

北大版短期培训汉语教材

MEETING CHINA

原《走进中国》系列汉语教材全新修订版



走进中国

Elementary Comprehensive Chinese 初级汉语

杨德峰 王添淼 编著



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前 言

随着中国社会经济的深入发展，到中国学习汉语的学生人数日益增多，其中既有学习半年以上的长期学习者，也有学习四周、六周、八周不等的短期学习者，而后者人数在近年迅猛增长，大有与前者平分秋色之势。

目前供短期汉语学习者使用的教材虽然出版了不少，但总的来看，在数量、品种和质量上都不能很好地满足教学需要，主要问题是分技能教材之间缺乏必要的内在联系，常常是两套马车，各走各的，以致影响教学效率；另外教材容量和层级划分不能满足当前短期汉语教学课型安排、授课时数、学生现有水平与学习需求等方面灵活多样的特点。有鉴于此，我们编写了这套全新的《走进中国》系列教材。

一、编写背景

这套教材在 1997 年版《走进中国》（初级本、中级本、高级本）系列教材基础上全新编写而成。

原版《走进中国》系列教材为综合技能教材。由于内容和形式适应时代需求，面世后广受欢迎，并很快形成品牌，至今仍被广泛使用。但毕竟语言教材时代性强，需适时更新，以新的理念和研究成果充实教材内容，并体现时代风貌。

2008 年 3 月北京大学出版社与原版《走进中国》的作者就汉语短期班，特别是假期班的教学召开专题研讨会，就新的教学需求和教材编写理念进行了磋商。新版《走进中国》的编写工作自此拉开了序幕。除原版教材的部分作者外，新加入的编写人员也都来自北京大学对外汉语教学第一线。我们的目的是与时俱进，拓宽视野，在保持原版教材基本特色的基础上，打破原有框架，在新的教学理念指导下编写一套能够适应当前短期班特点的新教材。

二、内容与教学建议

本套教材共 8 册，分为综合课本和口语课本两个系列，每个系列中包括基础、初级、中级和高级四个层次，同一层次的综合课本和口语课本在词汇、语法、话题等方面互为补充。

每册教学时间约为 40—60 学时，可用于 4—6 周全日制短期班，也可用于非全日制但学时较长的学生。基于短期学生学习时间集中，课外活动较多，预习复习时间不充裕等特点，我们进行了如下设计：

1. 课文：每册 12 课，每课建议授课 4 学时，一般为两次完成一课。综合系列基础和初级阶段课文为对话和语段；中高级阶段为语段。口语系列中级以下以情景为主线，功能融入其中，高级则场景与话题相结合。

2. 生词：综合系列基础级每课生词量平均为 15 个，高级为 30 个；口语系列相应减少 5 个左右。各册总词汇量逐级增加，从约 300 个到约 700 个。横向系列的生词重叠不超过 1/3。选词依据主要为汉语水平词汇大纲，也适当参考了近年统计的高频词和短期学生的生活实际。课后的补充词语未计入其中，教师可根据实际情况灵活要求。

3. 语言点：综合系列语言点从 1—2 到 4—5 个；口语采用句式练习的方式呈现，每课控制在 5 个以内。全部语言点均配英文翻译。

4. 练习：生词、课文、语言点后配专项练习，最后是针对全课的综合练习。教师可指导学生通过专项练习掌握要点，通过综合练习巩固提高。练习形式多为任务型，突出交际性，数量略多于上课实际需要，教师可适当取舍。

三、主要特色

1. 系统性

综合教材与口语教材相辅相成，既自成系列，又相互配合。层级细分，可满足不同的教学需要，便于分班授课。相邻的两本教材无论是在生词数量上还是在课文长度上，都努力做到自然衔接，尽量不出现台阶，以方便学习者连续学习。

2. 针对性

话题的确定建立在问卷调查的基础上，所选话题都是学生急需的、感兴趣的。课文以对话为主，注重词语和语法的学习，体现短期学习的特殊需求。

3. 实用性

话题、词语、语法点都是最常见的，学习以后可以直接用于日常生活交际。生词、语法不求深入系统，务求简明实用。

4. 实践性

所选话题源于生活，所设情景贴近生活。课文编排以对话为主，突出实践性，尽量与现实生活接轨，以便学习者学以致用。

5. 趣味性

对话的编写、阅读语料的选取，除考虑生活性、知识性、广泛性、可读性外，也重视趣味性，对话尽量生动活泼，语料尽可能丰富多彩，以便激发学习者的兴趣。练习除强调交际性以外，还有一些趣味性和游戏性的内容，尽量做到实用有趣。

教材总体策划为刘元满、杨德峰。他们设计编写方案，制定编写体例，并协调各册编者密切配合。综合系列由杨德峰统稿，口语系列由刘元满统稿。

本套教材获北京大学主干基础课教材立项。刘元满负责进行申报教材立项工作，并拟定教师和学生使用情况调查问卷。在编写过程中，整个团队在愉悦、高效的气氛中互相协作，比较充分地实现了最初的设计。此外，王玉在多个项目中组织问卷调查，王文龙整理会议记录，统计问卷结果。在教材试用过程中，他们联系打印社，保证了教学的正常使用。他们所做的工作琐碎繁杂而至关重要。

另外，在教材设计、编写及出版过程中，北京大学出版社沈浦娜主任和宋立文、孙娴、沈岚、贾鸿杰等位编辑多次参与研讨，提出不少宝贵意见，在此一并致谢。

本套教材 2009 年 6 月起在北京大学春季班和暑期班试用多次，根据师生反馈调整修改之后又在暑期班和春季班试用了两轮。经过一年多的打磨，现在终于付梓了。希望本套教材的出版为教师在教学时提供一个选择的机会。教材编写是一个系统工程，尽管我们倾注了大量的心血，但仍有遗憾和惋惜，不尽如人意之处还希望使用者多提宝贵意见，以便将来修订、完善，使之更趋成熟。

编者

Preface

As China's economic development continues to progress on such an impressive scale, the number of students who have developed an interest in studying the Chinese language has also gradually increased. These students include those who remain for six months or longer to partake in the long-term Chinese language programs, as well as short-term students who attend the courses for four, six, or even eight weeks. In recent years we have witnessed a rapid increase for those in the latter category.

At present, teaching materials for those enrolled in the short-term Chinese language program remain abundant. However, the number, variety and quality of these materials are not sufficient in maximizing the learning potential of the students. Of greatest concern is the lack of consistency between the materials used to teach various language skills; oftentimes, there is a vast difference between what various teachers define as the most effective means of education. This has greatly impacted the degree of efficiency when teaching. Furthermore, the amount of content within the materials and the level of difficulty of the short-term Chinese language program have not adequately accommodated for factors prone to variation, such as the in-class arrangements, teaching hours, current level of the students and their learning needs. In view of this, we have compiled a brand new collection of teaching materials, the "Meeting China" series.

I . Background to the Creation of "Meeting China"

In 1997, the foundations for the materials of the "Meeting China" series (catering for elementary, intermediate and advanced levels) were compiled and established.

This original "Meeting China" series aimed to teach comprehensive language skills. As a result of the demands of the time, the series gained such immense popularity it became renowned in the world of education, and is still widely used today. However, the nature of language education is one that forever progresses; there is a constant need to update materials and enrich course content according to new ideas and research results, as well as the defining characteristics of the time.

In March 2008, Peking University Press and the author of the original "Meeting China" held a symposium regarding the short-term Chinese language program courses, with a particular focus on the holiday courses. Consultations about the new teaching requirements and ideas for teaching materials were also made. These meetings were to serve as the prelude

to preparing the new edition of “Meeting China” . Aside from the author of the preserved portion of the original materials, those who wrote the new materials are at the forefront of the School of Chinese as a Second Language at Peking University. Our aim is to advance with the times and broaden our horizons, while simultaneously preserving the remarkable foundations as established by the original teaching materials. In this way, we will transcend the original framework, following a new teaching philosophy to successfully compile a revolutionary set of teaching materials that adapt to the uniqueness of the current short-term language classes.

II . Content and Suggestions for Teaching

This set of teaching materials is comprised of a total of 8 volumes divided into two series of Comprehensive Chinese and Spoken Chinese books. Every series includes basic, elementary, intermediate and advanced levels; identical levels of comprehensive Chinese and spoken Chinese have complementary content in terms of vocabulary, grammar, topics etc.

Every book requires approximately 40–60 in-class teaching hours; this is suitable for teaching those in the full-time short-term courses, as well as those in courses of longer duration. Based on such factors as the number of learning hours required by the short-term language course students, the greater number of hours dedicated to extra-curricular activities, and insufficient time allocated to previewing and reviewing class material, we recommend the following lesson plan:

1. Texts: Every book contains 12 lessons; we suggest that each lesson is taught within 4 class hours so that one lesson is completed every two classes. The basic and elementary stages of the Comprehensive Chinese series focus on dialogue and discourse, while the intermediate and advanced stages simply focus on discourse. Intermediate stages and below in the Spoken Chinese series include the importance of context and functional integration; the texts of advanced stages also include a combination of topics and situations.

2. Vocabulary: Basic level books of the Comprehensive Chinese series contain an equal number of 15 new vocabulary items in each lesson, while advanced level books contain 30 in each lesson. Books of the corresponding levels in the Spoken Chinese series have approximately 5 less new vocabulary items. Generally speaking, every book will see the students increasing their vocabulary by approximately 300 to 700 words. The number of overlapping vocabulary items between each successive level does not exceed one third. The vocabulary items were chosen based mainly on the Outline of Chinese Vocabulary and Chinese Characters Level; this selection was also based on recent statistics which revealed the words most frequently used by short-term language program students in their daily lives. If there are new items that are not explained in the text, the teacher is free to adapt to the demands of the situation and supplement the lesson.

3. Grammar points: The Comprehensive Chinese series contain 1–2 to 4–5 grammar points each lesson. Those in the Spoken Chinese series are presented via practising sentence formation, where every lesson includes at most 5 points. All grammar points are accompanied by an English translation.

4. Practice: The new vocabulary items, texts, grammar points of each lesson are followed by suitable exercises and concluded with comprehensive practice exercises that reinforce the content that was taught. Through these practice exercises, teachers can highlight which aspects to master; comprehensive practice exercises will further consolidate the increased proficiency of the students. Forms of practice are mainly task-based, highlighting the importance of communication in situations beyond the classroom context. The appropriateness of these activities may be determined by the teacher.

III. The Main Features

1. Systematic

Comprehensive Chinese and Spoken Chinese books are complementary. Not only can each be taught in a series, but also collaboratively. Levels and subdivisions satisfy the needs of different teaching styles and make separating classes easier. In regards to the teaching materials, whether it is the amount of new vocabulary words or the length of the texts, it is possible to achieve a natural integration into daily life, ensuring students do not try to avoid studying and facilitating continuous learning.

2. Targeted

Topics will be determined by the results of a questionnaire, selected based on the students' needs and interests. Text and dialogue are top priority. They focus on vocabulary and grammar, reflecting the special demands of short-term learning.

3. Functionality

Topics, vocabulary words, and grammar points are most commonly discussed in class and can be used for everyday communication. It is important to know the clear and concise function of the vocabulary words and grammar patterns rather than have a deep and thorough categorization.

4. Put into practice

Selected topics and situations come from real life scenarios. The text layout is based on dialogues that highlight the practicality of the text and integrate with real life, so students apply what they have learned.

5. Interesting

In addition to the dialogues written in the teaching materials, the selection of written materials, and the considerations of life, knowledge, breadth, and readability, we have made an effort to incorporate fun and lively conversations into the learning materials, making the texts

as rich and varied as possible, in order to stimulate the students' interest. In addition to emphasizing communicative practice, there are a number of interesting games, so learning the materials will be as interesting as possible.

Liu Yuanman and Yang Defeng made the overall design for the teaching materials. They write programs designed to develop new writing styles and formats and coordinate closely with the compilers. Yang Defeng drafted the comprehensive series while Liu Yuanman drafted the spoken series.

Our textbooks have been a part of Peking University's arsenal for generalized subject courses. Liu Yuanman is responsible for setting up the project regarding the teaching materials, and for formulating the condition of service questionnaire for teachers and students. During the preparation process, the entire team worked in a pleasant and efficient atmosphere, collaborating with each other to achieve their original design. In addition, Wang Yu organized several survey projects while Wang Wenlong organized notes from their meetings, calculated the results of the questionnaires. During the textbooks' trial process, they contacted the printing company to ensure normal usage of the teaching materials. Their work is tedious, complex, and essential to the production of this textbook.

In addition, I would like to thank the director of Peking University Press Shen Puna, and Song Liwen, Sun Xian, Shen Lan, Jia Hongjie, and other editors who, during the designing, writing and publishing process, participated in discussions, and made many valuable suggestions.

From June 2009, Peking University used this set of materials on a trial basis during the spring, summer quarters several times. After adjusting and modifying the material according to professors' and students' feedback, this set of materials was used twice more during the summer and spring quarters. After a year of polishing the material, it is finally ready for publication. We hope that the publication of this set of materials will provide the educators a choice in teaching materials. Writing textbooks is a systematic process. Even though we put in a lot of hard work, we still have regrets. We gladly welcome suggestions from anyone using the series, so we may make improvements and perfect the materials.

Compilers

略 语 表

Abbreviations

名	名词	míngcí	noun
代	代词	dàicí	pronoun
动	动词	dòngcí	verb
助动	助动词	zhùdòngcí	auxiliary
形	形容词	xíngróngcí	adjective
数	数词	shùcí	numeral
量	量词	liàngcí	measure word
副	副词	fùcí	adverb
介	介词	jiècí	preposition
连	连词	liáncí	conjunction
助	助词	zhùcí	particle
叹	叹词	tàncí	interjection
拟声	拟声词	nǐshēngcí	onomatopoeia
头	词头	cítóu	prefix
尾	词尾	cíwěi	suffix

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第一课 我想找个语伴

Lesson 1 I want to look for a language partner

Warming-up Exercises

课前热身

1. 你想找语伴吗?
2. 你想找什么样的语伴?
3. 你希望语伴帮你做什么?

Words & Phrases

词 语

1. 找	zhǎo	动	look for
2. 语伴	yǔbàn	名	language partner
3. 条件	tiáojiàn	名	term; condition
4. 希望	xīwàng	动	hope
5. 教	jiāo	动	teach
6. 练习	liànxí	动、名	practice
7. 问	wèn	动	ask
8. 添	tiān	动	give
9. 找到	zhǎodào	动	find
10. 中文系	Zhōngwénxì	名	Chinese department
11. 文学	wénxué	名	literature
12. 专业	zhuānyè	名	major
13. 手机	shǒujī	名	mobile

14. 邮箱	yóuxiāng	名	email address
15. 联系	liánxì	动、名	contact
16. 空儿	kòngr	名	spare time

专有名词 Proper nouns

1. 大卫	Dàwèi	David
2. 李	Lǐ	Li (surname)
3. 王小明	Wáng Xiǎomíng	name of a person

词语练习

Word Exercises

一、词语搭配连线 Match

找	麻烦
教	英语
练习	语伴
添	汉字

二、读下面的短语 Read the following phrases

找个语伴	练习口语	添麻烦	跟他联系
中文系文学专业	两部手机		

Text

课 文

(一)

(课间休息的时候，大卫找李老师)

大 卫：李老师，我想找一个语伴，您能帮我吗？

李老师：当然可以。有什么条件？

大 卫：我希望他教我写汉字，跟我练习口语，我教他英语。

李老师：我帮你问一下。

大 卫：给您添麻烦了。

李老师：不客气！



(第二天课间休息的时候)

李老师：大卫，你来一下。

大 卫：什么事？

李老师：我给你找到一个语伴。

大 卫：太好了。

李老师：他叫王小明，是中文系文学专业的学生。这是他的手机号码和邮箱。

大 卫：什么时候可以和他联系？

李老师：今天晚上八点以后他有空儿，你可以跟他联系。

大 卫：谢谢老师！

(Kèjiān xiūxi de shíhou, Dàwèi zhǎo Lǐ lǎoshī)

Dàwèi: Lǐ lǎoshī, wǒ xiǎng zhǎo yí ge yǔbàn, nín néng bāng wǒ ma?

Lǐ lǎoshī: Dāngrán kěyǐ. Yǒu shénme tiáojiàn?

Dàwèi: Wǒ xīwàng tā jiāo wǒ xiě Hànzì, gēn wǒ liánxí kǒuyǔ, wǒ jiāo tā Yīngyǔ.

Lǐ lǎoshī: Wǒ bāng nǐ wèn yíxià.

Dàwèi: Gěi nín tiān máfan le.

Lǐ lǎoshī: Bú kèqi!

(Dì èr tiān kèjiān xiūxi de shíhou)

Lǐ lǎoshī: Dàwèi, nǐ lái yíxià.

Dàwèi: Shénme shì?

Lǐ lǎoshī: Wǒ gěi nǐ zhǎodào yí ge yǔbàn.

Dàwèi: Tài hǎo le.

Lǐ lǎoshī: Tā jiào Wáng Xiǎomíng, shì Zhōngwénxì wénxué zhuānyè de xuésheng. Zhè shì tā de shǒujī hàomǎ hé yóuxiāng.

Dàwèi: Shénme shíhou kěyǐ hé tā liánxì?

Lǐ lǎoshī: Jīntiān wǎnshang bā diǎn yǐhòu tā yǒu kòng, nǐ kěyǐ gēn tā liánxì.

Dàwèi: Xièxie lǎoshī!

(二)

大卫不会写汉字，李老师给他找了一个语伴。他的语伴叫王小明，是中文系的学生。王小明教大卫写汉字，还跟他练习口语，大卫教王小明英语。

Dàwèi bú huì xiě Hànzì, Lǐ lǎoshī gěi tā zhǎole yí ge yǔbàn.
Tā de yǔbàn jiào Wáng Xiǎomíng, shì Zhōngwénxì de xuésheng.
Wáng Xiǎomíng jiāo Dàwèi xiě Hànzì, hái gēn tā liànxí kǒuyǔ,
Dàwèi jiāo Wáng Xiǎomíng Yīngyǔ.

Text Exercises

课文练习

根据课文回答问题 Answer the questions according to the text

1. 大卫找语伴有什么条件?
2. 李老师找大卫有什么事?
3. 大卫语伴的专业是什么?
4. 大卫什么时候可以跟语伴联系?
5. 大卫会写汉字吗?
6. 王小明教大卫什么? 大卫教王小明什么?

Language Points

语言点

一、您能帮我吗?

■ “能” 可以表示有某种能力。如:

“能” can indicate capability. For example:

- (1) 弟弟能喝一瓶啤酒 (píjiǔ, beer)。
- (2) 他能吃三个汉堡包 (hànbǎobāo, hamburger)。