

We Speak Chinese



我们说 中文



课本 中级

2

Textbook Intermediate

宋可音 (Ko-Yin Sung) 编著



北京大学出版社
PEKING UNIVERSITY PRESS

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图书在版编目(CIP)数据

我们说中文.中级2/宋可音编著. —北京:北京大学出版社, 2014.1

ISBN 978-7-301-23549-2

I. 我… II. 宋… III. 汉语—对外汉语教学—教材 IV. H195.4

中国版本图书馆CIP数据核字(2013)第290657号

书 名: 我们说中文·中级2

著作责任者: 宋可音 编著

责任编辑: 沈 岚

标准书号: ISBN 978-7-301-23549-2/H·3438

出版发行: 北京大学出版社

地 址: 北京市海淀区成府路205号 100871

电 话: 邮购部 62752015 发行部 62750672 编辑部 62767349 出版部 62754962

网 址: <http://www.pup.cn> 新浪微博: @北京大学出版社

电子信箱: zpup@pup.pku.edu.cn

印 刷 者: 北京大学印刷厂

经 销 者: 新华书店

889毫米×1194毫米 大16开本 14.5印张 430千字

2014年1月第1版 2014年1月第1次印刷

定 价: 85.00元(课本、练习册全2册,含1张MP3光盘)

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前言



介绍

本系列教材分为两级,共有四册课本和练习册。

课本	练习册
初级 1	初级 1
初级 2	初级 2
中级 1	中级 1
中级 2	中级 2

课本和练习册配合使用。本系列教材主要是为汉语为第二语言的初中生和高中生设计的。当然,这套教材也可以作为大学一年级汉语课程的补充教材或用于大学的汉语会话及文化课程。

初级 1 和初级 2 适用于第一年学习汉语的中学生。中级 1 和中级 2 则适用于第二年学习汉语的中学生。教师可根据课程时间长短和学习者的能力加以选择。

本系列教材的设计理念以培养语言交际能力作为重点,教学以沟通的有效性为主要目的,而不是语法结构的讲解,旨在帮助学习者以口语和书面语的形式用目标语中文与他人沟通,主题的选择是调查了约 100 名美国中学生最喜欢的中文教材后决定的。

课本的结构

初级 1 第一课主要介绍汉语拼音,第二课主要介绍汉字系统。其余课基本包括以下几个部分:

沟通任务: 列出学习者在学完本课后能应用在日常生活中的功能点。

课前讨论: 课前讨论列出的问题能让老师知道学习者对每课主题的了解程度。这些问题可以帮助老师决定花多少时间为学习者建立主题的背景知识。虽然列出的问题是英文,如果学习者对每课的主题准备充分,老师也可鼓励学习者试着用目标语中文来沟通。

生词: 这一部分列出课文里使用的词语(包括专有名词)。简体和繁体汉字一并列出。另外,词语的拼音、词性以及例句也包括在生词表中。

补充词语: 这个部分列出口语沟通活动和读写沟通活动里所使用的词语。为了让学生增加词汇量,此部分的词汇量没有有意控制。补充词语学多学少由老师按照学生的程度决定。

沟通任务: 这一部分列出课文情景的主要语言点。这一部分不用传统语法的教学方式来讲解。此部分介绍每个沟通任务及例句,并请学习者与同学一起进行沟通练习。

情景: 情景包含每课的课文内容。每个情景展示之前所介绍的词汇和沟通任务,并引导学生学习如何在不同的情景下进行有效的会话。此部分显示的不同情景有助于培养学习者对目标语中文的语感。

口语沟通活动: 此部分提供学习者尝试运用刚学到的语言知识练习口头表达能力的机会,以交际语言教学法为原则,设计了不同情景让学习者用目标语中文做有意义的会话练习。与强调演练或记忆词汇的活动相比,本系列教材的沟通活动可以更有效地帮助学习者提高语言交际能力。

读写沟通活动: 此部分与口语沟通活动采用相同的设计理念,只是着重于学习者阅读和写作技能的训练。

讨论: 此部分介绍有关的中国文化。讨论的话题与每课的主题相关,列出的讨论问题可使老师与学生进一步理解中国文化。

练习册的结构

初级1第一课为汉语拼音练习,第二课为汉字知识的练习。其余课基本包括以下几个部分:听力练习、口语练习、阅读练习、写作练习和沟通练习。前四个练习中的每一个练习分别侧重于听、说、读、写这四种语言技能中的一种,最后一个练习是这四种语言技能的综合练习。

给教师的话

使用本系列教材的教师应注重第二语言通过沟通任务的习得。换句话说,学生在类似于现实生活情景的课堂活动中(例如:小组讨论、模拟和角色扮演)学习汉语。这也是本系列教材所倡导的教学法。当学习者做练习时,教师应支持和帮助学生构建目标语中文的语言知识,从而使他们逐渐成为独立的学习者。

致谢

首先感谢北京大学出版社出版《我们说中文》这一系列教材,使我有机会实践我对汉语教学的想法,同时感谢王飙主任的专业指导和支持。另外,我也要感谢丈夫罗蓝登、母亲曾淑玲和父亲宋总男对我的鼓励和支持!

编者



Preface



Introduction

This book series consists of four textbooks and workbooks in two levels:

Textbook	Workbook
Beginner 1	Beginner 1
Beginner 2	Beginner 2
Intermediate 1	Intermediate 1
Intermediate 2	Intermediate 2

Each textbook is combined with its workbook into a single book. This series is designed mainly for middle and high school students who study Chinese as a second or foreign language. The beginner books can be used as supplementary materials for first-year Chinese at the collegiate level. Also, the intermediate books can be used in a college Chinese conversation or culture course.

In a middle or high school, the beginner books are suitable for use in first-year Chinese while the intermediate books are suitable for use in second-year Chinese. However, teachers need to make their own judgment, taking into consideration the class time period, how the books are used, and the ability of learners. The design of this book series uses the communicative language learning and teaching approaches as the guide. The series focuses on the effectiveness of communication rather than the practice of grammatical patterns. The goal is to assist learners in successfully communicating with others in the target language, Mandarin Chinese, in both oral and written forms. The topic of each lesson was carefully selected based on survey results of approximately 100 American middle and high school students' most desirable Chinese textbook topics.

Structure of the Textbook

Except Lesson 1, which introduces the phonetic system, pinyin, and Lesson 2, which discusses the Chinese writing system, each lesson consists of the following sections:

Communication Tasks: This section identifies structures learners will study in the lesson and be able to apply in daily life after learning the lesson.

Warm-up Discussion Questions: The warm-up questions are used to learn how much background knowledge learners may have in regard to the lesson topic. It is used as a way to connect with learners' own experiences and help instructors decide how much time should be spent building on learners' background knowledge for the lesson. Although the questions are in English, teachers can encourage students to try to use the target language to communicate if they have enough background knowledge and are familiar with the topic.

Vocabulary: The vocabulary chart in the Vocabulary section illustrates the vocabulary words including proper nouns used in the lesson texts in the Scenarios section. The vocabulary words are shown in both simplified and traditional Chinese characters. In addition, the pinyin of the words and examples of how to use the words are included in the chart.

Supplementary Vocabulary: The vocabulary chart in the Supplementary Vocabulary section includes vocabulary words used in the Oral and Literacy Communication Activities sections. The number of vocabulary in each lesson is not purposely controlled. Teachers can decide how to teach the supplementary vocabulary depending on the learners' language level.

Communication Tasks: This section lists the main structures used in the Scenarios section. The traditional grammar methods are not used to introduce the structures. Instead, the communicative goal of each structure is identified, examples of how to use the structures are given, and learners are asked to try out the structures with classmates.

Scenarios: The Scenarios section contains the main texts of the lesson. Each scenario in the section provides examples of how the structures and vocabulary words introduced in the previous sections can be used in a particular context. A competent speaker is expected to know what to say to others appropriately in any situation. Hence, showing how the structures are used in different scenarios helps develop learners' target language knowledge and communicative competence.

Oral Communication Activities: This section provides learners with opportunities to try out the newly learned language knowledge with a focus on oral skills. Drawing upon the principle of Communicative Language Learning, the oral activities in this section are designed as communication tasks in which certain scenarios are created in order for students to work collaboratively to interact in the target language with the focus on meaning rather than form.

Compared to activities which emphasize drills or memorizing vocabulary and structures, the communicative activities in this textbook can more effectively help learners use the target language appropriately in real life situations.

Literacy Communication Activities: This section adopts the same activity design principle mentioned in the previous section except that this section focuses on the practice of reading and writing.

Discussion: This section introduces aspects of Chinese culture. The topic varies in each lesson, but is closely related to the lesson topic. The discussion questions listed in this section provide instructors a starting point for a cultural discussion with their learners to help them gain cultural knowledge of the target language.

Structure of the Workbook

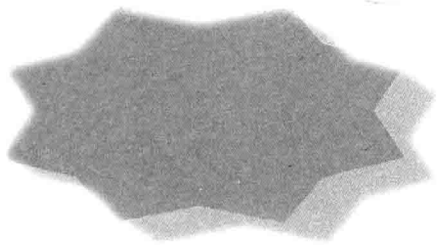
Except Lesson 1, which contains exercises of the pinyin system, and Lesson 2, which has exercises of the knowledge of Chinese characters, each lesson consists of the following sections: Listening Exercise, Speaking Exercise, Reading Exercise, Writing Exercise, and Communicative Exercise. Each of the first four exercises focuses on one of the four language skills while the last exercise provides practice of a combination of language skills.

Notes to Teachers

Teachers who use this book series should keep in mind that second language acquisition develops through Communication Tasks. In other words, students learn through class activities which are similar to real-life situations, such as group discussions, real-life simulations, and role-play, all of which this book series advocates and provides. When learners carry out the activities, teachers should work as facilitators to support language development while their students move progressively to independent learners.

Acknowledgments

I would like to express my gratitude to Peking University Press for offering me the opportunity of implementing my Chinese language teaching and learning ideas in this textbook series. Many thanks go to the director, Biao Wang, for his professional guidance and continuous support. I would also like to thank my significant other, Brendan, and my parents, Shuling and Tsungnan, who have always encouraged me to pursue my work on this series.



词性缩略语

Abbreviations of Parts of Speech

Abbreviation	Definition
n.	noun
v.	verb
pron.	pronoun
adj.	adjective
adv.	adverb
part.	particle
conj.	conjunction
m.w.	measure word
num.	number
suff.	suffix
prep.	preposition
aux.	auxiliary
int.	interrogative
v.o.	verb object
interj.	interjection
pre.	prefix
p.n.	proper nouns
ono.	onomatopoetic

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第一课 Lesson 1



中国真美 China is Beautiful

沟通任务 Communication Tasks

- *Stating that you just returned home and that your trip was smooth*
- *Asking what places one visited in a country*
- *Describing the size of a piece of architecture*
- *Suggesting what one should do if opportunities arise*
- *Describing what you saw in a place*
- *Asking one when he or she returned from a certain place*

课前讨论 Warm-up Discussion Questions

1. Have you traveled to China? What places in China have you visited?
2. Do you know the famous tourist places in China? Why are they famous?

生词 Vocabulary

1 第

第

dì

prefix used to indicate

pre.

ordinal number

◎ 今天是我们第一天上課。(Today is our first day of class.)

- | | | | | |
|------------|---------|---|--|------|
| 2 刚刚 | 剛剛 | gānggāng | just | adv. |
| | | ◎ 我刚刚吃了晚饭。(I just ate dinner.) | | |
| 3 回来 | 回來 | huí lái | to return | |
| | | ◎ 我刚刚从中国回来。(I just returned from China.) | | |
| 4 顺利 | 順利 | shùnlì | smooth | adj. |
| | | ◎ 我的中国之旅很顺利。(My China trip was very smooth.) | | |
| 5 重要 | 重要 | zhòngyào | important | adj. |
| | | ◎ 长城在中国是一个很重要的地方。(The Great Wall is an important place in China.) | | |
| 6 世界文化 | 世界文化 | shìjiè wénhuà yíchǎn | | |
| 遗产 | 遺產 | world cultural heritage site | | |
| | | ◎ 中国有哪些世界文化遗产？(China has which world cultural heritage sites?) | | |
| 7 之一 | 之一 | zhī yī | one of (something) | |
| | | ◎ 长城是世界文化遗产之一。(The Great Wall is one of the world cultural heritage sites.) | | |
| 8 东 | 東 | dōng | east | n. |
| | | ◎ 太阳从东边升起。(The sun rises in the east.) | | |
| 9 西 | 西 | xī | west | n. |
| | | ◎ 太阳从西边落下。(The sun sets in the west.) | | |
| 10 公里 | 公里 | gōnglǐ | kilometer | m.w. |
| | | ◎ 这条路有几公里？(How many kilometers is this road?) | | |
| 11 不到长城非好汉 | 不到長城非好漢 | bú dào Chángchéng fēi hǎohàn | Who never climbed the Great Wall cannot be deemed a man. | |

◎ 中国人说：“不到长城非好汉”。(Chinese say, “Who never climbed the Great Wall cannot be deemed a man” .)

12 机会 機會 jīhuì opportunity *n.*

◎ 大家有机会一定要学中文。(Everyone must learn Chinese if opportunities arise.)

13 雄伟 雄偉 xióngwěi majestic *adj.*

◎ 长城很雄伟。(The Great Wall is majestic.)

14 皇帝 皇帝 huángdì emperor *n.*

◎ 明代的皇帝住在紫禁城。(The emperors in the Ming dynasty lived in Forbidden City.)

15 皇宫 皇宮 huánggōng imperial palace *n.*

◎ 紫禁城是一个皇宫。(Forbidden City is an imperial palace.)

16 博物馆 博物館 bówùguǎn museum *n.*

◎ 紫禁城里有一个博物馆。(Forbidden City has a museum inside.)

17 又 又 yòu both ...and... *adv.*

◎ 这只熊猫大又可爱。(This panda is big and cute.)

18 精致 精緻 jīngzhì fine *adj.*

◎ 这幅画漂亮又精致。(This painting is beautiful and fine.)

19 艺术品 藝術品 yìshùpǐn work of art *n.*

◎ 故宫有很多美丽又精致的中国艺术品。(The Imperial Palace has many beautiful and fine works of Chinese art.)

20 殉葬品 殉葬品 xùnzàng pǐn sacrificial object

◎ 兵马俑是秦始皇的殉葬品。(The terracotta warriors and horses are the first emperor of Qin's sacrificial objects.)

- 21 陶 陶 táo pottery *n.*
 ◎ 兵马俑是陶制的。(The terracotta warriors and horses are ceramic.)
- 22 有名 有名 yǒumíng famous *adj.*
 ◎ 长城很有名。(The Great Wall is famous.)
- 23 桂林山水甲天下 桂林山水甲天下
 Guìlín shānshuǐ jiǎ tiānxià
 The scenery of Guilin is world-renowned.
 ◎ 中国人说：“桂林山水甲天下”。(Chinese say, “The scenery of Guilin is world-renowned.”)
- 24 由此可知 由此可知 yóu cǐ kě zhī one can see from here
 ◎ 中国人说：“桂林山水甲天下”。由此可知，桂林是一个非常美丽的地方。(Chinese say, “The scenery of Guilin is world-renowned.” One can see from here that Guilin is a very beautiful place.)
- 25 一直 一直 yīzhí always *adv.*
 ◎ 我到了我一直想去的城市——西安。(I went to Xi'an, the city to which I always wanted to go.)
- 26 拜访 拜访 bài fǎng to visit *v.*
 ◎ 我拜访了我的朋友。(I visited my friends.)

专有名词 Proper Nouns

- 1 长城 長城 Chángchéng the Great Wall *p.n.*
 ◎ 长城在中国。(The Great Wall is in China.)
- 2 紫禁城 紫禁城 Zǐjìnchéng the Forbidden City *p.n.*
 ◎ 紫禁城在中国。(The Forbidden City is in China.)

- 3 北京 北京 Běijīng Beijing (capital of China) *p.n.*
◎ 紫禁城在中国北京。(The Forbidden City is in Beijing, China.)
- 4 明代 明代 Míngdài Ming dynasty *p.n.*
◎ 这是明代的艺术品。(This is an artwork in the Ming dynasty.)
- 5 清代 清代 Qīngdài Qing dynasty *p.n.*
◎ 这是清代的皇宫。(This is an imperial palace in the Qing dynasty.)
- 6 故宫 故宫 Gùgōng the Imperial Palace *p.n.*
◎ 故宫是一个很大的博物馆。(The Imperial Palace is a huge museum.)
- 7 西安 西安 Xī'ān Xi'an (capital of Shanxi province) *p.n.*
◎ 我去了西安旅游。(I went to travel in Xi'an.)
- 8 秦始皇兵马俑博物馆 秦始皇兵马俑博物馆 *p.n.*
Qínshǐhuáng Bīngmǎyǒng Bówùguǎn
Museum of Qin Terracotta Warriors and Horses
◎ 我到西安参观了秦始皇兵马俑博物馆。(I went to Xi'an to visit the Museum of Qin Terracotta Warriors and Horses.)
- 9 桂林 桂林 Guìlín Guilin (city in Guangxi) *p.n.*
◎ 桂林很美。(Guilin is pretty.)
- 10 广西 广西 Guǎngxī Guangxi *p.n.*
◎ 桂林在广西。(Guilin is in Guangxi.)