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CHINA PANORAMA

Approaching Chinese

中国全景

初级汉语

第三册

吕必松 主编

中华人民共和国教育部
对外汉语教学发展中心

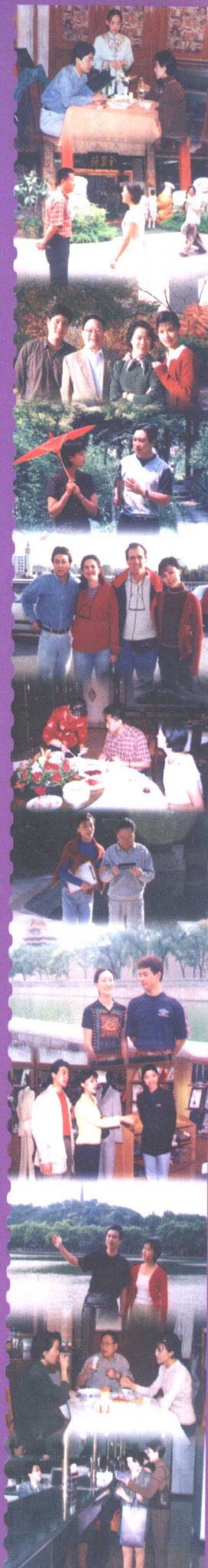
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语文出版社

Language & Culture Press

<http://www.ywcb.com>



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Book III

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《中国全景—初级汉语》1—3册

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责任编辑 陈 红

中国全景—初级汉语

第三册

中华人民共和国教育部
对外汉语教学发展中心 组编审订

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语文出版社出版

E-mail: ywp@public2.east.net.cn

100010 北京朝阳门南小街51号

新华书店经销 北京联华印刷厂印刷

850毫米×1168毫米 1/16 18.5印张

2002年1月第1版 2002年1月第1次印刷

ISBN 7-80126-501-7/G · 353

06300

本书如有缺页、倒页、脱页，请寄本社发行部调换

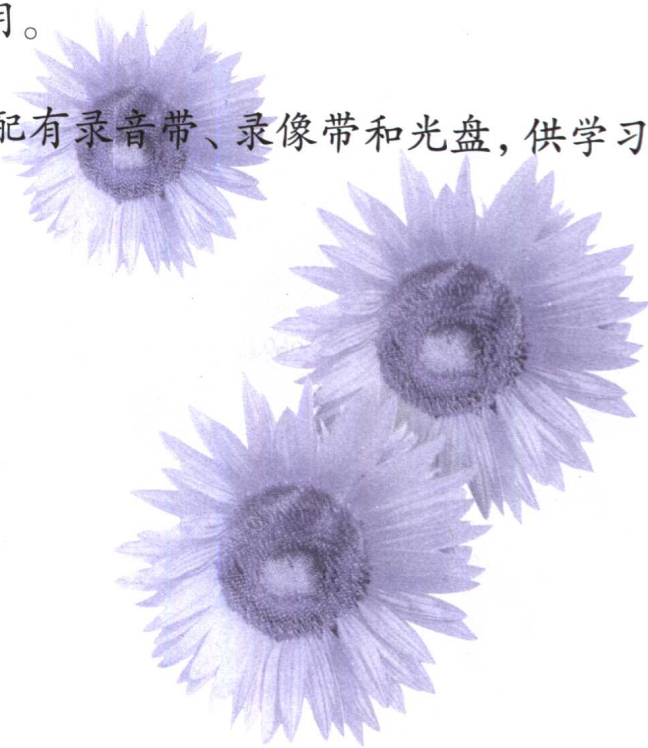
前 言

《中国全景》是由中华人民共和国教育部对外汉语教学发展中心约请从事对外汉语教学的专家编写的系列教材。

《中国全景》是中国第一部专门面向境外汉语学习者的大型电视系列教材,适用于母语非汉语的广大汉语学习者。

《中国全景》由《汉语语音导入》《初级汉语》《中级汉语》《商贸汉语》《旅游汉语》等组成初级、中级、高级三个层次的系列。《汉语语音导入》《初级汉语》为初级教材,《中级汉语》为中级教材,《商贸汉语》《旅游汉语》为高级教材。这三个层次的教材既相互衔接,又自成系统,相对独立。学习者可根据需要予以选用。

《中国全景》的各类教材都配有录音带、录像带和光盘,供学习者使用。



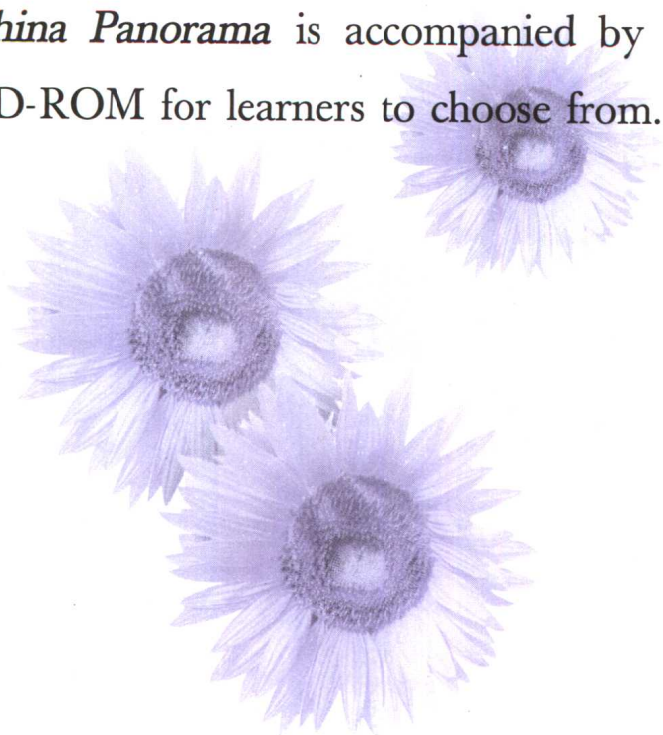
Foreword

China Panorama is a series of Chinese textbooks prepared by a group of TCFL experts invited by The Development Centre for Teaching Chinese as a Foreign Language Under the Ministry of Education of P. R. China .

China Panorama is the first large-scale Chinese teaching program in a TV series, specially designed for anyone who is keen to learn Chinese.

China Panorama consists of textbooks of various levels including *Chinese Phonetics*, *Approaching Chinese*, *Intermediate Chinese*, *Chinese for Business* and *Chinese for Tourism*. The first two books are meant for beginners, the third is devised for intermediate learners and the last two are prepared for advanced users. While connected with one another they remain independent and systematic.

China Panorama is accompanied by both audio and video tapes and CD-ROM for learners to choose from.



教材说明

一、这部教材适宜于母语非汉语的学习者，他们的汉语水平为零起点。

二、学完这部教材，学习者可掌握 1000 个左右的基本词汇、200 多个句型和 3000 多个常用句子，能应付日常生活交际。

三、全书共分三册，每册有十课，每课分三段。第一、二段以“讲练”为主，内容有：新词语、课文、注释、练习等；第三段以“复练”为主，内容有：新词语、句型练习、综合练习、语音练习和走马观花等。用于常规课堂教学，一段相当于一课时（50 分/课时）的内容；也可用于短期强化教学，一课为一次课（2 × 50 分/次）的内容。

1. 语用范例——在每课的最前边列出本课的语用项目和例句，并给出逐字英译和整句英译。

2. 新词语——当课所涉及的新词语放在课文的前边，使学习者在学习课文前能首先扫除一些词语的障碍。词语选择以《汉语水平词汇和汉字等级大纲》为依据，主要选用其中的甲级词，有个别词汇虽超出大纲范围，但仍属现代生活常用。

3. 课文——基本上每课一个功能性主题，每段一个情景会话；在全部会话中，以一个人物——中国姑娘方雪芹贯穿始终，围绕她的家庭、工作、生活、爱情展开场景，每段会话都带有一定的情节，随着学习进程情节也在发展，提高学习者的学习兴趣。但是应请读者注意的是：会话中的一些诸如商品的价格，人物、公司等名称等细节，均只为教学方便而虚拟，并不一定是实际情况。

4. 注释——对课文中重要语言现象进行讲解和一定的练习，使学习者理解并掌握基本词句用法。讲解包括词汇、语法、语用甚至汉字等多方面内容。在讲解中尽量避免语法术语，同时多给出简单明了的结构形式和丰富的例句。

5. 练习——第一、二段中的练习多以理解、模仿为主；第三段是复

练课,有相当于替换练习的句型练习,有着重训练语言交际能力的综合练习,还有专门针对学习者汉语发音难点而设计的语音练习。句型练习还可与录音、录像带配合作听说练习使用。通过大量的练习巩固当课所学的内容。

6. 走马观花——每课中设一个这样的栏目,一方面通过图片形式向学生展示诸如商店招牌、指示标牌、交通标识等等日常生活中常见的汉字的认读,另一方面以文字形式向学习者介绍相关的文化背景知识。

7. 写汉字——每段都有这个小栏目,演示汉字笔画顺序,使学习者对汉字有一个感性认识。

四、选材不局限于学校生活,而是将会话场景放在社会生活中,所以教材不仅适用于在校学生,也适用于在公司供职的人士和家庭主妇。

五、与本书相配套的还有录音带、录像带及多媒体光盘等多种出版物,可供辅助教学,也可供学习者自学。

六、全书请北京语言文化大学的鲁健骥教授做英语翻译和教材审订。

编者



Introduction

1. This course is intended for zero level learners of Chinese whose native language is not Chinese.
2. On completing this course the learner should have a command of about 1,000 basic words, 200 sentence patterns. The course includes over 3,000 commonly used sentences, which will enable him to survive in his daily communications.
3. The course book consists of three volumes; each containing 10 lessons and each lesson is divided into three parts. The first two parts introduce new language items together with corresponding practice in sections such as new words, texts, notes, exercises, etc. The third part is composed of reviews and exercises with these sections: new words, pattern drills, comprehensive exercises, pronunciation drills and there is a special section called A Glimpse of Modern Chinese Culture. For regular classroom teaching each part can be taught in an instruction hour (50 minutes), or for intensive classes, each lesson can be taught in two instruction hours (2×50 minutes).

The following is a description of the various sections of the course book:

- 1) Examples of usage — These are found at the first section of each lesson.
- 2) New words and phrases — These are given before the text with the aim of removing obstacles in vocabulary before dealing with the text. The words and phrases are selected from the Chinese Proficiency Scales (Vocabulary and Chinese Characters), or, rather, from List A of the Scales with a few not in List A but commonly used in modern Chinese.
- 3) Texts — Each text is a situational dialogue on a functional theme. All the texts are about Fang Xueqin, a Chinese girl, her family, work, life, love, etc. Each is a story which should engage the reader's interest and, we hope, facilitate learning of the language. Characters, prices, corporations, etc. are not real and are imagined.
- 4) Notes — These include explanations and exercises involving impor-

Introduction

tant language items to help the learner to grasp basic usage of vocabulary, grammatical, and even character items. In the notes, we deliberately avoid using technical terms and provide the learner with simple formulas and adequate examples.

- 5) Exercises — These are mainly comprehension and imitation exercises and in part three, which is largely revision, there are substitution drills and comprehensive exercises to improve the learner's competency in communication as well as pronunciation drills which address difficulties the learner may experience in pronunciation. The sentence pattern drills can be used with the accompanying sound and video cassettes for listening and speaking. All in all, the exercises are aimed at consolidating what was learned in the lesson.
- 6) A Glimpse of Modern Chinese Culture — We wish to help the learner recognize characters used in daily life, such as those used on shop signs, street signs, traffic signs, etc. and we also provide the learner with a background knowledge of China.
- 7) Writing demonstration — This section demonstrates the stroke order of writing Chinese characters to give the learner a feeling of Chinese characters.
4. The plots of the dialogues are not limited to school life, but extend to other areas of social life, which makes this course book appropriate not only to students, but also to office workers, housewives, etc.
5. This course book is accompanied by a set of sound and video cassettes and CD-ROM, which are aides to learners, especially those who study by themselves.
6. Prof. Lu Jianji of Beijing Language and Culture University read through the manuscripts and has helped us with the English translation.



Editors

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第二十一课

Dì - èrshíyī Kè

LESSON TWENTY-ONE

语用范例 *Examples of Usage*

1. 询问状况 *Asking about the state of things*

你 怎么 了?

Nǐ zěnmē le?

you how (modal particle)

What is the matter with you?

2. 询问身体有何不适 *Asking what the matter is*

(你) 哪儿 不 舒服?

(Nǐ) Nǎr bù shūfu?

(you) where not comfortable

What is the trouble with you?

3. 表达身体的不适 *Saying what the trouble is*

我 有点儿 头疼。

Wǒ yǒudiǎnr tóuténg.

I little headache

I have a headache.

我 肚子 疼 得 厉害。

Wǒ dùzi téng de lìhai.

I stomach pain (structural particle) serious

I have a terrible stomachache.

4. 表示估计 *Surmising*

可能 感冒了。
Kěnéng gǎnmào le.
perhaps cold (modal particle)
Perhaps you have caught a cold.

5. 安慰 *Comforting somebody*

你 别 着急, 不用 住院。
Nǐ bié zháojí, bú yòng zhùyuàn.
you to do not worry, not need to be hospitalized
Don't worry. You do not need to be hospitalized.



你哪儿不舒服?

Nǐ Nǎr Bù Shūfu?

What is the trouble with you?

新 词 语 *New Words and Phrases*

| | | |
|-------|-------|-------------|
| 1. 舒服 | shūfu | comfortable |
| 2. 头 | tóu | head |
| 3. 疼 | téng | pain, ache |

| | | |
|--------|-----------|----------------------------------|
| 4. 发烧 | fāshāo | to have a fever |
| 5. 可能 | kěnéng | perhaps, possible |
| 6. 感冒 | gǎnmào | to catch cold |
| 7. 出去 | chūqu | to go out |
| 8. 上 | shàng | to go to, to go/come up |
| 9. 不要紧 | bú yàojǐn | not important, it doesn't matter |
| 要紧 | yàojǐn | important |
| 10. 药 | yào | medicine |
| 11. 堵车 | dǔchē | traffic jam |

课 文 Text

生病是不可避免的事。生病了怎样表达自己哪儿不舒服？我们来看看方雪芹的妈妈怎么说。

Becoming sick is unavoidable. If you are sick, how do you tell what the trouble is? Let's see what Fang Xueqin's mother says when she is sick.

(方雪芹下班回家)

(Fang Xueqin has come home after a day's work.)

方雪芹：爸、妈，我回来了。(发现方母很难受的样子)

Bà,mā,wǒ huílai le.

妈，你怎么了？哪儿不舒服？

Mā,nǐ zěnmē le? Nǎr bù shūfu?

Fang: Dad and Mum, I am back. (Finding Mum doesn't look well) What's the matter, Mum? What is the trouble?

方母：我头有点儿疼，觉得很冷。

Wǒ tóu yǒudiǎnr téng,juéde hěn lěng.

Mother: I have a headache and I am feeling cold.

方雪芹：(用手摸摸方母的额头)这么热，你发烧了。

Zhème rè, nǐ fāshāo le.

Fang: (Feeling her forehead) It's so hot. You are running a fever.