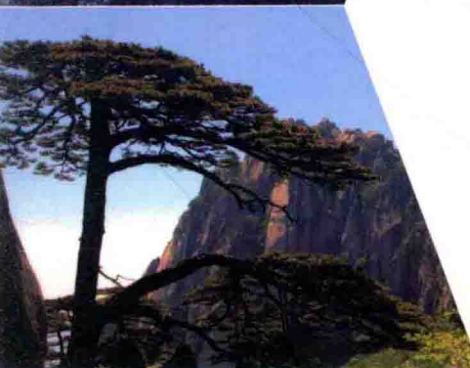
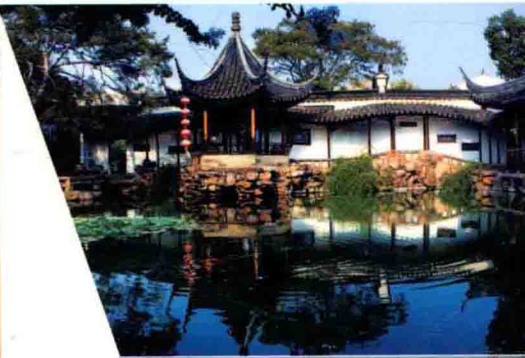
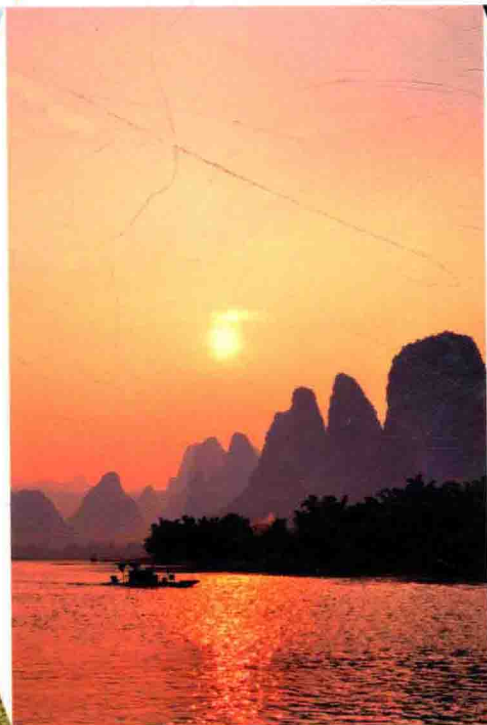
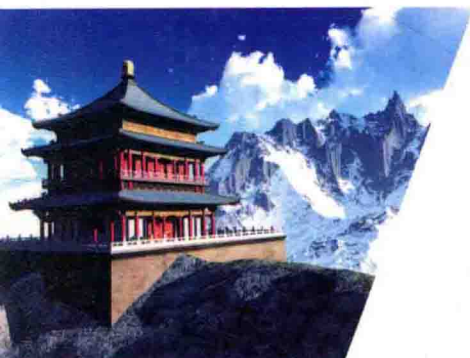


# New Concept 3



# CHINESE

# 新概念汉语



by *New Concept Chinese*  
Editorial Group

English Edition



**Textbook**



孔子学院总部/国家汉办  
Confucius Institute Headquarters (Hanban)

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New Concept

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CHINESE

新概念汉语

English Edition 英语版

Textbook 课本



北京语言大学出版社  
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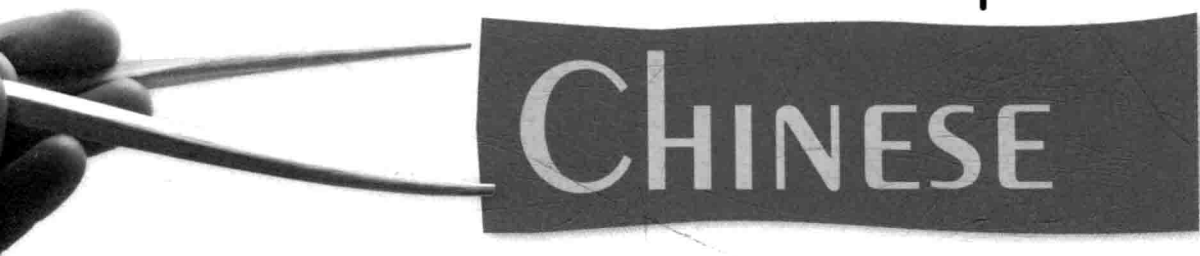
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New Concept



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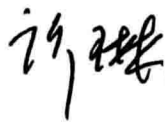
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## 序言

当前，世界各国学习汉语和了解中华文化的热情持续高涨，对汉语教材的内容、形式和质量不断提出更高要求。为此，孔子学院总部加大教材工作力度，诚邀国内外出版机构、学者和教师参与教材编写，努力出版一批汉语教学和中华文化的精品教材与读物，构建国际汉语教学资源体系。

北京语言大学出版社编写了一套汉语教材——《新概念汉语》。这是针对成年学习者设计的，既可以用于课堂教学，又可以用于自学。教材充分考虑了非母语环境下学习汉语的特点，借鉴外国语言教学先进经验，注重语言文化有机结合，展现当代中国生活场景，强调实用性、趣味性和互动性，并配以多种形式的辅助资源，希望外国朋友们从中体验到更多学习汉语的轻松和快乐。

在编写过程中，孔子学院总部暨国家汉办给予了大力支持，并协助北语出版社多次征求并采纳了各国孔子学院一线教师和学习者的意见与建议。经过第一册试用，得到广泛好评。希望《新概念汉语》能成为最受欢迎的国际汉语教材之一，感谢北语出版社同仁们的勇敢探索和辛勤耕耘。



许琳

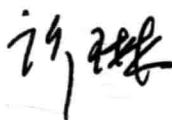
孔子学院总部 总干事  
中国国家汉办 主任

## Foreword

At present, there is an increasing enthusiasm worldwide for learning the Chinese language and acquainting with Chinese culture, resulting in a higher demand on the content, form and quality of Chinese teaching materials. To meet this demand, the Confucius Institute Headquarters has put more efforts into the development of teaching materials by inviting publishers, scholars and teachers in and outside of China to participate in the compilation and publication of an array of top-quality textbooks and reading materials for the teaching and learning of the Chinese language and culture, striving to build a system of resources for international Chinese education.

As one of the publishers invited, Beijing Language and Culture University Press has developed the textbook series *New Concept Chinese*, which is targeted at adult learners and can be used in classrooms or by self-taught learners. While taking into full account the characteristics of learning Chinese in a non-Chinese speaking environment, learning from advanced language teaching experiences overseas and paying attention to the dynamic combination of language and culture, the series unfolds the real-life scenes in modern China before its users' eyes, emphasizing the qualities of being practical, fun and interactive and it provides various forms of supportive resources to create a more relaxing and enjoyable Chinese learning experience for foreigners.

Hanban (Confucius Institute Headquarters) has provided much support for the compilation of the series and has more than once assisted Beijing Language and Culture University Press in consulting teachers and students at Confucius Institutes in different countries about their opinions and suggestions, many of which have been accepted and integrated. Book 1 has achieved a good reputation after its publication. We hope *New Concept Chinese* will rank among the most popular Chinese teaching materials for international users. Our sincere thanks go to our co-workers in Beijing Language and Culture University Press for their courageous explorations and hard work.



Xu Lin

Chief Executive of the Confucius Institute Headquarters  
Director-General of Hanban

## 使用说明

《新概念汉语》是一套供成年人使用的汉语教材，可以用来自学，也可以在课堂教学中使用。

本教材基于汉语和汉语作为第二语言教学的实践和研究成果，学习、吸收国内外外语教学的有效方法和21世纪的教学理念和教学实践，选择实用、简要、有趣的教学内容，设计简便、有效的学习和教授方法，努力为不同类型的汉语学习者和教师提供方便。

本教材配有相应的教学资源，包括MP3光盘（包含课文、生词、练习录音）、练习册、汉字练习册、教师用书、教学图卡、数字资源（提供教学资源和咨询）等。

本书是《新概念汉语》第三册。为方便读者，特作如下说明。

### 一、教学对象、目标、内容和教学安排

**教学对象：**学过《新概念汉语》（第一、二册）或具有相应汉语水平（学过汉语基本语法、掌握900左右汉语词汇）的成人汉语学习者。

**教学目标：**通过学习本教材，达到新HSK4级水平，进一步培养汉语听、读、说、写能力，重点是培养初步的成段表达能力。能理解与日常生活和工作相关的以及在一般交际场合中遇到的基本语言材料。能就熟悉的话题与他人进行沟通和交流，能对与这些话题相关的基本情况作简单描述。与《欧洲语言共同参考框架》的B2级外语运用水平大致相当。

**教学内容：**本册教材教授579个汉语交际常用词、303个汉字、40个语法项目，以及外国人使用汉语学习、生活、工作时最常见的话题。

**教学安排：**本册教材共20课，建议每课学习时间为4小时，课堂教学教授2小时，课外学习（包括复习和完成练习册中的作业）2小时。

### 二、课本内容

每课的学习内容由“课文”、“学习语法”、“学习词汇和汉字”、“交际活动”四部分组成。

(1) 课文。课文都是适合学习者水平的短文，包括故事、趣闻、百科和中国文化知识等，目的是让学习者边理解故事、知识，边学习汉语词语、语法和相关的表达方法。

(2) 学习语法。每课学习两个语法点。目的是让学习者在学习常用的、有交际价值的语句的同时，理解、记忆和学会使用所学语法、句式和常用词汇。

(3) 学习词汇和汉字。这一部分通过多种活动帮助学习者复习、记忆和使用汉语常用词汇和汉字，特别是加深对汉语词汇和汉字构成方式的理解。如通过图示、分类，帮助学习者梳理学过的常用词汇；通过分析构词成分，理解汉语构词的规则；通过分析汉字部件，理解汉字的结构和造字方法；通过常用汉字表，帮助学习者掌握基本汉字等。



(4) 交际活动。每课安排两种交际活动，供教师和学习者选用。一种是结伴或小组活动，目的是继续培养人际交际能力；一种是独白，目的是培养初步的成段表达能力。

### 三、教学策略建议

下面的教学过程和方法，供自学者和教师参考。

#### 第一部分 学习课文

##### 1. 热身 (5分钟)

热身活动可采取下列方式之一进行：

(1) 复习旧课，引出新课。

(2) 看图片，根据图片提问，引出课文内容。

问题可以是：这是什么地方？有什么人？有什么东西？发生了什么事情？

(3) 就课文题目进行讨论，也可以让学生预测课文的内容。

##### 2. 快速阅读课文 (5分钟)

(1) 朗读读前问题。

(2) 快速阅读，寻找答案。

提醒学生借助生词表和注释，阅读全文，画出与读前问题相关的语句，不要指读（用手指着字读）。

(3) 尝试回答读前问题。

答案不必强求一律，可以留点儿悬念，在读懂课文后回答。

##### 3. 学习生词 (15分钟)

(1) 听生词录音或听教师朗读生词。

(2) 跟读（跟录音或教师朗读）。

(3) 理解生词。

教师通过提问、领读搭配，启发学生理解词义，辅以必要的讲解。

(4) 按顺序集体朗读生词。

(5) 认读生词。

教师指定学生打乱生词顺序朗读，注意观察学生的掌握情况。

##### 4. 听课文，回答问题 (10分钟)

(1) 朗读课文后面的问题。

(2) 听全文（提醒学生不看课文）。

(3) 回答问题。

(4) 分段听课文，回答问题（老师提问，全班回答）。

(5) 回答全部问题。

老师提问，单个学生回答，注意把重点放在学生有困难的问题上。

##### 5. 朗读课文 (10分钟)

(1) 教师分段领读课文。

提醒学生注意课文中新的语法现象，并借助注释初步理解，可辅以必要的讲解。

(2) 学生朗读课文。

(3) 回答全部问题。

可以让学生提问，先全班回答，再请单个学生回答。

## 6. 复述课文 (5分钟)

- (1) 根据提示复述课文。
- (2) 无提示复述课文 (或可看英译文本复述)。

## 第二部分 综合练习

### 1. 学习语法 (20分钟)

每课的两个语法点均可按以下步骤和方式学习:

- (1) 听全部例句1-2遍。
- (2) 学生逐句跟读例句, 参考生词表理解句意。
- (3) 学习生词 (参考第一部分“3. 学习生词”)
- (4) 做练习1。  
注意引导学生按题目要求标出相关部分。
- (5) 启发学生归纳出句式的公式。
- (6) 做练习2。

学生先独立做, 然后与同伴核对并修改, 最后全班或学生面向全班说答案。

### 2. 学习词汇和汉字 (15分钟)

- (1) 学生独立做各项练习。
- (2) 跟同伴核对。
- (3) 引导全班说出答案。

### 3. 交际活动 (15分钟)

交际活动可在课堂上做, 也可以在课下做, 课上检查、汇报。

#### 活动 1 (小组活动)

- (1) 朗读指令, 理解任务。
- (2) 教师和/或学生给出示例, 启发说出相应的句式、词语。
- (3) 教师引导分组、分工。
- (4) 明确汇报要求。
- (5) 设定活动时限。
- (6) 小组活动。
- (7) 小组或小组代表向全班汇报。
- (8) 学生自我评价和教师评价。

#### 活动 2 (独白)

- (1) 朗读指令, 理解任务。
- (2) 教师自己示例或引导学生示例。

可先启发学生说出相关的句式、词语。如通过连续的问题, 告知学生叙述的内容和词语、句式、顺序等。

- (3) 设定话语长度和准备时限。
- (4) 提醒学生写下提示词语。
- (5) 学生准备。
- (6) 学生分组互相讲述, 或由学生向全班汇报。
- (7) 学生自我评价和教师评价。

#### 4. 归纳本课学习内容

此环节也可放在交际活动前进行。

- (1) 复述课文。
- (2) 让学生说出有用的句子，或用图片引导学生说出句子。
- (3) 让学生朗读生词表，或用图片引出词汇练习中的词语。

#### 四、教学设计思想

本教材在教学过程设计中，力图贯彻以下基本原则：

- (1) 课堂以学生活动为主，全部过程都是在教师启发、指导下的学生活动。
- (2) 培养运用汉语进行听、说、读、写综合交际能力，其中“写”的活动主要在学生练习册中进行。

下面对相关部分的设计意图略作说明。

##### 1. 热身

热身活动有三个目的：

- (1) 在让学生运用汉语描述图片、回答实际问题的过程中，给他们创造自由表达的机会，是“用中学”的重要手段。
- (2) 激活学生已经具备的相关知识和能力，为学习新内容作准备。
- (3) 营造生动活泼的学习气氛。

在这个阶段，要给学生创造充分的真实表达机会，“不怕错”很重要。

##### 2. 学习课文

这一部分的教学安排主要基于以下三点考虑：

- (1) 总体过程是从全局到局部，再从局部到全局。学习从领会全文大意开始，为学习者创造在语境中学习课文的语句、语法、词汇的条件；然后在对局部（各段落）的细节（词汇、句意）理解的基础上，达到全面理解和掌握全文的内容。
- (2) 由易到难，逐步深入。学习从快速阅读开始，为后面的聆听理解打下基础，聆听后回答问题，逐步熟悉学习内容（文章的意思、语法和词汇）；在快读、聆听和领读的基础上，再朗读课文，为提高朗读质量打下坚实的基础，也使顺利地复述课文水到渠成。
- (3) 课文学习的目标是学生可以流利地复述课文。这表明他们理解了课文的内容，掌握了所学的语法、句式和词汇。

##### 3. 学习语法

语法教学遵循意义和结构并重、意义优先的原则，学习过程贯穿对意义的关注。

- (1) 意义优先，是指语法学习的用例和练习，不是为显示语法规则而编造的人工语言，而是有意义、有意思、有交际价值、在交际中经常使用的语句。学习这些句子是为了提高交际能力，而不只是为了学习语法和词汇知识。
- (2) 语法部分的结构和词语学习过程，是在理解句子意思和学习使用句子交际的基础上，抽象出句子形式，通过思考，促进记忆，掌握使用方法。

- (3) 通过朗读、分析结构和练习，掌握和熟悉句子的结构形式，努力达到熟练使用的水平。

##### 4. 学习词汇和汉字

词汇和汉字学习的主导思想是立足理解语义和语法结构，促进记忆，如：

- (1) 通过各种方式，帮助整理学过的词汇。
- (2) 通过图示，建立与词汇所指的联系；设置相关的应用练习，帮助掌握使用。

(3) 通过分析词和汉字的结构，了解汉语构词、造字的基本规则。

在词汇和汉字学习中，有两点需要特别说明：① 由于要显示词汇、汉字的规律、规则，练习中使用的词汇、汉字常常跟课文中出现的字词不完全契合。这虽然不够理想，但也只能“顾此失彼”。② 练习没有严格区分“字”和“语素”的概念，比如说“这些汉字构成的词”，是从汉字运用的角度说的，但也有说明构词法的意思。

### 5. 交际活动

交际活动的目的，是把本课学习的词汇、语法、话题框架运用到实际交际之中。

两组交际活动都倡导小组活动的方式，在这种活动中，学习者不仅要说出正确的话语，更要学会运用语用规则、交际策略，以提高用汉语进行真实交际的能力。

## A Guide to the Use of This Book

*New Concept Chinese* is a series of Chinese learning materials for adults, which can be used for both self-teaching and classroom teaching.

This series is written based on the practices and researches of Chinese language and teaching Chinese as a second language, assimilating the effective methods used in foreign language teaching both in China and abroad as well as the pedagogical ideas and practices of the 21st century. Practical, concise and interesting teaching materials were selected and simple and effective learning and teaching methods were designed so as to provide convenience for various types of students/learners and teachers of Chinese language.

Additional materials supporting the textbooks include the MP3 disks (with recordings of the texts, new words and exercises), Workbooks, Chinese Character Workbooks, Teacher's Books, Flashcards and Digital Resources (for reference and consultation), etc.

This is Textbook 3 in the series. For the convenience of users, the following points need to be made clear:

### 1. Targets, objectives, contents and arrangement of teaching

**Targets:** Adults who have learned *New Concept Chinese* (1 & 2) or have achieved the corresponding Chinese proficiency (mastery of basic Chinese grammar and about 1,000 Chinese words).

**Objectives:** By learning this book, learners' Chinese proficiency will reach New HSK Level 4. Their listening, reading, speaking and writing skills will be further improved, and more importantly, they will begin to develop the ability to generate paragraphs. They will be able to understand basic language materials that they encounter in their daily life, work and other common social occasions, to communicate and exchange ideas with others on familiar topics and to describe briefly basic situations relevant to these topics. The language proficiency they will achieve is approximately equivalent to Level B2 in the Common European Framework of Reference for Languages.

**Contents:** This book teaches 579 words frequently used in communication, 303 Chinese characters and 40 grammar items as well as the topics that foreigners are more likely to encounter in their study, life and work.

**Arrangement of teaching:** This book consists of 20 lessons in total. It is suggested each lesson take 4 hours, 2 in class and 2 after (for reviewing the lesson and doing homework in the Workbook).

### 2. Contents of the book

Each lesson is composed of four sections, namely "Text", "Grammar", "Vocabulary and Chinese characters", and "Communicative activities".

(1) Text—Taking the learners' language proficiency into consideration, all the texts are short ones, including stories, anecdotes, encyclopedic essays and essays about Chinese culture. The aim is to enable learners to learn Chinese words, grammar and relevant ways of expression while understanding the stories and information.

(2) Grammar—Each lesson teaches two grammar points so that learners can not only learn a few sentences frequently used in communication, but also understand, memorize and learn to use the grammar points, sentence patterns and common words taught to them.

(3) Vocabulary and Chinese characters—This part employs various activities to help learners review, memorize and use common Chinese words and characters and more than others to deepen their understanding of the methods of building Chinese words and characters. For instance, common words are sorted by illustrations and categorization; the constituents of Chinese words are analyzed to help learners understand the rules of Chinese word building and the

components of Chinese characters are analyzed to help learners understand the structures of characters and the methods of building characters; a list of common Chinese characters is provided to help learners master the basic characters, etc.

(4) Communicative activities—Each lesson provides two communicative activities for teachers and students to choose from. One is a pair or group activity aiming to improve students' interpersonal skills, and the other is a monologue aiming to cultivate their ability to express in paragraphs.

### 3. Suggestions for strategies of teaching

Self-taught learners and teachers can refer to the following steps and methods:

#### Part 1 Text

##### a. Warm-up (5 min.)

A warm-up activity can be conducted in one of the following ways:

- (1) Review the previous lesson and usher in the new lesson.
- (2) Ask (a) question(s) based on the pictures to introduce the content of the text.  
Possible questions: Where? Who? What is there? What happened?
- (3) Have a discussion about the title of the text and ask students to guess the content of the text.

##### b. Fast reading (5 min.)

- (1) Read out loud the question before the text.
- (2) Go through the text fast and find the answer.  
Remind the students to make good use of the word list and notes, to read the whole text, to underline the phrases and sentences relevant to the question, and not to point at each character when they read it.
- (3) Try to answer the question before the text.  
The answers can vary, leaving a cliffhanger which students will find out after understanding the text.

##### c. Learning new words (15 min.)

- (1) Listen to the recording of the new words or to the teacher reading them.
- (2) Repeat aloud (after the recording or the teacher).
- (3) Understand the new words.  
The teacher can inspire the students to understand the meaning of each word by asking questions, leading them to read aloud the collocations and if necessary, giving brief explanations.
- (4) All the students read the new words together in order.
- (5) Identify and read the new words.  
The teacher changes the order of the new words and names a student to read them aloud. Pay attention to if the student has mastered the words.

##### d. Listen to the text and answer the questions. (10 min.)

- (1) Read aloud the questions after the text.
- (2) Listen to the whole text (without reading it).
- (3) Answer the questions.
- (4) Listen to the text paragraph by paragraph and answer the questions. (The teacher asks questions and the class answers them.)
- (5) Answer all the questions.  
The teacher names one student to answer his/her questions. The teacher should emphasize on the questions which the student finds difficult.

##### e. Read the text aloud. (10 min.)

- (1) The teacher leads the students to read aloud the text paragraph by paragraph.  
Remind the students to pay attention to the new grammatical phenomena in the text and to get a preliminary understanding of them with the aid of the notes. Give some explanations if necessary.
- (2) The students read the text aloud.
- (3) Answer all the questions.  
The students raise questions. For each question, the whole class answer it first, and then one student will be named to answer it again.

**f. Retell the text. (5 min.)**

- (1) Retell the text based on the hints given.
- (2) Retell the text without any hints (or based on the text in English).

**Part 2 Comprehensive Exercises**

**a. Learning grammar (20 min.)**

The two grammar points in each lesson can be learned following the steps and methods below:

- (1) Listen to all the example sentences once or twice.
- (2) The students read the example sentences one by one after the recording and learn about their meanings with the aid of the word list.

- (3) Learn the new words (refer to “c. Learn the new words” in Part 1).

- (4) Do Exercise 1.

The students are supposed to mark the relevant parts as required under the guidance of the teacher.

- (5) The teacher should inspire the students to summarize the formula of each sentence pattern.

- (6) Do Exercise 2.

Each student does it alone first, then they work in pairs to check and correct each other’s answers, and finally the whole class say the answers or one student says the answers to the whole class.

**b. Learning vocabulary and characters (15 min.)**

- (1) Each student does all the exercises on his/her own.
- (2) The students work in pairs to check each other’s answers.
- (3) The whole class say the answers under the teacher’s guidance.

**c. Communicative activities (15 min.)**

The communicative activities can be conducted either in class or after class in which case a report should be given in class for the teacher to check.

**Activity 1 (Group work)**

- (1) Read the instruction aloud and learn about the task.
- (2) The teacher and/or several students give an example to inspire others to say relevant sentence patterns and expressions.
- (3) Team up and divide the work under the guidance of the teacher.
- (4) Be clear about the requirements for the report.
- (5) Set a time limit.
- (6) Conduct the activity in groups.
- (7) Each group or its representative makes a report to the whole class.
- (8) The students make a self-evaluation or the teacher gives them an evaluation.

**Activity 2 (Monologue)**

- (1) Read the instruction aloud and learn about the task.
- (2) The teacher gives an example or a student gives one under the teacher’s guidance.  
First the teacher may inspire the students to say relevant sentence patterns and expressions, for example, telling them the content to be narrated, the words and phrases, sentence patterns and order etc. by asking successive questions.
- (3) Set a length for the monologue and a time limit for the preparation.
- (4) Remind the students to write down the cue words.
- (5) The students make preparations.
- (6) The students present their monologues in groups or to the whole class.
- (7) The students make a self-evaluation or the teacher gives them an evaluation.

**d. Summarize the content learned in the specific lesson.**

This step may also precede the communicative activities.

- (1) Retell the text.
- (2) Ask the students to say useful sentences or inspire them to say the sentences by showing them pictures.
- (3) Ask the students to read the word list aloud or introduce the words and expressions in the vocabulary exercises using pictures.

#### **4. Thoughts regarding teaching design**

In the design of the teaching process, the book strives to observe the following basic principles:

- (1) Classroom teaching is centered on student activities. The whole process is a series of student activities under the inspiration and guidance of the teacher.
- (2) The aim of teaching is to improve students' Chinese language skills, including listening, speaking, reading and writing, as well as their communicative skills, of all the learning activities writing is basically done using students' workbooks.

The following is a brief explanation as to why the relevant parts are thus designed.

##### **a. Warm-up**

The warm-up activity has three purposes:

- (1) To give students an opportunity to express themselves freely in the process of describing pictures and answering practical questions. It is an important method of "learning by using".
- (2) To stimulate the knowledge and ability already acquired by the students and to get them ready for the new content.
- (3) To create a lively and active environment for learning.

At this stage, enough opportunities need to be created for students to truly express themselves. It is important that students don't fear making mistakes.

##### **b. Learning the text**

The teaching of this part is arranged based on the three considerations as below:

- (1) The overall process proceeds from the whole to the parts and then from the parts to the whole again. Students start with grasping the main idea of the text, which is a chance for them to learn the sentences, grammar points and new words in the text in context; then based on an understanding of the details (words and sentence meanings) in each part (paragraph), students will fully comprehend and master the content of the whole text.
- (2) The difficulty and depth gradually increase. Students start with fast reading, preparing for the listening comprehension following it; then they answer the given questions after listening to the text and become more familiar with the content (the meaning of the text, the grammar points and the new words); after fast reading, listening and repeating after the teacher, students will read the text aloud once again, laying a solid foundation for the improvement in their quality of reading aloud and making themselves better prepared for retelling the text.
- (3) The aim of text learning is to enable students to retell the text fluently, which means they've understood the content of the text, mastered the grammar points, sentence patterns and words taught.

##### **c. Learning grammar**

The teaching of grammar emphasizes both meaning and structure, with priority given to meaning. Throughout the learning process, attention is paid to meaning.

- (1) The priority of meaning means that the examples and exercises for grammar learning are not artificial language fabricated to demonstrate the grammatical rules, but rather meaningful, interesting and practical sentences frequently used in communication. The aim of learning these sentences is to improve communicative abilities rather than just learning the grammar and vocabulary knowledge.
- (2) The process of learning the structures and words in the grammar part is to abstract the sentential forms after understanding the meaning of the sentences and learning to use them in communication, to memorize them through thinking and to master the way of using them.
- (3) By reading aloud, analyzing and doing exercises on the structures, students will get familiar with and master the sentence structures and strive to achieve proficiency in using them.

##### **d. Learning vocabulary and Chinese characters**

The dominant idea regarding the learning of Chinese words and characters is to enhance memorization based on the understanding of meaning and grammatical structure. For instance:



(1) Various means are adopted to help sort out the words that have been learned before.

(2) Illustrations are provided in certain exercises to build up a link with what the words signify; relevant practical exercises are designed to help students master and use the words.

(3) The structures of the words and characters are analyzed to explain the basic rules of building words and characters.

Two points are noteworthy in the learning of Chinese words and characters. Firstly, to show the patterns and rules behind them, the words and characters used in the exercises are often not exactly the same as those used in the text, which is not an ideal situation, but is a better choice for sure. Secondly, the two concepts “字” (character) and “语素” (morpheme) haven't been strictly differentiated in the exercises. Take the phrase “words with these characters” in the direction for example. Although viewing from the angle of the use of Chinese characters, it also implies the meaning of word-building.

#### **e. Communicative activities**

The aim of the communicative activities is to help students use the words, grammar points and topic framework learned in the lesson in real-life communication.

Group work is encouraged for both the communicative activities, which require students to say correct sentences and more importantly to use the pragmatic rules and communicative strategies in practice so that their ability to communicate in Chinese will be improved.