

# 《英语》课程标准

课程编码： 1100201 ； 授课专业： 护理 ； 授课学期： 1,2,3 ；

总学时（实践学时）： 128 ； 学分： 8 ； 考试/考查： 考查/考查/考试

## 一、课程设置依据

英语课程根据护理专业人才目标对公共素质的需求，针对各级各类医疗卫生和社区卫生服务机构及相关企事业单位护理岗位对英语能力的需求，同时兼顾学生认知规律和可持续发展需要而设置的。

## 二、课程定位

英语课程是护理专业必修的一门公共素质课程。本课程的作用是培养学生掌握英语听、说、读、写、译的基本技能，特别注重听和说的能力，能运用英语进行简单的口语，在护理工作中完成与外籍患者沟通交流，能借助词典阅读和翻译有关英语业务资料，能读懂和书写各种题材的应用文，并为今后进一步提高英语的交际能力和职业发展打下基础。

## 三、课程设计思路

本课程的设计是根据护理专业人才培养目标与培养规格，整个的课程由两部分组成，基础英语和护理英语。基础英语阶段包括 16 个学习单元，教学内容所选主题贴近学生生活，关注时代热点，注重信息性、实用性和趣味性。每个单元的学习，通过精读课文，语法学习，听说练习以及课后练习，掌握英语的基本知识（语音知识，语法知识，跨文化知识），培养基本技能（听、说、读、写、译）；借助丰富的语言输入与多样的练习形式巩固语言基础，注重各项能力之间的衔接和互补，提高在不同情境下的语言应用能力。护理英语阶段包括三个学习情境，八个学习任务，贯彻以英语为主线，以护理工作岗位为背景的原则，体现职业特色，以听说为主，读写为辅，通过策略训练，培养在护理工作岗位背景下的英语运用能力，特别是听说能力的运用。

## 四、课程目标

根据课程面对的工作任务和职业能力要求，本课程的目标见表 1。

表 1 课程目标表

目标类别	课程目标
知识目标	<ol style="list-style-type: none"><li>1. 掌握基本的语音知识。</li><li>2. 掌握基本的英语语法规则。</li><li>3. 认知 2500~3400 个英语单词（包括入学时要求掌握的 1600 个词）以及由这些词构成的常用词组，对其中 2000 个左右的单词能正确拼写，英汉互译。学生还应结合专业英语学习，认知 400 个护理专业英语词汇。</li></ol>
技能目标	<ol style="list-style-type: none"><li>1. 听：能听懂日常和涉外业务活动中使用的结构简单、发音清楚、语速较慢（每分钟 110~120 词左右）的英语对话和不太复杂的陈述，理解基本正确。</li><li>2. 说：能用英语进行一般的课堂交际，并能在日常和涉外业务活动中进行简单的交流。</li><li>3. 读：能阅读中等难度的一般题材的简短英文资料，理解正确。在阅读生词数不超过 3% 的英文资料时，阅读速度不低于每分钟 50~70 词。能读懂通用的简短实用文字材料，如信函、药品说明书等，理解正确。</li><li>4. 写：能就一般性题材，在 30 分钟内写出 80—100 词的命题作文；能填写和模拟套写简短的英语应用文，如填写表格与单证，套写简历、通知、信函等，词句基本正确，无重大语法错误，格式恰当，表达清楚。</li><li>5. 译：能借助词典将中等偏下难度的一般题材的文字材料译成汉语。理解正确，译文达意。</li></ol>
素质目标	<ol style="list-style-type: none"><li>1. 能在日常和涉外业务交流时，持有积极主动的态度，具有自信心，克服产生的焦虑情感。</li><li>2. 了解中外文化的差异，提高对文化差异的敏感性和鉴别能力，具备初步的跨文化交际能力。</li></ol>

## 五、课程内容

根据专业人才培养目标与培养规格，为强化学生职业素质培养和职业道德养成，教学和练习内容包括听力、会话、阅读、词汇、语法、翻译、写作、完型填空等，培养学生听、说、读、写、译技能，提高在护理工作情境下的语言运用能力，并为今后进一步提高英语的交际能力打下基础。本课程设计了 16 个单元的基础英语和 8 个单元的护理英语，基础英语阶段各学习单元以学习基本知识和训练基本技能为主要内容，各单元课程内容和要求见表 2， 护理英语阶段各学习单元以护理工作情境运用英语的策略的学习为重点，各单元课程内容和要求见表 3。

表2 基础英语阶段课程内容与学时分配表

序号	学习单元	学习内容	学习要求	建议学时
1	<b>Term One</b> Book 1 Unit One Going to College	1. Text A How to Be Cool at College 2. Grammar: main components of English sentences 3. Writing: registration forms 4. Listening and speaking	1. Retell the text. 2. Make sentences with the focal words: education, business, extent, goal, graduate, subject, opportunity, debt, certificate, on the way, decide on, keep up. 3. Identify main components of English sentences. 4. Answer questions based on the text and discuss the keys to the exercises. 5. Fill in a registration forms. 6. Choose the best answers after listening to the dialogue and short passage. 7. Role-play the dialogue.	6
2	Unit Two Learning English: Some advice and suggestions	1. Text A If You Don't Make Mistakes, You Won't Learn 2. Grammar: capitalization 3. Writing: a business card 4. Listening and speaking	1. Retell the text. 2. Make sentences with the focal words: reality, within, manage, fluent, accent, award, embarrass, interview, success, risk, turn into, ask for, be afraid of, dare to. 3. Tell the rules of capitalization. 4. Answer questions based on the text and discuss the keys to the exercises. 5. Design a business card. 6. Choose the best answers after listening to the dialogue and short passage. 7. Role-play the dialogue.	6
3	Unit Three Learn a Lesson from Unusual Stories	1. Text A Wealth, Success or Love? 2. Grammar: punctuation 3. Writing: notes(1) 4. Listening and speaking	1. Retell the text. 2. Make sentences with the focal words: wealth, differ, view, somehow, following, tale, wise, recognize, exactly, invite, add, as well, out of, point to, fill with, jump in. 3. Point out the mistakes of punctuation. 4. Answer questions based on the text and discuss the keys to the exercises. 5. Write a note. 6. Choose the best answers after listening to the dialogue and short passage. 7. Role-play the dialogue.	6
4	Unit Four Science and Technology	1. Text A Even in Real Life There Were Screens Between Us 2. Writing: notes(2)	1. Retell the text. 2. Make sentences with the focal words: screen, chat, type, asleep, laptop, appreciate,	6

		3. Grammar: sentence completeness 4. Listening and speaking	safety, touch, summon, avoid, relieve, struggle, proceed, constant, bore 3. Point out the mistakes of incomplete sentences. 4. Answer questions based on the text and discuss the effect of high tech on our life. 5. Write a note. 6. Choose the best answers after listening to the dialogue and short passage. 7. Role-play the dialogue.	
5	Unit Six Celebration of Holidays	1. Text A Happy New Year 2. Writing: personal letters 3. Grammar: punctuation	1. Retell the text. 2. Make sentences with the focal words: eve, celebration, measure, western, festival, private, century, electric, broadcast, imagine, resolution, give importance to, bring in, take place, put up 3. Point out the mistakes of punctuation. 4. Answer questions based on the text and discuss Chinese holidays. 5. Write a personal letter. 6. Role-play the dialogue.	4
6	Unit Eight Body Language in Communication	1. Text A Body Language in Daily Use 2. Grammar: subject-verb agreement 3. Writing: telephone messages	1. Retell the text. 2. Make sentences with the focal words: daily, verbal, gesture, eyebrow, random, meaning, male, lower, chin, widen, native, racial, along with, speech, total, end with, as well as. 3. Point out the mistakes of subject-verb agreement. 4. Answer questions based on the text and discuss the keys to the exercises. 5. Write a telephone message. 6. Role-play the dialogue.	4
7	Unit Ten Gender Difference	1. Text A Why Do Girls and Boys Learn Differently 2. Grammar: punctuation and capitalization 3. Writing: Understanding and Writing Signs	1. Retell the text. 2. Make sentences with the focal words: vocabulary, article, average, score, solve, physical, advantage, perform, solution, on average, on the one hand, by the time 3. Point out the mistakes of punctuation and capitalization 4. Answer questions based on the text and discuss the keys to the exercises. 5. Write signs. 6. Role-play the dialogue.	4
8	Book 2 Unit One	1. Text A The First McDonald's Restaurant	1. Retell the text. 2. Make sentences with the focal words: fry, golden, arch, danger, destroy, damage,	6

	Symbols of Culture	<p>2. Grammar: subject-verb agreement</p> <p>3. Writing: invitation letters</p> <p>4. Listening and speaking</p>	<p>resident, public, location, structure, afford, claim, deny, tear down, agree with, afford to do, make sense, even so.</p> <p>3. Point out the misuses of subject-verb agreement.</p> <p>4. Answer questions based on the text and discuss the keys to the exercises.</p> <p>5. Write a invitation letter.</p> <p>6. Choose the best answers after listening to the dialogue and short passage.</p> <p>7. Role-play the dialogue.</p>	
9	Unit Two Trends and Fads	<p>1. Text A Our Changing Lifestyle: Trends and Fads</p> <p>2. Grammar: tenses</p> <p>3. Writing: letters of acceptance or declination</p> <p>4. Listening and speaking</p>	<p>1. Retell the text.</p> <p>2. Make sentences with the focal words: trend, fad, hero, appear, fame, cause, desire, area, creative, frequent, in style, out of date, and the like, pay attention to, make money.</p> <p>3. Fill in the blanks with different tenses.</p> <p>4. Answer questions based on the text and discuss the keys to the exercises.</p> <p>5. Write letters of acceptance or declination.</p> <p>6. Choose the best answers after listening to the dialogue and short passage.</p> <p>7. Role-play the dialogue.</p>	6
10	Unit Three A Successful Career	<p>1. Text A My First Job</p> <p>2. Grammar: shifts in tenses</p> <p>3. Writing: letters of acceptance or declination</p> <p>4. Listening and speaking</p>	<p>1. Retell the text.</p> <p>2. Make sentences with the focal words: lack, serve, alike, pride, confidence, lend, faith, invest, eventually, annual, print, take pride in, as soon as, come true</p> <p>3. Fill in the blanks with different tenses.</p> <p>4. Answer questions based on the text and discuss the keys to the exercises.</p> <p>5. Write letters of acceptance or declination.</p> <p>6. Choose the best answers after listening to the dialogue and short passage.</p> <p>7. Role-play the dialogue.</p>	6
11	Unit Five Parents' Love	<p>1. Text A Father Dearest</p> <p>2. Grammar: the preposition in the relative clause</p> <p>3. Writing: hotel ads</p> <p>4. Listening and speaking</p>	<p>1. Retell the text.</p> <p>2. Make sentences with the focal words: conscious, careless, material, injure, branch, recall, possibility, injury, content, generation, shake, hear of, guard from, die from, catch on.</p> <p>3. Fill in the blanks with the prepositions in the relative clause.</p> <p>4. Answer questions based on the text and discuss the keys to the exercises.</p> <p>5. Write a hotel ads.</p>	6

			6. Choose the best answers after listening to the dialogue and short passage. 7. Role play the dialogue.	
12	Revision	Revision	1. Sound recognition, conversation and passage 2. Vocabulary and structure 3. Grammar 4. Translation 5. Writing	2
13	Revision and Test	Revision and Test	1. Sound recognition, conversation and passage 2. Vocabulary and structure 3. Grammar 4. Translation 5. Writing	2
14	<b>Term 2</b> Book 3 Unit One Home and Family	1. Text A I Am Home 2. Grammar: avoiding misplaced modifiers 3. Writing: E-mail message 4. Listening and speaking	1. Retell the text. 2. Make sentences with the focal words: chase, bored, diagnose, approach, adventure, depart, resume. 3. Point out the avoiding misplaced modifiers. 4. Answer questions based on the text and discuss the keys to the exercises. 5. Write an E-mail message. 6. Choose the best answers after listening to the dialogue and short passage. 7. Role-play the dialogue.	6
15	Unit Two Advertising	1. Text A Advertising 2. Grammar: Avoiding Dangling Modifiers 3. Writing: “Help Wanted” Ads 4. Listening and speaking	1. Retell the text. 2. Make sentences with the focal words: advertising, gain, fascinating, react, prevent, forest, expand, distribute, rapidly, rural, religious, leaf through, at one time 3. Mark the sentences with correct modifiers. 4. Answer questions based on the text and discuss the keys to the exercises. 5. Writing a “Help Wanted” Ads. 6. Choose the best answers after listening to the dialogue and short passage. 7. Role-play the dialogue.	6

16	Unit Three Life Experience	1. Text A Life is Full of Choices 2. Grammar: cause and effect 3. Writing: placing orders 4. Listening and speaking	1. Retell the text. 2. Make sentences with the focal words: mill, guy, prince, lest, mood, yeah, bottom, rod, transfer, grave, at work, reflect on/upon, take action. 3. Combine sentences with the word given showing cause and effect. 4. Answer questions based on the text and discuss the keys to the exercises. 5. Writing a letter of placing an order. 6. Choose the best answers after listening to the dialogue and short passage. 7. Role-play the dialogue.	6
17	Unit Five Customs	1. Text A Name Customs 2. Grammar: introducing consecutive events 3. Writing: revision 4. Listening and speaking	1. Retell the text. 2. Make sentences with the focal words: outline, painter, piano, lawyer, camp, ruler, omit, jam, harm, serve as, name after, iron out, live with, in a jam, soap opera. 3. Combine sentences with the word given introducing consecutive events. 4. Answer questions based on the text and discuss the keys to the exercises. 5. Writing a letter. 6. Choose the best answers after listening to the dialogue and short passage. 7. Role-play the dialogue.	6
18	Unit Seven Achieving Success	1. Text A Six Keys to Success 2. Grammar: topic sentence 3. Writing: business letters 4. Listening and speaking	1. Retell the text. 2. Make sentences with the focal words: belief, dash, per, element, label, adopt, trial, launch, earnestly, tutor, unusual, up to, at birth, lie in, on purpose, take on. 3. Point out the positions of topic sentences. 4. Answer questions based on the text and discuss the keys to the exercises. 5. Write a business letter. 6. Choose the best answers after listening to the dialogue and short passage. 7. Role-play the dialogue.	4
19	Revision and Test	Revision and Test	1. To review the words and phrases the students mastered. 2. To Test the writing skills the students mastered.	2
合计				94



表 3 护理英语阶段课程内容与学时分配表

序号	学习情境	学习任务	学习要求	建议学时
24	<b>Term Three</b> Part One Welcoming a Patient	Unit One Booking a Doctor's Appointment	<ol style="list-style-type: none"> <li>1. Tell the different ways of making an appointment.</li> <li>2. Listen to short passage and the dialogue.</li> <li>3. Respond to a patient who wants to cancel an appointment.</li> <li>4. Use strategies to make an appointment.</li> <li>5. Read the text <i>New Nurse</i> and do the exercise</li> <li>6. Write an Appointment Form</li> </ol>	4
25		Unit Two Reception and Registration Text: Types of Patients	<ol style="list-style-type: none"> <li>1. Tell different departments in hospital according to the cards.</li> <li>2. Listen to short passage and the dialogue.</li> <li>3. List the items in a registration form.</li> <li>4. Use the strategies to register a patient.</li> <li>5. Read the text <i>Types of Patients</i> and do the exercise</li> <li>6. Write a Case Summary</li> </ol>	4
26		Unit Three Finding Your Way in the Hospital	<ol style="list-style-type: none"> <li>1. Describe the pictures and discuss the questions below in small groups with the words given below if necessary.</li> <li>2. Read the dialogue correctly.</li> <li>3. Find out the sentence patterns of asking the way.</li> <li>4. Use the strategies to help the patient find the way to go.</li> <li>5. Read the text <i>Compassion in Patient Care</i> and do the exercise</li> <li>6. Write a Nurse Resume</li> </ol>	4
27	Part Two Caring For Patients at the Hospital	Unit Four Admitting Patients	<ol style="list-style-type: none"> <li>1. List the questions when answering an emergency call.</li> <li>2. Listen to short passage and the dialogue.</li> <li>3. Role-play the dialogue.</li> <li>4. Point out the strategies when answering a phone.</li> <li>5. Read the text <i>Florence Nightingale</i> and do the exercise</li> <li>6. Write a Prescription</li> </ol>	4

28		Unit Five Administrating Medicine	<ol style="list-style-type: none"> <li>1. Talk about the “Six Rights” of drug administration.</li> <li>2. Read the dialogue correctly.</li> <li>3. Listen to short passage and the dialogue.</li> <li>4. Point out the strategies when answering a phone.</li> <li>5. Read the text <i>Using or Abusing Drug</i> and do the exercise</li> <li>6. Write a Package Insert</li> </ol>	4
29		Unit Six Caring For Patients	<ol style="list-style-type: none"> <li>1. Talk about the post-operation care.</li> <li>2. Listen to short passage and the dialogue.</li> <li>3. Role-play the dialogue.</li> <li>4. Talk about how to care for a bedridden patient.</li> <li>5. Read the text <i>Florence Nightingale</i> and do the exercise</li> <li>6. Write a SOAP note</li> </ol>	4
30		Unit Seven Helping Patients with Rehabilitation	<ol style="list-style-type: none"> <li>1. Talk about the benefits of rehabilitation therapy.</li> <li>2. Listen to short passage and the dialogue.</li> <li>3. Role-play the dialogue.</li> <li>4. Label the equipments for rehabilitation.</li> <li>5. Read the text <i>Rehabilitation Nurse</i> and do the exercise</li> <li>6. Write an E-mail to a Doctor</li> </ol>	4
31	Part Three Caring For Patients at Home	Unit Eight Diabetes Care	<ol style="list-style-type: none"> <li>1. Explain to him the appropriate lifestyle of a diabetes patient according to the following picture.</li> <li>2. Listen to short passage and the dialogue.</li> <li>3. Role-play the dialogue.</li> <li>4. Point out the symptoms of diabetes.</li> <li>5. Read the text <i>Lifestyle management for Diabetic Patient</i> and do the exercise</li> <li>6. Write a Handover Report</li> </ol>	4
32	Revision	Revision	<ol style="list-style-type: none"> <li>1. To review the words and phrases the students mastered.</li> <li>2. To Test the writing skills the students mastered.</li> </ol>	2
合计				34

## 六、课程实施建议

### 1. 教学方法与手段

本课程根据教育学、心理学和二语习得理论选择教学方法，如交际法，任务驱动法，语法翻译法等。各学习单元和学习情境采用的主要教学活动有教师讲授，角色扮演，学生讲解，情境模拟，小组讨论等方法，使用实物，图片，录像，录音等手段训练学生的听力和会话能力。

### 2. 教学团队

本课程教学团队结构由应具备高、中、初级职称的英语专业教师组成，本科以上学历、具备较扎实的英语教学技能和丰富的教学经验，通过集体备课，教研活动，外出学习，攻读硕士学位提高业务水平，完成教学实施，以达到预期效果。

### 3. 网络教学环境

主要包括《新视野英语教程》电子教材、电子教案、教学录像、习题库、在线学习及其他网络资源等。

<http://www.heep.cn>

<http://www.neworiental.org/>

<http://www.putclub.com/>

<http://www.51ielts.com/>

<http://www.hjenglish.com/>

### 4. 教材编写与选用

《新视野英语教程》外语教学与研究出版社，十一五规划教材，郑树棠 李思国；

《医护英语》复旦大学出版社， 吴雷达

参考教材：

《护理英语口语》科学出版社 美中教育交流协会

《护理英语》中国青年出版社 Cambridge Virginia Allum

## 七、考核与评价

采用过程性评价和结果性评价相结合的考核评价方式，强调综合能力的评价。本门课程为跨学期课程，第一学期为考查课，第二学期为考查课，第三学期为考试课（期末考试）。

第一学期和第二学期的学期总评成绩由平时成绩和阶段考试成绩（各占50%）组成，平时考核方式包括课堂提问、作业、小测验等，期末考核方式为闭卷考试。第三学期的学期总评成绩为平时成绩。

本课程总成绩由第一学期、第二学期和第三学期的学期总评成绩和第三学期期末考试成绩组成，分别占总成绩的20%、20%、20%和40%（见表4）。

