

博雅

博雅对外汉语精品教材  
短期强化教材系列

翟 艳 主编

魏耕耘 卢岚岚 编著

# 发现

## 交际汉语入门 上

Discovery  
Elementary  
Communicative  
Chinese

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北京大学出版社  
PEKING UNIVERSITY PRESS



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# 序

据中山大学“全球汉语教材库”披露，在库汉语教材已达 8380 册（5483 种），可谓洋洋大观，琳琅满目。尽管如此，教材依然不断创新，新教材也不断涌现。翟艳老师主编的汉语教材“发现—跨越”系列，就以其独特的视角，全新的编排，有趣的内容，再为汉语学习者提供一部可供选择的学习工具。

“发现—跨越”系列是供初学汉语的学习者使用的教材，目的在于提升学习者实际运用汉语的综合能力。教材取名为《发现》，自有作者的寓意在其中。从作者的角度，在长期的对外国人汉语教学中，在使用各种汉语教材之余，发现教材还有进一步提升的余地，一部教材要让教者得心应手，要让学习者乐之、好之；从学习者的角度，使用这部教材会发现学起来有意思，可以在一种轻松有趣的气氛中，发现学习汉语的乐趣，从而随着教材的引导，在课堂活动中，自然而然地学会汉语、学好汉语。

“发现—跨越”系列一是遵循内容驱动原则，教材的故事好，吸引人；二是在精心设计的教学活动中学习汉语，在“玩儿”中学习，不枯燥乏味；三是严守第二语言习得规律，循循善诱，层层诱导，引导学习者渐入佳境。此三者，乃“发现—跨越”系列之突出特点。

其一，一般说来，学习者是通过浸润着异文化内涵的语言结构，学会新的语言。那么，一部教材，拿什么吸引学习者，引起学习者的好奇与兴味，自然靠的是言语内容。在教学中，我们都会注意这样一种情况，就是外国汉语学习者，在学习汉语过程中，在成功的课堂上，最吸引学习者、最令他们感兴趣的，往往不是语言结构本身，而是语言所承载的话语题材，语言所承载的故事，也就是文化，以此为契机，激发了对语言结构的学习。这样看来，学习一种语言就是掌握一种文化。在美国有一部教材叫《中文听说读写》（姚道中、刘月华等编），很受学习者欢迎，原因就在于教材取材自美国学生熟悉的日常生活内容，是他们经历过、体验过的事情，是他们愿意知道、希望了解的事情。“发现—跨越”系列以“行走中华”为线索，学习者透过旅人的目光，观察并体味中国社会的真实生活，掌握基本语言结构，学习基本生存语言；通过旅人的脚步，实地亲身体验中国的社会文化，在跟自身文化对比中，感受多元文化的魅力。生活的丰富多彩，语言的新奇有趣，文化的切身感受，浑为一体，互相融合，贯穿在语言学习和文化体验过程中。

其二，“发现—跨越”系列秉承一种理念，把一个个象似真实世界的任务作为语言学习的途径，通过平等、协商、互动的教学方式，让学习者在实际交际中表达思想，接触新的语言形式，从而发展自己的语言能力。

在教材中，展现真实世界的最优先的办法，就是利用各种条件设计多种多样的教学活动，让学习者设身处地，亲历其境，与他人进行语言交际。沟通与交际的需要，给予语言学习极大的动力。在活动中，学会语言，体验文化，是很自然的事。但是，组织与教学内容相关的教学活动，却是一件不容易、煞费苦心的事。一般来说，教师善于讲述，也精于操练，但是如何将学习者组织起来，使其参与进来，彼此关照，进行语言表达，却颇费周章。如果一部教材，完全以语言教学活动贯穿，让一个活动接着一个活动展开，就更加难能可贵。纵观全书，教学活动林林总总，小组活动，同伴切磋，情景对话，边看边学，猜一猜，想一想，丰富多彩，犹如行进在阴山道中，令人眼花缭乱，尽享教学活动之美。

“发现—跨越”系列按照衣、食、住、行、购、娱六大元素精选了典型的交际场景，设计了大量的语言教学活动，将语言学习坐实在一个个任务活动中，通过参与活动，体验语言，学会语言，实现语言沟通。从而使学习者逐步从“发现”而“了解”，最终走向“跨越”。

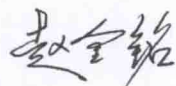
其三，教材的编排，独具特色，打破传统教材生词、语法、课文、练习的套路。采用功能主义的路子，按照任务型教学理念设计和编排教学内容，但又不拘泥，在操作步骤上精心安排，匠心独具。教材的七个环节，环环相扣，顺势衔接，尽显教材的引领和主导作用。“语言热身”旨在激活学生的语言，用图画的形式在一些精心安排的活动中，让学习者接触一些相关话题的词语和真实语境。准备活动做完后，学习者将要“身在其中”了。这时在预先设置的真实的语境中，以听范例的形式，引导学生注意具体交际场合中的语言表达，以降低学生在完成任务过程中的认知负担。在这个过程中，学习者很自然地“发现语言现象”，于是教材提供足够的例句，鼓励学生探索语言现象背后的规则。接着就是“记忆、巩固和提升”，这是发现语言现象后的延续性活动，是以语言的准确性为目标的，也被称为“结构集中型”活动。至此，一切就绪，只欠在真实环境中的运用了。

“用汉语完成任务”以小组或结对形式按步骤完成语言任务，完成的结果需有汇报，以互动协商的形式展现。其中尤其注重个人独白式的语篇表达，专设的“表达框架”，为学习者做了事先的铺垫。最后的“用语言做事”要求课下完成，要求有二，一是语言准备活动，学生可以利用课下的机会整理知识，回忆所学，温故而知新；二是实际融入社会，进行社会扩展活动，用汉语完成一件具体的事情。

“发现—跨越”系列是一套图文并茂的教材，从大量的图片入手，让学习者积极主动地去寻求与图像相关的语言表达，激发学习者的学习兴趣。图片置于上下文语境之中，借图说话，用图发挥，由图引导，学习者见图识义，引起思考，有助于理解社会文化，更有助于掌握语言结构。图画犹如体验，这是一部体验汉语魅力的教材，体验汉语愉悦学习的教材，体验学习汉语收获成功的教材。



我曾和翟艳老师一起议论过教材的编写思路与编写框架，今天教材已编就，披阅之余，深感编者所付出的艰苦努力，甘苦自知。不知多少个日夜，朝思暮想，才能编好这部教材。有时为设计一个教学活动，绞尽脑汁，为设置一个活动场景，废寝忘食。为寻找一张合适的图片，不知翻阅了多少资料。终于，教材问世。我特此推荐给国际汉语教师使用，希望在使用过程中发现其不足，以便在日后的修订中不断完善。



2014年6月12日

# 前言

## 一、编写理念

课堂作为成人获得第二语言的主要场所，理应在语言教学中发挥重要作用。而教材是开展课堂教学不可或缺的材料。

近二十年来，现代语言教育受到语言习得、认知心理学及教育学三大领域科学研究的极大影响。上世纪 90 年代，任务型教学成为国外英语教学界的主流教学方式，21 世纪初在我国汉语教学界得到响应。任务型教学强调有意义的交流，它把一个个象似真实世界的任务作为语言学习的途径，通过平等、协商、互动的教学方式，让学习者在实际交际中表达思想，接触新的语言形式，从而发展自己的语言能力。运用任务型教学的理念开展汉语教学，能为学习者提供最适于语言理解和运用的环境，激发学习者的学习动机，有利于语言学习和文化理解。

本系列教材将“行走中华”作为学习者的学习方式与学习目标，以任务型教学的理念和操作原则来设计和安排教材内容。学习者可透过旅人的目光，看中国的真实生活，学习基本生存语言；通过旅人的脚步，实地体验中国的社会文化，抒发个人情感。个人的旅行经历、丰富多彩的生活、中国社会的面貌、悠久灿烂的文化相互融合，贯穿在整个语言学习和文化体验过程中。教材按照衣、食、住、行、购、娱六大元素精选了典型交际场景，将语言学习落实在一个个任务活动中，通过学习，学习者可逐步从“发现”走向“跨越”。

## 二、教材使用

《发现》上下册为初级汉语课本，主要是为零起点的汉语学习者设计的。上册包括语音部分为 15 课，下册 10 课，共计 25 课。

每课的学习时间建议为 4 到 6 课时，完成上下册的教学需要 100 到 150 课时。

全书熟记生词 500 余个，拓展性词语 500 余个，共计 1000 多常用词语。重要语法项目 49 项。

《跨越》上下册为准中级汉语课本，主要是为准中级水平的汉语学习者设计的。上下册各 10 课，共计 20 课。

每课的学习时间建议为 4 到 6 课时，完成上下册的教学需要 80 到 120 课时。

全书熟记生词 600 余个，拓展性词语 200 余个，共计 800 多常用词语。重要语法项目 78 项。

### 三、教材体例

#### （一）语音部分

语音部分主要介绍了汉语声、韵、调、音节以及轻声、儿化、变调等基础语音知识，相应的声、韵、调、音节及组合练习。学生通过辨音和发音来掌握基本发音能力，在语音和意义之间建立初步的联系。

语音学习特别是声调的学习是一项长期而艰苦的工作，感知和分辨语音离不开对语音知识的理解和自觉实践。在训练过程中，教材提供了一些意识觉醒类的任务，启发学生主动认知。如“数一数，汉语拼音中一共有多少个声母？”操练时除了聆听模仿，也可与同伴开展互助合作。如“我说，你写”这样的练习：“两人一组，一个学生随意念出练习中的一个音，另一个学生圈出所听到的音”。学生之间的合作学习有助于提升学生的主体意识和学习效率。

除了模仿发音、听辨练习外，对声调特征的记忆也较为重要，即记住“字音”，这种做法能保持声调的准确性，减少进入语流后的洋腔洋调。语音部分还安排了一些语块的朗读和会话。语块指那些出现频率高，可作为整体储存、提取和产出的较大单位的信息块，如“好累呀”“真漂亮”“没说的”。从认知心理学的角度，样本学习与规则学习一样，都是学习者获得语言能力的一种方式。语音阶段不涉及语法教学。

#### （二）正文部分

包括以下内容：

##### 1. 语言热身

旨在激活学生的语言。让学生说出一些与任务话题相关的词语或短句。重要的词语则用图画的形式给出，学生需熟记。也设计几个简单的任务活动，如图片与语句的匹配、小对话等。

##### 2. 身在其中

让学生听几个范例，引导学生注意具体交际场合中的语言表达，填出空缺的信息，模仿说话人的语音语调，完成对输入材料的理解。这样可以为下面的任务活动提供真实的语境，也降低学生在完成任务过程中的认知负担。

##### 3. 发现语言现象

提供足够的例句，鼓励学生探索语言现象背后的规则。如学生相互交流讨论，分析语言的形式特征和运用规律，在多样化的语言材料中辨别这些现象，具备语言对比与分析意识，并完成几个检验性的练习。

##### 4. 记忆、巩固和提升

是发现语言现象后的延续性活动。学生可以通过替换、问答等活动加强语言形式的精准表达，这种活动是以语言的准确性为目标的，也被称为“结构集中型”活动。

##### 5. 用汉语完成任务

学生以小组或结对形式按步骤完成语言任务。形式包括调查、小组讨论、角色扮演等。任务型活动的大部分都需汇报，因此，在“小组调查”中我们特别设计了一个表达框架，学



生可以利用这个“支架”来完成语篇表达。

#### 6. 用语言做事

这部分内容要求课下完成，主要分为两类：第一是语言准备活动，学生可以利用课下的机会整理知识，温习重要的规则；第二是融入社会，用汉语完成实际任务，如“用一张 10 块钱的钞票买一听可乐，至少要跟售货员说三句话并录音或录像”等。

#### 7. 词语库

提供必要的语言储备，建立学习者个人的词汇库。

#### 8. 生活剪影

社会生活的真实影像，提供学生可能感兴趣的中国人生活片段和文化知识，也可以让学生抓拍类似的景象。教学中可以师生共同欣赏。

### 四、其他说明

“发现一跨越”系列属于应用型汉语教材。它把教学对象定位于初识汉语的使用者，致力于培养学习者的汉语实际运用能力。基于这个考虑，我们在语言要素的选择上注意简洁实用，典型能产，不强调系统全面，但在编写时，依然参考了《汉语水平等级标准与语法等级大纲》对字、词和句的规定，参考了《国际汉语教学通用课程大纲》对听、说、读、写专项技能目标及话题、任务活动、文化题材和文化任务的说明。教材的各板块基本按照教学过程展开，在操作上易于教师理解和运用。

对大部分学生而言，“内容的吸引力”是能否坚持学下去的一个重要因素。本教材将“读万卷书、行万里路”的信条贯穿在教材编写中，以实景实情激发学习者的学习兴趣。所提供的大量照片不仅能辅助学习，还能给学习过程带来愉悦。

这套书获得“北京市教育委员会共建项目专项资助”，在此表示衷心感谢！最后，感谢您对这套教材的关注！由于水平和能力有限，不当之处请不吝赐教。

翟 艳

2014 年 3 月

# Preface

## I. Compiling Concepts

Classroom, as the main place where adults acquire the second language, which plays a pivotal role in language teaching, however, textbooks are an integral component in classroom instruction.

Modern language education has been profoundly influenced by three domains, namely language acquisition, cognitive psychology and pedagogy during the past two decades. Back to the 1990s, task-based teaching became the main trend in English language education in foreign countries, which drew attention of Chinese language teaching in China at the beginning of the 21st century. It lays emphasis on meaningful communication by setting the tasks similar to the real world. Besides, students are encouraged to express their thoughts, understand new linguistic forms so as to enhance language proficiency through the teaching approaches with equality, negotiation and interaction. The concept of task-based teaching provides students with the proper environment of language comprehension and use, inspires their academic motivation and achieves the expected outcome in language study and cultural understanding.

The series of teaching materials are designed with “Walk in China” as the study objective while task-based teaching as the theoretical direction and operating principle. Students can touch the real life of Chinese style and study the survival language through the perspective of travelers in China, experience the social culture in person and also voice their feelings during the process. In this way, a variety of elements are combined together with language study, including individual experience, colorful lifestyles, observing true China, as well as cultural understanding. Typical interactive cases are selected and arranged into six major topics, namely, clothing, food, accommodation, travel, shopping and entertainment, after the practice, students can finally achieve the progress from *Discovery* to *Beyond*.

## II. Teaching Materials

The books *Discovery* are written and compiled for beginners of Chinese language, which are divided into two volumes, the first of which consists of 15 lessons (including the introduction of phonetics) and the second 10 lessons. Each lesson requires 4 to 6 class hours, which means that students may spend altogether 100 to 150 class hours for the whole learning process. Apart from



49 important grammar points, there are over 1000 commonly used words in the book containing approximately 500 fundamental words, equal with the expanding vocabulary.

The books *Beyond* are written and compiled for intermediate Chinese language learners, which are divided into two volumes, each of which consists of 10 lessons, 20 lessons in all. Each lesson requires 4 to 6 class hours, which means that students may spend altogether 80 to 120 class hours for the whole learning process. Apart from 78 important grammar points, there are over 800 commonly used words in the book containing approximately 600 fundamental words and 200 expanding vocabulary.

### III. Textbook Layout

#### i. Chinese phonetics

This section mainly introduces the basic knowledge of phonetics such as the initials, finals, tones and syllables in Chinese as well as its featured neutral tone, retroflexion and tone sandhi, combining with relevant exercises. Students grasp the fundamental skills of pronunciation through distinguishing as well as imitating. At this stage, the initial connection is established between pronunciation and meaning.

It is a long-term and painstaking work in phonetic learning, especially in the acquisition of intonation, which means that only with the comprehension of phonological knowledge and self-directed practice students can perceive as well as distinguish different pronunciation. In the process, the textbooks set some tasks to inspire the active cognition in students. For instance, the question “how many initials are there in Chinese pinyin system?” Cooperation is also involved such as the class activity named “I Speak, You Write”, which is usually performed in a group of two students, one randomly speak out a sound and the other distinguish it. It is believed that this kind of practice helps students to cultivate their subject consciousness as well as enhancing their learning efficiency.

In addition, it is of great significance to memorize the characteristics of tones, in other words, to keep in mind the pronunciation of characters, which can definitely ensure the accuracy and avoid foreign accents. Some reading exercises and conversations are arranged emphasizing the concept of chunks, which refer to those large units of information block that appear frequently and can be easily stored, extracted and output as a whole, such as “I feel so tired” “How beautiful it is!” and “No need to say”. From the perspective of cognitive psychology, the study of samples, similar to the study of rules, is an effective way in language learning. At this stage, the analytical instruction of grammar may not be mentioned.

#### ii. Main Body

The content is as follows:



### 1) Let's warm up!

It aims to help students to activate their linguistic mechanisms by encouraging them to practice some words or phrases concerning the tasks mentioned above. Important expressions are demonstrated by pictures so that students can memorize easily. Besides, some simple tasks may also be designed such as matching pictures and some daily conversations, etc.

### 2) In the scene

With several examples of real communication, students are encouraged to notice the expressions, fill in the blanks, imitating the pronunciation as well as intonation and comprehend the materials thoroughly. In this way, it is much easier for students to accomplish tasks under authentic contexts and alleviate cognitive burdens during the process.

### 3) Finding grammar points

A wide selection of sample sentences is offered for students to probe into the rules behind the linguistic phenomena. Through discussion, students can analyze the formal characteristics and application rules of language, distinguish the phenomena in various materials and accomplish some experimental exercises with the awareness of language comparison and analysis.

### 4) Memorize, consolidate, and upgrade

It is deemed as the follow-up activity after the discovery of new language items. Students can consolidate their knowledge via language activities such as replacing words and short-answer questions, which are also known as “structure centralized” activities with the goal of improving language accuracy.

### 5) Tasks in Chinese

Students are required to fulfill language tasks step by step either with their partner or in small groups and they can employ methods including surveys, group discussion and role play. Since most of the task-based activities need to be reported, a framework of expression is specially established for “group surveys”, by which students can get support to complete narration.

### 6) Real life activities

This section is planned as assignments after class, which is comprised of two categories. The first is language preparation, during which students make use of their spare time to systemize knowledge and review crucial rules while the other type is to accomplish tasks in Chinese under real social circumstances. A typical example of this is that in order to buy a can of coke with 10 RMB, students are demanded to talk with a shop assistant for at least three sentences with either recording or video for reference.

### 7) Words and expressions

Students need to establish individual library of words so as to lay essential foundation for

language study.

8) Life sketch

Students have access to real images of the social life in China as well as cultural knowledge that they may be interested in. They are also encouraged to gather snapshots and share them in class.

#### IV. Supplementary Statement

The series of *Discovery* are intended for Chinese language learners at elementary level, putting emphasis on the practical command of language. Therefore, we attach great importance to the conciseness, feasibility, representativeness as well as effectiveness when considering linguistic elements though it may not be systematic and comprehensive. In the process of compiling the textbooks, the official *Syllabus of Chinese Language Proficiency Standards and Graded Grammar* are adhered to concerning the rules of words, phrases and sentences. Furthermore, we consult the *International Curriculum for Chinese Language Education* when setting the objectives of four fundamental language skills and explaining the topics, tasks as well as cultural themes. In this way, it is easy for teachers to understand the textbooks and conduct teaching procedures.

For most students, a vital factor of the driving force in Chinese language learning lies in whether the contents are intriguing. Thus as an old Chinese proverb goes, “It is better to travel ten thousand miles than to read ten thousand books”, the keynote of these books is to motivate the interests of students with real situations in Chinese society. Many pictures are presented not only to help learning but also for appreciation.

My special thanks go to “the Program of the Co-Construction with Beijing Municipal Commission of Education of China”, this project was sponsored by it. Last but not least, please allow me to extend my heartfelt gratitude for your attention and I really look forward to your advice and comments.

Prof. Zhai Yan

March, 2014

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# 语音篇

Yǔyīnpīān

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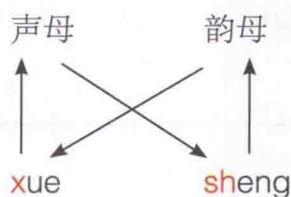


# 第 1 课 声母和韵母

## 一、汉语拼音 CHINESE PHONETICS

汉语拼音一般由声母、韵母和声调三部分组成。开头部分的辅音是声母，后一部分是韵母。

Hanyu pinyin is generally made up of three parts: initials, finals and tones. Pinyin begins with consonants, followed by the finals.



## 二、声母 INITIALS

b p m f	d t n l
g k h	j q x
z c s zh	ch sh r