



教育部职业教育与成人教育司推荐教材
五年制高等教育护理英语教学用书

English for International Nursing Extended Book

涉外护理英语扩展教程

✱ 学生用书

7

总主编 华仲乐

主 编 卢凤香 苏 萍



高等教育出版社



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总 序

随着我国教育事业的发展并取得日新月异的成就,培养适合社会各方面需要的专门人才的工作正在向新的、纵深的方向发展。为此,教育部专门启动了紧缺人才培养工程,而护理专业人才的培养就在其中。根据卫生部等国家权威机构的预测,今后若干年里,对护理人才需求将有极大的增长,尤其是具有良好素质的涉外护理人员。本套教材就是专门为涉外护理专业的学生编写的英语教材。

涉外护理作为一个新兴的重点专业,它的英语课程应有自身的独特性。这种独特性与涉外护理专业的培养对象、培养目标和教学安排等各个环节密切相关。首先,进入本专业的学生年龄较小,考虑到这一年龄段的特点,教材的内容和形式应适合学习者的需要和爱好;其次,由于学生的专业目标明确,将来要进入涉外护理领域,需要更具针对性的英语学习,以获取实际运用的各项能力;此外,涉外护理专业的英语教学课时多,学生更容易打牢基础,应适当地拓宽英语学习、文化背景等方面的知识面,同时,涉外护理专业本身决定了英语教学的重要性,对英语教学提出了更高的要求。

为了实现涉外护理专业英语教学有所突破的目标,我们对涉外护理专业的学生的实际需要进行了认真的研究,对整个英语教材从内容到形式作了连贯的、整体的、有针对性的设计。全套教材包括:

- | | | |
|--------------|--------|--------|
| 《涉外护理英语综合教程》 | (学生用书) | (1~8册) |
| 《涉外护理英语听说教程》 | (学生用书) | (1~8册) |
| 《涉外护理英语扩展教程》 | (学生用书) | (1~8册) |
| 《涉外护理英语教程》 | (教师用书) | (1~8册) |

《涉外护理英语综合教程》旨在传授英语学习的核心知识和技能,帮助学生获取全面的语法、词汇、句型等基本而又是必备的语言知识,提供必需的知识性和技能性操练。

《涉外护理英语听说教程》旨在培养涉外护理人员必需的口头交际能力和以听的方式获取信息的能力。大量的听说材料和有针对性的练习帮助学生达到这一目的。

《涉外护理英语扩展教程》旨在提供扩大接触英语的机会,为学生进一步打开使用英语的窗口。大量的阅读材料使学生不仅熟悉语言,更了解各种知识和国外情况。

整套涉外护理英语教材从第1册起就包括三位一体的《涉外护理英语综合教程》、《涉外护理英语听说教程》和《涉外护理英语扩展教程》,这是为了从一开始就培养学生扎实的语言基础和使用英语的习惯,全书从1至8册,下与初中英语接轨,上达大学本

科水准,是一套自成体系、各部分分工明确又相互配合的大型综合性教材。通过这套教材的学习,学生可望获得较强的英语听、说、读、写能力,具备运用护理专业英语的能力,达到相当于大学本科生的英语水平,并为学生通过国际相关的考试做准备。

本套教材的编写特点是:

1. 强调和突出人文精神。英语作为一门语言承载着丰富的文化内涵。学习英语理所当然应与了解英语国家的历史文化、民俗风情、思想感情等人文内容相结合。在组成本套教材各书的选材方面,编者着力将语言教学和培养学生的人文精神结合起来,和了解国外文化背景结合起来,和护理人员将来工作所必须具备的个人素质结合起来。具体来说,就是把内容的思想性和材料的实用性融于一体,开拓学生对人、对社会、对自然以及最终对自身作为社会一员的认识。
2. 强调和突出循序渐进。英语学习要获得成功,必须打好基础,循序渐进。为此,编者对大量的材料进行反复筛选、认真推敲,力图选出对各个级别难易适中的材料。对构成全套教材的三个部分努力做到结构合理、彼此呼应;各册之间平稳过渡,各有分阶段目标。考虑到学生入学时英语基础不一定很强,而本课程的教学时数又较多的特点,我们将全套教材明确分为两个阶段:前四册强调基础训练,完成基本语法和词汇的学习;后四册着力于拓展和提高,继续强化英语知识和技能的获取。8册教材对语言教学的处理由浅入深,同时逐步增加与医学和护理相关的内容。
3. 强调和突出实用能力。涉外护理学生学习英语的最终目的是能与将来的服务对象和工作伙伴用英语进行交流和沟通。因而,我们特别注意所选内容的实用性。从内容到形式,从课文到练习,无一不在实用方面下工夫。凡是涉外护理应当了解的东西,我们都尽量有所涉及。我们在《涉外护理英语综合教程》、《涉外护理英语扩展教程》以及《涉外护理英语听说教程》的选材方面都努力寻找与护理有一定关联的内容。《涉外护理英语综合教程》包括了多个与医护有关的人物和重要题材;《涉外护理英语扩展教程》逐步由普通英语向基础医学英语并最终向专业护理英语过渡;《涉外护理英语听说教程》则大量使用原汁原味的医生、护士和病人之间的对话,以及反映医院实际情景的听力材料。
4. 强调和突出时代气息。不论是《涉外护理英语综合教程》、《涉外护理英语扩展教程》,还是《涉外护理英语听说教程》的选材和练习,我们都努力反映现实生活。在注意与护理内容相结合的背景下,努力开拓思路,涉猎多样题材:包括文化历史的背景知识,生物和自然的奥秘,反映人性真、善、美的故事,乃至展望未来的科幻小说。而强调生活,目的是给人启迪,引发思考,鼓励参与,克服枯燥乏味,激发起学习者的兴趣和热情。应当说,本套教材在这方面做了有益的尝试。我们期待本套教材的这一特点能得到使用者的认可。本教材每学期各教程各使用1册,4年用完1~8册。每套书一般分12~15个单元,建议每周(10学时)完成各书一个单元的内容。使用者也可根据各自的情况决定如何使用。

涉外护理英语课程是一门崭新的、实用性很强的课程。完成这一个工程对教材编写人员提出的挑战是不言而喻的。尽管我们深知编写出一套好的教材很难,也深知自身水平有限,但我们仍愿把我们经过共同努力完成的作品奉献给广大参与涉外护理英语教学的师生,期求得到你们的回音,包括批评和指正。

华仲乐

2008年4月

前 言

《涉外护理英语扩展教程》的编写目的是:进一步巩固《涉外护理英语综合教程》的教学内容,为学生提供更多的信息输入材料,使学生在运用知识的过程中熟悉、掌握并领会所得信息,进一步扩展英语语言知识、护理医学知识、英美文化领域知识、人文素质知识以及道德修养知识等,提高护理学生的英语综合应用能力,为其今后从事涉外护理工作打下坚实基础。在编写本教材的过程中,我们严格遵循语言学习的规律,突破了不少编写英语教材的旧框框,努力将科学性、知识性、趣味性和实用性有机地结合在一起,力求使《涉外护理英语扩展教程》成为一本教师使用便利、学生喜爱的护理英语教材。

《涉外护理英语扩展教程》(学生用书)7 在第 5、6 册的基础上,依照《涉外护理英语综合教程》(学生用书)7 的难易度进行编写。本册书共分为 15 个单元,以话题为中心,按由易到难顺序编排。每个单元由 A、B 课文、词汇、词组、注释、课后练习等几个部分组成。A 课文可用于课堂讲授,课文的语言难度、篇幅长度等都有别于 B 课文,学生需要在教师的帮助下才能更好地领会和掌握。B 课文可用于学生课后自学。A、B 课文后设计了不同类型的练习,如词汇拓展训练,通过前缀、后缀以及词形变化扩充学生基础英语词汇量,特别是医学英语词汇量等。为便于教师和学生使用该教材,每单元的词汇、词组、注释等除标注中英文意思外,还以数字上标形式标注该单词、词组、注释等内容在文中出现的段落。另外,书后均附有课文参考译文以及练习参考答案。

由于编者水平有限,书中会有不当和疏漏之处。望广大使用者批评指正,以期本教材能够为涉外护理英语教学做出贡献。

卢凤香

2008 年 4 月于首都医科大学

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Unit One



Section A

Body Systems

- 1 In order to understand how our body functions, let's see how it works. Our body is much more intricate than any machine you might know about. It is more intricate than the finest car or the biggest jet plane or even a spaceship.
- 2 Our body is composed of tiny, microscopic blocks called cells. Similar cells are grouped together in a regular fashion to form higher units known as tissues. Just as cells are grouped together to make tissues, tissues, in turn, are combined to form still higher and more complex units, the organs. Organs are parts of our body, each of which has a special function to perform. Our eyes, brain, and nose are organs, and so are our heart, lungs and stomach.
- 3 Lastly, a group of organs working together for the same function is called a system. The body systems have been variously stated to be nine, ten or eleven in number, depending on how much detail one wishes to include. Here is one list of systems:
 1. The skeletal system. The basic framework of the body is a system of over 200 bones with their joints, collectively known as the skeleton.
 2. The muscular system. Body movements are due to the action of the muscles which are attached to the bones. Other types of muscles are present in the walls of such organs as the intestine and the heart.

3. The circulatory system. The heart, blood vessels, lymph vessels and lymph nodes all make up the system whereby blood is pumped to all the body tissues, bringing with it food, oxygen and other substances, and carrying away waste materials.
4. The digestive system. This system comprises all organs which have to do with taking in food and converting the useful parts of it into substances that the body cells can use. Examples of these organs are the mouth, the teeth, and the alimentary tract (esophagus, stomach, intestine and accessory organs such as the liver and the pancreas).
5. The respiratory system. This includes the lungs and the passages leading to and from them. The purpose of this system is to take in air, and from it extract oxygen which is then dissolved into the blood and conveyed to all the tissues. A waste product of the cells, carbon dioxide, is taken by the blood to the lungs, whence it is expelled to the outside air.
6. The integumentary system. The word "integument" means "skin." The skin is considered by some authorities to be a separate body system. It includes the hair, nails, sweat and oil glands, and other related structures.
7. The urinary system. This is also called the excretory system. Its main components are the kidneys, the ureters, the bladder and the urethra. Its purpose is to filter out and rid the body of certain waste products taken by the blood from the cells. (Note that other waste products are removed via the digestive and the respiratory systems.)
8. The nervous system. The brain, the spinal cord and the nerves all make up this very complex system by which all parts of the body are controlled and coordinated. The organs of special sense (such as the eyes, ears, taste buds, and organs of smell), sometimes classed as a separate sensory system, together with the sense of touch, receive stimuli from the outside world, which are then converted into impulses that are transmitted to the brain. The brain determines to a great extent the body's responses to messages from without and within, and in it occur such higher functions as memory and reasoning.
9. The endocrine system. A few scattered organs known as endocrine glands produce special substance called hormones, which regulate such

body functions as growth, food utilization within the cells, and reproduction. Examples of endocrine glands are the thyroid and the pituitary glands.

10. The reproductive system. This system includes the external sex organs and all related inner structures which are concerned with the production of new individuals.



Vocabulary

* 本书中所有词汇右上角的数字表示出自课文的小节号。

- intricate¹ /'intrɪkət/ *adj.* complex and difficult to understand 复杂的, 复杂难懂的
- microscopic² /ˌmaɪkrə'skɒpɪk/ *adj.* too small to be seen without the help of a microscope 极微小的
- tissue² /'tɪʃju:/ *n.* mass of cells forming the body of an animal or a plant 组织
- skeletal³ /'skelɪtəl/ *adj.* of the skeleton 骨骼的, 骨架的
- framework³ /'freɪmwɜ:k/ *n.* a structure giving shape and support 骨架, 支架
- collectively³ /kə'lektɪvli/ *adv.* jointly 集体地, 共有地
- muscular³ /'mʌskjʊlə(r)/ *adj.* of the muscles 肌肉的; 肌肉发达的
- intestine³ /ɪn'testɪn/ *n.* a long tube in the body which helps to digest food and carries it from the stomach to the anus 肠
- circulatory³ /sɜ:kju'leɪtəri/ *adj.* of or relating to the circulation of blood 血液循环的
- lymph³ /lɪmf/ *n.* a colorless fluid from the tissues or organs of the body, containing white bloodcells 淋巴
- vessel³ /'vesəl/ *n.* a tube-like structure in the body of an animal or a plant, conveying or holding blood or other fluid 管, 脉管
- node³ /nəʊd/ *n.* a hard swelling, e. g. on a joint in the

		human body 结节
whereby ³	/h weə'baɪ/	adv. by which 由此
digestive ³	/dɪ'dʒestɪv/	adj. of digestion 消化的
comprise ³	/kəm'praɪz/	v. to have as parts or members 包括, 由……组成
convert ³	/kən'vɜ:t/	v. to change from one form or use to another 改变, 转变
alimentary ³	/,æli'mentəri/	adj. of food and digestion 食物的, 消化的
tract ³	/trækt/	n. a system of connected tube-like parts along which sth. passes 道, 管
esophagus ³	/i:'sɒfəɡəs/	n. a tube through which food, etc. passes from the mouth to the stomach 食道
accessory ³	/æk'sesəri/	adj. additional 附加的
pancreas ³	/'pænkriəs/	n. a gland near the stomach that produces substances which help in the digestion of food 胰, 胰腺
respiratory ³	/rɪs'paɪərətəri/	adj. of or for breathing air 呼吸的
extract ³	/ɪks'trækt/	v. to take or get sth. out 拔出
dissolve ³	/dɪ'zɒlv/	v. to make become liquid 溶解
whence ³	/h wens/	adv. from where 从那里
expel ³	/ɪk'spel/	v. to send or drive out by force 排出
integumentary ³	/ɪn'tegju'mentəri/	adj. of outer covering 体被的, 外皮的
integument ³	/ɪn'tegjʊmənt/	n. outer covering 体被, 皮
gland ³	/glænd/	n. an organ that separates from the blood those substances that are to be used by or removed from the body 腺
urinary ³	/'juərɪnəri/	adj. of urine or the parts of the body through which it passes 尿的, 泌尿器官的
excretory ³	/ek'skri:təri/	adj. of an animal or a plant passing out (waste matter, sweat, etc.) from the system 排泄的
ureter ³	/juə'ri:tə(r)/	n. either of the two tubes by which urine passes from the kidneys to the bladder 输尿管
bladder ³	/'blædə(r)/	n. a bag made of membrane in which urine collects in human and animal bodies 膀胱
urethra ³	/juə'ri:θrə/	n. a tube by which urine passes from the

		bladder out of the body 尿道
filter ³	/ˈfɪltə(r)/	v. to pass through a filter 过滤
coordinate ³	/kəʊˈɔːdɪneɪt/	v. to cause to function together efficiently 使协调
sensory ³	/ˈsensəri/	adj. of the senses 感觉的
stimulus ³	/ˈstɪmjʊləs/	n. (pl. stimuli) a thing that produces a reaction in living things 刺激
transmit ³	/trænzˈmɪt/	v. to send out electronically 传送, 传达, 传播
endocrine ³	/ˈendəʊkraɪn/	adj. that involves the release of hormones 内分泌的
utilization ³	/ˌjuːtɪlaɪˈzeɪʃən/	n. the act of using 利用
thyroid ³	/ˈθaɪrɔɪd/	n. a large gland at the front of the neck, producing a hormone which controls the body's growth and development 甲状腺
pituitary ³	/prɪˈtjuːɪtəri/	n. a small gland at the base of the brain which secretes hormones that influence growth and development 脑垂体
reproductive ³	/rɪˈprɒˈdʌktɪv/	adj. of or for reproduction of offspring 生殖的



Phrases

be attached to³

依附

convert into³

把……变成……



Notes

1. carbon dioxide³: 二氧化碳

2. the spinal cord³: 脊髓



Exercises

I. Read for information.

1. State briefly the relationships of cells, tissues, organs, and systems.
2. Say which system is involved in the following functions.

1) Controlling and coordinating all parts of the body.

()

- 2) Converting useful parts of food into something cells can use. ()
- 3) Producing movements of the body. ()
- 4) Producing new individuals. ()
- 5) Protecting the body against pathogens from the outside. ()
- 6) Providing the basic framework for the body. ()
- 7) Pumping blood to all the body tissues. ()
- 8) Removing waste products from cell metabolism. ()
- 9) Secreting hormones to regulate some vital body functions. ()
- 10) Taking oxygen from the air and expelling carbon dioxide. ()

II. Practice on structure and vocabulary.

1. Give the noun form of the following verbs, and complete the sentences below with their proper forms.

compose

combine _____

convert

extract _____

coordinate

regulate _____

- 1) You may try a different _____ of drugs if one drug does not prove effective.
- 2) The _____ of oxygen from the air takes place in the lungs.
- 3) Hormones are substances that are involved in the _____ of important body functions.
- 4) If you consider the various functions performed by the blood, you will easily understand why there are changes in the _____ of plasma.
- 5) Good _____ of muscle movements is essential for an excellent athlete.
- 6) Solar energy _____ has been the dream of many scientists since the 1970s.

2. Make your own sentences by following the model given below.

Model: Our body is much *more intricate than* any machine you might know about.

- 1) _____
- 2) _____
- 3) _____
- 4) _____

III. Word building.

Many word elements frequently occur in the formation of medical and nursing terms. These word elements, sometimes called roots, have very specific meanings. For example: the word element *neuro-* denotes "nerve," *encephalo-* denotes "brain," and *myo-* denotes "muscle." We know the word element *-itis* means "inflammation," thus, it is easy to know the meaning of neuritis, encephalitis and myitis.

Now, suppose we know *-algia* means "pain," *-tomy* means "cutting," and *-gram* means "the study or description," guess the meaning of the following words.

- | | | |
|------------------|------------------|------------------|
| 1. neuralgia | 2. neurotomy | 3. neurologic |
| 4. encephalalgia | 5. encephalotomy | 6. encephalogram |
| 7. myalgia | 8. myotomy | 9. myogram |

Section B

The Difference a Teacher Can Make

- 1 Steve, a twelve-year-old boy with alcoholic parents, was about to be lost forever, by the U. S. education system. Remarkably, he could read, yet, in spite of his reading skills, Steve was failing. He had been failing since first grade, as he was passed on from grade to grade. Steve was a big boy, looking more like a teenager than a twelve-year-old, yet, Steve went unnoticed until Miss White came.
- 2 Miss White was a smiling, young and beautiful teacher, and Steve was in love! For the first time in his young life, he couldn't take his eyes off his teacher; yet, still he failed. He never did his homework, and he was always in trouble with Miss White. His heart would break under her sharp words, and when he was punished for failing to turn in his homework, he felt just miserable! Still, he did not study.
- 3 In the middle of the first semester of school, the entire seventh grade was