

Experiencing Chinese

Intermediate Course II

体验汉语® 中级教程 2

主 编 姜丽萍
编 者 刘丽萍 高 晨



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体验汉语 中级教程2

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前言

《体验汉语中级教程》(1、2)是与《体验汉语基础教程》(1、2)和《体验汉语高级教程》(1、2)相衔接又分属不同教学阶段的教材,本教程定位于“中级”,旨在扩大学生词汇量、提高学生口头及书面语表达能力,进而提高学生的汉语语言综合运用能力。

一、编写理念

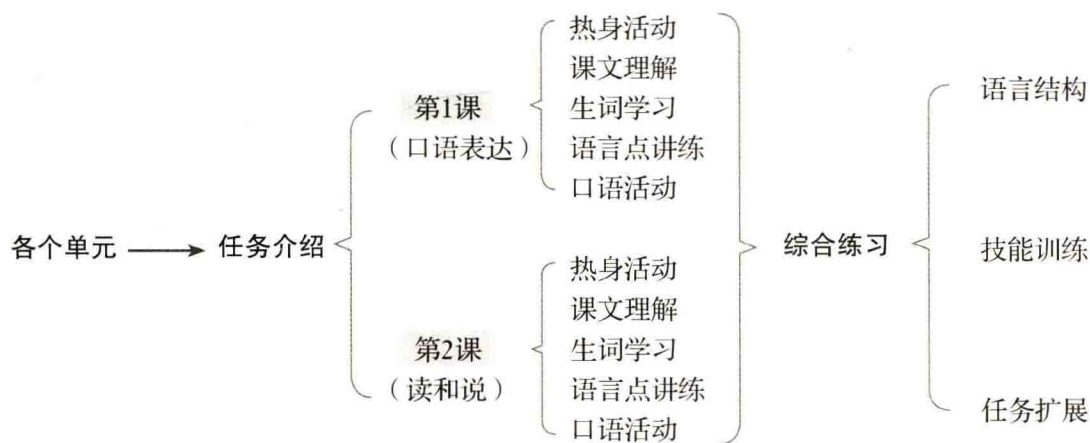
本教程强调任务型教学理念,任务贯穿整个教学过程。主张让学生在完成任务中学习、掌握语言知识和技能,提高语言交际能力和语言综合运用能力。

《体验汉语中级教程2》为中级的第2册,共12个单元。每单元都以一个大任务主题统摄2个分任务,分置于两课中,分任务之间形成显性任务链,所有课文都为完成相关任务而进行编写,内容与现实生活紧密相关,层层深入。每课的任务中,又分为针对课文的任务和扩展型任务,难度上有梯度,螺旋式上升。在编写中,注重将语言规范性的学习内容融入具体的任务当中,兼顾听说读写四项语言技能的综合训练,但在每课中又各有不同的侧重点。

二、内容框架

根根据以上理念,本教程每个单元的框架结构具体如下:

1. **任务介绍**:引出话题,介绍本单元要完成的主要任务内容。
2. **第1课**:以口语表达为主,注重听说交际能力的培养,分为热身活动、课文(以对话为主)、生词、语言点讲练和口语活动。
3. **第2课**:以读说为主,分为热身活动、课文(以短文为主)、生词、语言点讲练和口语活动。
4. **综合练习**: (在单独设计的配套《体验汉语中级教程练习册2》中)分为语言结构、技能训练、任务扩展等。



三、主要特点

1. 注重综合训练

本教程以听说读写四项基本技能训练为基础,注重单一的技能训练,更注重两三项技能相结合的综合训练。每课课文后都有直接针对某项技能的规范性练习。每个单元的两课在各项技能训练上各有侧重:第1课以口语表达为主,注重日常口语的训练;第2课以读说为主,展示规范准确的现代文文本并进行规范准确的口头表达。而《体验汉语中级教程练习册2》则更注重听说读写综合能力的训练。

2. 重视中国文化的融入

中国文化方面的内容并非介绍讲解性的，而是嵌入式的。将文化内容作为完成任务的语言素材或背景知识，在完成任务的过程中将可输入的相关文化内容融入其中。

3. 体现语言素材的真实性、自然性和实用性

在内容上，本教程所选取的语言素材让学生能有身临其境之感，是学生现实生活中可感可触的内容，如文学作品、网络博文、生活见闻等。另一方面，在具体语句选取上，包括例句、练习题都是尽量从现代汉语语料库中选取的真实语料，只根据教学需要作适度修改，以保证原汁原味。

4. 重视词汇的比较和扩展

针对中级汉语教学在词汇量上的需求，一方面针对本课所学词汇作辨析和情境练习，另一方面针对本单元主题进行词汇扩展，使学生的词汇量在横向和纵向上得到强化和深化。同时注重常用表达式的学习，以提高学生成段表达的能力。

5. 分散难点，渐进深入

本教程打破以往中级教材编写时课文过长、过难，生词过于集中的弊端，采取分散难点的做法，同样是一个单元要掌握50多个生词，我们把这50多个生词分散到教材一个单元中的两课中，以及《体验汉语中级教程练习册2》的听力和泛读文章中，而这些部分有一个核心话题统领，使生词具有主题相对集中的特点，便于学生在语境中理解、掌握和运用。这种编排方法能引导学生低端进入、高端产出，使学生具有成就感。

6. 教师好教、学生好学、教学好用

对教师来说，可按照教材呈现的顺序，直接进行教学，这种编教思路希望能给年轻教师提供一种任务型的教学思路和教学流程，也希望能为有经验的老教师提供一些教学参考，更加丰富他们的教学方法。

对学生来说，本书的目的首先是引起学习兴趣，通过任务介绍和热身活动提高学生的学习热情和对话题的关注，然后通过精心设计的各个环节帮助学生理解，引导实现“做中学”，通过一系列任务的完成达到培养语言综合运用能力的目的。

对教学来说，本教程提供了大量听说读写各种技能训练内容，有利于教师备课和上课。在内容层级上，既有用于课堂讲解和训练的例句和练习，也有用于课下经过思考才能完成的综合练习，方便教学。

7. 版式设计新颖、独特

本教程的版式设计淡雅简洁，图文并茂，选配了大量图片，使内容更具真实性、趣味性和情境性。

特别感谢高等教育出版社的编辑们，她们在教材的策划、编写过程中提出了一些富有建设性的建议，更感谢她们的忘我工作热情和认真负责的态度，使得本教程能够保质保量地出版面世。

本书付梓之前虽曾经过主编和各位编者多次打磨，但疏漏之处在所难免。我们衷心地希望使用本书的教师和学生，能够无保留地把自己的使用情况反馈给我们，更希望听到批评和建议。主编邮箱：lp360@163.com。

姜丽萍
2013年8月

Preface

Experiencing Chinese · Intermediate Course (1 & 2) dovetails with *Experiencing Chinese · Basic Course (1 & 2)* and *Experiencing Chinese · Advanced Course (1 & 2)*, belonging to the intermediate level in the series. The purpose of the textbooks is to increase university students' vocabulary, to improve their ability to express themselves orally and on paper, thus to improve their ability in comprehensive Chinese application.

I. Concept

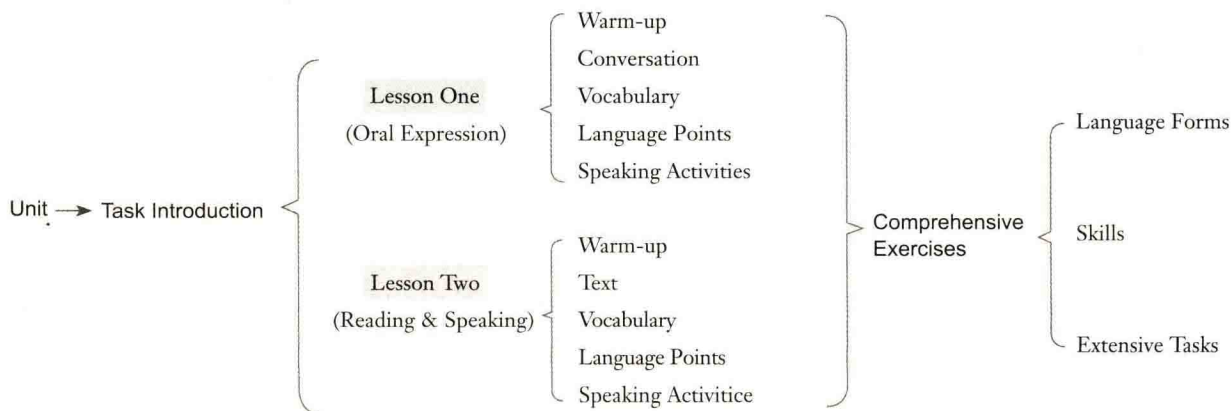
This series places emphasis on a task-based teaching philosophy, with tasks provided throughout the teaching process. It advocates allowing students to learn and grasp the knowledge and skills of the language through the completion of assignments, and to improve their communication and comprehensive language abilities.

Experiencing Chinese · Intermediate Course 2 serves as the first volume of the intermediate level, and includes 12 units. Each unit consists of one main topic, which unifies 2 sub-topics, divided into 2 lessons. An explicit task-chain is formed within each sub-topic, and each text is compiled to provide students with topic-related tasks to complete, with the topics closely and deeply related to real life. The tasks in each lesson are divided into two types, those based on a text, and those given in extension, and their difficulty is on a gradient, forming a spiral pattern. In writing the study content, importance has been attached to the harmonization of language standards with specific tasks, and the comprehensive training of the four language skills: listening, speaking, reading, and writing has also been taken into account, while the emphasis on each skill differs from lesson to lesson.

II. Framework

Based on the concept above, the specific framework of each unit is listed below:

1. **Task Introduction:** Leading to the topic, it introduces the content of the main task to be completed in each unit.
2. **Lesson One:** Giving priority to oral expression, it is divided into warm-up, conversations, vocabulary, language points and speaking activities.
3. **Lesson Two:** Giving priority to reading and speaking, it is divided into warm-up, text, vocabulary, language points and speaking activities.
4. **Comprehensive Exercises:** (found in the individually designed supporting *Experiencing Chinese · Intermediate Course Workbook 2*) It includes Language Forms, Skills and Extensive Tasks.



III. Key Features

1. Focus on comprehensive training

The comprehensive training of four basic skills — listening, speaking, reading and writing — forms the basis of this textbook, with importance placed on both the training of each individual skill, and the training of two or three combined skills. Following the texts in each lesson are standardized exercises directly aimed at a specific skill. The 2 lessons in every unit have their own focus on particular skills: Lesson One gives priority to oral expression, attaching importance to the practice of everyday spoken language; Lesson Two gives priority to reading and speaking, displaying a standardized and accurate modern text and proceeding to proper and accurate oral expression. In addition, *Experiencing Chinese · Intermediate Course Workbook 2* puts more stress on the comprehensive abilities of listening, speaking, reading and writing.

2. Emphasis on integrating Chinese culture

The relationship of the content to Chinese culture is not explained by introduction, but is embedded. Related cultural content, which are used as language materials or background knowledge, is integrated into the process of completing the tasks.

3. Authentic, natural and practical language materials

With regard to content, the selected language materials of this textbook allow students to have a feeling of being immersed. It is tangible to the students' real lives, such as literary works, blogs and life experiences. From another aspect, specific language including example sentences and exercises are selected from a database of authentic modern Chinese language, and has only been modified to be in line with teaching needs to ensure authenticity.

4. Emphasis on the comparison and expansion of vocabulary

With the needs of intermediate Chinese vocabulary teaching, on one hand, the lessons are aimed at differentiation and situational exercises, and on the other hand, the units are aimed at the expansion of vocabulary on particular topics, intensifying and deepening learners' vocabulary horizontally and vertically. Meanwhile, it emphasizes on the study of commonly used expressions in order to improve the learners' expressing capabilities in paragraphs.

5. Decentralized difficulty, progressively in-depth

This series improves on the drawbacks of previous intermediate level textbooks, which had excessively long and difficult texts with densely concentrated new words and expressions, and adopted an approach of dispersed difficulty. In one unit, previous texts required the mastery of 50 new words and expression, while in this textbook, these 50 words have been dispersed among the 2 lessons of each unit, and the extended texts of *Experiencing Chinese · Intermediate Course Workbook 2*. In addition, all these sections have a guiding

core topic, specific to the central features of the main theme, making it easier for students to comprehend, master and apply within one language context. This method of arrangement can lead students to enter at a low level, and finish at a high level, giving them a sense of accomplishment.

6. Users-friendly, easy to teach and to learn

For the teachers, they can teach directly according to the order of the materials presented. We hope the teaching ideas in this series can provide young teachers with a task-based teaching approach and process, as well as a teaching reference for experienced teachers to enrich their teaching methodology.

For students, the aim of this book is first to lead to interesting study, with the introduction and warm-up sections arousing their enthusiasm for study and attention to the topic. Then, through careful design in all aspects, the series helps students with their understanding, leading to the reality of “learning by doing”. Through the completion of a series of tasks, students can achieve their aims of improving their ability to use the language comprehensively.

For teaching, this textbook provides a range of content for each language skill: listening, speaking, reading and writing, which is conducive to helping teachers prepare and teach class. With regard to the content, for the convenience of teaching, there are example sentences and exercises suitable for explanation and practice in the classroom, as well as comprehensive exercises which can only be completed upon reflection after class.

7. Novel and uniquely designed layout

The layout of this textbook is designed with elegant simplicity. The large volume of illustrations are provided to make the content more authentic, interesting and situational.

Special thanks is contributed to the editors of the Higher Education Press, who during the planning and preparation process put forward many constructive suggestions. It is their selfless work ethic, serious and responsible attitude that make this textbook be published with quality and quantity.

We sincerely hope that teachers and students who use the book give feedbacks on their own usage of it without reservation, and look forward to hearing their comments and suggestions. Please send mail to the editor-in-chief at: lp360@163.com

Jiang Liping
August 2013

使用说明

本教程适合已掌握1800—2000个汉语词汇，或者已学完《体验汉语基础教程》（1、2）和《体验汉语中级教程》（1）的学生使用。全书12个单元，每个单元围绕一个任务主题，由2课组成，包括40—50个生词，6—8个语言点，建议每单元授课6—8个学时。

任务介绍

每单元开头都有“任务介绍”，描述了学习者在现实生活中可能接触到的某一个真实话题，并围绕这个话题设计了总体任务目标，也就是学习本单元后所要完成的语言任务。教师和学生可以根据这个“任务介绍”对本单元的内容有一个总体把握，并以此为主线安排教学。



热身活动

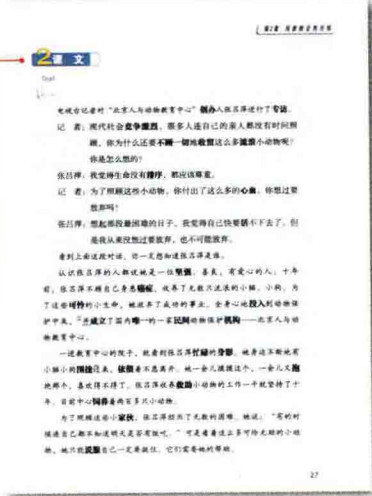
每课都设计了不同形式的热身活动，建议教学中根据热身活动布置学生进行预习，主要是熟悉本课将要学习和讨论的词语和话题，充分调动已有的知识储备和能够通过网络等渠道获取的相关话题资源。课上利用几分钟时间共同完成热身活动，并将自己发现的问题和各自不同的看法带到课堂上进行讨论。





对话

第1课课文以对话为主，主要训练学生的口语交际能力。教材中首先设计了针对课文内容的生词学习和语言点讲练，在举一反三的基础上围绕课文话题进行口头表达练习。



课文

第2课课文以短文为主，注重训练学生的成段表达能力。这部分建议在精读课文的基础上，进一步学习生词和语言点。然后，再围绕话题进行口头表达练习。



语言点

每单元讲练6—8个语言点，并对部分近义词或表达式进行比较学习。



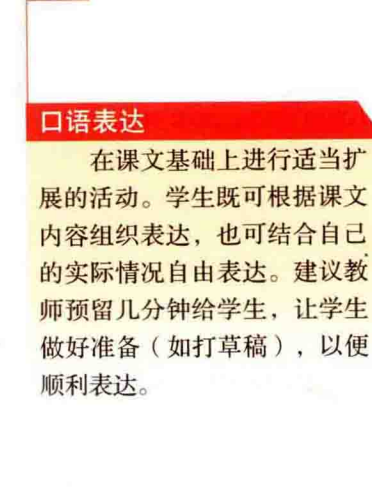
根据对话回答问题

针对对话内容，以问答形式练习学生口语表达。



活动

分为“双人活动”与“小组活动”，要求学习者掌握本课的常用表达式，能围绕本课主题发表个人观点、展开论述。



口语表达

在课文基础上进行适当扩展的活动。学生既可根据课文内容组织表达，也可结合自己的实际情况自由表达。建议教师预留几分钟给学生，让学生做好准备（如打草稿），以便顺利表达。

以上是对本教程的简要介绍以及实际教学中的一些建议，希望对您有所帮助。在教学过程中您不必拘泥于我们的建议，可以根据实际教学情况灵活地安排教学。对于中高级阶段的学习者来说，自主学习尤为重要，希望这本教程能为中高级阶段的学习者提供一个提升汉语能力的自由空间，在一个个环环相扣的任务引导下积极主动地去学习。

姜丽萍
2013年8月

Instructions

This textbook is suitable for students who have already mastered 1800-200 Chinese words, or finished the study of *Experiencing Chinese – Basic Course (1 & 2)* and *Experiencing Chinese-Intermediate Course (1)*. This textbook includes 12 units in total, with each unit centered on a task topic and composed of 2 lessons. In each unit, there are approximately 40-50 new words and 6-8 language points. Designed for classroom use, the teaching of each unit is suggested to take 6-8 teaching hours.

Introduction

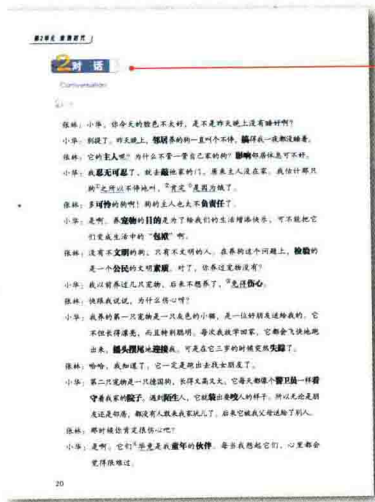
Each unit has its own “introduction”, which describes a certain topic that learners may encounter in daily lives. According to this topic, the introduction designs some general tasks, which are also the language tasks that the learners should complete after finishing the study of the unit. Teachers and students may get some knowledge about the unit and arrange studies through “introduction”.



Warm-up

Each lesson has different “warm-up activity”. We recommend that students prepare new words and topic before class according to the warm-up activity, getting resources about the topic through knowledge reserve and internet. Use several minutes to complete the warm-up activity together and share opinions and problems discovered with classmates.



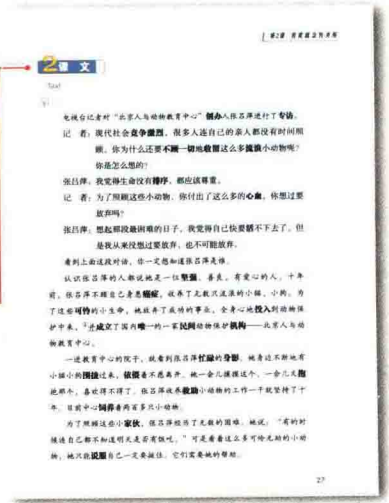


Conversation

Giving priority to speaking, it trains the ability of oral communication of the students. The course first designs vocabulary study and language points according to the conversation, and then it gives some oral expression activities around the topic of the lesson.

Text

Giving priority to reading and speaking, the text trains the ability of paragraph expression of the students. We recommend that after studying the text, students learn the vocabulary and language points. Then practice oral expression activities around the topic of the lesson.



Language points

Each unit has 6-8 language points, comparing near-synonyms and similar expressions.

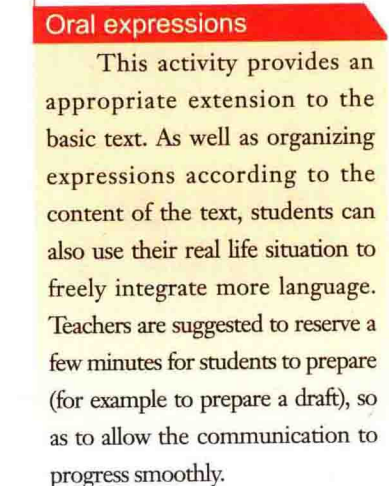
Q&A according to the text

Improve the ability of oral expression of the students through the content of the conversation.



Speaking activities

Divided into “Pair Work” and “Group Work”, learners are required to master the common expressions from the lesson. They can express their own views, and discuss the main topic of the class.



Above is a brief introduction of this textbook and some suggestions on its use in class, we hope it can be of some help. Of course, “There is no fixed way in teaching”, and all teachers have the freedom to use our suggestions as they see fit. Teachers should be flexible in their design of lessons to suit the real situation. The intermediate stage is a period in which learners of Chinese can improve quickly, and we hope this textbook can provide a platform to help them achieve a swift advancement in their level. We hope learners will be guided by the compact series of tasks to actively learn and improve.

Jiang Liping
August 2013

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