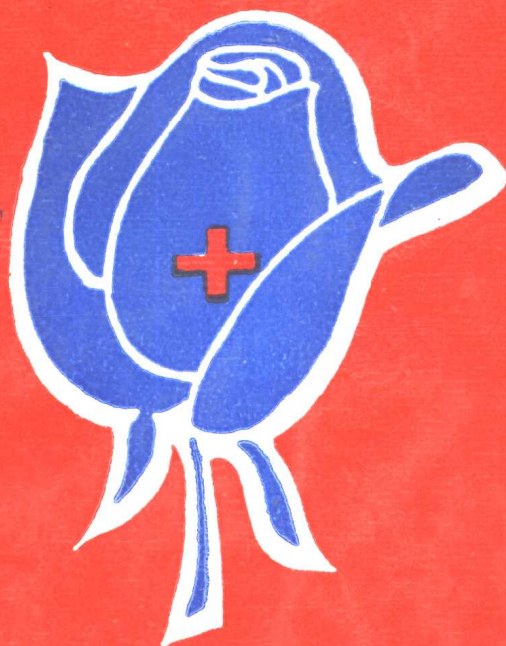


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ENGLISH

护理英语

雷 慧 主 编

吴袁剑云(美)主审



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护 理 英 语

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内 容 提 要

本书是护理专业的英语读物。其内容涉及到基础护理、内外科护理、小儿科护理、妇产科护理及艾滋病的护理等知识,反映了当今美国护理教育的新特点及主要内容。全书共31课,每课包括正文、生词注释、课文注释、词的研究以及大量的练习题,课后附有补充读物及练习。词的研究部分主要介绍护理英语中最常见的一些动词、名词及形容词的用法,着重讲解与医学、护理相关的词意。练习部分丰富多彩,除了对课文及词的训练外,第16课—31课补充了段落翻译及写作训练,并设有护理表格的填写练习。书的最后附有国外常用的护理文件、各科护理会话及总词汇表。

此书既可作为卫、护校及高护专业学员的专业英语教材,又可作为临床护理工作人员的参考读物。由于此书涉及到国外各科护理的主要内容,所以又是护士参加出国考试的良师益友。学员在学习时,可根据具体情况选择相关内容,亦可根据读者的英语水平而作适量的练习。

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前 言

为了深入我国护理教育事业的改革,确保护士所学内容均能为护理实践服务,突出护理专业英语的特点,同时帮助中国护理工作人员了解世界先进国家的护理水平及特点,我们编写了《护理英语》一书。全书紧紧围绕着“护理”二字,既介绍常用的护理英语表达法,又反映了临床各科护理的主要内容及特点,是一部集护理与英文为一体的,较为系统的护理专业英语教材及临床参考书。

鉴于目前中国护士出国英语考试均以国外护理理论及技能为主,又因本书主要部分均选自美国护理原版教材,故《护理英语》是护士通过出国考试的必读之书。

在本书编写过程中,承蒙全国英护教育协作会付理事长潘庆坤及马奎、张亚平等同志的大力支持,并为此书提供了许多宝贵意见,在此表示衷心的感谢。同时,对担任本书主审工作的美国乔治梅森大学护理博士吴袁剑云女士以及为本书课文部分提供素材的作者表示诚挚的谢意。

由于我们缺乏经验,水平有限,加之时间仓促,书中难免有不妥之处,希望读者来信指正,以便修定。

《护理英语》编写组

1992, 10.

编写人员名单:

主 编:雷 慧

副主编:朱 光 刘凤淑 苏利民 毕向群 张风军 李 军

主 审:吴袁剑云(美)

顾 问:程渐奎

参加编写人员(按姓氏笔划)

王立杰 王志君 刘凤淑 朱 光 毕向群 许贵友 李 军 苏利民 杨秀民 张
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英文校对:吴袁剑云 雷 慧 张宝军 朱 光 李 军 王立杰

汉语校对:王志君

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UNIT 1

HYGIENE

Maintenance of physical hygiene is necessary for an individual's comfort, safety, and sense of well-being. Hygiene practices include measures that maintain personal cleanliness and good grooming. Normally a well person is capable of meeting his own hygiene needs. However, an ill person may require the nurse's assistance to carry out routine hygiene practices. The nurse has the responsibilities of determining a client's ability to perform self-care and providing hygiene care according to the client's needs and preferred practices. The nurse must also determine whether a client's hygiene practices are adequate and if the client is aware of specific hygiene needs. As a client's physical condition changes, so do hygiene needs.

While providing routine hygienic care, the nurse has the opportunity to perform assessments of the client's physical and emotional state. The nurse can assess the integument and identify any alterations or the potential for integumentary changes. Since hygienic care often requires intimate contact with the client, the nurse is able to use communication skills to promote the therapeutic relationship and to learn about the client's emotional needs. Providing hygiene also gives the nurse an excellent opportunity to offer emotional support and teach clients about health promotion practices. By incorporating nursing therapies into daily hygiene care, the nurse can more efficiently meet the client's total needs. For example, while bathing a surgical client the nurse can inspect the condition of a dressing or wound, discuss the activity limitations resulting from surgery, and assist the client with lower extremity exercises.

A client's hygiene practices are influenced by the individual's beliefs, values, habits, and health status. The nurse must consider these, as well as the client's specific physical limitations, when planning hygiene care. Every client is likely to perform hygiene measures differently. For example, some people are accustomed to bathing in the evening rather than in the morning or to shampooing their hair once a week instead of daily. Such preferences do not significantly affect health and can usually be incorporated into the nurse's plan of care. The important goals are preserving as much of the client's independence as possible, providing a setting conducive to the client's privacy, and ensuring that hygiene measures are performed often enough to promote the client's physical well-being.

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VOCABULARY

hygiene	/ˈhaɪdʒiːn/n.	the study and practice of how to keep health esp. by paying attention to cleanliness 卫生学; 卫生术
hygienic(al)	/haɪˈdʒiːnik(əl)/ adj.	causing or keeping good health 卫生学的; 卫生的; 促进健康的

cleanliness	/ˈklenlɪnɪs/ n.	清洁
groom	/gruːm/ vt.	to take care of the appearance of (oneself), by dressing neatly, keeping the hair tidy, etc. 使整洁, 修饰
client	/ˈklaɪənt/ n.	病人; 病家; 代理人
adequate	/ˈædɪkwɪt/ adj.	enough; having the qualities needed. 足够的, 适当的.
assessment	/əˈsesmənt/ n.	an estimate, a judgement or opinion 估价, 评价
integument	/ɪnˈteɡjʊmənt/ n.	an outer covering such as a shell, the skin of a fruit, etc. 覆盖物(此指皮肤)
alteration	/ɔːlˈteɪrɪʃən/ n.	a change 改变, 变动
potential	/pəˈtenʃəl/ n.	possibility for developing or being developed 潜能; 潜力
therapeutic(al)	/ˌθerəˈpiːjʊːtɪk(əl)/ adj.	of or related to the treating or curing of disease 治疗的
incorporate	/ɪnˈkɔːpəreɪt/ vi.	to join with one another 包括, 加入
therapy	/ˈθerəpi/ n.	the treatment of illnesses of the mind or body esp. without drugs or operations 治疗

NOTES TO THE TEXT

1. As a client's physical condition changes, so do hygiene needs.

当病人的身体状况发生变化时,其卫生需要也随之改变。

"so do hygiene needs" is inversion. The normal order is "hygiene needs also change."

2. While providing routine hygienic care, the nurse has the opportunity to perform assessments of the client's physical and emotional state.

护士在提供日常卫生护理的同时,有机会对病人的身心状况进行评估。

"providing" 是现在分词做状语,其结构为"while + p. p." 可扩充为状语从句。"while the nurse provides routine hygienic care."

e. g. While listening to the radio, I read the newspaper.

3. The nurse must consider these, as well as the client's specific physical limitations.

护士既要考虑病人具体的身体限制因素,还必须考虑上述诸因素。

"as well as" 意思是"既……又……"重点强调它前面的部分。

e. g. She is clever as well as pretty.

WORD USAGE

1. result n. v.

(1) 结果 (what happens because of an action or event)

His illness is the **result** of bad food.

(2) 效果 (noticeable good effect)

I've been trying to treat the disease, but without **result** so far.

as a result of 由于.....

He was late **as a result of** snow.

with the result that..... 以致于.....

I was ill, **with the result that** I didn't go to school.

result from (作为结果) 发生, 产生, 由..... 引起

His death **resulted from** an overdose of drugs.

result in 终归, 导致

Excess of vitamin D results in an increase of calcium in improper places.

2. carry v.

(1) 传送, 传播 (to pass from one person to another, spread)

Many serious diseases are carried by insects.

(2) 具有, 带有 (to have as a usual or necessary result)

The medicine carries a good result.

carry...to.....把.....传到....., 把.....带至.....

The optic nerve carries nerve impulses to the brain.

An ambulance carried the patient to the hospital.

carry(...)away (把.....)运走.....

Some impurities are carried away through the skin by the sweat.

carry a risk for 对.....有危险

A well-planned and well-executed surgical operation carry no risk for the patient at all.

carry off 运走....., 夺去.....

carry out 进行....., 执行.....

carry on 继续....., 进行.....

REVIEW QUESTIONS

I. Answer the following questions:

1. what responsibilities does the nurse have in her hygiene practices?
2. How does the nurse promote the therapeutic relationship during her contact with clients?
3. What are the purposes of hygiene practice?
4. By what elements are a client's hygiene practices influenced?
5. How can the nurse more efficiently meet the client's total needs?

II. Topics for discussion:

1. Do you think physical hygiene is important? Why?
2. How does the nurse perform assessments of the client's state while providing routine hygienic care? Give an example.

III. Fill in each of the following blank with an appropriate word listed below in its proper form.

maintain adjust influence require improve

1. Often learning about his illness or condition will encourage the client to _____ his hygiene.
2. The nurse must be careful to _____ the client's privacy and comfort while providing the client's daily care.
3. A person's economic resources _____ the type and extent of hygienic practices used.
4. An ill person who enters the health care system must _____ to the role of client, which may mean giving up some or all independence.
5. Certain clients who undergo physiological alterations also _____ more aggressive oral hygiene measures.

IV. Make the sentences using the following phrasal verbs.

1. result in
2. result from
3. carry out
4. carry on
5. carry off

V. Translate the following into Chinese/English.

(A)

hygiene practices
to perform assessment
to offer emotional support
the physical limitations
to preserve the client's independence

(B)

保持个人整洁和修饰得体
进行日常卫生工作
病人具体的卫生需要
得知病人的精神需要
习惯在晚上洗澡

VI. Cloze

The nurse has the 1 of determining a client's ability to 2 self-care and providing hygiene care according to the client's needs and 3 practices. The nurse must also 4 whether a client's hygiene practices are adequate and if the client is aware of 5 hygiene needs. 6 a client's physical condition changes, so do hygiene 7.

1. a. duties b. responsibilities c. tasks
2. a. perform b. complete c. engage
3. a. preferred b. favorable c. better
4. a. make b. solve c. determine
5. a. special b. specific c. peculiar
6. a. As b. For c. Since
7. a. calls b. demands c. needs

VI. Translate the following sentences into Chinese.

1. The nurse assumes responsibility for providing a client's daily hygiene needs if the client is unable to care for himself adequately.
2. Hygiene is a personal matter, and the nurse must consider all factors influencing a client's hygiene as she prepares the care plan.
3. Providing hygienic care gives the nurse opportunity to assess all external body surfaces, as well as the client's emotional state.
4. Assisting the client with or providing daily hygiene needs allows the nurse to use her teaching and communication skills to develop a meaningful relationship with the client.
5. The evaluation of hygiene care is based on the client's expression of a sense of comfort, relaxation and well-being.

VII. Translate the following sentences into English.

1. 此病人不能胜任这项工作。
2. 这位病人刚做完手术,需要特殊护理。
3. 这是林护士做的护理计划。
4. 这位护士既善解人意,又心地善良。
5. 护士的形象对病人有很大的影响。

ADDITIONAL READING

CHILD'S DENTAL HEALTH

Good dental health is essential to the growing child. Attractive, healthy teeth promote self-esteem and contribute to physical well-being. Today, techniques are available to prevent dental problems in the majority of children. Unfortunately, many poor children seldom visit the dentist's office. Unmarried mothers present the most severe child poverty problems. The nurse must realize that although most middle-class children see their dentist regularly, tooth decay is still rampant among the poor. She can play an important role in detection, nutrition education, and teaching oral hygiene. She can also direct parents to dental clinics serving low-income clientele.

Prevention of dental problems consists of good nutrition (a diet high in calcium, phosphorus, appropriate vitamins), proper brushing and flossing of the teeth, fluoridation of drinking water or fluoride supplements (not both), and regular dental care. In the past, dental care has been advocated at about the age of 2 years. Recent trends in the field of oral health suggest caring for the teeth as soon as they start to develop. A clinic in one university setting begins preventive care at age of 1 year. The office visit includes an examination of teeth, gum tissue, and bone structure. It also includes educating parents about proper nutrition, feeding patterns, tooth cleaning procedures, and fluoride treatments. Above all, parents are taught to avoid using the bottle as a daytime or nighttime pacifier. Constant access to a bottle of milk or juice exposes the tiny teeth to hours of sugary acids that can cause severe damage. Low-cariogenic snack foods are also important. Sucking on lollipops and chewing sugary gum are to be dis-

couraged, as the sugar remains longer in the mouth. Parents are instructed to read cereal and other product labels for sugar content. Watch in particular for the "ose" ending, which generally refers to sugar, for example, sucrose, glucose, fructose, lactose. When brushing is not practical, teach the child to rinse his mouth several times. The 2-year-old enjoys putting toothpaste on a brush. Allow plenty of time in order to avoid frustration. Technique will improve with practice. Parents may need to assist the child to assure effectiveness.

Received Reprint Permission. Thompson, Eleanor (1990). Maternity and Pediatric Nursing. Harcourt Brace Jovanovich; W. B. SAUNDERS COMPANY.

VOCABULARY

calcium	/ 'kælsiəm /n.	钙
phosphorus	/ 'fɒsfərəs /adj.	磷的
fluoridation	/ 'flu :əri 'deifən/n.	氟化反应
lollipop	/ 'lɒlipɒp /n.	棒棒糖
sucrose	/ 'sju :krəʊs /n.	蔗糖
glucose	/ 'glu :kəʊs /n.	葡萄糖
fructose	/ 'frʌktəʊs / n.	果糖
lactose	/ 'læktəʊs / n.	乳糖

TRUE OR FALSE.

1. Up to now, there is no way to prevent dental problems in the majority of children.
2. In the past, dental care has been advocated at about the age of 2 years.
3. Parents are taught to use the bottle as a daytime or nighttime pacifier.
4. The children are encouraged to suck on lollipops.
5. Parents may need to help the child to use the toothbrush freely.

UNIT 2

STRESS AND STRESSORS

We are all familiar with the general concept of stress, since the word itself has come into common usage in nursing books. We speak of the stress of everyday living, job stress, the stress of rearing children, the stress of divorce, and so on. Everyone experiences some form of stress from time to time, and normally the healthy person is able to adapt to long-term stress or cope with short-term stress until it passes. Stress can place heavy demands on a person, however, in any or all of the human dimensions, and if the person is unable to adapt to or cope with the stress, illness can result.

Stress is any physiological or psychological tension that threatens a person's total equilibrium. In the physical dimension, stress can threaten a person's homeostasis. In the emotional dimension, stress can lead to negative or counterproductive feelings or threaten emotional well-being. In the intellectual dimension, stress can threaten the way a person normally perceives various aspects of reality, solves problems, or thinks in general. In the social dimension, stress can threaten a person's relationships with others, the support he receives from others, and his sense of belonging. In the spiritual dimension, stress can threaten a person's general outlook on life and attitude toward a Supreme Being. Stress is an important concept in nursing because stress affects the whole person.

Any factor that causes a person to experience stress is called a stressor. A stressor is any thing, event, situation, or person, encountered by an individual in his internal or external environment, that requires the individual to respond or adapt in order to avoid or minimize stress. A disease process is a stressor, but so is an event such as a test a student faces, or a person such as an unpleasant job supervisor, or an emotion such as a major disappointment. Stressors can generally be classified as internal or external. Internal stressors originate inside a person, such as a fever, a condition such as pregnancy or menopause, or an emotion such as guilt. External stressors originate outside a person, such as a marked change in environmental temperature, a change in family or social role, a life crisis such as the death of a spouse, or an event such as peer rejection. Both internal and external stressors can produce stress that adversely affects a person in one or more dimensions. The origins and effects of stress can be understood in terms of various medical and behavioural theoretical models. A stress model is used to predict what constitutes stressors for an individual and how the person will respond and to understand how various stressors and the individual interact. For the nurse, the overall purpose of any stress model is to help a client avoid unhealthy, nonproductive responses to stressors.

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VOCABULARY

physiological	/ˌfɪziəˈlɒdʒɪkəl/adj.	生理学的
psychological	/ˌsaɪkəˈlɒdʒɪkəl/adj.	心理学的
equilibrium	/ˌiːkwɪˈlɪbrɪəm/n.	a state of balance 平衡, 均衡; 相称

dimension	/d i' menʃən/n.	extent 方面,范围
homeostasis	/ˈhəʊmiəʊ' steisis/n.	stable internal environment of the organism 体内平衡
minimize	/' minimaɪz/v.	to lessen to the smallest possible amount or degree 使减到最少,使缩到最小
supervisor	/' sjuːpəvaɪzə/n.	管理人,主管人,监督(人)
pregnancy	/' pregnənsi/n.	怀孕,怀胎,怀孕期
menopause	/' menəpəʊz/n.	绝经期
peer	/piə/n.	an equal in rank, merit or quality 同辈,同等之人;匹敌

NOTES TO THE TEXT

1. Stress can place heavy demands on a person, **however**, in any or all of the human dimensions, and if the person is unable to adapt to or **cope with** the stress, illness can result.
然而,人在任何方面或全部(身心)方面都会承受沉重的压力,如果人不能适应或者应付这种压力,那么就会导致疾病。
副词 **however** 为插入语。
动词短语 **to cope with** 意为“应付,对付,对抗”。
e. g. Traditional Chinese medicine can also cope with some diseases.
2. a Supreme Being 上帝
3. Stress is any physiological or psychological tension **that threatens a person's total equilibrium**.
压力是任何一种影响人体整个平衡的生理或心理上的紧张。
“that threatens a person's total equilibrium” 是限定性定语从句。
that 是关系代词,代替 tension, 在从句中做主语。

WORD USAGE

1. come v.

(1) 来(to move towards the speaker or a particular place)

The little girl **came** running to her mother for sympathy.

(2) 来自于(to happen as a result of the stated cause)

Success **comes** when you work hard.

come about 发生……,出现……,达成……

Recovery **came about** after two months.

Serious symptoms began to **come about** several days later.

Good coordination of the eyes will **come about** in some children only at a later date.

come out of 从……苏醒

The patient is just **coming out of** anaesthesia.

come off 结局为……,……脱落

The operation **came off** successfully.

On the seventh or eighth day of the disease, dead skin begins to **come off**.

come round …复苏

The patient is **coming round**.

come back …恢复

come down (with) …由于……而病倒

come into use …被使用

come out …出现,……显影

come through 经历过……

come over …发生,……投射过来,盖起 ……

come into 进入;得到

2. lead v.

(1)致使(to guide in opinion or action)

Her careless spending led her into debt.

(2)过(活)(to experience)

He led a hard life.

lead to 导致……,通到……

Profuse polyuria and vomiting often lead to dehydration with intense thirst.

The egg, on discharge from the ovary, enters the mouth of the tube which leads to the uterus.

lead(…)off (把……)从……引开

The aorta leads off from the heart.

REVIEW QUESTIONS

I. Answer the following questions:

1. What kinds of stress are there?
2. When does stress cause a person to become ill?
3. Why is stress an important concept in nursing?
4. What is a stressor?
5. How can stressors be classified?

II. Topics for discussion:

1. Do you have any stress in your daily life? Give some examples.
2. As a nurse, which stress model do you use to help a client deal with stressors? Please describe it.

III. Fill in each blank with an appropriate word chosen from the following list in its proper form.

cope adapt encounter provide occur

1. Prolonged stress decreases a person's ability to _____ to the stress and affects the person in all five dimensions.
2. The exhaustion stage _____ if the body no longer has energy to continue attempting to adapt.
3. The resistance stage _____ the body with an opportunity to stabilize and return to normal, to continue adapting to the stressor.
4. People generally learn to use both short—and long —term strategies to _____ with stress.
5. Stressors are events, situations, or other stimuli that an individual may _____ in the internal or external environment.

IV. Make sentences using the following phrasal verbs.

1. come on
2. come round
3. come down with
4. come over
5. come into

V. Translate the following into Chinese/English.

(A)

to threaten a person's homeostasis
in one's internal or external environment
to be familiar with the general concept of stress
in any or all of the human dimensions
to adapt to long —term stress

(B)

应付短期压力
在精神方面
避免或降低压力
人生观
工作压力

VI. Cloze

We are all familiar 1 the general concept of stress, 2 the world itself has come into common usage in nursing books. We speak of the 3 of everyday living, job stress, the stress of 4 children, the stress of divorce, and so on. Everyone experiences some form of stress from time to time, and normally the 5 person is able to adapt to long —term stress or cope 6 short —term stress until it passes. Stress can place heavy 7 on a person. However, in any or all of the