



教育部职业教育与成人教育司推荐教材
五年制高等职业教育护理英语教学用书

涉外护理英语扩展教程

✱ 学生用书

6

总主编 华仲乐

主 编 卢凤香 闵 楠



高等教育出版社

English for International Nursing Extended Book



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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户。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。

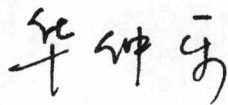
整套涉外护理英语教材从第1册起就包括三位一体的《涉外护理英语综合教程》、《涉外护理英语听说教程》和《涉外护理英语扩展教程》,是为了从一开始就培养学生具有扎实的基础和使用英语的习惯,全书从1至8册,下与初中英语接轨,上达大学本科

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。3本书一般分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。



2007 年 10 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)6 在第 5 册的基础上，依照《涉外护理英语综合教程》(学生用书)6 的难易度进行编写。本册书共分为 15 个单元，以话题为中心，按由易到难的顺序编排。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，课文主题内容与 A 课文大体一致。A、B 课文后设计了不同类型的练习，如词汇扩展训练，通过前缀、后缀以及词形变化来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，每单元后均附有中文参考译文以及练习参考答案。

由于编者水平有限，书中难免有不当和疏漏之处。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

2007 年 10 月于首都医科大学

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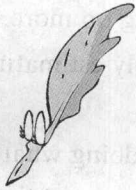
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Unit One



Section A How to Be a Student?

Jerome R. Breitenbach

1 The typical college campus is a friendly place; but it is also a competitive environment. The education you receive there, and the attitudes you develop, will guide you for the rest of your life. Your grades will be especially important in landing your first job, or when applying to graduate school. To be a successful student requires certain skills; but, these are skills that can be *learned*.

2

The Basics of Being a Student

Prioritize your life; Doing well in school should be your top priority.

Study: There is no substitute. Always attend class. Do all of the homework and assigned reading. Develop self-discipline. Manage your time.

3

Self-Discipline Makes Easy

Human beings are creatures of habit. Therefore, form a *habit* of doing what you reason you should do. Is it not foolish for your behavior to contradict your own reasoning? And what could be more harmonious than finding yourself *wanting* to do what you know you should?

Train yourself so there is an immediate reaction-mechanism within you: You reason that you should do something, and thus you do it.

Other people who seem to have less difficulty with self-discipline probably have simply had more *practice* at it, thereby *making* it less difficult; because, practice is what it takes.

4

Time Management

No matter how you slice it, there are only 24 hours in a day. Good

time-management requires:

- 1) Not taking on more than you can handle.
- 2) Reasonably estimating the time required to perform each of the tasks at hand.
- 3) Actually doing what needs to be done.

Only you can do these things. Here are a couple of thoughts, though, that may help spur you on:

- 1) A minute now is as precious as a minute later. You can't put time back on the clock.
- 2) If you're not ahead of schedule, then you're behind schedule. Because, if you try to remain right on schedule, then any mishap or misjudgment will cause you to fall behind — perhaps right at the deadline, when no recovery is possible.

5

Introspection

- 1) Understand, and be honest with, yourself. All else follows from this.
- 2) Be both athlete and coach: Keep one eye on what you are doing, and one eye on yourself.
- 3) Take command of, and responsibility for, yourself.

4) Face your insecurities head-on. Some common signs of insecurity: Asking a question to which you already know the answer; being artificially social with instructors or other students, when the real reason is to temporarily kill the pain.

5) Form a positive self-image: Those students who are first entering college will probably have doubts about how well they will do. Try to do well immediately to instill an expectation of continuing to do well. Settle for nothing less. Nevertheless, try not to be restricted by your past performance and experiences, good or bad. Learn from the past, but don't be bound by it. Seek out your weaknesses and attack them. Be realistic about your limitations; but, don't let this lead to becoming satisfied with them.

6

Homework

- 1) Keep in mind that your work is being graded by a *human being*. Thus:
 - Write legibly, orderly, and coherently.
 - Supply any commentary necessary to make it clear what you are attempting to do. Making the grader's job easier will more likely lead to your getting the benefit of doubt when it occurs.

2) Don't think that getting the right answer to a homework problem implies that you have mastered the corresponding material. All you have done is to solve *one* particular problem; that does not mean you have necessarily learned how to solve *all* such problems (such as the ones to appear on your exams). It's up to you to view the homework problems from this wider perspective.

3) If available, always go over the solutions provided by the instructor, even if you did well on the assignment. He/She may demonstrate methods (perhaps more efficient) or provide useful information that you hadn't thought of.

7

Closing

Overall, there is one basic trait that distinguishes successful students from those that are not: Successful students *force* themselves to understand.

They do not merely go through the motions of attending class, reading the text(s), and doing the homework, expecting these actions to necessarily suffice. Rather, they are continually asking, "Do I *really* understand what's going on here?" They ask this question of themselves honestly, applying an internal barometer formed from experience to detect the slightest lack of understanding, be it ignorance or confusion. And, if the answer is "No", then the situation is viewed as unacceptable, and more effort is the response.



Vocabulary

- competitive¹ /kəm'petətɪv/ *adj.* able to compete 有竞争力的
- land¹ /lænd/ *v.* to succeed in getting (a job) 成功得到 (工作)
- prioritize² /praɪ'ɒrɪtaɪz/ *v.* to put tasks or problems in order of importance 按重要性排列
- substitute² /'sʌbstɪtjuːt/ *n.* replacement 替代
- assign² /ə'saɪn/ *v.* to give sth. such as work to sb. 布置 (任务)
- self-discipline² /sɛlf'dɪsɪplɪn/ *n.* self-control 自律
- reason³ /'rɪzən/ *v.* to use one's power to think, understand, form opinions, etc. 推想, 推理; 思考, 理解

contradict ³	/ˌkɒntrəˈdɪkt/	v.	to conflict 反驳, 驳斥
harmonious ³	/hɑːˈməʊnjəs/	adj.	free from disagreement or ill feeling 和谐的
slice ⁴	/slaɪs/	v.	to cut, chop 切, 割
precious ⁴	/ˈpreʃəs/	adj.	valuable 珍贵的
mishap ⁴	/ˈmɪʃæp/	n.	unlucky accident 小事故, 倒霉事
deadline ⁴	/ˈdedlaɪn/	n.	point by time sth. must be done 最后期限, 截止日期
introspection ⁵	/ˌɪntrəʊ ˈspekʃən/	n.	examining one's own thoughts, feelings or motives 内省, 反省
head-on ⁵	/ˈhed ˈɒn/	adj.	迎头的, 正面的
artificially ⁵	/ˌɑːtɪfɪʃəl/	adv.	made or produced by man, man-made 非自然地; 虚假地; 人工地
temporarily ⁵	/ˈtempərərɪli/	adv.	lasting for a limit time only, not permanent 临时地
instill ⁵	/ɪnˈstɪl/	v.	to pour in slowly 慢慢地灌输
bound ⁵	/baʊnd/	adj.	be controlled 受约束的
legibly ⁶	/ˈledʒəblɪ/	adv.	clearly enough 明了地
coherently ⁶	/kəʊˈhɪərəntli/	adv.	connected logically or consistently 一致地, 连贯地
commentary ⁶	/ˈkɒmentəri/	n.	set of explanatory notes on a book, etc. 注释, 注解; 评论
corresponding ⁶	/ˌkɒrɪˈspɒndɪŋ/	adj.	be in agreement 相应的
perspective ⁶	/pəˈspektɪv/	n.	viewpoint 观点, 看法
demonstrate ⁶	/ˈdemənstreɪt/	v.	to show and explain how sth. works or a way of doing sth. 示范
trait ⁷	/treɪt/	n.	element in sb. 's personality; distinguishing characteristic 显著的特点, 特性
distinguish ⁷	/dɪˈstɪŋɡwɪʃ/	v.	to recognize the difference 区分, 分辨
suffice ⁷	/səˈfaɪs/	v.	to be enough 足够
barometer ⁷	/bəˈrɒmɪtə(r)/	n.	instrument for measuring atmospheric pressure 气压计, 晴雨表; 指标
detect ⁷	/dɪˈtekt/	v.	to discover or recognize 察觉, 发现
ignorance ⁷	/ˈɪɡnərəns/	n.	lack of knowledge or information 无知
confusion ⁷	/kənˈfjuːʒən/	n.	mistaking one person or thing for another 混乱, 混淆



Phrases

apply to sth. ¹	申请
immediate reaction-mechanism ³	及时反应机制
take on ⁴	承担(任务)
at hand ⁴	(在距离或时间上)接近
spur sb./sth. on ⁴	鞭策, 激励
put time back on the clock/turn the clock back ⁴	将时钟拨回, 倒退
ahead of schedule ⁴	提前
(fall) behind schedule ⁴	落后于预定计划
on schedule ⁴	按时
fall behind ⁴	落后
keep one eye on ⁵	留神, 留意
take command of ⁵	控制
settle for ⁵	勉强接受
be bound by ⁵	受……约束
seek out ⁵	搜出, 挑出
keep in mind ⁶	记在心中
distinguish ... from ... ⁷	区分
go through the motions of ⁷	做出……的样子



Notes

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Exercises

I. Fill in the blanks with a proper word from the text. Change the form where necessary.

- Parents' encouragement _____ him on to continue to do well in school.

2. Bidding for this project is an easy job for our company, for we have a _____ advantage over rival companies.
3. A succession of championships _____ confidence into this athlete.
4. These conditions could be improved with the minimum of _____.
5. His enthusiasm and his attitude towards life helped him _____ this job.
6. Promoting the social _____ in China should be the top priority of development.
7. Parents are bound to teach children to _____ right from wrong.
8. Profits have risen by 25% compared with the _____ period of last year.
9. You should make a list of all things you have to do and _____ them.
10. The standard of people's living is a major _____ of socio-economic conditions.

II. Translate the following sentences into English by using phrases in the brackets.

1. 我快受不了了,不能再承担额外的工作。所以我需要假期来放松。(be stressed out, take on)
2. 我买不起我真正想要的那部车,只好退而求其次。(settle for)
3. 他的不幸童年激励他在工作上要成功。(spur sb. on)
4. 由于管理不善,这个工程不得不延期了。(fall behind schedule)
5. 多亏了良好的合作,我们最终按时完成了论文,尽管我们遇到了些困难。(cooperation, on schedule)
6. 工人们没日没夜地工作,希望大桥能提前竣工。(ahead of schedule)
7. 我真希望时间能倒流两年,再给我一次机会去学习。(turn the clock back)
8. 按照合同要求,这个月底前我们必须还清债务。(be bound by the contract)
9. 做作业的时候,我总是手边放一本字典。(at hand)
10. 当他妈妈走进房间的时候,他佯装在做作业。(go through the motions of)

III. Group work.

1. According to the key points in the text, create a questionnaire on the topic of "How do you study at present?"
2. Ask 5~10 classmates or roommates to finish the questionnaire.
3. Make a report and make a presentation in class.