

# 使用说明

## A Guide to the Use of This Book

《中医汉语综合教程》是“来华留学生专业汉语丛书·中医汉语系列”的主干教材，《中医汉语阅读教程》、《中医汉语听说教程》等同系列教材皆围绕此书内容展开。

本书在选材上既注重中医文献的严谨性，又兼顾汉语作为第二语言教学的特殊性，在课文编写时特别注意整理归纳常见的中医词汇、句式、知识，弥补普通汉语教学及教材中医药相关专业词汇及知识的教学盲点，没有中医知识背景的留学生也可以由浅入深地学习使用。

为方便教师、学生更好、更有效地使用本书，特作如下说明：

### 一、教学对象、目标、内容及教学安排

**教学对象：**有一定汉语基础，有志学习中医相关专业的外国留学生以及中医爱好者。

**教学目标：**通过约90小时的课堂学习或自学，掌握基础中医药相关专业词汇，了解中医药相关知识和内容，在学习过程中从无到有地逐步构建中医知识框架，形成中医思维模式，为专业学习奠定坚实的基础。

**教学内容：**在内容上涵盖中医基础、诊断、中药、针灸、养生等中医学核心知识内容，包含近800个中医专业术语、近50个中医术语或知识，同时包含30篇中医实用小知识。

**教学安排：**本书共分为6篇，每篇5课，共30课。每课按照4课时设计编写，每课时45分钟，全书预计教学时间为120学时。

### 二、课本详细使用说明及方法

本书按照学生自学为主、教师教授为辅的原则编写，体现以学习者为中心的教学理念。具体学习步骤和使用方法如下：

#### 第一课时（45分钟）：

- **学习目标（5分钟）：**浏览本课学习目标，大致了解本课的学习重点和难点。
- **复习（5分钟）：**老师根据课本提示内容或者问题，引导学生对前一课学习内容进行复习，以回答问题和复述为主。
- **热身（10分钟）：**老师根据课文中所提供的图片、问题，引导学生进入本课学习主题。
- **浏览课文并回答（25分钟）：**学生根据提问，有目的地快速浏览课文。这

一部分以学生自学为主，课文页面上，左侧是课文，右侧为生词，方便学生浏览课文。浏览课文后，学生根据课文内容回答问题，初步学习生词，了解课文内容。

### **第二课时（45分钟）：**

- 学习并练习词语（20分钟）：教师在学生自学的基础上，对本课生词进行有针对性的讲解。学生在此基础上做词汇练习，巩固加深词汇学习。

- 学习并练习中医专业术语、句式、知识（25分钟）：中医专业术语、句式和知识是每课的学习重点，教师在课本归纳内容的指引下，结合课文相关句子，引导学生完成练习。

### **第三课时（45分钟）：**

- 学习课文（20分钟）：在已经学习的词汇和中医专业句式的基础上，深入学习课文，反复阅读，并回答问题，教师在此过程中，以引导为主，并适当讲解。

- 复述课文（15分钟）：通过教学课件或者课本练习，由少到多地空出课文内容，引导学生由简到难地在不看原文的情况下复述课文内容，以达到深化掌握课文内容的目的。

- 课堂讨论（10分钟）：课堂讨论设置的目的在于增加学生课堂开口度，加强口语训练。课堂讨论环节设计的话题一般都与课文主题有密切关系，并具有一定的趣味性，因此教师要以让学生开口为主要目的，避免长篇讲述。

### **第四课时（45分钟）：**

- 扩展阅读（25分钟）：扩展阅读的内容与课文主题紧密相关，同时也在阅读内容右侧配有生词表，方便学生自主学习使用。扩展阅读以学生为主，部分难点教师可以适当讲解。

- 课外活动（20分钟）：课外活动环节是本书的特别设计，内容紧扣课文主题，一方面可以促进主动走出课堂，进行实际操练，一方面要求学生书面记录，增进学生的写作能力。课外活动环节应在第二课时后布置学生完成，第四课时课堂教学时主要引导学生对课外活动的结果进行讨论，同时，课外活动的书面内容可以作为每课的作业。

**中医生活馆（课外学习）：**鼓励学生参照已学习内容自学“中医生活馆”内容，学而用之，通过这些简单的方法和小知识，把学到的中医内容应用到生活中，加强学习的乐趣。

**小结：**学生自我评估学习内容，自我诊断和分析。

## A Guide to the Use of This Book

*Comprehensive Chinese for Chinese Medicine* is the core course in the Series of Specialized Chinese Textbooks for Foreigners Studying in China, with additional supportive resources including the textbook of reading and the textbook of listening and speaking, etc.

As for the selection of teaching materials, this book attaches much importance to the preciseness of Chinese medical literature, without neglecting the distinctiveness of teaching Chinese as a second language. In the compilation of the textbook, close attention was paid to collecting and summarizing the words, sentence patterns and knowledge frequently used in Chinese medicine, in an effort to fill in the gap between the teaching of Chinese language and the teaching of the words and knowledge relevant to Chinese medicine, so that international students without Chinese medicine learning experience can also study and use it step by step.

To help teachers and students use this book better and more effective, the following points need to be made clear:

### I. Targets, objectives, contents and arrangement of teaching

**Targets:** International students who have some knowledge about Chinese and are going to major in Chinese medicine; people interested in Chinese medicine.

**Objectives:** After about 90 hours' classroom-teaching or self-teaching, learners will master the basic words used in Chinese medicine, acquire knowledge and information pertinent to Chinese medicine, gradually establish their knowledge framework in this field during their learning process, and develop their Chinese medical thinking mode, thus laying a solid foundation for their study of major courses.

**Contents:** This book covers the basics of Chinese medical science, diagnosis, Chinese medicine, acupuncture and moxibustion, healthcare and other core contents, including nearly 800 Chinese medical terminologies, around 50 Chinese medical terms or knowledge, and 30 practical Chinese medical tips.

**Arrangement:** This book is divided into 6 chapters, each of which contains five lessons, with 30 lessons altogether. Each lesson is compiled to have duration of 4 class

hours, with each taking 45 minutes and the whole book taking approximate 120 class hours.

## II. Detailed Explanations on How to Use the Textbook

The compilation of the textbook is characterized by emphasizing on students' self-teaching, with the teacher playing a supportive role and it observes the student-centered approach. We suggest learners study the book following the steps and methods given below:

### Class hour 1 (45 min.)

1. **Objectives (5 min.):** Look through the learning objectives of this lesson to get a preliminary understanding of the focus and difficult points of this lesson.

2. **Review (5 min.):** The teacher helps students review what they learned in the previous lesson based on the hints or questions given in the textbook. This part focuses on answering the questions and retelling the text.

3. **Warm-up (10 min.)** The teacher helps students study the topic of this lesson based on the illustrations or questions provided in the text.

4. **Look through the text and answer the questions (25 min.)** The students quickly look through the text based on the teacher's questions. This part put emphasis on students' self-teaching. It is designed with the texts on the left-hand pages and new words on the right-hand ones, to facilitate students' scanning of the texts. After that, students will answer the questions based on the text; get a preliminary understanding of the new words and the text.

### Class hour 2 (45 min.)

5. **Study and practice the words (20 min.):** After students' self-teaching, the teacher makes specific explanations of the new words in this lesson. On this basis, students will do exercises about these words to further consolidate what they have learned.

6. **Study and practice the technical terms, sentence patterns and knowledge on Chinese medicine (25 min):** Chinese medical terms, sentence patterns and knowledge are the learning focus of each lesson. The teacher will help students to do exercises integrating the major points in the textbook and the pertinent sentences in the text.

### **Class hour 3 (45 min.)**

7. **Study the text (20 min.):** Based on the words and the sentence patterns on Chinese medicine already learned, make thorough studies of the text, read it one time after another and answer the questions, with the teacher playing the supportive role and making necessary explanations.

8. **Retell the text (15 min):** Fill in more and more blanks according to the text using a courseware or exercises in the textbook. Guide the students to retell without referring to the original texts, so as to further learn the contents of the texts.

9. **Classroom discussion (10 min):** Classroom discussion is designed to enhance students' class involvement and reinforce their oral practice. The topic of this part is usually closely related to the theme of the text and is often very interesting. Therefore the teacher should try his best to help students practice their oral skills and avoid lengthy speech.

### **Class hour 4 (45 min.)**

10. **Extended reading (25 min.):** The extended reading materials are closely related to the topic of the text, it also has a vocabulary list at the right-hand side of the reading materials to provide convenience for students' self-teaching. This part is student-centered, with some of the difficult points explained by the teacher.

11. **Extracurricular activities (20 min.):** Extracurricular activities are specially designed in this book, with their contents closely related to the topics of the texts. On one hand, they increase students' initiatives to practice after class; on the other hand, they require students to keep a written record, thus improving their writing skills. Extracurricular activities should be done after class hour 2, with their results discussed in class hour 4 and written records at the same time used as the assignments for each lesson.

**Chinese medicine in daily life (extracurricular learning):** Encourage students to learn and use Chinese medicine in daily life based on what they have learned. Students can integrate these simple methods and tips about Chinese medicine into their life to add more fun in their study.

**Summary:** Students will make self-evaluations of what they have learned and make self-diagnoses and analyses.



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