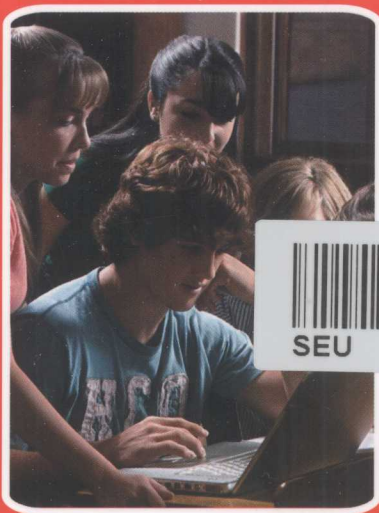


Experiencing EChinese Oral Course

体验汉语®

口语教程

主 编 者 陈作宏
编 者 江傲霜 张璟 陈作宏 王清钢



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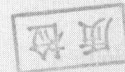
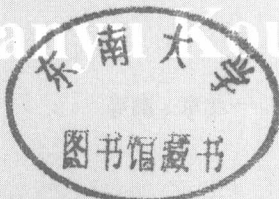
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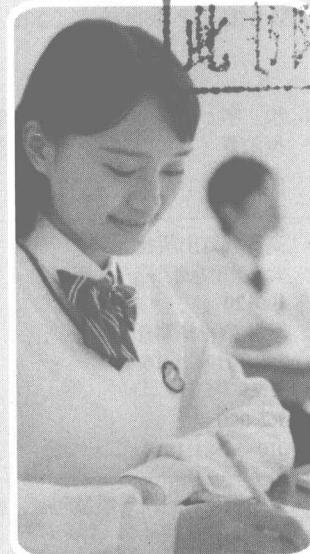
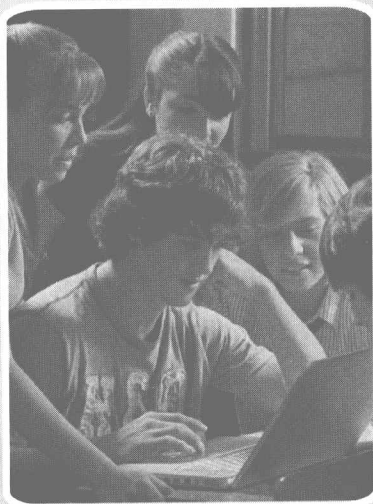
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Tiyan HanYu Kouyu Jiaocheng



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口语教学在国际汉语教学中一直受到高度重视,国内大多数国际汉语教学单位也都单独开设以提高学习者口语交际能力为主要目的的口语课。尽管口语课的教学目标十分明确,而且大家对口语教学的特点也早已达成了共识,但是在实际的课堂教学中还是存在初级阶段精读化,中高级阶段泛读化的问题。因此我们希望编写一套不但能体现先进的教学法理念、能提供丰富、实用的教学内容,同时也能引导教师采用符合口语教学特点的方法进行教学的口语教材。

《体验汉语口语教程》采用以任务为中心的体验式的课堂教学模式,力求体现在使用汉语中学习汉语的体验式的教学理念,并吸取各教学法之长,特别是任务型语言教学的优势。本教材设计以意义为中心的课堂活动和贴近真实生活的任务练习来提升课堂教学的互动性和交际性。每课都按照任务型语言教学模式设计教学环节,“任务前”的准备和以语言输入为主的活动,“任务中”以完成具体交际任务为目的的语言输出活动以及“任务后”的语言练习和扩展活动,为教学提供了较为完整的环节和步骤。

《体验汉语口语教程》参考《高等学校外国留学生汉语教学大纲》(长期进修)的分级确定教学等级和难度;参考《国际汉语教学大纲》的《教学话题及内容建议》确定教学内容。全套共分8册。1、2、3为初级,4为准中级,5、6为中级,7、8为高级。

考虑到学习者学习经历复杂,而且学习者使用教材时并不是顺接的多样性特点,以及学习者虽然学习时间较短但希望有较大提高的需求,每册都采取适当降低起点,适当延伸内容难度的做法。在确定生词和学习内容时各册之间均采取搭接的方式,循环递进地进行教学。

《体验汉语口语教程》具有如下特点:

1. 将表达功能和语言运用结合起来,以贴近生活的口头交际任务为主线编写,以提高教学内容的实用性。

2. 教学内容的安排力求与课堂教学环节一致,并为新教师提供教学建议,以减轻教师的备课负担。

3. 考虑到学习者学习经历复杂的特殊性,每一课都设计了一个准备环节,对相关内容、词语和句子等进行复习和预习,为教学顺利进行做热身和准备。

4. 教学环节以及交际活动的设计符合语言学习规律,注重从输入到输出、从旧知识到新知识、从个人准备到合作学习的自然过渡,以降低情感过滤,提高学习效率。

5. 以意义为中心推进教学,但又不忽视语言形式。在任务后对重要的语音、词汇和语法问题进行追踪整理,以提高学习者表达的准确性。

6. 尝试将教学评价引入教材,在每课的课后列出学生自评表,并在复习课中通过各种形式对学习者的语言行为表现进行评估,使教学评价更为全面。

7. 增加图片的功能性,以达到减轻学习者记忆负担、提高课堂教学互动性的目的。

希望您能喜欢我们的《体验汉语口语教程》,也希望您对本书提出批评和建议。本书的编写和出版得到了高等教育出版社国际汉语出版中心的大力支持和帮助,在此一并表示衷心的感谢!

编者

2011年1月

编写说明及使用建议

《体验汉语口语教程2》是以满足生活需求为目的，以实用的交际任务为主线编写的口语教材。适合母语非汉语的、有半年左右汉语学习经历、掌握了300以上汉语基础词汇的汉语学习者使用，在正规的语言课堂上，每周8课时，使用18周左右。也可用于不分课型的汉语短期班，每周两课左右，使用8到10周。

全书包括1个语音课、18个正课和3个复习课。书后附词语表和语言注释表。建议每课用6~8课时进行教学。“扩展活动”您可以根据情况灵活选用。每6课进行一次复习和总结。

每课前都列出了任务目标。“任务前”包括准备、词语、句子、情景几个部分。“任务中”包括各种以交际任务为主的课堂活动，不但有单人活动、双人活动，也有小组活动、全班活动等。“任务后”包括语音、词汇、语法及口语格式的练习，以及可以灵活使用的扩展活动和课堂游戏等等。最后是总结与评价，在这一部分学生对在本课学习过程中的自我表现以及学习目标的掌握情况进行总结和自我评价。

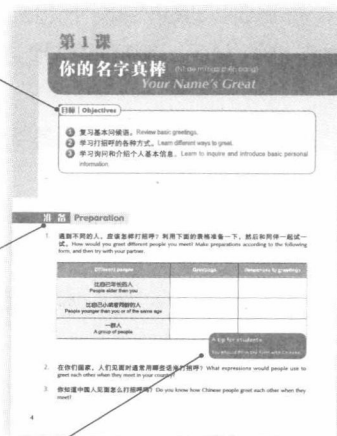
复习课主要用于复习、整理和评价，部分内容也可以作为口语考试使用。

目标：每课前列出明确的学习目标，令学生有的放矢，更有兴趣地投入到学习中。

准备：复习和预习相结合，激活与学习目标相关的知识，为教学顺利进行做热身和准备。

给学生的提示：告诉学生某些要求或针对具体活动提出建议，方便学生顺利参与到活动中。

句子：帮助学生熟悉词语的用法，同时为他们完成本课目标任务，做好句子方面的准备。



词语：包括生词和词语搭配练习。

给老师的提示：针对活动步骤和注意事项提出教学建议，方便(新)老师备课。

情景：包括3到4段以真实生活为场景的对话和读前听，读后说等课文练习，帮助学生熟悉课文内容。

语言注释：随文注释语言难点，帮助学生准确理解课文。

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语音

Phonetics

一、音节是汉语的语音单位。一般来说，一个音节就是一个汉字。汉语的音节一般由声母、韵母和声调三部分组成。The syllabus is a phonetic unit in Chinese. Generally speaking, a syllabus is a Chinese character and it is usually made up of an initial, a final and a tone.

二、声母是音节开头的部分。普通话有21个声母。The initial is the beginning of a syllabus. There are 21 initials in Chinese.

For example: bǎ

	ˊ (声调) tone
b (声母) consonant	a (韵母) vowel

b	p	m	f
d	t	n	l
g	k	h	
j	q	x	
zh	ch	sh	r
z	c	s	

三、韵母是音节中声母后面的部分。普通话有39个韵母。The final is what follows the initial in a syllabus. There are 39 finals in Chinese.

单韵母 Single finals: a o e i u ü

复韵母 Compound finals: ai ei ao ou ia ie ua uo üe iao iou uai uei

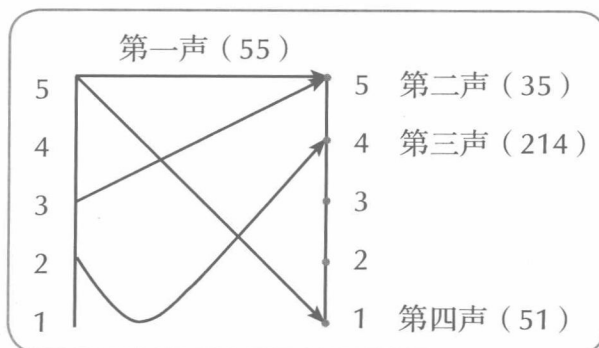
鼻韵母 Nasal finals: an ian uan üan en in uen ün ang iang uang eng ing ueng ong iong

卷舌韵母 Retroflex finals: er

特殊的元音韵母 Special finals: -i (前) -i (后) ê

四、声调是一个音节发音时高低升降的变化。在汉语中，声调尤为重要，因为它有区别意义的作用。现代汉语语音有四个基本声调，用“ˉ、ˊ、ˇ、ˋ”来表示。第一声55、第二声35、第三声214、第四声51。The tone refers to the rise and fall of a syllabus and it is especially important in Chinese because it is used to differentiate meanings. There are four basic tones in modern Chinese pronunciation and they are marked with ˉ, ˊ, ˇ and ˋ. The first tone is 55, the second tone 35, the third tone 214 and the fourth tone 51.

声调图



Tip: The third tone is 211 except when it is pronounced alone or at the end of a syllabus.

例如:

ī í ÿ ÿ ān án ǎn àn ōng óng ǒng òng

五、变调指音节在连续发音过程中发生的声调变化。包括三声的变调、“一”和“不”的变调。The tone change refers to the change that a tone undergoes in the pronouncing process, including the changes of the third tone, 一 and 不.

- (1) 三声变调：两个三声字相连时，第一个字的声调变为第二声。The change of the third tone: when a character with the third tone is followed by another third tone, the first should be changed into the second tone.

ˇ+ˇ —— ' + ˇ

For example:

nǐ hǎo (你好) —— ní hǎo (hello)

zhǎnlǎn (展览) —— zhánlǎn (exhibition)

yǔsǎn (雨伞) —— yúsǎn (umbrella)

- (2) “一”后面一个字的声调如果是第一声、第二声、第三声，“一”读为第四声；后面一个字的声调如果是第四声，“一”读为第二声。When 一 is followed by a character whose tone is the first, second or third, it should take the fourth tone. When it is followed by a character with the fourth tone, it should take the second tone.

For example:

yī biān (一边) —— yì biān (one side)

yī nián (一年) —— yì nián (one year)

yī liǎng (一两) —— yì liǎng (fifty grams)

yī kuài (一块) —— yí kuài (one piece)

- (3) “不”后面一个字的声调如果是第四声，“不”读为第二声。When 不 is followed by a character with the fourth tone, 不 should take the second tone.

For example:

bùcuò (不错) —— búcuò (not bad)

bù duì (不对) —— bú duì (wrong)

六、轻声指有的音节在词或句子中往往失去原来的声调，变成一种又轻又短的调子，就是轻声。轻声有区别意义和区分词性的作用。轻声是相对重音而言的。The neutral tone refers to a light and short tone resulting from a syllabus' loss of its original tone in a word or sentence. It is used to differentiate meanings and parts of speech. The neutral tone is said so in comparison with the stress.

For example:

māma (妈妈) mùtóu (木头) bízi (鼻子)

声韵拼合表：Table of Paired Initials and Finals :

	a	o	e	i	u	ǔ	ai	ei	ao	ou	an	en	ia	ua	uo	ie	üe	ang	eng	ong	ing	iao	iou	ian	in	uai	uei	uan	üan	uen	ün	iang	uang	iong			
b																																					
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练习 Exercises

1. 朗读下列单音节。 Read the following single syllabuses aloud.

bā	pái	mǒ	fàn
dāo	téng	nǚ	lǚ
guā	káng	hěn	
jiāo	qiú	xǔ	
zuān	cáng	sǐ	
zhān	chóng	shuǐ	rè

2. 朗读下列的双音节。 Read the following double syllabuses aloud.

星期	生词	同时	毕业	欢迎	出口	牛奶
xīngqī	shēngcí	tóngshí	bìyè	huānyíng	chūkǒu	niúǎi
唱歌	老师	打球	请假	明天	公园	大学
chàngē	lǎoshī	dǎqiú	qǐngjià	míngtiān	gōngyuán	dàxué
电影	书店	工作	颜色	白菜	汉语	开门
diànyǐng	shūdiàn	gōngzuò	yánsè	báicài	Hànyǔ	kāimén

第 1 课

你的名字真棒 (Nǐ de míngzì zhēn bǎng) Your Name's Great

目标 | Objectives

- 1 复习基本问候语。Review basic greetings.
- 2 学习打招呼的各种方式。Learn different ways to greet.
- 3 学习询问和介绍个人基本信息。Learn to inquire and introduce basic personal information.

准备 Preparation

1. 遇到不同的人，应该怎样打招呼？利用下面的表格准备一下，然后和同伴一起试一试。How would you greet different people you meet? Make preparations according to the following form, and then try with your partner.

Different people	Greetings	Responses to greetings
比自己年长的人 People elder than you		
比自己小或者同龄的人 People younger than you or of the same age		
一群人 A group of people		

A tip for students

You should fill in the form with Chinese.

2. 在你们国家，人们见面时通常用哪些话来打招呼？What expressions would people use to greet each other when they meet in your country?
3. 你知道中国人见面怎么打招呼吗？Do you know how Chinese people greet each other when they meet?

词语 Words and Expressions

- 朗读下列词语，注意发音和词语的意思。Read the following words aloud, pay attention to the pronunciation and the meanings. 01-01

给教师的提示

课前请提醒学生预习词语。

1 好久 hǎojiǔ long time	2 不见 bùjiàn no see	3 昨天 zuótiān yesterday	4 下午 xiǎowǔ afternoon	5 星期 xīngqī week	6 假期 jiàqī vacation	7 不错 būcuō not bad
8 短 duǎn short	9 上课 shàng kè have class	10 哪个 nǎge which	11 班 bān class	12 国 guó country	13 哪里 nǎlǐ where	14 最近 zuìjìn lately, recently
15 比较 bǐjiào rather	16 注意 zhùyì pay attention	17 身体 shēntǐ body, health	18 教 jiāo teach	19 口语 kǒuyǔ oral language	20 出去 chūqu go out	21 介绍 jièshào introduce
22 中文 Zhōngwén Chinese	23 名字 míngzi name	24 棒 bàng great	25 认识 rènshi know	26 专有名词 Proper nouns		27 山本 Shānběn Yamamoto
28 欧文 Ōuwén Irving	29 李英爱 Lǐ Yīng'ài Lee Young Ae	30 韩国 Hānguó Korea	31 美国 Měiguó U.S.A.	32 李老师 Lǐ lǎoshī Teacher Li	33 大龙 Dàilóng Dalong	34 玛莎 Mǎshā Masha

- 选择合适的词语进行搭配。Match the words below with the proper words.

不错
būcuō

介绍
jièshào

比较
bǐjiào

棒
bàng

- 词语搭积木。Word bricks.

Example: 人 名字 一下 高兴
 rén míngzi yíxià gāoxìng

 日本人 □□名字 □□一下 □高兴
 Rìběn rén

 是日本人 □□□名字 □□□□一下 □□□□高兴
 shì Rìběn rén

给教师的提示

这个练习，您可以按照从上到下的顺序带领学生依次朗读，也可以分为不同的小组先做练习，然后全班交流。

句子 Sentences

□ 听录音，填词语，然后朗读句子。 Listen to the recording, fill in the blanks, and then read the sentences aloud. 01-02

① 春香你好! _____。

Chūnxiāng nǐ hǎo! Hǎojiǔ bǔjiàn.
Hello, Chun Hyang! Long time no see.

② _____ 过得怎么样?

Jiǎqī guò de zěnmeyàng?
How was your vacation?

③ _____ 都好吗?

Jiā lǐ rén dōu hǎo ma?
How's your family?

④ 你是哪个 _____ 的?

Nǐ shì nǎge bān de?
Which class are you in?

⑤ _____ !

Nǎlǐ nǎlǐ!
Not at all!

⑥ _____ 怎么样?

Zuìjìn zěnmeyàng?
How've you been?

⑦ 欧文, _____ 啊?

Ōuwēn, chūqu a?
Going somewhere, Irving?

⑧ 我来 _____ 一下, 这是玛莎。

Wǒ lái jiēshāo yíxià, zhè shì Mǎshā.
Allow me to introduce, this is Masha.

⑨ 这个 _____ 是老师给我起的。

Zhège míngzì shì lǎoshī gěi wǒ qǐ de.
(This name) was given by my teacher.

⑩ _____ 你很高兴。

Rènshi nǐ hěn gāoxìng.
Glad to meet you.

给教师的提示

您可以采用各种方式来操练句子, 同时纠正学生的发音和重音。

□ 看图片, 然后和同伴商量他们可能在说什么。 Look at the pictures and discuss with your partner what they are probably talking about.



①



②



③

- 和同伴一起，选择合适的句子完成下列对话。Select the proper sentences to complete the dialogues below with your partner.

1 A: _____?

B: (假期) 过得很好。
(Jiàqī) guò de hěn hǎo.
(The vacation) is pretty good.

2 A: _____?

B: 我是五班的。
Wǒ shì wǔ bān de.
I'm in class 5.

3 A: 这个名字是谁给你起的?
Zhège míngzì shì shuí gěi nǐ qǐ de?
Who gave you this name?

B: _____。

情景 Situations



- 听两遍录音，然后回答问题。Listen to the recording twice and then answer the questions. 01-03

1 春香认识山本吗?

Chūnxiāng rènshi Shānběn ma?
Does Chun Hyang know Yamamoto?

2 山本哪天回来的? 春香呢?

Shānběn nǎ tiān huí lai de? Chūnxiāng ne?
On which day did Yamamoto come back? How about Chun Hyang?

3 春香假期过得怎么样?

Chūnxiāng jiàqī guò de zěnmeyàng?
How was Chun Hyang's vacation?

- 朗读对话一，注意发音和语气。Read Dialogue 1 aloud, pay attention to the pronunciation and the tone.

山本: 春香你好! 好久不见¹。
Shānběn: Chūnxiāng nǐ hǎo! Hǎojiǔ bújiàn.

春香: 是啊! 你哪天回来的²?
Chūnxiāng: Shì a! Nǐ nǎ tiān huí lai de?

山本: 昨天下午刚回来, 你呢?
Shānběn: Zuótiān xiàwǔ gāng huí lai, nǐ ne?

春香: 我回来一个星期了³。
 Chūnxiāng: Wǒ huílai yí ge xīngqī le.
 山本: 假期过得怎么样?
 Shānběn: Jiàqī guò de zěnmeyāng?
 春香: 还不错, 就是⁴时间太短了。
 Chūnxiāng: Hái búcuò, jiùshì shíjiān tài duǎn le.
 山本: 家里人都好吗?
 Shānběn: Jiā lǐ rén dōu hǎo ma?
 春香: 都很好。谢谢你。
 Chūnxiāng: Dōu hěn hǎo. Xièxie nǐ.

Yamamoto: Hello, Chun Hyang! Long time no see.
 Chun Hyang: Yeah. When did you come back?
 Yamamoto: Came back yesterday afternoon. How about you?
 Chun Hyang: I've been around for a week.
 Yamamoto: How was your vacation?
 Chun Hyang: Pretty good. Just didn't enjoy long enough.
 Yamamoto: How's your family?
 Chun Hyang: All good. Thank you.

Tips:

1. 好久不见 is a kind of greeting, usually said to those whom the speaker hasn't seen for a long time.
2. 是……的 is an emphasis form. The content to be emphasized is put between 是 and 的. The content is usually the time, venue, method or status related to actions. In oral Chinese, 是 is often omitted. E.g. 我坐飞机 (fēijī aeroplane) 回来的。
3. In Chinese, the sentence pattern "action + continuing time + 了" is often used to express the continuing time of an action or a status. E.g. 认识三年了。
4. 就是 has a similar meaning to 但是 (but) while expressing a gentler tone. E.g. 那儿很好, 就是太热 (rè hot)。

□ 根据对话一, 选择合适的句子跟同伴说话。Choose the proper sentences in Dialogue 1 and talk with your partner.

Ask	Answer
你哪天回来的? Nǐ nǎ tiān huílai de?	
	还不错, 就是太短了。 Hái búcuò, jiùshì tài duǎn le.
	都很好, 谢谢你。 Dōu hěn hǎo, xièxie nǐ.

□ 说一说。Say it.

- ① 你的假期过得怎么样?
Nǐ de jiàqī guò de zěnmeyāng?
How was your vacation?
- ② 假期你去哪儿了?
Jiàqī nǐ qù nǎr le?
Where have you been during your vacation?
- ③ 在你们国家, 开学的时候同学们见面怎么打招呼?
Zài nǐmen guójiā, kāi xué de shíhou tóngxuémen jiàn miàn zěnmeyāng?
How do classmates greet each other when they meet in the new semester in your country?