



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 Reference Book

涉外护理英语教程

✿ 教师用书



总主编 华仲乐

主 编 华仲乐 聂文信



高等教育出版社



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目 录

《涉外护理英语综合教程7》参考答案与译文	1
《涉外护理英语综合教程》参考答案与译文说明	3
Part I Keys	5
Unit One	5
Unit Two	9
Unit Three	13
Unit Four	17
Unit Five	21
Unit Six	25
Unit Seven	28
Unit Eight	32
Unit Nine	36
Unit Ten	40
Unit Eleven	44
Unit Twelve	48
Unit Thirteen	51
Unit Fourteen	55
Unit Fifteen	59
Part II Chinese Version	63
第一单元	63
第二单元	66
第三单元	70
第四单元	73
第五单元	75
第六单元	78
第七单元	81
第八单元	84
第九单元	88

第十单元	92
第十一单元	95
第十二单元	98
第十三单元	101
第十四单元	105
第十五单元	109

《涉外护理英语听说教程 7》参考答案	113
Unit 1 Language Learning	115
Unit 2 Health and Diet	122
Unit 3 Leisure Time Activities	129
Unit 4 Sleep and Dream	136
Unit 5 Life Style — A Life in Smoke	142
Unit 6 Common Disease — Obesity	150
Unit 7 Sports	157
Unit 8 Aging	164
Unit 9 Travel	171
Unit 10 AIDS	177
Unit 11 Shopping	182
Unit 12 Natural Disasters	188
Unit 13 Conventions and Customs	194
Unit 14 Health Education	201
Unit 15 Health for All	208

《涉外护理英语综合教程 7》

参考答案与译文

主编 华仲乐

《涉外护理英语综合教程》

参考答案与译文说明

《涉外护理英语教程》教师用书是整个教程的组成部分,主要供使用本教程的教师参考。有关如何使用好《涉外护理英语综合教程》,编者提出以下几点建议和说明:

1. 教师在使用《涉外护理英语综合教程》时,可根据具体的需要对书的内容进行选择,包括主课文、扩展阅读和各项练习。(该教程的编写思路和特点等在学生用书的前言中有具体说明。)建议每周4~5学时学习《综合教程》一个单元的内容。
2. 教师用书中涉及《综合教程》的内容力求简约,避免繁琐。学生用书主课文中的难点和重要的背景知识在课文注释中已经涉及,考虑到学生的实际需要,不再在教师用书中过多展开;有关语法和词汇用法等语言点也不作不必要的叙述。由于这方面的内容在学生用书中主要通过练习的形式加以突出,所以教师用书以提供答案为主。
3. 学生用书课文理解(Text Comprehension)中的问题回答和思考,由于绝大多数问题的答案可直接在课文中找到,为节省篇幅,教师用书中予以省略;讨论性的问题则鼓励学生发表自己的看法。
4. 词汇练习(Vocabulary Exercises)中的填词和词组翻译是属于复习性的练习,学生应能较容易地完成;词义替换由于涉及意义相近的词汇,又由于这些词汇常常在不同的上下文有不同的含义,有一定难度,教师可向学生做一定的讲解。
5. 词汇练习中的词组动词和复习和实践(Review and Practice)中的常用表达法两项练习,目的是扩大学生对常用语、习惯用法的了解,引起学生在这方面的兴趣。教师应鼓励学生多掌握这样的词组和用法。
6. 综合练习(Integrated Exercises)中的段落分析、完型填空和完成或改写常用句型等练习形式从段落结构、语法、句型等方面为切入点,帮助学生增加阅读的深度和运用的准确性。
7. 小组活动(Group Activities)应该会有相当难度;建议从实际出发,选择有条件做到的一些活动。
8. 扩展阅读是主课文的延续。在重点讲授和学习主课文的基础上,鼓励学生自主学习扩展阅读,做好相关的练习。扩展阅读中的主要语言点和难点出现在英译汉的练习里,

教师可在这方面给予学生必要的指导。

9. 构词知识是学习英语所不可缺少的。《综合教程》用逐个介绍的方法,让学生了解常用的词缀和构词方法。

10. 为了方便教师对《综合教程》的使用,我们将全部的主课文和扩展阅读译成汉语,供使用者参考;译文但求准确,不求文字华美。

教师用书的内容仅供参考,有错误请批评指正。

编者

2008年4月

Part I Keys

Unit One

Reading

Text Comprehension

Questions to Think Over and Answer

(No answers will be provided for this exercise in this and other units as many of them can be found easily in the text. For questions concerning students' own opinions, encourage them to express their ideas freely in discussions.)

Vocabulary Exercises

I. Fill in the blanks with the words given, changing forms where necessary.

- | | | | |
|---------------|----------------|---------------|----------------|
| 1. spectators | 2. concentrate | 3. relaxation | 4. has matured |
| 5. acquaint | 6. reassurance | 7. vitality | 8. creative |
| 9. stable | 10. reliable | | |

II. Replace the italicized part in the following sentences with the expressions given, changing forms where necessary.

- Adolescents should also have the opportunity to actively *participate in* making some decisions.
- Amy is a person I can *confide in*.
- The only reason she went out with him was to *annoy* her parents.
- The knife passed through his back and several *internal* organs.
- As a pianist, he has *exceptional* abilities.

III. Get familiar with some common phrasal verbs.

- to improve so that you reach the same standard
- to come from behind and reach someone in front by going faster
- to reach someone in front by going faster
- to do what needs to be done

5. to finally find someone who has done something illegal

IV. Give the English equivalents to the following.

1. maturity of mind and behavior
2. to accept more responsibility for one's own behavior
3. to expect too much of oneself too quickly
4. to accept changes that are taking place
5. to get extra sleep and relaxation
6. to be concerned about one's future roles

Integrated Exercises

I. Fill in the blanks with the proper sentence connectives or adverbs given below.

An adolescent boy or girl is not merely a spectator who just stands by and watches as all these changes in body and feelings take place. The adolescent is directly involved. The changes are happening to him or her. Boys and girls can help themselves a great deal during this time. If they have periods of fatigue, they can plan their homework and social activities so that they get extra sleep and relaxation. If they feel full of energy, they can participate in sports at school or go bowling or dancing. They can eat sensibly and take proper care of their bodies.

II. Make the correct choice in the following passage about teenagers.

The teenager is neither an adult nor a child. Yet, adults tend to judge adolescents by the standards that apply to children on the one hand and to adults on the other. This double standard confuses the teenager.

The teenager undergoes other great changes that tend to confuse him. Physical changes sometimes upset him emotionally. Intellectually, he begins to question social, moral, and religious ideas that he had previously received without question from his parents and society. He searches for answers. Parents can help him by encouraging his searching. It will only frustrate the child if he is ridiculed for seeking answers.

The teenager also strives for independence, freedom, and responsibility of an adult. This often leads to conflicts between the teenager and his parents, to conflicts within the teenager himself. Too often, adults ignore, ridicule, or misunderstand the teenager's drive toward adulthood.

III. Complete the sentences below by adding something meaningful, following the models given.

1. they are full of energy
2. they want to be independent and decide things for themselves
3. they regard us as responsible adults
4. they start thinking of their future role as mature men and women

5. they feel good about themselves
6. they begin to share ideas in their schoolwork, in sports and in hobbies

IV. Translate the following sentences into English.

1. We all need to learn how to accept ourselves as we are.
2. Adolescence is a period during which young people begin to find out about themselves.
3. As adolescents still feel unsure of themselves, they tend to feel annoyed at things that make them look or feel different.
4. If you keep all your fears and confusions to yourself, you may experience a severe nervous breakdown.
5. Part of the task at this period is getting acquainted with the new role they will play.

Further Reading

Review and Practice

I. Read the passage and choose the best answer each of to the questions.

1. a 2. c 3. a 4. b 5. c 6. a 7. c 8. b

II. Translate the following sentences into Chinese, paying attention to the italicized parts.

1. 当男孩和女孩们有了自己的标准时,受人欢迎就不如来自他们仰慕的人的真正喜爱那么重要了。
2. 他们愿意放弃眼前的满足,以换取将来对他们更为重要的东西。
3. 青少年十分专注于自己的兴趣,常会忘记,作为家庭成员,他们也有某些义务。
4. 从长远来看,学会成为家庭中一名懂得理解、善于合作的成员是成长的最大标志。

III. Common Expressions Standard

1. has reached / met a (high) standard
2. (well) below standard; up to standard
3. By modern / usual standard
4. raise the standard
5. set a national / universal standard

Word-Building Tips (1)

manhood (the time when someone becomes a man; typical male qualities, esp. those men are proud of)

brotherhood (the friendship and support that a group of people, esp. men, get from each other)

parenthood (the condition and situation of being a parent)

falsehood (a statement that is not true; the fact of being not true)

likelihood (the chance that something might happen)

Further Reading

Review and Practice

I. Read the passage and choose the best answer each of the questions.

1. a 2. c 3. a 4. b 5. c 6. a 7. c 8. b

II. Translate the following sentences into Chinese, paying attention to the italicized parts.

1. 当男孩和女孩们有了自己的标准时,受人欢迎就不如来自他们仰慕的人的真正的爱那么重要了。

2. 他们愿意放弃眼前的满足,以换取将来对他们更为重要的东西。

3. 青少年十分专注于自己的兴趣,常常会忘记,作为家庭成员,他们也有某些义务。

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Word-Building Tips (1)

manhood (the time when someone becomes a man; typical male qualities, esp. those

men are proud of)

Unit Two

Reading

Vocabulary Exercises

I. Fill in the blanks with the words given, changing forms where necessary.

- | | | |
|----------------------|-----------------|-----------------|
| 1. be talked into | 2. be pinned on | 3. track down |
| 4. to be poured into | 5. shipment | 6. presentation |
| 7. fashion | 8. imagination | 9. called off |
| 10. detective | | |

II. Replace the italicized part in the following sentences with the expressions given, changing forms where necessary.

- The policeman grabbed the thief and *twisted* his arm behind his back.
- The art students were each told to do some *sketches* of the human body.
- There has been a *steady* increase in the number of students going to college.
- He was so furious that when he was finally able to speak, he *sputtered*.
- She made this skirt just by *stitching* two pieces of material together.

III. Get familiar with some common phrasal verbs.

- to do something about
- to become interested in an activity or subject
- to start a new job or to have a new responsibility
- to fill (time or space)
- to be very busy dealing with someone or something
- to continue something that someone else has started

IV. Give the English equivalents to the following.

- to gather all my courage
- to turn to someone for help
- to use imagination and wits
- to put oneself on the trail of
- to work at fever pitch

Integrated Exercises

I. Read the quoted paragraphs below carefully and examine the general structure.

1. The author wants to tell about an impressive example of how her father's advice helped her.
2. The time for the showing was coming near; the sewing girls were out on strike.
3. She thought hard, and the idea suddenly came to her that she could show her clothes in a different way.
4. She and others worked at fever pitch, and the showing took place as scheduled.
5. really a challenge; the test of all tests

II. Make the correct choice in the following passage about a determined father who wanted to give his sons a chance to attend high school.

I thought I'd have to quit school after the tenth grade, for that was as far as our crude three-room school on the island went. By the time I was 14, we were in the depths of Depression. There didn't seem to be a chance for my brothers and me to get high-school diplomas.

Then, Papa, who had been suppressing his anger over the situation for years, decided to take action. He put on his best suit and went before the school board and asked them to give Pecan Island an accredited high school. The board chairman told him, of course, that that was impossible. "We'd need extra taxes," he explained, "and the great majority of voters in our district live on the mainland. They'd never agree to a tax increase to provide a school that would serve so few students."

Papa didn't believe it. So, he got on a horse and rode from house to house all over the mainland part of the district. His approach was simple. "Mr. Lee," he said, "you can send your child to high school here, but I can't. Now, you're my neighbor, and a fair one, I know. So, please sign this paper saying you'll favor more taxes to give my children the same chance in life that yours have."

Put like that, it was hard to say no. Nearly everyone signed the paper, and we got our "impossible" high school.

III. Form sentences by matching proper parts on the right and the left columns, following the models.

- a. Suddenly she *pictured* a daring design *knitted into* a sweater.
- b. To my dismay I *found* myself *left with* an unfinished order and no one to help.
- c. They *saw* old houses *pulled down* to make way for the new.
- d. She had to shout to *make* herself *heard above* the sound of the music.
- e. *Much to our relief*, Glen had been found safe and well.
- f. *To everybody's astonishment*, she met the deadline for the first shipment.

- g. *To my surprise*, father took me to the top of a tower.
 h. *To their delight*, the parents saw their son awarded the medal.

IV. Translate the following sentences into English.

1. I have been busy getting ready for the presentation.
2. I knocked on the window to catch her attention.
3. It could be hard to talk her into coming camping with us.
4. Suddenly it dawned on me that I could show the clothes unfinished.
5. Just imagine that with success almost in sight, we found ourselves blocked / the road to it blocked.

Further Reading

Review and Practice

I. Explain the meaning of the italicized parts of the following quotations.

1. Only when I was at sea with him did I realize that *working as a close member of a team was more important than your knowledge*.
2. You can *learn gradually as you do your job*, but *getting on with people is a quality hard to learn* (something you're born with).
3. *It makes no sense to do things yourself when the people working for you should do them*.
4. I was relying on Blake to be *the one who was always calm and cool in times of crisis*, so I gave him the signal for help (pulled the string).
5. When Blake gave you a job to do, you *felt different in some way* (better and more important) because he *let you take up the job*.
6. It was *a moment that showed his true quality*, which changed my attitude for ever.
 Great leaders *are judged by what they do, rather than what they say they will do*.

II. Translate the following sentences into Chinese, paying attention to the italicized parts.

1. 他团队里的每个成员都是平等的伙伴,没有老大老二之分,没有不重要的工作。
2. 人们愿意控制好自负的情绪,因为他们知道,他们能说出自己的想法,并有人倾听。
3. 因此,每个人的表现都超出他通常的能力水平。
4. 只要你记住前后用这两个词,你就可以在中间直爽地说你要说的话。
5. 这时我意识到,布莱克来帮忙了,他的手指和我们一样冻得冰凉。

III. Common Expressions Dog

1. dog eat dog