

前言

《我是医学生：基础医学汉语》是一套在“中文+医学”理念指导下，依据《新汉语水平考试大纲》《国际中文教育中文水平等级标准》《医学汉语水平考试（MCT）大纲》编写的综合性医学专用汉语教材。教材重在提高学习者在日常生活交际和医院日常交际场景中运用汉语的能力，同时也注重提升学习者的文化素养和医生职业素质。

本教材主要适用于来华学习基础医学专业的汉语零起点医学生，同时也适用于：（1）来华学习临床医学专业的医学生；（2）来华学习中医学专业的医学生；（3）来华工作的医学专家以及短期研修的医学生；（4）有汉语学习需求的海外医学生。

一、编写理念

本教材将医学专业汉语学习者的日常汉语学习和HSK应考能力提高相结合，将医学专业知识和社会文化知识相结合，以实现汉语、医学和文化相互融合的编写目标。本教材从零起点开始培养学习者的听、说、读、写技能，帮助学习者逐步掌握HSK一至四级所规定的词汇、语言点和话题任务，熟悉《医学汉语水平考试（MCT）大纲》所规定的医学专业词汇、话题和任务，提高在日常生活交际和医院日常交际场景中运用汉语的能力，同时通过汉语学习了解医生的职业特点，感受“医者仁心”“医德为先”的高尚情操。

二、教材架构

《我是医学生：基础医学汉语》系列教材包括课本4册、配套练习册4册，

每册15课。具体安排如下：

第1册侧重汉语日常交际能力的培养，适度增加简单的医学场景交流。其中，正课前的“汉语拼音”和“拼音练习”部分对现代汉语语音知识进行了集中的讲授和练习，后面的1—5课也对其不断进行复现和强化。完成第1册的学习，学习者汉语水平可以达到HSK二级，能够熟悉常用的医学专业词汇，并进行简单的医学场景交流。

第2册将汉语日常交际能力的培养与医学场景中交流能力的提升相结合，所涉及的交际场景更加多样，交流范围更加广阔，所反映的中国社会文化也更加丰富。完成第2册的学习，学习者汉语水平可以达到HSK三级，医学专业词汇进一步增加，并能进行常见的医学场景交流。

第3册和第4册进一步拓展汉语日常交际的广度和深度，日常交际任务更加丰富；所涉医学场景更加侧重医院常见科室的寻医问诊，医患交流场景更加具体、真实，多是通过专科医生了解常见疾病的症状和治疗方案。完成第3册和第4册的学习，学习者汉语水平可以达到甚至超过HSK四级，能够掌握常用的医学专业词汇，了解常见疾病的基本知识，感受医生的职业特点和高尚情操。

三、教材特点

1. 汉语、医学和文化相互融合

《我是医学生：基础医学汉语》的编写目标包括汉语、医学和文化三个方面。汉语目标是核心目标，主要包括汉语知识目标和汉语技能目标，是实现医学目标和文化目标的基础。本教材是医学专用汉语教材，医学目标包括医学词汇目标、医学场景交流目标和医学文化目标，主要通过营造医学场景的方式实现。文化目标包括知识文化目标和交际文化目标，本教材致力于加深学习者对中国社会文化的了解，提高学习者的跨文化交际能力，促进学习者对多元文化的理解。文化目标的实现依赖于语言教学内容中具体文化目标的完成。汉语目标和文化目标属于中文目标，医学目标属于专业目标，三者完美融合于本教材中。

2. 听、说、读、写并重

本教材是综合性医学专用汉语教材，在语言技能培养方面，听、说、读、写并重。教材每篇课文后的“综合练习”部分针对重点词汇、语法、汉字、句型和课文内容进行反复练习，巩固学习者的语言知识；每课后的“语言任务”部分针对口头表达和书面表达能力设计输出型语言任务，重在培养学习者的语言产出能力。配套练习册除进一步巩固汉语重点知识、强化重点能力培养外，还通过丰富的练习题型，训练学习者解决各种语言问题的应用能力，提高HSK应试能力。

3. 通用和专用大纲兼顾

通用汉语词汇、语言点和话题任务重点参照《新汉语水平考试大纲》，同时参照《国际中文教育中文水平等级标准》，医用专业词汇、话题和任务重点参照《医学汉语水平考试（MCT）大纲》。本教材覆盖《新汉语水平考试大纲》一至四级全部词汇、语言点和话题任务，同时覆盖《医学汉语水平考试（MCT）大纲》一至三级全部话题和任务，以及大部分词汇。

4. 依据试用反馈不断调整完善

本教材在山东大学临床医学专业（外国留学生）已进行了三轮试用，每次试用后我们都会进行教学效果和学生需求的实证研究和分析，根据教师教学反馈和学生学习反馈进行调整和修改。教材试用结果表明，本教材可以有效满足医学相关专业学生日常交流、临床实习、通过HSK四级考试和了解中国社会文化的需要。

除此之外，本教材还在江西中医药大学试用了一个学期，在美国阿拉巴马大学试用了两个学期，都取得了显著的教学效果，并根据试用反馈进行了进一步的调整和修改。

四、编写体例

根据语言学习规律和医学能力培养规律，本教材各册的编写体例略有差异，具体如下：

1. 第1册编写体例

◎课本

《课本1》开篇便针对现代汉语语音基础知识进行了集中的讲授和练习，并在后面的1—5课中不断复现和强化。1—15课每课均由学习目标、热身活动、课文与生词、语言点讲解与操练、综合练习、语言任务等六部分组成。

学习目标：根据课文内容设置语言功能和语言点目标，帮助学习者了解本课的学习重点。鉴于学习者为零起点的外国学生，本部分以英文形式呈现。

热身活动：设置两个问题，引入本课主题，激发学习者对学习内容的兴趣，激活学习者已有的背景知识和相关词汇。问题围绕日常交际话题设计。

课文和生词：每课包含两篇课文，课文（一）和课文（二）均为对话体，以医学生的日常交际话题为主，后期逐渐增加医学场景的交际话题。两篇课文之间注重内容的关联和生词、语法的复现。生词紧扣《新汉语水平考试大纲》和《医学汉语水平考试（MCT）大纲》。

语言点讲解与操练：语言点讲解简洁清晰，例句典型而丰富，同时突出语法格式的归纳、易错点的提醒及近义词的辨析。每个语言点均配有针对性练习。

综合练习：课文（一）和课文（二）后均有紧扣课文内容和知识能力培养的综合练习，前五课主要以“听录音，选出你听到的音节”“根据汉字写拼音”“朗读语句”“完成对话”和“汉字书写”为主，后十课主要以“根据汉字写拼音”“朗读语句”“替换练习”“选词填空”“根据课文内容回答问题”“根据课文内容填空”和“汉字书写”为主。

语言任务：以现实情景为场景，引导学生完成综合性语言任务，主要包括“阅读理解”和“口头表达”。语言任务以日常交际情景为主，以医学情景为辅。

◎练习册

第1—5课所学习的词汇、语言点和课文相对简单，我们将之融入第6—15

课的练习中。

第6—15课每课包括听力、阅读和书写三个部分。听力部分的练习包括“看图片，听词语，判断对（√）错（×）”“看图片，听句子，判断对（√）错（×）”和“听对话，选择正确答案”，阅读部分的练习包括“看图片，并将图片序号填在相关句子后”“选词填空”和“选出下列词语在句子中的位置”，书写部分的练习包括“读句子，根据拼音写汉字”和“组词成句”。

2. 第2册编写体例

◎课本

《课本2》每课均由学习目标、热身活动、课文与生词、语言点讲解与操练、综合练习、语言任务、补充词汇等七部分组成。

学习目标：根据课文内容设置语言功能、语言点和医学知识目标，帮助学习者了解本课的学习重点。同样，鉴于学习者汉语水平较低，本部分以英文形式呈现。

热身活动：设置两个问题，引入本课主题，激发学习者对学习内容的兴趣，激活学习者已有的背景知识和相关词汇。问题主要围绕日常交际话题和医学话题设计。

课文和生词：课文（一）和课文（二）均为对话体，以医学生的日常交际话题为主，后期逐渐增加医学场景的交际话题。两篇课文之间注重内容的关联和生词、语法的复现。生词紧扣《新汉语水平考试大纲》和《医学汉语水平考试（MCT）大纲》。

语言点讲解与操练：语言点讲解简洁清晰，例句典型而丰富，突出语法格式的归纳、易错点的提醒及近义词的辨析。每个语言点均配有针对性练习。

综合练习：课文（一）和课文（二）后均有紧扣课文内容和知识能力培养的综合练习，题型主要包括“根据拼音写汉字”“辨字组词”“替换练习”“选词填空”“用所给词语完成对话”“根据课文内容回答问题”和“根

据课文内容填空”。

语言任务：以现实情景为场景，引导学生完成综合性语言任务，主要包括“阅读理解”“口头表达”和“书面表达”。语言任务以日常交际情景为主，以医学情景为辅。

补充词汇：补充与本课内容密切相关的医学专业词汇，每课补充4—6个词，每个词配有拼音、英文翻译和图片。

◎练习册

《练习册2》每课包括听力、阅读和书写三个部分。听力部分的练习包括“听句子，判断对（√）错（×）”“听对话，选择正确答案”和“听句子，重述你听到的话”，阅读部分的练习包括“选词填空”“选出下列词语在句子中的位置”和“阅读语句，选择正确答案”，书写部分的练习包括“读句子，根据拼音写汉字”和“组词成句”。

3. 第3、4册编写体例

◎课本

《课本3》和《课本4》每课均由学习目标、热身活动、课文与生词、语言点讲解与操练、综合练习、语言任务等六部分组成。

学习目标：根据课文内容设置语言功能、语言点和医学知识目标，帮助学习者了解本课的学习重点。随着学习者汉语水平的提高，本部分的呈现形式过渡为中文。

热身活动：设置两个问题，引入本课主题，激发学习者对学习内容的兴趣，激活学习者已有的背景知识和相关词汇。问题主要围绕日常交际话题和医学话题设计。

课文和生词：每课包含三篇课文，课文（一）为医学场景对话，课文（二）为日常交流对话，课文（三）为叙述体，第3册以日常交际话题的叙述为主，第4册以医学话题的叙述为主。三篇课文之间注重内容的关联和生词、语法的复现。生词紧扣《新汉语水平考试大纲》和《医学汉语水平考试

（MCT）大纲》。

语言点讲解与操练：语言点讲解简洁清晰，例句典型而丰富，突出语法格式的归纳、易错点的提醒及近义词的辨析。每个语言点均配有针对性练习。

综合练习：课文（一）、课文（二）和课文（三）后均有紧扣课文内容和知识能力培养的综合练习，题型主要包括“根据拼音写汉字”“辨字组词”“选词填空”“选出下列词语在句子中的位置”“用所给词语完成对话”“根据课文内容回答问题”和“根据课文内容填空”。

语言任务：以现实情景为场景，引导学生完成综合性语言任务，主要包括“阅读理解”“口头表达”和“书面表达”。语言任务以医学情景为主。

◎练习册

《练习册3》和《练习册4》每课包括听力、阅读和书写三个部分。听力部分的练习包括“听句子，判断对（√）错（×）”“听短对话，选择正确答案”和“听长对话，选择正确答案”，阅读部分的练习包括“选词填空”“排列顺序”和“阅读语句，选择正确答案”，书写部分的练习包括“组词成句”“读句子，根据拼音写汉字”和“看图片，用词造句”。

五、教学建议

本教材建议每课用6—8课时完成。若一周8课时，一学期16周，每学期可完成1册。若选择“主讲 + 复练”的教学模式，主讲教师负责教授每课的课文、生词和语言点，并带领学生完成相应课文后的综合练习；复练教师负责生词与语言点的扩展性和交际性练习，并带领学生完成每课的语言任务和练习册上的练习。

六、编写团队

本教材由长期从事一线医学汉语教学工作的教师编写，总主编为朱瑞蕾、甄珍。

《课本1》和《练习册1》由张杏春、甄珍、张举英、李晓婧、朱瑞蕾编写，张杏春负责统稿。

《课本2》和《练习册2》由张举英、张杏春、李晓婧、朱瑞蕾、甄珍、张海萍、李婷玉编写，张举英负责统稿。

《课本3》和《练习册3》由甄珍、朱瑞蕾、李晓婧、张举英、张杏春编写，甄珍负责统稿。

《课本4》和《练习册4》由李晓婧、朱瑞蕾、甄珍、张举英、张杏春编写，李晓婧负责统稿。

七、鸣谢

本教材由张杏春、朱瑞蕾、戴丽华、周汶霏、校潇、张云、蔡燕等任课教师在山东大学进行了三个学期的课堂试用，由张海萍、李婷玉在江西中医药大学进行了一个学期的课堂试用，由马玲在美国阿拉巴马大学进行了两个学期的课堂试用，她们都对教材提出了很多切实的修改意见，在此特别致谢！

在教材编写过程中，山东大学李安老师在词频统计方面提供了强大的技术支持，李静茹、徐紫钰、温璐妃、刘晓洁、齐梓君、张铭心、曾哲宇等同学在语料整理方面提供了周到的帮助，济南市第二人民医院王旭医师、济南市妇幼保健院侯艳梅医师等在医学专业知识和方法方面提供了有力的支持，在此一并感谢。

除此之外，我们还要感谢北京语言大学出版社王俊毅、上官雪娜老师和责任编辑李非飞老师在编辑出版环节对本教材提出的宝贵修改意见。

编写团队

2022年4月

Foreword

Under the guidance of “Chinese + medicine” principle, *I Am a Medical Student: Preclinical Medicine Chinese* is a series of integrated medical Chinese textbooks, compiled based on *Chinese Proficiency Test Syllabus*, *Chinese Proficiency Grading Standards for International Chinese Language Education* and *Medical Chinese Test (MCT) Syllabus*. The teaching materials focus on improving learners’ ability to use Chinese for communication in daily life and in the hospital scene, and also focus on improving learners’ cultural literacy and professional quality of doctors.

This set of textbooks is mainly suitable for international preclinical medical students who are the very beginners of Chinese language, and also for: (1) medical students who come to China to study clinical medicine; (2) medical students who come to China to study traditional Chinese medicine; (3) medical experts working in China and medical students for short-term training; (4) international medical students with Chinese learning needs.

1. Writing Principles

This set of textbooks combines the learning of daily Chinese with the improvement of HSK test-taking ability, and combines medical knowledge with social and cultural knowledge, so as to achieve the goal of integrating Chinese, medicine and culture. This set of textbooks develops the beginners’ listening, speaking, reading and

writing skills from scratch, and helps the beginners gradually master the vocabulary, language points and topic tasks stipulated in HSK levels 1 to 4, and acquaint with the medical vocabulary, topics and tasks stipulated in the *Medical Chinese Test (MCT) Syllabus*, improve the ability to use Chinese for communication in daily life and in the hospital scene, understand the professional characteristics of doctors through Chinese language, and feel the nobility of “the doctor’s benevolence” and “medical morality first” sentiment.

2. Textbook Structure

This set of integrated medical Chinese textbooks includes 4 volumes of textbooks and 4 volumes of workbooks. The textbooks and workbooks are matched together, and each volume has 15 lessons. The specific arrangements are as follows:

Volume 1 focuses on the cultivation of skills at daily communication in Chinese, moderately increases communication in simple medical scenarios. The pre-class parts of “Chinese Pinyin” and “Pinyin exercises” in this textbook focus on teaching and practicing the knowledge of modern Chinese phonetics, which will be repeated and strengthened in the following lessons 1-5. After completing the study of Volume 1, the beginners’ Chinese proficiency can reach HSK level 2. They can be familiar with common medical Chinese vocabulary, and communicate in simple medical scenarios.

Volume 2 combines the development of communication skills in daily life with the improvement of communication skills in medical scenarios. The communication scenarios involved are more diverse, the scope of communication is broader, and the Chinese social culture reflected is also richer. After completing the study of Volume 2, the learners’ Chinese proficiency can reach HSK level 3. The learners’ medical Chinese vocabulary will be further increased, and they can communicate in common medical scenarios.

Volumes 3 and 4 further expand the breadth and depth of daily communication

in Chinese, and the daily communication tasks are richer; the medical scenarios involved are more focused on seeing patients in common departments in hospitals, and the doctor-patient communication scenarios are more specific and real, which mostly are about learning symptoms and treatment options for common diseases through specialists. After completing the study of Volume 3 and Volume 4, the learners' Chinese proficiency can reach or even exceed HSK level 4, they can master common medical Chinese vocabulary, understand the basic knowledge of common diseases, and feel the professional characteristics and noble sentiments of doctors.

3. Characteristics of Textbooks

(1) Integration of Chinese, medicine and culture

The compilation targets of this set of textbooks include three aspects: Chinese, medicine and culture. Chinese is the core target, mainly including targets of Chinese knowledge and Chinese skill, which is the basis for realizing targets of medicine and culture. These textbooks are specialized medical Chinese textbooks. The medical targets mainly include medical vocabulary, medical-scene communication, and medical culture, which are mainly achieved by creating medical scenes. Cultural targets include knowledge culture and communicative culture. These textbooks are committed to deepening learners' understanding of Chinese society and culture, improving learners' cross-cultural communication skills, and promoting learners' understanding of multiculturalism. The realization of cultural targets depends on the completion of specific cultural targets in language teaching. Chinese targets and cultural targets belong to "Chinese" targets, and medical targets belong to professional targets. These three are interactively and perfectly integrated in these textbooks.

(2) Equal emphasis on listening, speaking, reading and writing

This set of textbooks is an integrated medical specialized Chinese textbook.

In terms of language skills development, equal emphasis is placed on listening, speaking, reading and writing. The “Comprehensive Exercises” part of the textbooks focuses on repeated exercises on key vocabulary, grammar, Chinese characters, sentence patterns and text content to consolidate learners’ language knowledge; at the same time, the “Language Tasks” part of the textbooks also designs output language tasks to exercise oral and written expressions, focusing on cultivating learning language production ability of the learners. In addition to further consolidating the key knowledge of Chinese and strengthening the cultivation of key abilities, the accompanying workbooks of the textbooks also train learners’ application ability to solve various language problems and improve their ability to take the HSK test through a variety of practice questions.

(3) Give consideration to both general and special syllabuses

For general Chinese vocabulary, language points and topic tasks, this set of textbooks mainly refers to the *Chinese Proficiency Test Syllabus* and *Chinese Proficiency Grading Standards for International Chinese Language Education*. For medical Chinese vocabulary, topics and tasks, this set of textbooks mainly refers to the *Medical Chinese Test (MCT) Syllabus*. This set of textbooks covers all the vocabulary, language points and topic tasks of level 1 to level 4 in *Chinese Proficiency Test Syllabus* and all the topics, tasks and most of vocabulary of level 1 to level 3 in the *Medical Chinese Test (MCT) syllabus*.

(4) Continuous adjustment and improvement based on trial feedback

This set of textbooks has been tested for three rounds in clinical medicine major (for international students) of Shandong University. After each trial, empirical research and analysis on the teaching effect and students’ needs will be conducted, and adjustments and revisions will be made according to teachers’ teaching and students’ learning feedbacks. The trial result of these textbooks is sufficient to show

that this set of textbooks can effectively meet the needs of medical students for daily communication, clinical practice, passing HSK level 4 test and understanding Chinese social culture.

In addition, this set of textbook has been tried out for one semester at Jiangxi University of Chinese Medicine and two semesters at the University of Alabama in the United States, which both have achieved remarkable teaching effects, and have been made further adjustments and revisions based on the trial feedbacks.

4. Compilation Layout

According to the law of language learning and medical ability training, the compilation layouts of each volume of this set of textbooks are slightly different. The specific compilation layouts are as follows:

(1) The compilation layout of Volume 1

◎ Textbook

The first chapter of Volume 1 arranges three concentrated lectures, focusing on the basic knowledge of modern Chinese phonetics and recurring and strengthening in the following lessons 1 to 5. Each lesson from 1 to 15 consists of six parts: learning objectives, warming-up, texts and new words, language points explanation and practice, comprehensive exercises, and language tasks.

Learning objectives: Targets for language functions and language points are set according to the content of the text to help learners understand the key points of each lesson. Since the learners are beginners, this part is presented in English.

Warming-up: Two questions are set to introduce the theme of the lesson, stimulate learners' interest in the content, and activate learners' existing background knowledge and related vocabulary. The two questions focus on topics of daily communication.

Texts and new words: Each lesson includes two texts. Text 1 and Text 2 are both conversational, focusing on the daily communication topics of medical students, and

gradually increasing the communication topics in medical scenes. The relationship between the two texts and the repetition of new words and grammar are emphasized. The new words stick to *Chinese Proficiency Test Syllabus* and *Medical Chinese Test (MCT) Syllabus*.

Language points explanation and practice: The language points explanation is concise and clear, and the example sentences are typical and rich, highlighting grammatical formats induction, error-prone reminders, and synonym identification. Each language point comes with targeted exercises.

Comprehensive exercises: After Text 1 and Text 2, there are comprehensive exercises sticking to the content of the text and the cultivation of knowledge and ability. The first 5 lessons mainly focus on “listen to the recording and pick out the syllables you hear”, “write Pinyin according to Chinese characters”, “read aloud”, “complete dialogues”, and “write Chinese characters”. And the last 10 lessons are mainly about “write Pinyin according to Chinese characters”, “read aloud”, “substitution drills”, “use the following words to fill in the blanks”, “answer the following questions according to the text”, “fill in the blanks according to the text”, and “write Chinese characters”.

Language tasks: The compilers take realistic situations as scenarios, and guide students to complete comprehensive language tasks, mainly including “reading comprehension” and “oral expression”. The language tasks are mainly based on daily communication situations, supplemented by medical situations.

© Workbook

The vocabulary, language points and texts learned in Lessons 1 to 5 are relatively simple, and we incorporate them into the practice in Lessons 6 to 15.

Lessons 6 to 15 consist of three parts: listening, reading and writing. The listening exercises include “look at the pictures, listen to the words and judge right

(√) or wrong (×)”, “look at the pictures, listen to the sentences and judge right (√) or wrong (×)”, and “listen to the dialogues and choose the correct answers”. The reading exercises include “look at the pictures and fill in the picture numbers after the relevant sentences”, “use the following words to fill in the blanks”, and “choose the correct position of the following words in the sentences”. The writing exercises include “read the following sentences and write Chinese characters according to Pinyin” and “group the following words into sentences”.

(2) The compilation layout of the Volume 2

© Textbook

Each lesson consists of seven parts: learning objectives, warming-up, texts and new words, language points explanation and practice, comprehensive exercises, language tasks, and supplementary vocabulary.

Learning objectives: Targets for language functions, language points, and medical knowledge are set according to the content of the text to help learners understand the key points of each lesson. Since the learners’ Chinese level is low, this part is also presented in English.

Warming-up: Two questions are set to introduce the theme of the lesson, stimulate learners’ interest in the content, and activate learners’ existing background knowledge and related vocabulary. The two questions which focus on topics of daily communication and medicine.

Texts and new words: Text 1 and Text 2 are both conversational, focusing on the daily communication topics of medical students, and gradually increasing the communication topics in medical scenes. The relationship between the two texts and the repetition of new words and grammar are emphasized. The new words stick to *Chinese Proficiency Test Syllabus* and *Medical Chinese Test (MCT) Syllabus*.

Language points explanation and practice: The language points explanation

is concise and clear, and the example sentences are typical and rich, highlighting grammatical formats induction, error-prone reminders, and synonym identification. Each language point comes with targeted exercises.

Comprehensive exercises: After Text 1 and Text 2, there are comprehensive exercises sticking to the content of the text and the cultivation of knowledge and ability. The types of questions mainly include “write Chinese characters according to Pinyin”, “discriminate between Chinese characters and make words”, “substitution drills”, “use the following words to fill in the blanks”, “complete the dialogues with given words”, “answer the following questions according to the text”, and “fill in the blanks according to the text”.

Language tasks: The compilers take realistic situations as scenarios, and guide students to complete comprehensive language tasks, mainly including “reading comprehension”, “oral expression” and “written expression”. The language tasks are mainly based on daily communication situations, supplemented by medical situations.

Supplementary vocabulary: It mainly includes medical Chinese vocabulary closely related to each lesson. Each lesson is supplemented with 4-6 words with Pinyin, English translations and pictures.

© Workbook

Each lesson consists of three parts: listening, reading and writing. The listening exercises include “listen to sentences and judge right (√) or wrong (×)”, “listen to dialogues and choose the correct answers”, and “listen to sentences and repeat what you heard”. The reading exercises include “use the following words to fill in the blanks”, “choose the correct position of the following words in the sentences”, and “read the following sentences and choose the correct answers”. The writing exercises include “read the following sentences and write Chinese characters according to

Pinyin” and “group the following words into sentences”.

(3) The compilation layout of Volumes 3 and 4

◎ Textbooks

Each lesson consists of six parts: learning objectives, warming-up, texts and new words, language points explanation and practice, comprehensive exercises, and language tasks.

Learning objectives: Targets for language functions, language points, and medical knowledge are set according to the content of the text to help learners understand the key points of each lesson. With the improvement of learners’ Chinese level, the presentation form of this part changes into Chinese.

Warming-up: Two questions are set to introduce the theme of the lesson, stimulate learners’ interest in the content, and activate learners’ existing background knowledge and related vocabulary. The two questions focus on topics of daily communication and medicine.

Texts and new words: Each lesson includes three texts. Text 1 is a dialogue in medical scenarios, Text 2 is a daily communication dialogue, and Text 3 is a narration. Volume 3 is mainly about the narration of daily communication topics, and Volume 4 is mainly about the narration of medical topics. The relationship between the three texts and the repetition of new words and grammar are emphasized. The new words stick to *Chinese Proficiency Test Syllabus* and *Medical Chinese Test (MCT) Syllabus*.

Language points explanation and practice: The language points explanation is concise and clear, and the example sentences are typical and rich, highlights grammatical formats induction, error-prone reminders, and synonym identification. Each language point comes with targeted exercises.

Comprehensive exercises: After Text 1, Text 2 and Text 3, there are comprehensive exercises sticking to the content of the text and the cultivation

of knowledge and ability. The types of questions mainly include “write Chinese characters according to Pinyin”, “discriminate between Chinese characters and make words”, “use the following words to fill in the blanks”, “choose the correct position of the following words in the sentences” “complete the dialogues with given words”, “answer the following questions according to the text”, and “fill in the blanks according to the text”.

Language tasks: Take realistic situations as scenarios, guide students to complete comprehensive language tasks, mainly including “reading comprehension”, “oral expression” and “written expression”. The language tasks are mainly based on medical situations.

◎ Workbook

Each lesson consists of three parts: listening, reading and writing. The listening exercises include “listen to sentences and judge right (√) or wrong (×)”, “listen to short dialogues and choose the correct answers”, and “listen to long dialogues and choose the correct answers”. The reading exercises include “use the following words to fill in the blanks”, “sort sentences”, and “read the following sentences and choose the correct answers”. The writing exercises include “group the following words into sentences”, “read the following sentences and write Chinese characters according to Pinyin”, and “look at pictures and make sentences with given words”.

5. Teaching Suggestions

We suggest that teachers use 6-8 hours to complete each lesson of this set of textbooks. If there are 8 lessons per week, 16 weeks per semester, one volume could be completed per semester. If you choose the teaching mode of “main lecture + re-practice”, the main lecture teacher is responsible for teaching the texts, new words and language points, and guiding students to complete comprehensive exercises after the corresponding text; the re-practice teacher is responsible for teaching extension

knowledge of new words and language points, and leading students to complete the language tasks and exercises in the workbook for each lesson.

6. Compilation Team

This set of textbooks are written by teachers who have long been engaged in the teaching front-line of medical Chinese. The chief compilers are Zhu Ruilei and Zhen Zhen.

The first volume of the textbooks and workbooks is compiled by Zhang Xingchun, Zhen Zhen, Zhang Juying, Li Xiaojing, Zhu Ruilei. Zhang Xingchun is responsible for the final compilation and edit.

The second volume of the textbooks and workbooks is compiled by Zhang Juying, Zhang Xingchun, Li Xiaojing, Zhu Ruilei, Zhen Zhen, Zhang Haiping, and Li Tingyu. Zhang Juying is responsible for the final compilation and edit.

The third volume of the textbooks and workbooks is compiled by Zhen Zhen, Zhu Ruilei, Li Xiaojing, Zhang Juying, and Zhang Xingchun. Zhen Zhen is responsible for the final compilation and edit.

The fourth volume of the textbooks and workbooks is compiled by Li Xiaojing, Zhu Ruilei, Zhen Zhen, Zhang Juying and Zhang Xingchun. Li Xiaojing is responsible for the final compilation and edit.

7. Acknowledgments

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In the process of compiling these textbooks, Li An, from Shandong University, provided strong technical support on statistics of word frequency, and students, such as Li Jingru, Xu Ziyu, Wen Lufei, Liu Xiaojie, Qi Zijun, Zhang Mingxin, and Zeng Zheyu, provided thoughtful help in corpus organization. Physician Wang Xu, from Jinan Second People's Hospital, and Physician Hou Yanmei, from Jinan Maternal and Child Health Hospital, provided their strong support in terms of medical expertise and methods, and we would like to thank them all.

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April 2022

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语法术语及缩略形式参照表

Grammar Terms and Their Abbreviations

Grammar Terms in Chinese	Grammar Terms in Pinyin	Grammar Terms in English	Abbreviations
名词	míngcí	noun	<i>n.</i>
代词	dàicí	pronoun	<i>pron.</i>
数词	shùcí	numeral	<i>num.</i>
量词	liàngcí	measure word	<i>m.</i>
数量词	shùliàngcí	numeral measure word	<i>num.-m.</i>
动词	dòngcí	verb	<i>v.</i>
能愿动词	néngyuàn dòngcí	modal verb	<i>mod.v.</i>
形容词	xíngróngcí	adjective	<i>adj.</i>
副词	fùcí	adverb	<i>adv.</i>
介词	jiècí	preposition	<i>prep.</i>
连词	liáncí	conjunction	<i>conj.</i>
助词	zhùcí	particle	<i>part.</i>
拟声词	nǐshēngcí	onomatopoeia	<i>onom.</i>
叹词	tàncí	interjection	<i>int.</i>
前缀	qiánzhuì	prefix	<i>pref.</i>
后缀	hòuzhuì	suffix	<i>suf.</i>
成语	chéngyǔ	idiom	<i>idm.</i>
主语	zhǔyǔ	subject	<i>S</i>
谓语	wèiyǔ	predicate	<i>P</i>
宾语	bīnyǔ	object	<i>O</i>
补语	bǔyǔ	complement	<i>C</i>
动宾结构	dòngbīn jiégòu	verb-object	<i>VO</i>
动补结构	dòngbǔ jiégòu	verb-complement	<i>VC</i>
动词性短语	dòngcíxìng duǎnyǔ	verbal phrase	<i>VP</i>
形容词性短语	xíngróngcíxìng duǎnyǔ	adjectival phrase	<i>AP</i>

目 录

Contents

汉语拼音（一）	
Chinese Pinyin (1)	1
拼音练习（一）	
Pinyin exercises (1)	5
汉语拼音（二）	
Chinese Pinyin (2)	7
拼音练习（二）	
Pinyin exercises (2)	8
汉语拼音（三）	
Chinese Pinyin (3)	10
拼音练习（三）	
Pinyin exercises (3)	13
第一课 你是学生吗？	
Are you a student?	15
第二课 你叫什么名字？	
What is your name?	26
第三课 你是哪国人？	
Where are you from?	37
第四课 你有中国朋友吗？	
Do you have Chinese friends?	48

第五课	我有五个外国朋友	
	I have five foreign friends	59
第六课	今天几月几号?	
	What's the date today?	71
第七课	我们八点上课	
	We start class at 8 o'clock	85
第八课	苹果多少钱一斤?	
	How much is a <i>jin</i> of apples?	102
第九课	我哥哥在医院工作	
	My elder brother works in a hospital	117
第十课	来我家玩儿吧!	
	Come round to my home!	131
第十一课	解剖楼在图书馆的东边	
	The anatomy building is to the east of the library	145
第十二课	菜做得太好吃了!	
	The food is so delicious!	160
第十三课	这儿不能抽烟	
	No smoking here	175
第十四课	这件白大褂是谁的?	
	Whose white coat is this?	188
第十五课	天晴了	
	The sky clears up.....	202
词汇总表		
Glossary		216

第一课 Lesson 1

Nǐ shì xuéshēng ma?
你是 学生 吗?
Are you a student?

学习目标 Learning Objectives

1. Language Function: Greet each other.
2. Language Points: “是”–sentence; Modal particle “吗” and non–interrogative sentence; Adverb “不”.

热身活动 Warming-up

1. 你知道怎么用汉语互相问候吗?
Do you know how to greet each other in Chinese?
2. 你知道在汉语里“老师”怎么说吗?
Do you know how to say “teacher” in Chinese?



课文 (一)

Text (I)

(Wang Chen meets Meili for the first time on campus.)

Wáng Chén: Nǐ hǎo!

王晨：你 好！

Měili: Nǐ hǎo!

美丽：你 好！

Wáng Chén: Nǐ shì xuéshēng ma?

王晨：你 是 学 生 吗？

Měili: Wǒ shì xuéshēng.

美丽：我 是 学 生。

Wáng Chén: Nǐ shì liúxuéshēng ma?

王晨：你 是 留 学 生 吗？

Měili: Wǒ shì liúxuéshēng.

美丽：我 是 留 学 生。

Wang Chen: Hello!

Meili: Hello!

Wang Chen: Are you a student?

Meili: Yes, I am.

Wang Chen: Are you an international student?

Meili: Yes, I am.

生词 New words

1. 你	nǐ	<i>pron.</i>	you
2. 好	hǎo	<i>adj.</i>	good, well, fine
3. 是	shì	<i>v.</i>	to be, is/am/are
4. 学生	xuéshēng	<i>n.</i>	student
5. 吗	ma	<i>part.</i>	used at the end of a sentence to indicate a question
6. 我	wǒ	<i>pron.</i>	I, me
7. 留学生	liúxuéshēng	<i>n.</i>	international student

留学

liúxué

v.

to study abroad

专名 Proper nouns

1. 王晨

Wáng Chén

name of a Chinese student

2. 美丽

Měilì

name of a South African student

语言点 Language Points

一、“是”字句 “是”-sentence

“是”字句是由动词“是”连接前后两个部分的句子，表示肯定或判断。例如：

The verb “是” connects the front and back parts of a “是” sentence, which expresses a definite or judgmental attitude.

1. 我是学生。
2. 我是留学生。
3. 我是王晨。

※ 练习：组词成句 Group words into sentences

1. 学生 是 我

_____。

2. 是 留学生 我

_____。

3. 美丽 是 我

_____。

二、语气助词“吗”和是非疑问句

Modal particle “吗” and non-interrogative sentence

语气助词“吗”表示疑问，可用在陈述句句尾，构成疑问句。这种疑问句叫是非疑问句，要求对方做出肯定或否定的回答。

The modal particle “吗”, put at the end of a narrative sentence, expresses an interrogative attitude. It forms a non-interrogative sentence, that is, a yes or no question.

做肯定回答时，说话人去掉问句中的“吗”就可以。例如：

As for a positive answer of such questions, the speaker just needs to remove “吗” of the question. For example:

1. A: 你是学生吗?

B: 我是学生。

2. A: 你是留学生吗?

B: 我是留学生。

做否定回答时，说话人要在动词或形容词前边加上否定副词“不 (bù, not)”。
例如：

And as for a negative answer, the speaker should add the negative adverb “不 (bù, not)” in front of a verb or an adjective. For example:

3. A: 你是王晨吗?

B: 我不是王晨。

※ 练习：请用带“吗”的是非疑问句提问

Please make non-interrogative sentences with “吗”

1. A: _____?

B: 我是留学生。

2. A: _____?

B: 我是学生。

3. A: _____?

B: 我是美丽。

综合练习 Comprehensive Exercises

一、听录音，选出你听到的音节 Listen to the recording and pick out the syllables you hear

1. A. nǐ B. lǐ
2. A. wǎng B. wǒ
3. A. liú B. niú

4. A. shì B. sì
5. A. xié B. xué
6. A. hǎo B. xiǎo

二、根据汉字写拼音 Write Pinyin according to Chinese characters

1. 学生_____
2. 吗_____
3. 是_____
4. 好_____
5. 我_____
6. 你_____

三、朗读语句 Read aloud

1. 你好
2. 学生
3. 留学生

4. 你是学生吗?
5. 我是学生。
6. 我是留学生。

四、完成对话 Complete dialogues

王晨：你好！你是_____？

美丽：我是学生。

王晨：_____留学生吗？

美丽：我是留学生。

五、汉字书写 Write Chinese characters

你	亻 + 尔													
	ノ	イ	ㄣ	仈	仉	你	你							
好	女 + 子													
	ㄣ	ㄣ	女	如	好	好								
学	灬 + 子													
	、	、	、	、	、	学	学	学						
生	ノ + 乚													
	ノ	乚	乚	牛	生									
吗	口 + 马													
	丨	口	口	𠂔	吗	吗								
是	日 + 疋													
	丨	口	日	日	旦	早	早	是	是					

课文 (二)

Text (II)

(Jin Long meets Mr Wang at the gate of the teaching building.)

Jīn Lóng: Nǐ hǎo!

金龙: 你好!

Wáng lǎoshī: Nǐ hǎo!

王老师: 你好!

Jīn Lóng: Nǐ shì xuéshēng ma?

金龙: 你是学生吗?

Wáng lǎoshī: Wǒ bú shì xuéshēng, wǒ shì lǎoshī.

王老师: 我不是学生, 我是老师。

Jīn Lóng: Duìbuqǐ.

金龙: 对不起。

Wáng lǎoshī: Méi guānxi.

王老师: 没关系。

Jīn Lóng: Lǎoshī, zàijiàn.

金龙: 老师, 再见。

Wáng lǎoshī: Zàijiàn.

王老师: 再见。

Jin Long: Hello!

Mr Wang: Hello!

Jin Long: Are you a student?

Mr Wang: No, I am not a student. I am a teacher.

Jin Long: Sorry.

Mr Wang: It's OK.

Jin Long: See you, sir.

Mr Wang: See you.

生词 New words

1. 不	bù	adv.	no, not
2. 老师	lǎoshī	n.	teacher
3. 对不起	duìbuqǐ	v.	I'm sorry; excuse me
4. 没关系	méi guānxi	VO	it doesn't matter; it's OK
5. 再见	zàijiàn	v.	see you; goodbye

专名 Proper nouns

1. 金龙	Jīn Lóng	name of a Thai student
2. 王	Wáng	a surname in Chinese

语言点 Language Points

副词 “不” Adverb “不”

副词“不”表示否定，一般用在动词或形容词的前边。例如：

The adverb “不” means denial and is usually used before a verb or an adjective. For example:

1. 我不是学生。
2. 我不是留学生。
3. 我不是老师。
4. 我不好。

注意：“不”在四声字前读二声，例如“bú shì（不是）”“bú jiàn（不见）”；在一声、二声、三声字前不变调，还读四声，例如“bù gāo（不高）”“bù xíng（不行）”“bù hǎo（不好）”。

Attention: “不” is pronounced as the second tone before a forth tone syllable, such as “bú shì（不是）” and “bú jiàn（不见）”. When it shows before a first-tone, second-tone or third-tone, it is pronounced as the forth tone, such as “bù gāo（不高）” “bù xíng（不行）” and “bù hǎo（不好）”.

※ 练习：请用否定句回答问题

Please answer the questions with negative sentences

1. A: 你是学生吗?

B: _____。

2. A: 你是老师吗?

B: _____。

3. A: 你是留学生吗?

B: _____。

4. A: 你好吗?

B: _____。

综合练习 Comprehensive Exercises

一、听录音，选出你听到的音节 Listen to the recording and pick out the syllables you hear

- | | |
|-------------|---------|
| 1. A. bú | B. bù |
| 2. A. lǎo | B. nǎo |
| 3. A. shēng | B. shēn |

- | | |
|------------|---------|
| 4. A. qǐ | B. jǐ |
| 5. A. duì | B. tuì |
| 6. A. jiàn | B. qiàn |

二、根据汉字写拼音 Write Pinyin according to Chinese characters

- | | | |
|------------|-------------|-------------|
| 1. 不_____ | 3. 对不起_____ | 5. 老师_____ |
| 2. 再见_____ | 4. 王_____ | 6. 没关系_____ |

三、朗读语句 Read aloud

1. 对不起
2. 没关系
3. 再见

4. 老师好!
5. 老师，对不起!
6. 老师，再见!

四、完成对话 Complete dialogues

王老师：你好!

金 龙：你好! 你是学生吗?

王老师：我_____，我是老师。

金 龙：对不起。

王老师：_____。

金 龙：_____，再见。

王老师：再见。

五、汉字书写 Write Chinese characters

不	一	丿	才	不										
我	丶	㇀	扌	扌	我	我	我							
关	丶	㇀	㇀	兰	关	关								
再	一	厂	冂	冂	冂	再								
见	丨	冂	冂	见										
对	又 + 寸													
	丿	又	又	对	对									

一、阅读理解 Reading comprehension

王晨、美丽是学生，美丽是留学生。我不是学生，是老师。

读后判断 True or false

1. “我” 是学生。 ()
2. 王晨是留学生。 ()
3. 美丽是学生。 ()

二、口头表达 Oral expression

任务名称：问候。

Task: Greet each other.

任务要求：两名学生一组，互相打招呼。

Requirements: Work in pairs and greet each other.

Reference words: 是 吗 学生 老师 不 对不起 没关系 再见