

对外汉语短期培训系列教材



Application:
Intermediate Chinese
—Reading and Writing

实践

汉语

—中级读写

主 编 朱志平 刘兰民

编 者 汝淑媛 舒雅丽



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对外汉语短期培训系列教材编写说明

《走近汉语》《实践汉语》《感悟汉语》是为短期来华的汉语学习者编写的一套汉语第二语言教材。它们分别覆盖了从零开始的初、中、高三个级别，每级包括听说和读写各一册。全套教材共六册，涵盖常用汉语词汇 2716 个，语言点 506 个。

1. 这套教材的编写基础

在编写这套教材之前，编者对近十年所出版的 548 种汉语第二语言教材进行了粗略的统计调查，并对其中的 23 种约 80 册教材进行了深入细致的考察分析。在此基础上确定了本教材的编写方案。同时，编者还对近 300 名不同水平阶段的在华留学生进行了课文话题选择和排序的问卷调查（收回有效问卷 239 份），以确定本教材的内容、所采用的话题及其顺序。该教材的语言点和词汇选择范围主要控制在《高等学校外国留学生汉语教学大纲》（长期进修）之内，但依据北京师范大学汉语文化学院的科研项目“话题与句型基础研究”（朱志平等承担，成果已出版，题为《基础汉语句型交际手册》）的成果进行了重新整合。另外，该教材的初稿在北京师范大学 130 余名暑期来华的美国学生中进行了试用，并根据试用反馈进行了修改。

2. 这套教材的编写目的和适用对象

近年来，世界各国不少大学生利用寒暑假通过校际交流活动到中国来学习汉语，并可以获得本大学汉语课程的学分，这套教材把这类学生作为主要读者群。因此，这套教材所设计的初、中、高三个级别分别相当于各国大学公共汉语课程 1~3 年级水平。每个级别的听说本和读写本一共可以满足 160~180 小时的课程需要。这个设计也使得该教材在课时和内容上跟大学汉语课程衔接，可以同时适用于海外各国的大学公共汉语课程。此外，由于这套教材的主要目的是短期教学，较为注重汉语日常交际能力的培养，课文采用了话题与功能结合的方式，各类话题及功能相对独立，有利于教师根据需要将课本切分成几个部分，从中选择教学内容。所以它也适用于海外孔子学院所开设的针对当地社会人员的汉语课程。

3. 这套教材的教学目标

这套教材的教学目标是：在重视口语交际能力基础上培养汉语综合能力。因此，其

教材结构在系列化的基础上采用了读写与听说相配套的方式，并根据不同水平阶段各有侧重。改变了以往听、说、读、写分立或听说读写合而为一的传统结构模式。在初级阶段注重“听说领先”，便于学习者从口语句型入门，在具有一定听说能力的基础上再去认字、阅读，进而学习写字和写作；进入中级阶段以后，则强调“读写领先”，让学习者在阅读了一些与某话题相关的语料以后再进入讨论，使之在了解较多相关词汇和背景知识的基础上练习听说，有利于学习者扩大知识面，迅速提高汉语表达能力。

4. 这套教材的框架设计和版面设计

这套教材的教学理念是让学习者通过实践获得目的语语言能力。因此，它的框架设计采用了目标导入、任务导出的方式。每个单元、每一课都设有“导入”，把学习者带进即将学习的内容。

在版面设计方面，这套教材吸收了当前一些教材的优点：目录采用了“列表式目录”，将每课的主要内容列入目录表格，使教师和学习者都一目了然；注释由传统的“文后注”改为“文边注”，方便教师和学习者在课堂上共同关注这些语言点；“目标导入”和“任务导出”都配有插图，在增加趣味性的同时，也提升引导作用。另外，由于该教材还未及编写教师参考书，每册教材分别设计了“教学建议”，以帮助教师备课。

这套教材的内容设计依级别不同而有所不同，这也是初、中、高三个级别采用了三个名称的主要原因。下面的“教学建议”将分别介绍每册书的特点。总而言之，该教材的特色是，读写与听说相配套，突出两种不同教学模式的特点，适应短期教学的需要。课文规范，内容丰富、生动、有趣，具有较强的话题性；语言点解释简洁明了，与课文配合较为自然，适应在自然条件下提高语言交际能力的培养目标；练习设计在紧扣重点词语和语言点的同时，突出任务型教学的特点。

该教材的设计理念可以借用“短平快”这句体育用语来概括：“短”主要体现在课文短小精悍，语法点解释简明扼要，适用于短期汉语教学；“平”主要体现在其通用性上，本教材在话题选择和内容安排上淡化时效性和地域性，适用于不同地区、不同母语者的汉语教学；“快”体现为通过学习本教材，学习者能够迅速提高汉语水平，很快适应汉语环境下的日常生活和日常交际。

Introduction for This Series

This is a set of textbooks designed for international students attending short-term Chinese language programs in China. There are six books in total, covering three levels—Novice, Intermediate and Advanced. At each level, there is a book for reading and writing as well as a book for listening and speaking. The whole set of books contain 2716 Chinese characters and 506 language points.

1. How the book is compiled

We started with a brief investigation of 548 sets of textbooks of this kind during the past decade, and then made our writing plan based on a thorough analysis of the 23 sets of 80 textbooks. In addition, we conducted a questionnaire survey among nearly 300 international students (239 valid replies) investigating their favorite topics, according to which the main contents of our books were confirmed. As regards the selection of language points and vocabulary, we consulted *The Curriculum of Teaching Chinese to International Students in Universities* and *The Handbook of Basic Chinese Communication Sentences* (the latter is the result of a research of Beijing Normal University conducted by ZHU Zhiping, etc. and has been recently published). Moreover, this set of books was further revised after a trial among more than 130 American students taking a summer program at Beijing Normal University.

2. Objectives and target readers

In recent years, a large number of university students come to China for attending credited short-term Chinese courses during summer or winter vacations. We target them as our main readers, and accordingly make the three levels of our books correspond with the relevant levels of the public Chinese courses in overseas universities. The two books at each level may cover 160~180 school hours. As this set of books mainly aims for short-term programs, we put much emphasis on the development of learners' daily communication skills. Each book contains relatively independent topics and associated communicative functions. Teachers, therefore, may flexibly choose what suits their students best when organizing teaching. This set of books can also be used at Confucius Institutes for Chinese language learners from the general public.

3. Teaching aims

This set of books aims to develop learners' comprehensive abilities of using Chinese, with the emphasis on oral communicative competence. At the "Novice" level, "listening-speaking" skills come before "reading-writing" skills, so that learners may start with key sentence structures in spoken language, and then move on to Chinese characters, reading and writing. At the "Intermediate" and "Advanced" levels, on the contrary, "reading-writing" skills come first, so that learners may start with reading language materials on specific topics, and then practice listening and speaking on the same topic. In this way, learners' follow-up discussion based on necessary vocabulary and background knowledge will broaden their mind and improve their speaking skills.

4. Book content and layout design

This set of books aims to improve learners' language proficiency through practice. Therefore, every lesson involves warm-up activities at the beginning and communicative tasks in the end. As regards the format and design of the book, there are the following features: 1) The table of contents is arranged in a table containing the key points of every chapter; 2) The language points are explained in little boxes in the margin besides the text instead of after the text; 3) The warm-up activities and end-of-text tasks are all accompanied by illustrations; 4) "Teaching Guide" is provided at the beginning of every book to help teachers prepare for their class.

In general, the design of each book varies according to the three different levels, hence the different book names. The characteristics of this set of textbooks determine that the reading-writing class and listening-speaking class distinguish from and at the same time correspond with each other. In addition, the texts are written or selected carefully, containing vivid and interesting contents on the topics of sorts. The clear and concise explanation of language points helps to achieve the teaching aim and the relevant exercises/tasks embody the task-based teaching approach as well.

All in all, this set of course books aims to be "simple", "applicable" and "effective" in design. The "simple" feature lies in the selection of brief but high-quality texts and in concise explanation of language points. The "applicable" feature lies in the book's applicability in teaching regardless of time, region or target learners. The "effective" feature indicates that learners may expect to make a quick progress in their Chinese language proficiency so as to acclimatize themselves to the daily life in a Chinese context.

《实践汉语——中级读写》教学建议

中级本《实践汉语》内容设计的特点是在话题的基础上确定课文，关注幽默有趣、可读性强的语料，但同时依据中级水平阶段的特点加以修改并编排语言点。《实践汉语——中级读写》和《实践汉语——中级听说》分别设计了8个单元32课。

《实践汉语——中级读写》由汝淑媛、舒雅丽执笔编写。根据“中级水平读写领先”的编写原则，《实践汉语——中级读写》作为中级本的主体教材，全书采用短文作为主体课文，从循序渐进的角度考虑，短文长度从200字开始，字数逐渐增加，最终达到600字左右。课文从话题讨论导入，进入阅读及相关的语言点的学习，并配以一定的语法练习和字词练习来巩固所学。

根据“读写领先”的原则，《实践汉语——中级读写》读写本的教学安排一般应该先行于《实践汉语——中级听说》。为了突出读写训练的特点，完成培养读写能力的教学任务，也为了使后面的听说课能够顺利进行，使用这本教材教学时请关注以下几点建议：

(1) 每90分钟学一课。在学习新课以前，要求学生预习该课的生词。最好在开始上课时先用听写的办法检查学生的预习情况，并用成绩加以约束。学生预习的好坏会对新课教学能否顺利进行产生很大的影响。

(2) 每一课从“导入（热身）”开始。经过预习，学生对生词已经不陌生，可以从“导入（热身）”的图片和问题入手，将学生引导到本课的话题上来，在师生问答的过程中尽量使用该课的生词，使学生进一步熟悉生词，并对课文即将展开的话题产生兴趣和期待。

(3) 在讲练生词的时候将生词归类，突出重点。本书每课的生词一般控制在25个左右，但生词的难易程度并不一致。如果在教学中对每个生词平均用力，既浪费时间，又不能满足学生的需要。教师可以按照语义或词性将生词整理成几类，对难度小的生词可以一带而过，对难度大的生词则要进行重点练习。在学生能够接受的情况下，教师还可以适当进行相关词语的扩展。

(4) 重点操练每课的语言点，使学生能够准确熟练地使用该语言点。这种操练可以放在处理生词的时候一并进行，也可以放在讲练课文的时候进行。

(5) 教师在课堂上应当安排时间让学生轮流朗读课文；在扫清课文中语言点和汉字的障碍之后，用问答的方式带领学生理解课文内容；最后使学生能够在教师的提示下成段地复述课文内容。

(6) 课后的练习分三类，第一类针对词语和语言点，比如练习三（词语练习）和练习四（语言点练习），这类练习应当在课堂上进行；第二类针对课文内容，比如练习一和练习二，这类练习可以让学生课下自己做并核对答案；第三类是阅读练习和写作练习，教师可以根据教学时间灵活安排在课上或课下。

Teaching Guide for This Book

Application: Intermediate Chinese—Reading and Writing selects 32 interesting articles on a variety of topics and divides them into 8 units. It corresponds with *Application: Intermediate Chinese—Listening and Speaking* but plays a major and leading role. From Lesson 1 to Lesson 32, the text length increases gradually from about 200 to 600 characters. In each lesson, there is a pre-reading activity to lead in, a main text with relevant language points, and some after-reading exercises to wind up. The specific teaching advice is as follows:

(1) It takes about 90 minutes to study one lesson. Students are required to preview the new words before class, and their work is better to be tested by means of dictation at the beginning of the class.

(2) For each lesson, it is better to begin with “warm-up”. The questions and illustrations may arouse students’ curiosity and the teacher may take this opportunity to further familiarize students with the new words they have previewed.

(3) There are about 25 new words in each lesson. The teacher may categorize them according to the part of speech or their semantic functions. It is also suggested to allocate time for words of different difficulty levels according to students’ needs and language proficiency.

(4) The language points in each lesson should be explained and practised fully to make sure that students can use them correctly. Such practice can be conducted when dealing with the new words or studying the text.

(5) The teacher may allocate some class time for students to read the texts aloud in turns. After making sure that students have no problem with vocabulary and grammar, the teacher may further check students’ reading comprehension through question-answer tasks, and then encourage them to retell the texts.



(6) There are three groups of after-reading exercises in each lesson. The first one concerns vocabulary and grammar such as Exercise 3 and 4, which should be completed in class. The second one concerns the contents of the text such as Exercise 1 and 2, which can be assigned to students as homework. The third one concerns follow-up reading and writing, which can be dealt with either in class or after.

目 录

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课 目 Units / Lessons	学习目标 Goals	读写任务 Reading and Writing Tasks
第一单元 日常生活 / 1		
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第二课 点菜 / 7	2. Read and understand the text about living habits, ordering food, bargaining and traffic.	2. Write compositions on those topics.
第三课 讲价 / 11	3. Learn to write articles on these topics.	3. Write note, complaint letter, advertisement and a letter to a taxi company.
第四课 一位出租汽车司机 / 15		
第一单元语言点总结 / 19		
第二单元 休闲娱乐 / 21		
第五课 运动的故事 / 23	1. Grasp the meaning and usage of key words and language points.	1. Read the text about sports, nightlife, TV, and hobbies.
第六课 夜生活 / 27	2. Read and understand the text about sports, nightlife, TV, and hobbies.	2. Write compositions on those topics.
第七课 外来人 / 31	3. Learn to write articles on these topics.	3. Write a note, letters to friends and 'Found Notice'.
第八课 我爱做饭 / 35		
第二单元语言点总结 / 39		

语言点
Grammar

主要词语
Key Words

重点汉字
Key Characters

1. 对……来说 2. 左右 3. 为了
4. adj. +得不得了 5. 复合趋向补语 6. 一……就…… 7. 只好
8. 各……各…… 9. 比较句
10. 假如……就……
11. 一般来说 12. 还是……吧
13. 甚至 14. 极了
15. 像……这么/那么……
16. 从来没/不……

认为 需要 必须 难受
糟糕 忍不住 建议
然后 礼貌 吃惊 最后
坚持 好意思 陪 另
善于 听说 也许 缺点
假如 难看 够 加 聊天
印象 提前 传统 开心
遇到 尊重 付 赚 深

饱 需 熬 须
懒 倒 忍 糟
糕 必 陪 端
另 礼 貌 建
议 坚 持 善
够 狠 假 脸
勇 受 伤 验
聊 印 深 甚
费 转 传 统
赚 遇 尊 司

1. 跟 A 一样, B 也……
2. 只要……就…… 3. 可能补语
4. 再也没(有)/不 5. 不是……就是…… 6. 另外 7. 无论……都…… 8. 在……中 9. 任何
10. 却 11. 关于 12. 曾经
13. 与 A 相比, B……
14. 既……又…… 15. 把字句
16. 只有……才……

完全 一般 其他 只有
绝对 躺 没想到
大多数 约 花 年代
度过 内容 轻松 丰富
了解 离不开 差不多
自在 社会 关系 吸引
要求 严格 诚实 样子
明显 尴尬 批评
不知不觉 假 显得
浪费 影响 省事 享受
现实 照顾 满足 腻 靠

亮 锻 炼 拳
健 躺 绝 约
差 夜 度 容
富 离 脊 梁
部 任 系 却
吸 引 曾 流
尴 尬 批 评
显 俗 既 影
享 雇 腻 靠
顾 厨



课 目 Units / Lessons	学习目标 Goals	读写任务 Reading and Writing Tasks
第三单元 个人经历 / 41 第九课 难忘的经历 / 43 第十课 上当 / 47 第十一课 在国外的经历 / 51 第十二课 出洋相 / 55 第三单元语言点总结 / 59	1. Grasp the meaning and usage of key words and language points. 2. Read and understand the text about reading and personal experiences, being caught with chaff, the experiences abroad and making fool of oneself. 3. Learn to write articles on these topics.	1. Read the text about reading and personal experiences, being caught with chaff, the experiences abroad and making fool of oneself. 2. Write compositions on those topics. 3. Write illustration, and extension of an article.
第四单元 人际交往 / 61 第十三课 网络与隐私 / 63 第十四课 礼尚往来 / 67 第十五课 入乡随俗 / 71 第十六课 中西文化风俗 / 75 第四单元语言点总结 / 79	1. Grasp the meaning and usage of key words and language points. 2. Read and understand the text about the internet and privacy, giving presents, cultural adaptation and cultural customs. 3. Learn to write articles on these topics.	1. Read the text about the internet and privacy, giving presents, cultural adaptation and cultural customs. 2. Write compositions on those topics. 3. Write a reaction to a book or article and envelope. Express one's own opinion in Chinese.

语言点
Grammar

主要词语
Key Words

重点汉字
Key Characters

1. 一下子 2. 说不定 3. 正好
4. 仿佛 5. 把……V. 给/趋向补语
6. 原来 7. V. 坏了 8. V. 下来
9. 连忙 10. 来得/不及 11. 只能
12. 恐怕 13. V. 上
14. 要……有…… 15. 特意
16. 果然

难忘 经历 平时 后来
反应 绝望 当时 郁闷
推 按 陌生 担心 上当
抱歉 伤害 般 感动
怀疑 劝 装作……的样子
直奔 急 直 碰到 麻烦
安慰 拉 拼命 感谢
出洋相 配 帅 风度
兴奋 羡慕 注意 重 晃
挺

乘 暗 喊 仿
推 堵 墙 傻
郁 佛 狱 陌
拦 歉 骗 颗
劝 执 疑 恍
糊 涂 及 直
奔 弯 麻 烦
慰 拼 闯 恐
照 镜 配 帅
奋 羨 慕 扣
晃 签

1. 根本 2. 连……都…… 3. 总之
4. V. 出来 5. 千万 6. “是……的”
句① 7. 咱们 8. “还”表出乎意料
9. 其实 10. 形容词的生动形式
11. 不……才怪呢 12. 在……看来
13. 啊 14. 然而 15. 越 A 越 B
16. 疑问代词连用 17. 刚好

隐私 肯定 透明 改变
根据 调查 正常 打架
碰 一瞬间 互相 算账
赶快 迷糊 其实 扔 接
搬 醒 换 地道 理解
尝试 神秘 急忙 仔细
专门 设计 适应 成功
秘密 特点 亲密 方式
性格 进攻 侵犯 自由
权利 抢 伸

网 隐 私 透
垃 圾 碰 踢
瞬 丑 爆 查
互 醉 扔 算
账 妻 塑 邻
醒 换 尝 餐
秘 密 脆 嫩
酸 辣 握 拥
久 仰 叉 伸
聚 侵 犯 权



课 目 Units / Lessons	学习目标 Goals	读写任务 Reading and Writing Tasks
第五单元 爱情婚姻 / 81	1. Grasp the meaning and usage of key words and language points.	1. Read the text about psychological tests, the ideal husband or wife, different viewpoints on love and love story.
第十七课 一个关于爱情的心理测试 / 83	2. Read and understand the text about psychological tests, the ideal husband or wife, different viewpoints on love and love story.	2. Write compositions on those topics.
第十八课 理想的妻子 / 87	3. Learn to write articles on these topics.	3. Write a love letter, 'friend wanted' advertisement, a given writing, a film notice and a fairy story or legend.
第十九课 这个时代的爱情 / 91		
第二十课 梁山伯与祝英台的故事 / 95		
第五单元语言点总结 / 99		
第六单元 性格修养 / 101	1. Grasp the meaning and usage of key words and language points.	1. Read the text about careless people, stinginess, pet phrases, and the features of a manly man.
第二十一课 差不多先生传 / 103	2. Read and understand the text about careless people, stinginess, pet phrases, and the features of a manly man.	2. Write compositions on those topics.
第二十二课 小气鬼 / 107	3. Learn to write articles on these topics.	3. Rewrite an article. Write a research paper.
第二十三课 口头禅 / 111		
第二十四课 怎样才是男子汉? / 115		
第六单元语言点总结 / 119		