供护理、助产等相关医学专业使用

医护综合英语
基础(二)
Comprehensive Nursing English

审定专家　　秦小云　赵　旦

主　　编　　美中教育交流协会
　　　　　　北京孚华德国际护士培训中心

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教育部职业教育与成人教育司推荐教材
技能型紧缺人才培养培训教材

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科学出版社

北京

内 容 简 介

　　本套教材集听力、口语、精读、快速阅读、泛读、语法、写作和翻译为一体，重在训练和提高学生的听、说、读、写、译的英语综合能力。全书共分四册，每册侧重不同，但语法知识、各种能力的培养贯穿始终，难度呈阶梯性增加。

　　第一册侧重基础英语知识的学习，包括基本语法介绍、音标发音矫正、简单的阅读理解等，词汇掌握量在 2000～2500 个左右。

　　第二册侧重较高层次语法知识的学习，课文的长度和难度较第一册有所提升，词汇掌握量在 3500～4000 个左右。

　　第三册侧重更高层次语法知识的学习，同时着重训练学生的写作能力，词汇掌握达到 5000～5500 个左右。

　　第四册侧重医护科普阅读和写作技巧的训练，学生的词汇量应掌握在 6500～7000 个左右。

　　本教材根据初中及高中毕业生的英语水平设置，只要按部就班地学完全部四册教材后，学生的英语水平可以达到托福考试 550 分的标准。

　　本套教材体例格式活泼，选材广泛，内容生动有趣，有助于调动学生学习英语的兴趣。教材将公共英语和初级护理英语相结合，为学生今后学习《护理英语口语》打下了坚实的基础。本套教材适合初、中级学者使用，更适合作为护士、护生和有意谋求海外护理工作人士的理想英语学习教材。

前　言

涉外护理专业技能型紧缺人才培养培训工程中的一个关键环节是大力加强英语教学，有效提高涉外护士的英语水平和技能。而要实现这一目标，必须首先使学生学好基础英语，为他们今后学习掌握护理专业英语，达到国际化水准护士的标准打下坚实的语言基础。但由于各种原因，我国多数护理院校使用的基础英语教材比较陈旧、单薄，没有突出护理专业的特色，加之学校的英语课时少，对学生系统构建知识结构、有效打牢英语基本功较为不利。

为切实改进这种状况，我们根据国家教育部护理专业"技能型紧缺人才培养培训工程"的工作方针，针对五年制高职和三年制中职学生的英语基础，以初中及高中毕业为起点，以达到托福考试 550 分为目标，精心编写了这套针对英语初级或中级水平学生的通用性教材——《医护综合英语》。

本教材一共四册，每册 16 课。每课开篇为句型操练（第 4 册和第 1、2、3 册中的第 8 课和第 16 课除外），然后是一段根据句型操练编写的听力练习，课文 A、语法、课文 B 和课文 C。每部分均配有一定量的练习，集听、说、精读、快速阅读、泛读、语法、写作和翻译为一体。章节的长度和难度循序渐进，呈阶梯性递增。

本教材的每篇文章力求知识性、趣味性和实用性相结合，重在训练和提高学生听、说、读、写、译的英语综合能力，其特点是公共英语和医护科普英语相结合：整套教材中，课文 A 为公共英语的内容，课文 B 和课文 C 为医护科普内容，文章选自国外相关教材。同时，本教材强调的是实用性：重在提高学生的英语实用能力，强化阅读理解力和提升阅读速度。

虽然编者的初衷良好，工作严谨，但由于水平有限，时间仓促，所以不当之处在所难免，恳请读者热心反馈意见、建议，以便我们再版时及时修正。

编　者
2005 年 2 月

Contents

Lesson One

Talk about daily activities   谈论日常活动

Drill 1. — What time do you <u>get up</u> every day?
   — At <u>six o'clock</u>.
   — When do you <u>have breakfast</u>?
   — At seven.
   go to school / half past seven / have lunch / twelve
   get home / four / have dinner / six
   watch TV / eight / go to bed / ten
   Add more, please.

Drill 2. — What time does your <u>brother</u> get up?
   — <u>He</u> gets up at half past six.
   — What time does <u>he</u> leave the house?
   — About seven.
   sister / She / she
   father / He / he
   mother / She / she
   Add more, please.

Drill 3. — Do you have a <u>big</u> breakfast every morning?
   — Yes, I do.
   — What do you have for breakfast?
   — For breakfast I <u>usually</u> have <u>juice</u>, cereal, toast and coffee.
   little / often / orange juice
   light / sometimes / tomato juice
   very light / usually / pineapple juice
   Add more, please.

Drill 4. — What do you do after dinner?
   — After dinner, I <u>read newspaper</u> for a while.
   — Do you go to bed late?
   — Yes, I usually go to bed at <u>about midnight</u>.
   listen to the radio / twelve
   watch television / about half past eleven

talk on the phone / at eleven

Add more, please.

Practice

1. Please listen to the dialogue twice and choose the best answer from A, B and C.

  1) John usually gets up at _____.

    A. five   B. seven   C. six

  2) John _____ gets up later than his brother does.

    A. sometimes   B. every day   C. seldom

  3) Sometimes John has a _____ breakfast.

    A. big   B. light   C. very big

  4) John usually has juice, cereal, and coffee for _____.

    A. lunch   B. dinner   C. breakfast

  5) What time does John usually leave the house?

    A. At eight.   B. At half past seven.   C. At nine.

  6) John _____ leaves the house at the same time as his brother.

    A. sometimes   B. every day   C. usually

  7) John usually gets to work at _____.

    A. ten   B. nine   C. seven

  8) John finishes working _____.

    A. at about 5 a. m.   B. at about 4 p. m.   C. at about 5 p. m.

  9) After dinner, John _____.

    A. watches TV for the whole night

    B. watches TV for a short time

    C. does reading for the whole night

  10) John goes to bed at _____.

    A. about 9:30   B. about 11:30   C. about 10:30

2. Please use your imagination and talk with your classmate according to the situations.

  1) Who: Harry and Edward

    What: Harry wants to know what Edward does before class in the morning

    When: after class

    Where: in the classroom

  2) Who: Henry and George

    What: what they have for breakfast

    When: over lunch

    Where: in the school dining hall

  3) Who: Mary and Paul

    What: Mary wants to know how Paul's brother spends his day

    When: in the evening

    Where: in Mary's house

  4) Who: Bill and his teacher

What: the teacher wants to know what Bill does in the evening
When: after class
Where: in the teacher's office

Text A 课文A

Marie Enderson

Marie Enderson has a bachelor's degree in Engineering Technology. She works in the information services division of a small electronics company that employs some 400 people[1]. Marie has been with the company a little over a year. Since her childhood, she has been recognized as a whiz at mathematics[2]. In college she was drawn to the use and design of computing systems. Her major responsibility is to provide technical support for computer system users for the company.

Marie's first project with the company was a design for an office automated system for the shipping department. She interviewed the supervisors and workers in the department to establish the department's needs. She then matched the needs to available "off-the-shelf" equipment and programs and designed a system to automate much of the department's work. After finishing her design, she had to prepare a written report and oral briefing describing it for the shipping department and her boss[3]. She had a ghastly time the next two weeks. She found, as do many novices at writing, that she knew what she wanted to say, but not where or how to say it. At last the ten-page report did somehow get written, and after a thorough overhaul by Ted Freedman, her colleague, it was represented. Her oral report was a summary of the written report, and it was well received. Her system design was accepted and will be implemented in several months[4].

Marie's first experience with on-the-job reporting taught her four important things: 1. an engineer is not simply a person whose only product is a new design or a gadget that works; 2. things that go on in your head and hands are lost unless they are recorded; 3. reporting what you have thought and done is a recurring necessity; and 4. reporting, strange and difficult as it may seem at first, is something that can be learned by anyone of reasonable intelligence and perseverance.

Marie's present project is a set of instructions for the accounting department to help them use an automated system that was installed for them over a year ago[5]. Marie's predecessor had installed the equipment and furnished the accountants a set of the manuals produced by the computer and program manufacturers[6].

The manuals are well written, but because they are written by different manufacturers for a general audience they do not integrate the components of the system in a way meaningful to the accountants. Marie has studied the system and interviewed the users to determine their needs. She has drafted a 20-page booklet that supplements the

manufacturers' manuals and shows the accountants how to use the new equipment and programs in their work[7]. She has sent it to Ted for his comments.

New Words and Expressions

Marie Enderson	/məˈriːˈændəsn/	玛丽·恩德森
bachelor's degree	/ˈbætʃələz/ /ˈdiˈɡriː/	学士学位
engineering	/ˌendʒiˈniəriŋ/	n. 工程(学)
division	/diˈviʒən/	n. 部门
electronics	/ilekˈtrɔniks/	n. 电子学 adj. 电子的,电子学的
whiz	/wiz/	n. 能手,专家,奇才,技术出众的人
computing	/kəmˈpjuːtiŋ/	n. 计算(技术),处理
automated	/ˈɔːtəmeitid/	adj. 自动化的
shipping	/ˈʃipiŋ/	n. 运输,运送
supervisor	/ˈsjuːpəvaizə/	n. 监督人,管理人
off-the-shelf		闲置的,废弃的
briefing	/ˈbriːfiŋ/	n. 简要介绍(汇报)
ghastly	/ˈɡɑːtli; (US) ˈɡæstli/	adj. 极坏的,糟透的,令人不快的
novice	/ˈnɔvis/	n. 新手,初学者
overhaul	/ˌəuvəˈhɔːl/	v. 全面检查,全面修订
summary	/ˈsʌməri/	n. 摘要,概要
implement	/ˈimplimənt/	v. 贯彻,实现,执行
on-the-job	/ˈɔn-ðə-ˈdʒɔb/	adj. 在职的
gadget	/ˈɡædʒit/	n. 新发明,小器具,小配件
recurring	/riˈkəːriŋ/	adj. 反复的,经常的
necessity	/niˈsesiti/	n. 必要性,需要
intelligence	/inˈtelidʒəns/	n. 智力,聪明,智能
perseverance	/ˌpəːsiˈviərəns/	n. 坚定不移,毅力
install	/inˈstɔːl/	vt. 安装,安置
predecessor	/ˈpriːdisesə/	n. 前任
furnish	/ˈfəːniʃ/	v. 供应,提供,装备,布置
manual	/ˈmænjuəl/	n. 手册,指南
integrate	/ˈintiɡreit/	v. 结合,使成整体,使一体化
component	/kəmˈpəunənt/	n. 成分,组成要素
draft	/drɑːft/	v. 起草,设计,草拟 n. 草稿
booklet	/ˈbuklit/	n. 小册子
supplement	/ˈsʌplimənt/	v. 补充,增补 n. 补充,添加
office automated system		办公自动化系统
be with sb. /sth.		跟/与……在一起
be recognized as		被公认为
be drawn to		被吸引到……方面来,使……接近

match to　　　　　　　　　使和……相等/匹配

go on　　　　　　　　　　发生，进行

a set of　　　　　　　　　一组，一套

Notes

1. 本句中 that employs some 400 people 是个定语从句，修饰 company，that（也可以用 which）指的是 company，在从句中作主语。其中的 some 相当于 about，位于数字前意思是"大约"。这句话的意思是："她在一个小电子公司的信息服务部门工作，该公司大约有 400 名雇员。"

2. 本句中 has been recognized as 是现在完成时的被动态形式，recognize...as...是固定搭配，意思是："承认/公认……是/为……"。什么方面的"能手/专家"常用介词 at，如 a whiz at physics /chemistry 物理方面的能手/专家，化学方面的能手/专家。这句话的意思是："从小她就被公认为数学能手。"注意用了 since"自从……以来"，动词要用完成时。

3. 本句中 After finishing her design 是个加了连词的分词短语作状语，为了表达明确，常可在分词前加 before, since, as, if 等类似的连词，这种分词短语也可以改成从句，即：After she finished her design。后面的 briefing 是名词，"简报，简短汇报"，后面的 describing it...boss 也是分词短语，但这里是作定语修饰 briefing。这句话的意思是："完成设计以后，她必须写一个书面报告并作一个简短的口头汇报，向运输部门和她的老板陈述一下她的设计内容。"

4. 注意本句中的 in several months。如果动词用将来时，时间状语的介词要用 in，而不能用 after，这是中国学生最容易犯的表达错误。如：My mom will be back in 2 hours. "再过两个小时我妈妈就回来了。"The train will leave in 5 minutes. "5 分钟以后/再过 5 分钟火车就开了。"

5. 本句中 that was installed for them over a year ago 是个定语从句，修饰 system，that（也可以用 which）指 system，在从句中作主语，was installed 是动词过去式的被动态形式，从句中的 over 是 more than 的意思，over 位于数词和量词前表示"……多，多于……"。这句话的意思是："玛丽目前的设计是给财会部门做一套说明，帮助他们使用一年多以前给他们安装的一套自动化装置。"

6. 本句中 produced by...manufacturers 是过去分词短语作定语修饰 manuals。过去分词与所修饰的词之间常含有被动关系或"完成"的意思，而现在分词和所修饰的词之间常含有主动关系或"进行"的意思。这句话的意思是："玛丽的前任安装了一套设备并给会计们配备了一套由计算机和程序制造商提供的使用指南。"

7. 本句中 that supplements...in their work 是个定语从句，修饰 booklet，that（也可以用 which）指 booklet，在从句中作主语，20-page 是数词＋连字符＋名词构成一个形容词，另外还可以用"名词＋连字符＋分词"等等。这句话的意思是："她起草了一个 20 页的小册子，以补充制造商的使用指南，并告诉会计们在他们的工作中怎样使用新的设备和程序。"

Exercises

1. Answer the following questions in full sentences according to the text.

1) Where does Marie Enderson work?

2) How long has she worked in the company?

3) What has she been recognized as since her childhood?

4) Why did she interview the supervisors and workers in the shipping department?

5) What did she have to do after finishing the design?

6) What was Marie's problem in writing the report?

7) What is the second important thing Marie has learned from her first experience with on-the-job reporting?

8) What is Marie's present project?

9) What is the problem with the manuals produced by the computer and program manufactures to the accountants?

10) What does Marie's 20-page booklet show the accountants?

2. Write out the personal nouns and their Chinese meanings of the following words. If you are not sure, look them up in your dictionary.

	指人的词	汉译
engineering		
service		
employ		
mathematics		
design		
support		
interview		
report		
write		
learn		
help		
produce		
account		
manufacture		
program		

3. Choose the best preposition for each blank from the brackets at the end of each sentence.

1) Susan has gotten a master's degree _____ Chinese Literature. (of, for, in)

2) John has been _____ the company for over 10 years. (with, to, into)

3) I have to make a program _____ the designers of the company. (to, for, at)

4) His book was published _____ a thorough overhaul by his adviser. (between, after, during)

5) _____ first, she didn't know what she should do to improve her work. But _____ her talk with the boss, she has made much progress. (In, At, On; since, after, before)

6) Bob will go to university _____ a week and won't come back _____ next summer. (in, after, for; in, to, until)

7) If you don't write down the things _____ your head and hands, you will

probably forget them. (at, in, into)

8) My father bought a set _____ furniture yesterday. (of, in, on)

9) This book is written _____ a very famous writer. (to, at, by)

10) Don't worry. I'll tell you how to use this computer and the programs _____ your work. (for, in, to)

4. Choose an appropriate word or expression from the box for each sentence. Use each only once.

be recognized as	be drawn to	provide	at first	a whiz at
a set of	design	shipping department	prepare	install

1) Mary is really _____ language. She always gets the highest score in our English exam.

2) This machine looks nice. Do you know who _____ it?

3) The task of the _____ is to deliver goods to the buyers.

4) Susan _____ the model worker of our company.

5) Can you _____ a computer for me? I've got all the parts needed in my house.

6) They didn't love each other _____ because they had never seen each other before they got married, but after living together for about 30 years, they've really fallen in love like the newly married couples.

7) All eyes _____ her by her charm and smartness wherever she goes.

8) Here is _____ instructions for the use of the equipment.

9) Would you please _____ a dinner for 10 people? I want to invite some friends to it.

10) Our company _____ raw materials for many factories.

5. Fill the missing words in the following passage.

When I stand _____ to speak, my mind always goes blank. Has this happened _____ you? You may be nervous in _____ of an audience. You may be _____ that you didn't prepare enough. You may have _____ some of your facts. What can you _____ at this time? Sometimes people prepare too _____ and become terrified if they don't remember the _____ they practiced. It is a good idea _____ bring some notes to help you organize, but _____ memorize your speech. If you "go blank", begin _____ explaining the purpose of your speech, _____ the rest will probably follow.

6. Learn to use the suffixes "-y, -ic/-ical".

这些后缀常放在名词后面,将名词变成形容词。

"-y" 表示"充满……"、"有……的性质"、"有……倾向"的意思。(另外,有些名词也以 y 结尾)如:

hair(头发,毛发)→ hairy(多毛的,如毛的)

bush(灌木丛/林)→ bushy(似灌木的,浓密的)

"-ic" 表示"与……有关的"、"……的"。如:

atom(原子,微粒)→ atomic(原子的,原子能的,极微小的)

poetry(诗,韵文)→ poetic(诗的,诗意的,韵文的)

"-ical"表示"有关……的"、"……性的"。如：
biology(生物学)→ biological[生物学(上)的]
grammar(语法,措辞)→ grammatical(文法上的,语法的)

Write out the adjectives of the following nouns and their Chinese meanings.

+y(有些需稍加改动)　　　　汉译

blood	_____	_____
smell	_____	_____
rust	_____	_____
dirt	_____	_____
spice	_____	_____
worth	_____	_____
rain	_____	_____
cloud	_____	_____
storm	_____	_____
wind	_____	_____
sun	_____	_____

+ic　　　　汉译

angel	_____	_____
diplomat	_____	_____
scene	_____	_____
academe	_____	_____
athlete	_____	_____
fantasy	_____	_____
patriot	_____	_____
emphasis	_____	_____
history	_____	_____
politics	_____	_____
economics	_____	_____

+ical　　　　汉译

physics	_____	_____
botany	_____	_____
chemistry	_____	_____
type	_____	_____
method	_____	_____
theatre	_____	_____
zoology	_____	_____
politics	_____	_____
economy	_____	_____
surgery	_____	_____
tropic	_____	_____
history	_____	_____

7. Put the following Chinese into English.

李明有一个对外汉语教学的硕士学位（Master's Degree in Teaching Foreigners Chinese）。他在一所大学的国际交流学院（International Exchange Institute）当汉语教师。他已经在这个学院两年了。他被很多外国文化和艺术所吸引。他喜欢看他的学生画画、跳舞，也喜欢和他们聊天，但是上起课来他对学生们要求非常严格（be strict with）。他从这两年的工作经历中学到了两个重要的东西：①一位好的老师不但自己知识要多，而且要能让学生很容易地理解他课上讲的东西；②他不但是学生的老师，而且还应该成为学生的朋友。

Guidance on Grammar 语法导学

I. **Learn to use the following words**："*each*，*every*，*all*，*no*，*no one and none.*"

each：*adv.* 各自地，各；*n. pron.* 各自，每个，每人；*adj.* 各自的，每个的。它一般用于一定范围内的每一个，强调个体，可以用于两者或两者以上。如：

Each of them will get a gift. 他们每人都将得到一件礼物。

They each picked up their own clothes and walked away. 他们各自拿起自己的衣服，走了。

Each student in this class has to sign in this form. 班里的每一个学生都得在表格上签字。

every：*adj.* 每，每一的，一切的。用来强调整体，只能用于三者或三者以上。如：

Every child will get a gift on Children's Day.

每个学生在儿童节那天都将得到一件礼物。

In America, every state elects its own governor. 在美国，每个州选举自己的州长。

He goes to work by bus every day. 他每天坐公交车去上班。

My mother goes to see her doctor every 3 days. 我妈妈每三天去看一次病。

all：*adv.* 完全地，整个，更加，十分；*pron.* 一切事物，全部的人，全体；*adj.* 所有的，全部的，仅有的。all 修饰可数名词时，应是三者或三者以上，它也可以修饰不可数名词。如：

He stayed in hospital all the week. 他整个星期都呆在医院里。

When Jack arrived at the party, the food and drinks were all gone.

等杰克到达聚会现场时，所有的食物和饮料都已经没有了。

All of the students in this class have to attend the meeting.

这个班的全体学生都必须参加会议。

All the students in this class come from Japan. 这个班的学生都来自日本。

或：The students in this class all come from Japan. （all 在单个 do 动词前）

或：The students in this class are all from Japan. （all 在单个 be 动词后）

—— Are all the students in this room? 所有的学生都在这个房间里吗？

—— Yes, they all are. 是的，他们都在。（简短回答时，all 在单个 be 动词前）

no：*adv.* 不是，毫不，并不；*n.* 不，否认，拒绝，没有；*adj.* 不的，全无的，很少的，绝不可以的。not any = no. 它后面可以跟名词单数、复数，也可以跟不可数名词。如：

I have no books = I don't have any books. 我没有书。（我一本书都没有）

He has no children. = He doesn't have any children. 他没有小孩。（他一个小孩都

没有）

— Do you like it? 你喜欢它吗?

— No, I don't. 不,我不喜欢。

no one：no one = nobody,指人,一般后面不跟 of 短语。如：

No one likes him. 没人喜欢他。

There was no one injured in the accident. 此次事故中没有一个人受伤。

none：*adv.* 毫不,一点也不;*pron.* 无一,毫无。它可以指人,也可以指物,除固定短语外,大都和 of 用在一起,of 后面可以跟名词复数,也可以跟不可数名词。如：

None of us know anything about it. 我们都对它一无所知。

It's better to find one book than none at all. 找到一本书总比什么都没有要好。

He was hungry and wanted to find some cookies to eat, but there was none left.

他很饿,想找点饼干/点心吃,但一点也没剩下。

It's none too late. They haven't gone to bed yet. 一点也不晚,他们还没上床睡觉呢。

注意:

1. none of 和 each of 后面如果跟名词复数一起作主语时,动词可以用复数形式也可以用第三人称单数形式,但用单数形式的多一些。

2. not every "不是每一个……"和 not all..."不是所有的……"是部分否定。

3. 表达两者时用 both, both of, both...and..."两个都",用于肯定。表达两者都不时用 neither, neither...nor..."两个都不,既不……也不",用于否定。表达两者中的一个时用 either...or...,"不是……就是,两者中的一个",表示二者取一。如：

Both Bob and John are my good friends. 鲍勃和约翰都是我的好朋友。

Neither Bob nor John is my good friend. 鲍勃和约翰都不是我的好朋友。

Either Bob or John is his good friend. I can't remember for sure.

不是鲍勃就是约翰是他的好朋友,我记不太清楚了。

Exercises

1. Please put "*each*" or "*every*" in each blank.

1) This medicine is for a week. Take one tablet _____ time, and 3 times _____ day.

2) Not _____ student likes maths.

3) There are 20 books here. _____ child can get one.

4) I have 3 brothers, _____ having 2 kids.

5) If you can't come _____ day, you can come _____ 2 days.

6) Bob had a look at _____ of the three windows and at last pointed at one and said, "Open it. There must be someone behind the window."

7) Mary came into the room, with an apple in _____ hand.

8) _____ passenger saw the big fire and cried for help.

9) You can find this word in _____ three lines.

10) _____ of my aunts has her own likes and dislikes.

2. Please put "*no*", "*no one*" or "*none*" in each blank.

1) He wants to buy some fruit for his children, but he has _____ money on him.

2) There is _____ in the room. I wonder where I can find a student.