



PROBLEM-BASED
CLINICAL ENGLISH

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Lorna Grant Orr, MD

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· 上册 ·

医学英语教程

——PBL案例版（上下册）



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简兰雅 博士 在加拿大不列颠哥伦比亚大学获得医学博士学位。自 1973 年以来做妇产科临床医生。她一直热爱医学教育事业,先后在加拿大曼尼托巴大学和加拿大麦克马斯特大学从事医学教学工作,并于 1998 年起担任加拿大曼尼托巴省温尼伯市圣博尼费斯医院妇女与儿童临床项目主任,2003 年退休。现为吉林大学第一医院妇产科长期客座教授。

Li Yulin Studied Medicine at the former Norman Bethune University of Medical Sciences from 1979 to 1982 and received his Ph.D in Pathology from Tohoko University in Japan in 1989. He has been interested in medical education and international medical exchange programs. Dr. Li was the Head of the Department of Pathology, Vice President and President of the former Norman Bethune University of Medical Sciences consecutively from 1989

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李玉林 博士 1979 年到 1982 年间在中国原白求恩医科大学攻读医学硕士学位, 1989 年获日本东北大学医学博士学位。他一直热爱医学教育, 并长期致力于世界医学教育和医学学术交流事业。1989 年至 2010 年, 李玉林博士先后担任原白求恩医科大学基础医学院病理教研室主任、原白求恩医科大学副校长、校长, 以及吉林大学常务副校长。李玉林博士现任吉林大学病理生物学教育部重点实验室主任, 教授。

Chen Chuntian Pursued his undergraduate and graduate studies in English language at Changchun Teachers' College, Xiamen University, Shanghai International Studies University and the Northeast Normal University. As Deputy Director of the International Cooperation Office of the former Norman Bethune University of Medical Sciences between 1992 and 2000, he worked for the International Medical Exchange Programs of the University. He has been teaching English to college students since 1979, and was a Professor at the School of Foreign Language Education of Jilin University between 2001 and 2010. He retired from Jilin University in June 2010. Since July 2010 Chen Chuntian has been working at Changchun Guanghua University, and he has been on the faculty of the School of Foreign Languages of Changchun Guanghua University.

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Clayton Dyck Received his MD degree at the University of Manitoba in 1988. Since 2000, Dr. Dyck has been an Assistant and Associate Professor at the Department of Family Medicine, University of Manitoba, Canada. He has been a Fellow of the College of Family Physicians of Canada since 2004. He served as Associate Director of Undergraduate Medical Education in the Department of Family Medicine at University of Manitoba from 2007 to 2012. He has fostered his interest in international medical education through his active role in the University of Manitoba/Shantou University Medical College Academic Exchange since 2005, and he has been Coordinator of the Exchange since 2012.

克莱顿·迪克 博士 1988 年毕业于加拿大曼尼托巴大学并获医学博士学位。2000 年以来分别任加拿大曼尼托巴大学家庭医学系助理教授、副教授。自 2004 年, 迪克博士成为加拿大家庭医学学会会员。2007 年至 2012 年期间他担任加拿大曼尼托巴大学家庭医学系本科医学教育项目副主任。迪克博士一直以来致力于国际医学教育, 从 2005 年起他积极推动加拿大曼尼托巴大学与中国汕头大学医学交流项目。自 2012 年, 他担任了这个交流项目的加方协调人。

Li Xinmin Obtained his MD in 1982 and PhD in 1988 from Jilin University in China, and completed post-doctoral training and psychiatry residency at University of Saskatchewan and Harvard University. He was awarded the FRCPC in 1999. In 2000 he was appointed Director and Professor of the Neuropsychiatry

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李新民 博士 于 1982 年和 1988 年在中国原白求恩医科大学 (吉林大学) 分别获医学和理学博士学位, 先后在加拿大萨斯喀彻温大学和美国哈佛大学完成博士后和住院医师培训。1999 年取得加拿大皇家医师学会会员 (FRCPC) 及执业医师资格。2000 年任加拿大曼尼托巴大学神经精神研究所教授、主任。李新民博士已发表科研论文百余篇, 其主要研究方向为抗抑郁药及非典型性抗精神病药的神经保护及其在治疗精神分裂症、抑郁症和阿尔茨海默病中的应用。2007 年李新民博士任加拿大曼尼托巴大学精神病学教授, 神经科学研究项目主任, 国际医学生培训项目主任。

William Orr Studied Medicine at the University of Alberta, Canada and trained in Pathology at the College of Physicians and Surgeons of Columbia University, New York City, and at the University of Connecticut. Dr. Orr has practiced Surgical Pathology since 1970 and, from 1978 until 2004, headed a research program on the interactions of metastatic tumor cells with cells of the host. He has had a long-term interest in medical education and international medical exchange. From 1994 until his retirement in 2004, Dr. Orr was the Head of the Department of Pathology at the University of Manitoba and the Director of the Laboratory

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吴珊 博士 1980 年到 1986 年间在原白求恩医科大学接受医学教育,并于 1992 年在北京医科大学获病理学博士学位。她一直热爱并多年从事医学教育工作,其主要研究领域为肾移植病理学。1994 年至 2000 年,她先后任原白求恩医科大学病理教研室副教授和教授,2000 年以来任吉林大学基础医学院病理

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周豪 在 2004 年至 2011 年就读于吉林大学白求恩医学院并获得医学硕士学位。周医生目前在吉林大学白求恩第一医院接受内科住院医师培训。在过去的几年里，他在简兰雅博士与澳伟林博士的帮助下系统学习了医学英语。他同时也是陈春田教授和吴珊博士的学生。

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PROBLEM-BASED CLINICAL ENGLISH PROJECT DESCRIPTION

Problem-Based Clinical English consists of 3 parts. Volume 1 includes part one and part two. The first part is a textbook of medical English, incorporating clinical material to illustrate the usage of the vocabulary presented. Although the vocabulary list is considerable, this is merely an introduction to medical English vocabulary and commonly used medical terms. Nevertheless, students who successfully complete this course should be able to begin to read and understand standard English medical textbooks and the English medical literature. American English spellings and american pronunciation have been used throughout.

The second part is a workbook, containing exercises for individual review of the text material and clinical problems suitable for a problem based learning curriculum. These cases have been drawn from the authors own medical experience, a variety of clinical continuing education learning resources and several educational internet websites. An attempt has been made to ensure the accuracy and relevance of the clinical medical material included.

The third part, in Volume 2, will be a concise dictionary of the English medical vocabulary based on all the vocabulary used in volume one, with Chinese translations, an English phonetic pronunciation guide, and examples of how the word might be used in daily life.

《医学英语教程——PBL 案例版》

编写说明

本教材共分上下两册。上册第一部分是医学英语教科书。该部分利用相关临床医学资料,说明和解释医学英语词语的用法。书中包括相当可观的医学英语词汇量,但这只是入门学习,这些词汇也只是医学领域中常用的词汇。学生们完成本医学英语课程的学习之后,将具备阅读和理解西方标准医学教科书和医学文献的能力。本部分全部采用了美式英语的拼写形式和读音。

上册第二部分是第一部分教科书的配套练习册。其中包含供学生复习使用的练习材料,以及适用于 PBL 教学和学习的临床病例和问题。这些病例来源于本书作者的临床工作经历、临床继续教育的各种文献,以及有关医学教育网站。本书编者努力使书中所包括的临床医学资料具有准确性和相关性。

本系列教材的下册是一部与上册教科书配套的《简明医学英汉汉英词典》,其中包括医学英语词汇的中文翻译、英语音标,以及例句等。

FOREWORD

Given the rapid development of China and the need for Chinese students to be competitive in all fields of endeavor, including Science and Medicine, Chinese students must be more fluent in English than ever before. China has responded by making English language education available at younger and younger ages, so that today Chinese medical students enter medical colleges with an excellent level of day to day English.

Unfortunately, in order to read the current medical literature and communicate with international colleagues, they must also learn English medical terminology. This seems almost like learning another new language. All students, even native English speakers, find this language difficult. In North America, several textbooks are now available to help English speaking students learn and apply this complex and unfamiliar vocabulary. Students first learn that medical terms often have several component parts, i.e. stems, prefixes and suffixes. Once they understand this basic concept, they discover that it is relatively easy for them to learn these components, and to combine them to produce many new medical terms. This approach makes long, complex medical terminology much more accessible. The textbook that follows uses this approach, with modifications to assist Chinese students. To this end, Chinese translations, and phonetic aids to English pronunciation have been incorporated directly into the text.

For the beginning learner, essential vocabulary is contained in the illustrations. Many more words are included in the text, providing an entry level vocabulary for serious students and illustrating current English usage of these terms. Each new medical term is embedded in the text, and marked with *Italic* type, followed by international phonetic symbols to enable students to pronounce the word correctly. This is followed by Chinese translation of the word. For example:

the *respiratory system* [ris'paiəɾətəri 'sistəm, 呼吸系统]

The authors have taught for many years using a Problem-Based Learning approach and consider it one of the most effective methodologies in medical education. As such, they have chosen to incorporate it into this textbook. Each chapter has a clinical case to illustrate the usage of some of the medical terms presented in the chapter. Additionally, the chapters are organized by systems. This encourages students to integrate knowledge from all disciplines, such as biochemistry, physiology, anatomy, and pathology into their understanding of clinical problems.

The workbook which accompanies this textbook contains more clinical cases, as well as several exercises. The exercises offer opportunity to review the vocabulary in the chapter. The cases are chosen to stimulate self-learning, in a problem based learning curriculum. Students are encouraged to utilize all learning resources available to them in working through the clinical problems. In this way students will develop English vocabulary while at the same time integrating their knowledge of medicine.

A third part include all medical vocabulary used in this textbook, along with examples of how the word changes in it's various grammatical forms, and examples of how the words might

be used idiomatically.

This book meets the needs of the Chinese undergraduate students as well as Master's and Doctoral degree candidates pursuing medical studies, clinical practice and international exchanges. Students at different levels can study the book selectively to advance their current knowledge of English clinical terminology.

The authors sincerely hope that the book will be helpful in promoting medical education in China and medical exchanges between China and the English-speaking world.

前言

中国的快速发展需要中国学生在自然科学、医学以及其他各个领域均具有竞争能力。因此,中国学生比以往任何时期都更需要具有流利英语交际能力。由于中国学生学习英语的年龄越来越趋于低龄化,如今的中国医学生进入大学时其日常英语的运用能力已经达到了相当高的水平。

尽管如此,为了能够阅读现代医学文献,能与国际上的同行交流,医学生必须学习医学英语词汇和术语。学习医学英语好似学习一门新的语言。所有的医学生,甚至包括以英语为母语的学生都感觉到学习医学英语并非易事。在北美,已经出版了数种教科书帮助以英语为母语的学生学习并应用那些复杂而又令人生畏的医学英语词汇。学生们首先要学习医学名词常常由几部分构成,例如:词干、前缀和后缀。学生们一旦掌握了这些基本知识,就会发现用这些组成部分组合新的医学名词并非难事。使用这种方法,更易于理解和掌握那些很长且结构复杂的医学词。本书编者也遵循这种方法,为了有助于中国学生学习,本书还包含了医学词汇的中文翻译和英文发音音标。

对初学者,最基本的医学词汇列在图表中,更多的医学词汇融合在本书的上下文中,文中可以显示这些医学词汇的现代应用实例,同时文中每出现一个需要掌握的新医学词汇均以斜体字标出,随后是英语音标以便学生能够正确发音,中文翻译紧随其后。

例如:

the respiratory system [ris'paiəətəri 'sistəm, 呼吸系统]

本书编者在多年的医学教学实践中,应用了PBL(基于问题的学习)教学方法,认为PBL教学法是医学教育中最有效的教学方法之一。因此本书编者将该教学方法融入到本教科书的编写中。每一章有一个临床病例来阐释医学术语如何在临床实践中应用。书中章节是按照器官系统有序安排。鼓励学生将各学科的知识,如:生物化学、生理学、解剖学以及病理学的知识有机整合来理解临床问题。

与教科书配套的练习册内有更多的临床病例和练习材料。每章的练习材料帮助学生复习在本章所学过的医学英语词汇。临床病例的选择是为鼓励学生在基于问题学习(PBL)的基础上自主学习,鼓励学生通过这些临床问题的学习充分利用所有的学习资源。通过这种学习模式,学生们在学习掌握医学英语的同时,也扩展和整合了他们已有的医学知识。

下册包括教科书中所涉及的所有医学英语词汇,同时附有例证阐述医学英语词汇在不同语法结构中的词形变化及其习惯用法。

本书适用于临床医学及相关专业的本科生、硕士研究生和博士研究生从事医学学习、研究、临床实践以及国际学术交流,也可满足不同层次的学生选修其中内容以补充和扩展现有的临床医学英语词汇和知识。本书编者诚挚希望本书在促进中国医学教育发展和中外医学交流中起到积极作用。