

商务馆实用汉语短期系列教材

世界汉语教学学会审订



杨惠元 主编

汉语十日通


Chinese in 10 Days

4 冲刺篇

Advanced Level

汉英版



 商务印书馆
THE COMMERCIAL PRESS

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前言

《汉语十日通》是一套专为短期班零起点的外国学生设计编写的初级汉语综合教材。

全套教材共四册，每册10课，完成全书的教学任务需要160学时，大约8周。教师可以根据短期班学生的实际水平灵活选用。

编写这套教材的指导思想是：首先帮助学生输入语音、词汇、语法、汉字等语言要素，再通过课堂训练帮助学生把语言要素转化为听、说、读、写等四项语言技能，进而转化为语言交际技能。

本教材按照课堂教学环节安排了以下项目：

热身练习 先听后说、先输入后输出、先理解后表达，这符合语言习得的规律，也是汉语教学致力遵循的原则。本部分的三个项目都是从听说入手的，是为学习生词和课文所做的铺垫和准备。

情景会话 本部分按照话题排列，每课三到四段，为学生提供在不同场景下的交际模式，同时提供可供替换的图片或词语，便于学生模仿和表达自己的意思。这是本教材的核心部分，是学生学习的重点。

叙述 本部分是为训练学生进行成段表达准备的语言材料。其内容与前边某个情景会话既有联系又不雷同，能够引起学生的兴趣，便于引导他们讨论。

课堂互动 通过看图说话、个人访问、小组讨论、社会调查等多种形式使学生进行语言交流和活动，让他们在语言活动中完成任务，学好汉语。

生词 按照课文中出现的顺序排列，便于学生查找和学习。

汉语.com 主要内容是与本课话题有关的语言知识或文化常识，作为教学内容的有益补充，使课堂学习自然延伸。它们语言难度小，配有拼音或英文翻译，学生可借此扩大知识面，增强学习的兴趣。

每册第10课为复习课，安排了全书的语法点总结。

本教材吸取了汉语教学及外语教学的理论精华，融合了多年从事对外汉语教学一线教师的实践经验，具有以下特点：

1. 以听入手，先听后说，突出听说，兼顾读写

考虑到短期班学生来华学习的主要目的是提高听说能力，本教材把听说能力的训练放在教学的首位，但是，并未忽略读写的要求。实践证明，语言能力是一项综

合性的能力系统，听说读写各项技能是相互融合、相互促进的。因此，即使是短期教材，也应体现出综合性的特点。

2. 图画、格式化的解释和训练方式

本教材尽量采用图画、格式化的方式来直观、形象地展示语言点和句式，语法说明较少，启发引导学生自觉领会和自主学习。配套练习也多借助图画与图表来表示，便于学生理解。

3. 循环式话题和可替换的语言段落

全书采用循环式的话题排列，由浅入深，反复出现。自然规范、可替换的语言段落，增强了本书在不同地区、不同教学单位的适用性。学生在熟记课文之后，可达到举一反三的效果。

4. 语法点作为暗线出现，不追求系统性

根据短期班学生的特点和强化词语教学、淡化句法教学的原则，我们把语法点作为暗线分散在各课的情景会话和叙述中。虽不追求系统性，但彼此衔接有序，并重视重现。语法点的选择依据国家汉办编写的《汉语水平等级标准与语法等级大纲》和《汉语水平词汇与汉字等级大纲》。拼音和词性标注主要依据于商务印书馆《现代汉语词典》第5版，也参考了《汉语水平词汇与汉字等级大纲》。

5. 课本和练习册分立，适应不同周期、不同要求的学习

本教材采用课本和练习册分立的形式。课本的内容包括生词、句式、课文、听说练习和语法知识等，重在听说能力训练；练习册的内容包括传统的字词、语法、听力和汉字练习，重在夯实语言基础。两者分立的好处是，教师和学生可以根据需要选择使用。要求重点提高听说能力，课本的内容就已足够；要求全面提高听说读写的能力，可以配套使用练习册。

由于能力所限，所有疏漏不当之处，祈望使用者指正，以便再版时加以修订。

编者

2009年7月

Preface

Chinese in 10 Days is a series of basic comprehensive Chinese textbooks designed for beginning students of Chinese as a second language in short-term classes. It consists of forty lessons in four volumes which can be covered in about 160 hours of classroom time, making it easy for the teacher to adapt to his/her students' particular level.

This set of textbooks was compiled with the following principles in mind: First, to provide students with rich input including language elements, such as phonetics, vocabulary, grammar, and Chinese characters; second, to help students transform these language elements into the four language skills of listening, speaking, reading and writing through class activities; and finally to help students internalize these elements and acquire communication skills.

For ease of use in the classroom, each lesson consists of the following parts:

Warming-up Listening before speaking, input before output, and comprehension before expression. This is consistent with the known sequence of language acquisition, and therefore a principle which Chinese language instruction is committed to following. The three activities within this part of the lesson all begin with listening and speaking, and serve as preparatory steps that pave the way for students to learn the new words and text.

Situational Dialogues This part includes three to four examples of situational dialogues arranged by topic. It provides students with a communication model set within different scenarios. Substitute pictures or words listed in a box facilitate students' imitation of the model and self-expression. The scenarios are the core of this textbook series, and are meant to be the focal point of the learning process.

Narrative This part contains materials intended to train students to express themselves in paragraphs. Its content is related to the situational dialogues in the previous part, while not being identical, in order to keep student's interest and stimulate discussion.

Class Activities This part helps students practice communication through a variety of activities, such as speaking based on pictures, interviews, group discussion, investigation and so on. These activities help students master the language through the

completion of specific tasks.

New Words Vocabulary is arranged in the same order in which it appears in the text. It is convenient for students to both study and look up words.

Chinese.com The main content of this part is the language and cultural knowledge related to the topic of the lesson. This beneficial supplement to the teaching content is a natural extension of classroom learning. The language used here is not difficult and has both Pinyin and English translation so that it can expand a student's knowledge and enhance their interest in learning.

The tenth lesson of each volume is a review lesson. A grammar summary for the entire book is arranged.

This textbook has absorbed the essence of Chinese teaching and foreign language teaching theories, combined with the practical experience of teachers who have been engaged in teaching Chinese as a foreign language for many years. As such, it features the following elements:

1. Start with listening, listen before speaking, emphasize listening and speaking, and give due consideration to reading and writing.

Considering that the main purpose of the students who come to China for short-term study is to improve their listening and speaking ability, this textbook puts listening and speaking training in the first place of teaching. At the same time, we never ignore the request of reading and writing ability. Practice has proven that language ability is a comprehensive skill set system. The skills of listening, speaking, reading and writing are mutually integrated and reinforce one another. Therefore, we believe that even teaching material intended for short-term study of the language should reflect this integrated characteristic.

2. Use pictures to provide context and special formattings to clearly illustrate explanations.

This textbook uses many pictures and special formattings to clearly illustrate grammar points and patterns. Grammar explanation is kept to a minimum. These features encourage students to consciously make sense of the language and to study independently. The accompanying sets of exercises also use numerous pictures and charts to facilitate students' understanding.

3. Spiral arrangement of topics and substitutable paragraphs.

This book adopts a spiraling arrangement of topics, going from shallow to deep, as the same topic repeatedly appears. The natural and standard sentences and paragraphs with appropriate length can be replaced frequently and more productive, which makes this textbook more applicable in different areas and different teaching units. Students may achieve extrapolative effect after memorizing them.

4. Grammar points appear as an implicit clue, rather than seeking a systematic representation.

According to the characteristic needs of students in short-term study programs and the principle of emphasizing vocabulary teaching while deemphasizing grammar teaching, we don't emphasize grammar points as they appear within the situational dialogues and narrative parts of each lesson. Although we do not attempt a systematic representation of grammar, the grammar points occur and recur in a sensible order. The included grammar points were selected according to *Chinese Proficiency Standards and Grammar Outline* and *Chinese Proficiency Level of Vocabulary and Characters*. We noted the part of speech and Pinyin according to the *Modern Chinese Dictionary* (5th Edition) published by the Commercial Press, and also consulted *Chinese Proficiency Level of Vocabulary and Characters*.

5. Separation of the textbook and workbook to suit different periods of learning and different learning needs.

The textbook and workbook are separate. The textbook includes new words, sentence patterns, written texts, listening and speaking exercises, and grammar points, focusing on training for listening and speaking skills. The workbook contains traditional exercises on vocabulary, grammar, listening and characters, focusing on reinforcing the language foundation. The benefit of separating the two books is that teacher and student can select material to meet their own needs. If the learning focus is to improve listening and speaking skills, the textbook should suffice. If the learning focus is to improve all four skills: listening, speaking, reading and writing, the addition of the workbook forms a complete set.

We look forward to your comments and suggestions for future revision of this textbook series.

Compiler

July, 2009

语法术语

Grammar Terms

名词	míngcí	noun	(名)
动词	dòngcí	verb	(动)
形容词	xíngróngcí	adjective	(形)
代词	dàicí	pronoun	(代)
数词	shùcí	numeral	(数)
量词	liàngcí	measure word	(量)
副词	fūcí	adverb	(副)
连词	liáncí	conjunction	(连)
介词	jiècí	preposition	(介)
助词	zhùcí	particle	(助)
叹词	tàncí	interjection	(叹)
主语(主)	zhǔyǔ	Subject	(S)
宾语(宾)	bīnyǔ	Object	(O)

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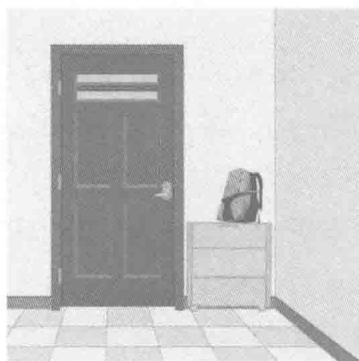
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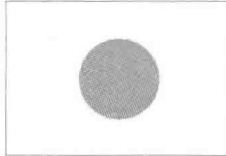








Dì-31

Kè Yǐhòu Wǒmen Jiù Shì Péngyou le

第 31 课 以后 我们 就是 朋友了

● 热身练习 Warming-up

听一听，选一选 *Listen and choose the right pictures*

1. A.  B.  C.  D. 
2. A.  B.  C.  D. 
3. A.  B.  C.  D. 
4. A.  B.  C.  D. 
5. A.  **Yes** B.  **NO**
6. A.  **Yes** B.  **NO**
7. A.  **Yes** B.  **NO**
8. A.  **Yes** B.  **NO**

■ 听一听，说一说 *Listen and speak*



Wáng Měilǐ zhōngxué yí bìyè jiù qù Xīnjiāpō liúxué le, yǐhòu yìzhí
王 美丽 中学 一 毕业 就去 新加坡 留学了，以后 一直
zài nàr dú dàxué.
在那儿 读 大学。

Jìrán yǐjīng rènshi le, yǐhòu wǒmen jiù shì péngyou le.
既然 已经 认识了，以后 我们 就是 朋友 了。

■ 看一看，练一练 *Read and practice*

1. 一…就… yī... jiù...

Wǒ zhōngxué yí bìyè jiù qù nàr liúxué le.
我 中学 一毕业 就去 那儿 留学了。

Tāmen yí jiànmiàn jiù liáo de hěn gāoxìng.
他们 一见面 就聊得 很高兴。

Lǎoshī yì shuōwán, dàjiā jiù míngbai le.
老师 一说完， 大家 就 明白了。

根据所给的词语说句子 Make a sentence with the given words or phrases

例 For example

dào Běijīng rènshi Wáng Měilì

到 北京 认识 王 美丽

Zhāng Jiāchéng yí dào Běijīng jiù rènshile Wáng Měilì.

张 家诚 一到 北京 就 认识了 王 美丽。

huísùshè

zuò zuòyè

(1) 回 宿舍

做 作业

bìyè

gōngzuò

(2) 毕业

工作

dào zhōumò

qù chāoshì

(3) 到 周末

去 超市

hē jiǔ

liǎn hóng

(4) 喝酒

脸 红

2. 既然…就… jìrán...jiù...

Jìrán yǐjīng rènshi le, yǐhòu wǒmen jiù shì péngyou le.

既然 已经 认识了, 以后 我们 就是 朋友 了。

Jìrán jīntiān méiyǒu shíjiān, zánmen jiù míngtiān qù ba.

既然 今天 没有 时间, 咱们 就 明天 去吧。

Jìrán yǐjīng lái le, jiù duō zhù jǐ tiān.

既然 已经 来了, 就多 住 几天。

完成句子 Complete the following sentences

Jìrán xià yǔ le,

(1) 既然 下雨了, _____。

Jìrán nǐ shēntǐ bù shūfu,

(2) 既然你身体不舒服, _____。

wǒmen jiù zuò fēijī qù ba.

(3) _____, 我们就坐飞机去吧。

wǒmen jiù xià cì zài qù ba.

(4) _____, 我们就下次再去吧。

3. 一直 yìzhí

Lái Zhōngguó yǐqián, Wáng Měilǐ yìzhí zài Xīnjiāpō dúshū.

来中国以前, 王美丽一直在新加坡读书。

Dàxué bìyè yǐhòu, wǒ yìzhí zài Běijīng gōngzuò.

大学毕业以后, 我一直在北京工作。

Wǒmen yìzhí wánr dào wǎnshàng shí diǎn.

我们一直玩儿到晚上十点。

yìzhí

一直+V./adj.

4. 动作的进行 An action in progress

Tāmen zhèngzài liáotiānr ne.

他们正在聊天儿呢。

Jīn Héyǒng zhèngzài gōngsī gōngzuò ne.

金和永正在公司工作呢。

zhèngzài ne

正在…呢

“正在…呢”也可以用以下方式表达: This pattern has three options as below:

Wǒ zuò zuòyè ne.

我做作业呢。

Tāmen zài liáotiānr ne.

他们在聊天儿呢。

Wǒmen shàngkè de shíhòu, Jīn Héyǒng zhèng gōngzuò ne.

我们上课的时候, 金和永正工作呢。