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A Series of Textbooks Designated for Chinese Government Scholarship Students



中医汉语 综合教程

CHINESE FOR TRADITIONAL CHINESE MEDICINE:
INTEGRATED COURSE

本系列主编 ◎ 崔永华 傅延龄
本系列副主编 ◎ 张立平 张 健
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北京语言大学出版社
BEIJING LANGUAGE AND CULTURE
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图书在版编目(CIP)数据

中医汉语综合教程 / 傅延龄, 徐静主编. — 北京:
北京语言大学出版社, 2013.8

(来华留学生专业汉语学习丛书)

ISBN 978-7-5619-3632-0

I. ①中… II. ①傅… ②徐… III. ①中国医药学—
汉语—对外汉语教学—教材 IV. ①H195.4

中国版本图书馆 CIP 数据核字 (2013) 第 206927 号

书 名: 中医汉语综合教程

ZHONGYI HANYU ZONGHE JIAOCHENG

责任印制: 汪学发

出版发行: 北京语言大学出版社

社 址: 北京市海淀区学院路 15 号 邮政编码: 100083

网 址: www.blcup.com

电 话: 发行部 010-82303650 / 3591 / 3651

编辑部 010-82303647 / 3592 / 3395

读者服务部 010-82303653 / 3908

网上订购电话 010-82303668

客户服务信箱 service@blcup.com

印 刷: 保定市中画美凯印刷有限公司

经 销: 全国新华书店

版 次: 2013 年 9 月第 1 版 2013 年 9 月第 1 次印刷

开 本: 787 毫米 × 1092 毫米 1/16 印张: 18.5

字 数: 350 千字

书 号: ISBN 978-7-5619-3632-0 / H · 13217

定 价: 66.00 元

凡有印装质量问题, 本社负责调换。电话: 010-82303590

来华留学生专业汉语学习丛书

中医汉语系列



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使用说明

《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、养生等中医学校核心知识内容,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

Chinese for Traditional Chinese Medicine: Integrated Course is a main course in the “Series of Specialized Chinese Textbooks for Foreigners Studying in China—Chinese for Traditional Chinese Medicine”, supported by textbooks such as *Chinese for Traditional Chinese Medicine: Reading Course* and *Chinese for Traditional Chinese Medicine: Listening and Speaking Course* of the same series.

As for the selection of the teaching materials, this book attaches much importance to the preciseness of the Chinese medical literature, while stressing 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 traditional Chinese medicine (TCM), in an effort to make up the deficiency in the TCM words and knowledge common in general teaching and textbooks of Chinese language, so that international students without any experience of learning traditional Chinese medicine can also study and use it step by step.

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

I. Targets, objectives, contents and arrangement of teaching

Targets: International students who have some knowledge of Chinese and are going to study traditional Chinese medicine; people interested in traditional Chinese medicine.

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

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

Arrangement of teaching: This book is divided into 6 chapters, each of which contains 5 lessons, totaling 30 lessons. Each lesson is designed for 4 class hours, each lasting 45 minutes, and the whole book takes approximately 120 class hours.

II. Details on how to use the book

The compilation of the textbook puts emphasis on students' self-teaching, with the teacher playing a supportive role, and embodies a student-centered concept. We suggest learners study the book following the steps and methods given below:

Class hour 1 (45 min.)

- **Learning objectives (5 min.):** Browse through the learning objectives of this lesson to get a preliminary understanding of the focus and difficult points of this lesson.

- **Review (5 min.):** The teacher helps students review what they've 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.

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

- **Browse through the text and answer the questions (25 min.):** The students quickly browse through the text based on the teacher's questions. This part puts emphasis on students' self-teaching. For students' convenience, the list of new words is put right beside the text. After browsing through the text, students will answer the questions based on the text and get a preliminary understanding of the new words and the text.

Class hour 2 (45 min.)

- **Learn and do exercises on the new words (20 min.):** Students learn the new words by themselves, and the teacher makes specific explanations of certain new words. On this basis, students will do exercises on these words to further consolidate what they have learned.

- **Learn and do exercises on the technical terms, sentence patterns and knowledge of traditional Chinese medicine (TCM) (25 min.):** Terminologies, sentence patterns and knowledge of traditional Chinese medicine are the learning focuses of each lesson. The teacher will guide the students to do exercises based on the summary of the content and the pertinent sentences in the text.

Class hour 3 (45 min.)

- **Learn the text (20 min.):** Based on the words and sentence patterns already learned, students make a thorough study of the text, read it over and over again and answer the questions, while the teacher plays a guiding role and makes necessary explanations.

- **Retell the text (15 min.):** The teacher guides the students to retell the text gradually referring to less and less of the original text by means of the courseware or the exercises in the lesson so as to deepen their mastery of the text.

- **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 avoid lengthy speech and try his/her best to encourage the students to speak.

Class hour 4 (45 min.)

- **Extended reading (25 min.):** The extended reading material is closely related to the topic of the text. It has a list of new words on the right to provide convenience for students' self-teaching. The learning of this part is student-centered, with certain difficult points to be explained by the teacher.

- **Extracurricular activities (20 min.):** The extracurricular activities are a distinctive feature of this book, with their contents closely related to the topics of the texts. On one hand, they will increase students' initiative to practice after class what they've learned; on the other hand, they require students to keep a written record, thus improving their writing skills. The extracurricular activity/activities in each lesson should be done after class hour 2, the results of it/them should be discussed in class hour 4, and the written work can be done as the homework.

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

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

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第一篇

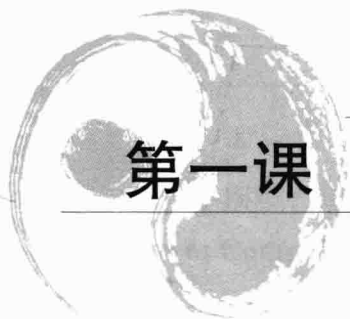
中医基础理论知识

Chapter 1 Fundamental Theories of Traditional Chinese Medicine

中医基础理论知识是中医学习的入门石。第一篇从阴阳、五行、五脏、气血、津液几个知识点入手，通过中医专业术语、句式和知识的学习，讲解中医学中最基本的哲学思想和医学理论，初步搭建中医思想和意识。

The fundamental theories of traditional Chinese medicine serve as a stepping stone to the study of traditional Chinese medicine. By introducing the theories of *yin* and *yang*, the Five Elements, the internal organs, *qi* (vital energy) and blood, and body fluid, Chapter 1 teaches some terminologies, sentence patterns and knowledge of traditional Chinese medicine and explains the most fundamental philosophical ideas and medical theories in the field of traditional Chinese medicine, thus establishing the preliminary thinking and mentality of traditional Chinese medicine.

课号 Lesson	主课文 Main text	扩展阅读 Extended reading
第一课 Lesson 1	日月与阴阳 The Sun and the Moon, <i>Yin</i> and <i>Yang</i>	阴阳互根 <i>Yin</i> and <i>Yang</i> Are Rooted in Each Other
第二课 Lesson 2	五行 The Five Elements	五行法则 Principles of the Five Elements
第三课 Lesson 3	先天之本与后天之本 The Congenital and Acquired Foundations	五脏和六腑 The Internal Organs
第四课 Lesson 4	气 <i>Qi</i> (vital energy)	精与神 <i>Jing</i> (essence of life) and <i>Shen</i> (spirit)
第五课 Lesson 5	津液——人体的雨露 Body Fluid Moistening the Human Body	三焦——人体的大水渠 The Triple Burners—Big Canals of the Human Body



第一课 日月与阴阳

第一课时 Class hour 1

一 学习目标 Learning objectives

1. 了解“阴”、“阳”的概念。
2. 掌握专业词语：阳 阴 属 人体 五脏 腹 烦躁 症状
3. 掌握中医常用表达方式：……属……，喜……，畏……

二 热身 Warm-up

1. 说说你理解的“阴”和“阳”的意义。
2. 写出下列词语的反义词。

黑		高	胖			湿	
	下			甜	笑		内
		难受		粗心		简单	
散	南面		大方		提高		

三 浏览课文并填空 Browse through the text and fill in the blanks

1. 中国古代哲学认为，世界上任何事物都有_____、_____两个方面。
2. 太阳为_____，月亮为_____；山的南面_____，为阳，山的北面，_____，为阴。
3. 中医学也用阴阳来解释_____，比如：头在上，为_____，脚在下，为_____；_____为阳，_____为阴。
4. 阴阳_____才能保证身体健康，任何一方面太过或者不足，都会引发_____。