon.
8. What's the probable relationship between the two speakers?
- [A] Two good friends. [B] Dietician and patient. [C] Nurse and patient.
9. Where should the woman go?
- [A] To the pharmacy. [B] To the X-ray department. [C] To the laboratory.
10. Which of the following is **NOT** mentioned as a symptom of the patient?
- [A] Going on a diet. [B] Having a temperature. [C] Keeping coughing.



IV. Short passages

Directions: In this section, you're going to hear 2 short passages. Each will be read twice. At the end of each passage you'll hear some questions. After you hear a question, you must choose the best answer from the 3 choices marked [A], [B] and [C].

Questions 1~3 are based on Passage 1.

1. What the nurse finds quite amusing is _____.
- [A] his two sisters happen to be nurses
- [B] the nurse often hears people ask why he became a nurse
- [C] people ask this question just because he is a male nurse
2. Which is **NOT** mentioned in the passage?



- [A] What his two sisters did in nursing profession encouraged him so much.
- [B] He is very much shocked to know that the male nurses are more popular than the female nurses in hospitals.
- [C] He saw how his sisters were helping patients.
3. What is the main motivation that made the speaker become a nurse?
- [A] He admires how cool it is to wear "whites".
- [B] He likes the idea of helping people that he knows well.
- [C] He always loves helping people that he doesn't know.
- Questions 4~6 are based on Passage 2.
4. What can we learn from the passage?
- [A] New research shows that eating vegetables can keep the brain young.
- [B] There isn't a physical decline associated with growing old without vegetables.
- [C] Women don't prove that vegetables reduce mental decline.
5. Which of the following statements is **NOT** true?
- [A] On mental sharpness, the older people who ate more vegetables daily appeared younger than those who ate few or no vegetables.
- [B] The research can definitely prove that vegetables reduce mental decline.
- [C] Vegetables contain great amounts of vitamin E, which is good to one's mental health.
6. Which of the following is **NOT** mentioned as the green leafy (绿叶) vegetables?
- [A] Spinach(菠菜). [B] Kale(甘蓝). [C] Cabbage.

Part B Intensive Reading



Text

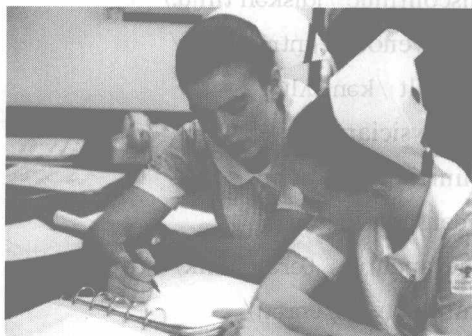
Registered Nurse

Registered nurses (RNs), regardless of specialty or work setting, treat patients, educate patients or the public about various medical conditions, and provide advice and emotional support to patients' family members. In order to help perform diagnostic tests and analyze results, RNs record patients' medical histories and symptoms. After getting the nursing diagnosis, RNs administer treatment and medication, operate medical equipment, and help with patients' follow-

up and rehabilitation.

RNs teach patients and their families how to manage their illness or injury, explaining post-treatment home care needs, diet, nutrition, and exercise programs; and self-administration of medication and physical therapy. Some RNs work to promote general health by educating the public on the warning signs and symptoms of disease.

When caring for patients, RNs establish a plan of care or contribute to an existing plan. Plans may include numerous activities, such as 1) administering medication, including careful monitoring of dosages and avoiding interactions; 2) starting, maintaining, and discontinuing intravenous (IV) lines for fluid, medication, blood, and blood products; 3) administering therapies and treatments; 4) observing the patient and recording those observations; 5) and consulting with physicians and other health care clinicians. Some RNs provide direction to licensed practical nurses and nursing aids regarding patient care. RNs with advanced educational preparation and training may perform diagnostic and therapeutic procedures and may have authority to prescribe medication.



Word Bank

▲registered /'redʒɪstəd/	adj.	已注册的
▲speciality /ˌspeʃɪ'æləti/	n.	专业
▲diagnostic /ˌdaɪəɡ'nɒstɪk/	adj.	诊断的
▲analyze /'ænəlaɪz/	vt.	分析, 分解
▲administer /əd'mɪnɪstə(r)/	v.	管理, 给予(药), 执行
rehabilitation /ˌrɪhə'bɪlɪ'teɪʃən/	n.	复原
nutrition /nʃu:'trɪʃən/	n.	营养, 营养学
physical /'fɪzɪkəl/	adj.	身体的
therapy /'θerəpi/	n.	治疗
promote /prəʊ'məʊt/	vt.	促进
warning /'wɔːnɪŋ/	n.	警告, 预告, 预兆
existing /ɪɡ'zɪstɪŋ/	adj.	[计] 现有的
checking /'tʃekɪŋ/	n.	校验, 检查, 核算, 验算



▲dosage /'dəʊsɪdʒ/

interaction /ˌɪntər'ækʃən/

discontinue /ˌdɪskən'tɪnjuː/

intravenous /ˌɪntrə'veɪnəs/

consult /kən'sʌlt/

▲physician /fɪ'zɪʃən/

clinician /klɪ'nɪʃən/

licensed /'laɪsənst/

therapeutic /ˌθerə'pjʊtɪk/

authority /ɔ:'θɒrəti/

n.

n.

v.

adj.

v.

n.

n.

adj.

adj.

n.

剂量,配药,用量

交互作用,交感

停止,废止,放弃

静脉内的

商量,商议,请教

医师,内科医师

临床医生,临床教师

得到许可的

治疗的,治疗学的

权威,权力,职权

Phrases

registered nurse

work setting

medical history

blood products

health care clinician

licensed practical nurse

注册护士

工作环境

病史

血制品

保健医生

执业护士

Notes

1. 注册护士: 是指受过专业教育,经国家批准注册的专业技术人员,应具有较高的职业意识。
2. When caring for patients, RNs establish a plan of care or contribute to an existing plan.
护理病人时,注册护士要建立护理计划或促成现有计划的完成。
3. RNs with advanced educational preparation and training may perform diagnostic and therapeutic procedures and may have authority to prescribe medication. 受过高等教育培训的护士可以执行护理诊断和治疗,也可以有处方权。



Exercises

I. Comprehension of the text

Exercise 1

Directions: Choose the best answer to each of the following.

- 1) RNs perform many nursing procedures. Which of the following is **NOT** mentioned in the



passage?

- [A] Treat and educate the patient about various medical conditions.
 - [B] Educate the public about nursing knowledge.
 - [C] Provide advice and emotional support to patients' family members.
 - [D] Provide advice and emotional support to patients.
- 2) Why do RNs record patients' medical histories and symptoms?
- [A] In order to help perform diagnostic tests and analyze results.
 - [B] In order to know the patient's information.
 - [C] In order to inform the patient's families.
 - [D] Not mentioned here.
- 3) How do some RNs work to promote general health?
- [A] By teaching the students in the nursing school.
 - [B] By nursing the persons in nursing home.
 - [C] By educating the public to notice signs and symptoms of disease.
 - [D] By studying the nursing skills.
- 4) What do RNs establish when they are nursing patients?
- [A] A schedule on nursing.
 - [B] A nursing plan.
 - [C] A method of nursing.
 - [D] A plan of physical exercise.
- 5) What can we conclude from the text?
- [A] RNs can replace the doctors in hospital.
 - [B] RNs studied as many knowledge as doctors in medical school.
 - [C] RNs can play the same role as doctors.
 - [D] RNs play an important role in hospitals.

Exercise 2

Directions: Questions for discussion.

- 1) Why may some RNs have prescriptive authority?
- 2) What roles do you think does an RN play in hospital?
- 3) State your own opinions on choosing nursing as your career.

II. Vocabulary and structure

Exercise 1 Vocabulary

Directions: Fill in the blanks with the words or expressions given below. Change the form if



necessary.

registered	regardless of	diagnostic	administer	analyze
therapy	promote	warning	rehabilitation	dosage
intravenous	consult	contribute to		

- 1) Nike is a _____ trademark.
- 2) Dear clients, so as to protect your and my secrets, please wait outside the _____ room.
- 3) Pediatric dose must _____ according to the sick child's body weight.
- 4) Good morning, Mr. Zhang. It's time for me to give you _____ infusion.
- 5) Tom always keeps calm _____ what emergency situation.
- 6) Exercise _____ health.
- 7) Does smoking _____ lung cancer?
- 8) Joan's fever led to a _____ of pneumonia.
- 9) After a month in _____, he returned home again.
- 10) Excessive _____ of this drug can result in injury to the liver.

Exercise 2 Word building

Directions: A new word can be formed from the original one by adding a prefix, a suffix, or by a combining form. For example, post-treatment (治疗后的). Now fill in the following table.

Word Parts	English Meanings	Word Examples
post-	after	
self-		
pre-		
hyper-		
hypo-		
tele-		
peri-		
-al		

Exercise 3 Structure: Tense and Voice

Tense in English refers to the forms of verbs. Strictly speaking, in English, only two tenses are marked in the verb alone, *present* (as in “he sings”) and *past* (as in “he sang”). Other English language tenses, as many as thirty of them, are marked by other words called auxiliaries.

The *Active Voice* of a verb is used when the subject of the verb refers to the person or thing performing the action described by the verb. In contrast, the *Passive Voice* of a verb is used when the subject of the verb refers to the person or thing receiving the action described by the verb. Only a verb which can take an object can be put into the passive sentences where the subject performs the action expressed in the verb.

The *object* of the active verb is the *subject* of the passive verb. Therefore, verbs which cannot be followed by objects (intransitive verbs) cannot be used in passive voice.

These are some common intransitive verbs: *appear, arrive, come, cry, die, go, happen, occur, rain, sleep, stay, and walk*. These verbs cannot be used in passive voice.

The passive verb always contains a form of the auxiliary verb *be*. The form of *be* in the passive verb phrase corresponds to the form of the main verb in the active verb phrase. That is, if the active main verb is simple present tense, then a simple present tense form of *be* is used in the passive verb phrase; if the active main verb is *-ing*, then the *-ing* form of *be* is used in the passive verb phrase; and so on.

The main verb in a passive predicate verb phrase is always the participle form of the verb.

e. g.

He speaks.

(Simple Present)

He has been speaking.

(Present Perfect Progressive)

ACTIVE:

Scientists *have conducted* experiments to test the hypothesis.

PASSIVE:

Experiments *have been conducted* to test the hypothesis.
by ?

(Agent performing action has been omitted.)

Directions: In this section, there are 10 incomplete sentences or dialogues. For each one there are 4 choices, marked [A], [B], [C] and [D]. Choose the ONE answer that best completes the sentence or dialogue.

1) — Doctor Wong said you should take this medicine twice a day, Jenny.



- Do I have to, Mommy? It _____ so terrible.
- [A] is tasting [B] is tasted
[C] tastes [D] has tasted
- 2) — Don't you feel surprised to see Johnson in the hospital?
- Yes. I really didn't think she _____ here.
- [A] has been [B] had been
[C] would be [D] would have been
- 3) By the time you went back, she _____ for New York.
- [A] would be leaving [B] has already left
[C] is leaving [D] will have left
- 4) In such a competitive society, anyone has to make every effort if he or she _____.
- [A] has succeeded [B] is to succeed
[C] would succeed [D] will succeed
- 5) Tom as well as the other children who _____ saved by the soldiers _____ good care of in the village.
- [A] was, is being taken [B] were, has taken
[C] was, is taken [D] was, have been taken
- 6) The two friends _____ games on the Internet for four hours, and they would go on till the next morning.
- [A] had been playing [B] had played
[C] were playing [D] has been playing
- 7) I found an aspirin bottle _____ dropped on the floor of David's room.
- [A] was [B] had [C] had been [D] is
- 8) When and where to spend our summer vacation _____ yet.
- [A] are not decided [B] have not been decided
[C] is not being decided [D] has not been decided
- 9) — Henry, you _____ the door quickly, will you?
- I'm afraid not. The door _____ broken.
- [A] shut, is [B] will, has been
[C] are shutting, was [D] have shut, has
- 10) — When shall we go to the park for a picnic, Dad?
- We will go there when you _____ the training course.
- [A] will have finished [B] will finish
[C] are finishing [D] finish

Exercise 4 Cloze

Directions: There are 20 blanks in the following passage. For each blank there are 4 choices marked [A], [B], [C] and [D]. You should choose the ONE that best fits into the passage.

A new report suggests that human 1 are much more different 2 one another genetically (遗传/基因方面) than have 3 been thought. The report is based on the new way of 4 people's DNA, the substance that 5 the basic coding for the development of life. The researchers 6 the work could help explain 7 some people are more susceptible 8 certain diseases.

Our genetic makeup (组成) determines the 9 of our eyes, the shape of our face, 10 all the characteristics 11 make us physically who we are. Everyone has 12 3 billion letters of DNA code. It was 13 that humans were genetically 99.9 percent 14 with only minor differences in the 15 of that code. But 16 spending two years studying the 17 of 270 people, scientists now 18 that how the letters are grouped 19 also vital. This added mention means human genes are ten 20 more varied.

- | | | | |
|------------------|---------------|-------------------|--------------------|
| 1) [A] being | [B] beings | [C] people | [D] person |
| 2) [A] in | [B] from | [C] on | [D] between |
| 3) [A] previous | [B] before | [C] previously | [D] first |
| 4) [A] examining | [B] examine | [C] examined | [D] test |
| 5) [A] contained | [B] consists | [C] contains | [D] consist |
| 6) [A] speak | [B] say | [C] tell | [D] talk |
| 7) [A] that | [B] why | [C] what | [D] which |
| 8) [A] from | [B] in | [C] to | [D] by |
| 9) [A] color | [B] light | [C] hemoglobin | [D] tissue |
| 10) [A] in case | [B] in fact | [C] in particular | [D] in consequence |
| 11) [A] that | [B] which | [C] whose | [D] what |
| 12) [A] number | [B] over | [C] above | [D] about |
| 13) [A] appeared | [B] true | [C] thought | [D] determined |
| 14) [A] identify | [B] identical | [C] identified | [D] identically |
| 15) [A] spelling | [B] order | [C] reading | [D] function |
| 16) [A] before | [B] with | [C] after | [D] to |
| 17) [A] artery | [B] genes | [C] vessel | [D] cerebellum |
| 18) [A] remember | [B] suggest | [C] think | [D] consider |
| 19) [A] is | [B] are | [C] was | [D] were |
| 20) [A] time | [B] times | [C] dose | [D] kinds |