

# 3

## 目标汉语 基础篇

- A set of textbooks for multi-level basic Chinese learning
- Quickly improve your communication skills in Chinese

# GO FOR CHINESE

## Elementary Level

刘川平 主编 郑桂芬 杨洁 编著



国家汉办汉语国际推广基地规划项目



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## 本册主要人物

### Main Characters in the Texts of This Book



**大卫** 男，22岁，意大利留学生，来自意大利某大学的中文系三年级，热情开朗，喜欢运动。

David, male, 22, an Italian junior student, from the Chinese Department of an Italian university, a very pleasant and sociable person, is fond of sports.



**木村健正** 男，28岁，日本某公司职员，刚来中国学习汉语。

Kimura kensho, male, 28, a clerk from a Japanese company, has just come to study Chinese in a Chinese university.



**安志永** 男，23岁，韩国留学生，在中国某大学学习汉语。

An Ji Young, male, 23, a Korean student, has come to China to study Chinese in a Chinese university.



**高桥朋子** 女，21岁，日本留学生，来自日本某大学历史系。

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**李小兰** 女，22岁，中国某大学英语专业学生，张云和李书文的女儿。

Li Xiaolan, female, 22, a student of English major of a Chinese university, is Zhang Yun and Li Shuwen's daughter.



**张云** 女，48岁，中国某大学汉语学院汉语教师。李小兰的妈妈，李书文的妻子。

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Li Shuwen, male, 48, a doctor in a hospital, is Zhang Yun's husband, and Li Xiaolan's father.

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# 汉语国际推广多语种大连基地规划项目

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## 前言

这是一套供零起点和学过一些汉语的外国学生使用的基础阶段综合课教材，既适合长期进修相对强化教学模式的要求，也可用于一般长期进修教学、短期培训教学和自学。本书的编写原则是：以话题为引导，词汇为重点，语法为骨架，功能为辅助，文化为蕴含，练习为主体，迅速提高交际能力为终极目标。

### 一、主要特点

1. 可靠的科学性。本书适用的基础阶段，包括一般所说的初级阶段和中级阶段的上半期。语法项目主要依据《高等学校外国留学生汉语教学大纲——长期进修》（下称《教学大纲》），涵盖初级主要语法项目和部分中级语法项目，作为教材的结构框架。词汇主要依据《汉语水平词汇与汉字等级大纲》，包括甲、乙级词的绝大部分，丙级词的一部分以及少量丁级词，同时吸纳了一批反映社会和语言发展，使用频率较高的新词语。此外，从《教学大纲》的功能项目中选取了与基础阶段相适应的内容。

2. 相对的强化性。长期进修是一种“准常规语言教学”，它既追求语言知识的相对系统性，又兼顾语言技能的全面性和熟练程度。为此，本书努力体现该教学“输入大于输出”和大运动量的相对强化教学的特点。一是确保足够的输入量，表现在课文形式和字数，词汇、功能项目、句式及文化因素的数量等各个方面；二是确保足够的训练强度，表现在课文，特别是练习中的教学手段多样化、交际化和有效练习的大密度编排。

3. 编排的层级性。本书由低到高分八个层级，各层级间既相互区别又紧密关联。形式上由简单到复杂：课文由简短对话到长句，再到短文；课文长度由100字增至700字以上；词汇量由第一层级的345词增至第八层级的653词。内容上循序渐进：前四个层级以校园学习和生活为主，后四个层级逐渐过渡到以社会生活为主；相关话题的表达和词语难度在不同层级也呈循环叠加、螺旋上升式分布。

4. 充分的交际性。作为教学的基本依据，助推课堂教学过程交际化是本书的着力点之一。表现在：话题选择尽量做到贴近现实生活和学习者的关注点；对话贯穿课文始终；每课提出若干具有交际性的常用句型；练习中既有功能和多技能训练的内容，也有各种限定范围和模拟情境的操练，尤其是专门安排了交际任务，以利“用中学”和交际能力的培养。

5. 全面的实用性。实用性是本书的根本出发点和落脚点。对学习者的，通过有限的学习时间能够掌握基础阶段和部分中级阶段的语言要素、功能项目和语用条件，满足他们尽快提高交际能力的迫切愿望；对教师，本书多视角的话题、丰富的内容、简洁的语法说明、多样而大量的练习项目，都为教学准备和课堂组织提供了便利。此外，多层次设计增强了适应性，不同汉语基础和学习时间的使用者可以各取所需。

## 二、结构设计

1. 全书按八个层级分为8册，每册10课，共80课。此外，基于对零起点学生集中进行语音训练的必要性，第一册专门设有“汉语拼音基础”课程。

2. 每课包括课文、常用句、生词语、语言点（含基本句和重要词语用法）注释、操练与交际等。每册安排一套全覆盖的自测题。

3. “操练与交际”在全书所占比重最大。包括语言要素、语言技能、交际功能三大类练习。具体项目各册既有共性，又具个性特点。各册共有的如：

(1) 语言要素练习：语音部分的辨音辨调、熟读短语、朗读句子。词语部分的生词填空、组成短语、连线、选词填空等。句法部分的模仿性句型操练，如重复、替换；理解性的完成句子、连词成句、改写句子、改错等。

(2) 技能训练：完成对话、回答问题、模仿、阅读、写作等。

(3) 交际功能：功能对话、自由表达、完成交际任务（包括“准任务”和“真任务”）。

此外，根据学习进度，各册分别安排了若干不同的练习，共计30余种。

4. 每册起首列出该册课文的主要人物，大多数人物贯穿8册始终。每册末尾附有生词及专名索引。

5. 第 1、2 册课文配有汉语拼音对照。第 1 册标注于汉字下，第 2 册列于课文后。

6. 翻译：为便于学习，正文的“汉语拼音基础”、语言点、生词，以及前四册练习项目均配有英文翻译；此外，生词总表配有日、韩、俄文对译。

### 三、教学目标

本书名为《目标汉语》，意在提示使用者：只有始终明确自己的目标并为之而努力，才能取得成功。

1. 总体目标。通过本书的教学，使学习者学习 4000 余个词语、《教学大纲》初级和部分中级语法项目、相应的功能项目和文化知识，完成若干交际任务。听、说、读、写技能全面达到《教学大纲》中等阶段前半段的目标要求，综合运用汉语的能力得到迅速提升。

2. 层级目标。每册具体教学目标如下表：

册 \ 项目	生词语	语言点	功能点	交际任务
1	345	41	21	15
2	384	39	11	13
3	447	41	23	16
4	471	31	29	12
5	530	53	17	11
6	538	38	22	10
7	642	58	23	12
8	653	49	41	11

### 四、使用建议

1. 教学进度。本书作为综合课教材，用于长期进修相对强化教学模式的教学时间为 1 学年，每学期学习 4 册。为确保教学效率，建议第一学期教学时间每周 16 课时，第二学期每周不少于 14 课时。其余课时可配以相应的听力、口语教学。

用于一般的长期进修教学，教学时间可适当延长（例如3个学期）；用于短期培训和自学，宜根据不同需要选择教材的一部或全部，教学时间亦可灵活安排。

2. 生词和语言点。本书生词分布在课文和练习（主要是阅读练习）中，其词义、词性基本上按照课中的语境确定；语言点及其注释一般也与当课的用法相一致。多词性、词义的生词和多用法的语言点，其未出部分一般留待后面出现时再列。这就要求词汇和语言点的教学分步、循序渐进，而不宜毕其功于一课。

3. 功能与交际。常用句和功能会话提供了功能与结构相结合的素材，教学中应当予以重视。完成交际任务是本书的一个特点，在试用过程中，很受学生欢迎。需要注意的是，为适应任务教学法，教师的指导作用应主要体现在布置任务、提示方法和完成任务之后的检查、总结之中。

4. 教材的处理。本书旨在为教学提供一个结构特点鲜明、内容丰富多样、便于操作的平台，但不提倡刚性照搬，相反，允许针对不同教学模式和教学对象对其加以调整或补充。

## 五、几点说明

1. 本书是基于我们多年开展长期进修相对强化教学的探索和体验，吸取前贤的丰厚成果，积5年努力和集体智慧编写完成的。本书也是国家汉办科研规划项目和汉语国际推广多语种大连基地教材规划项目的成果之一。

2. 本书编写分工：

主编：刘川平，主持长期进修相对强化教学的理论与教学实践；在此基础上提出教材总体构思并制定编写大纲；组织教材的编写、试用并统改全部书稿。

编者：第1册：王松岩、刘川平。

第2册：王松岩。

第3册：郑桂芬、杨洁。

第4册：杨洁、郑桂芬。

第5、6册：王端。

第7、8册：陈子骄。

英文翻译：隋荣谊。

其他翻译：郝卓(日文)、胡倩(韩文)、赵辉(俄文)。

3. 在本书编写、试用和出版过程中，得到专家、同行的指导和北京大学出版社的鼎力支持。资料信息选自方方面面，虽尽最大努力与原作者取得联系，限于各种原因仍有部分未能如愿。在此对以上各方一并谨致谢忱！

一部教材是否合用，有赖于实践检验。热诚期待来自使用者和业内人士的批评和意见。

主 编：刘川平



# PREFACE

This book series is a foundational comprehensive Chinese textbook for international students, beginners or those who have learned some Chinese. It is fit not only for the requirements of the long-term refresher study or the teaching mode of relative reinforcement training, but also for the general long-term refresher teaching program, short-term training program and self-study. The principle of compiling this book series is to improve the learners' communicative ability rapidly as the final target. Therefore, we apply the following means when compiling the book: Taking topics as guidance; vocabulary as focal point; grammar as the frame, function as supplementation; culture as inside information; practice as principal part.

## 1. Major Features

1.1 Reliable scientific approach. This basic Chinese textbook includes the elementary and the first half of intermediate level. Based on *Syllabus for Chinese Courses for International Students at Chinese Colleges and Universities—Long-term Refresher Course* (hereafter referred to as *Syllabus*), this book series mainly covers grammar items of the elementary and part of the intermediate levels with which we frame this book. Based on *Chinese Language Proficiency Standard and the Character Entries and Graded Character List*, the book series covers most vocabularies of Level A and B, and part of Level C, as well as a small amount of Level D. We also collect a number of highly used new words which reflect social and language development. In addition, we also select functional items suitable for the elementary level from *Syllabus*.

1.2 Relative intensiveness. Long-term refresher course is a “quasi-conventional language teaching”, which pursues both the relative systemic

language knowledge and comprehensive skills and proficiency in using language. Therefore, the methodical approach we adhere is “larger input than output,” and the characteristic of this book series is large amount of exercise of relatively intensive teaching. First, to ensure adequate input, this is displayed in the form of texts and the amount of words, the vocabulary, the functional items, sentence structure and cultural factors, and the like in other aspects. Secondly, to ensure adequate intensive training, this is displayed in the texts, and in the exercises in particular, in which we apply diverse means of teaching, and effective communication and a large amount of exercises.

**1.3** The hierarchy of compiling this book series. The book series is divided into eight levels from low to high. They are different from each other but closely related. As to the form, we adhere to the principle of from simple to complex: the texts are composed of brief conversations, long sentences and then short passages; the length of the text from 100 words to 700 words or more; vocabulary from the first level of 345 words to the eighth level of 653. The degrees of difficulty of the content develop gradually: the former four levels are based on life and study on campus, and the latter four levels develop gradually to social life mainly; the degrees of difficulty of the related topics, and words and the expressions develop in a cycle, recurring and spiral distribution.

**1.4** Fully communicative. As the fundamental basis for teaching, boosting communicative process in class is one of the focuses of this book series, which displays as follows: topics selected are close to day-to-day life and to the learners’ interest as much as possible; dialogues run through texts; in each lesson we have a number of common communicative patterns; in exercises, we arrange both functional and multi-skills training, and the practice with limited scope and under simulated conditions, especially special communication tasks in order to help develop interpersonal ability and be benefit from “learning from practice”.

**1.5** Comprehensive practicality. Practicability is the fundamental starting point and end point of this book series. Within limited learning time, the

learners have to master those language elements at the basic stage and some at the intermediate stage: functional items and pragmatic conditions as soon as possible to meet their urgent desire for communicative competence; wide range of topics, content rich in meaning, simple explanations to the grammatical structures, varied exercises facilitate teachers in preparing their lesson and teaching in classroom. In addition, the multi-level design enhanced the applicability, and the users at different level and for a long or short time spent may learn what they want.

## 2. Structural Design

2.1 The book series is divided into eight volumes according to eight levels. In each volume there are 10 lessons, and 80 lessons altogether in the book. Besides, based on the need for focusing pronunciation training to the beginners, we arrange Basic Chinese *Pinyin* in Volume One as an independent section.

2.2 Each lesson consists of text, sentences in common use, new words and expressions, notes to the language points (including basic sentence patterns and usage of important words and phrases), exercise and communication. And there is an Evaluation Paper, which covers what have been learned in each volume.

2.3 “Practice and Communication” occupy the largest proportion of the book series. They include three aspects: language elements, language skills, and communication. There exist common features and specific characteristics among each volume of the book, such as:

A. Language elements practice: in the section of pronunciation, distinguish the sounds, read aloud the phrases, and read aloud the sentences; in the section of words and expressions, fill in the blanks with new words; make up phrases, linking, choosing the words to fill in the blanks; in syntax structure, imitation practice like repetition and substitution; in understanding, complete sentences, make sentences by linking the

words or phrases, rewrite sentences, and correct mistakes and etc..

- B. Skills training: complete dialogues, answer questions, imitate, reading, and writing and etc.
- C. Communication: functional communications; free talk, fulfill tasks (including the “quasi-tasks” and “real tasks”).

In addition, according to the learning schedule, we also compile more than 30 exercises of different kind distributed in each volume.

2.4 The main characters appeared in the texts are listed at the front of each of volume. Most of them run through the book from Volume One to Volume Eight. Vocabulary (Index of New Words and Proper Nouns) is attached to the end of each volume.

2.5 In Volume One and Two, the texts are dubbed with Chinese *Pinyin*, Volume One under each character, and Volume Two at the end of each text.

2.6 Translation: for the convenience of study, the part of Basic Chinese *Pinyin*, language points, notes, new words and the exercises in the former four volumes are matched with English. Besides, the vocabulary at the back is matched with Japanese, Korean and Russian.

### 3. Teaching Objectives

The name of this book series is Go For Chinese, which means learners must keep it in mind that only by knowing what objective you want to gain throughout and working hard at it, can you successfully obtain it.

3.1 The global objective. Teaching by way of using this textbook series, learners will learn 4000 new words and expressions, grammar items of elementary and part of intermediate level in *Syllabus*, related functional items and cultural knowledge, and can fulfill some communicative tasks. Learners are expected to achieve the first half goal of intermediate level in the skills of listening, speaking, reading, and writing required in *Syllabus*. The comprehensive ability of using the language will be elevated promptly and greatly.

3.2 Objectives at each level. The objectives of each volume are as follows

in the Chart:

Volume \ Items	New Words and Expressions	Language Points	Functional Items	Communicative Tasks
1	345	41	21	15
2	384	39	11	13
3	447	41	23	16
4	471	31	29	12
5	530	53	17	11
6	538	38	22	10
7	642	58	23	12
8	653	49	41	11

## 4. Tips for User

4.1 The schedule of teaching. As a comprehensive textbook, we suggest that this book series be used for a whole academic year for the long-term refresher study or the teaching mode of relative reinforcement training, each academic term 4 volumes. In order to ensure the efficiency of teaching, 16 hours of teaching per week is proposed for the first term, and no less than 14 hours per week for the second term. Teaching of listening and speaking covers the rest of the academic teaching hours.

For the general long-term refresher teaching program, the time of teaching can be prolonged (three terms for example); for short-term training program and self-study, the whole or part of the textbook can be selected accordingly, and the time of teaching can be flexibly arranged.

4.2 New words and language points. The new words are arranged in the texts and exercises (mainly in reading comprehension). The meaning and the parts of speech of the new words are basically in accordance with the context of situation in the text; the explanations to the language points and notes to the text are based on the usages in the text. As to the other usages or meanings of

the new words will be explained when they are used in that context of situation. Thus it requires new words and language points be listed and illustrated step-by-step in a progressive way, and should not be complete at one time.

**4.3 Function and communication.** Useful sentences and functional communication provide us comprehensive teaching materials with function and structure combined and should be focused on in teaching. Communication task is a feature of the book, which, in the trial process, has been popularly complimented by the students. It should be noted that in order to meet task-based teaching methods, the guiding role of teachers' should be laying out tasks, prompt them, check after the completion of the task and summarize how well they have done.

**4.4 How to use the textbook.** The book series aims to provide a platform for teaching with features of clear structures, rich and varied content, and easy to operate. We strongly oppose the way of rigid copy. We advocate the revision, adjustment or supplement be made to it according to different teaching modes and different levels of students.

## 5. Some Explanatory Notes

**5.1** Based on our years of probing into the long-term refresher study and relatively intensive teaching experience, we have assimilate the rich achievements of those profound scholars and compiled this book with five years of hard working and boiled wisdom of all faculties. This is also an outcome of the scientific research project of the OCLCI, and one of the projects of the Teaching Material Planning of the Dalian Multi-lingual Base of Chinese Language Council International.

**5.2** The division of compiling this book series:

Compiler-in-Chief: Chuanping Liu, is in charge of probing into the long-term refresher study and relatively intensive teaching both theoretically and practically, based on which he put forward the overall idea and listed an outline for compiling the book; and in charge of compiling, trial and correcting and improving all manuscripts.