



中国国家汉办规划教材
体验汉语系列教材

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体验汉语

Experiencing Chinese

顾问 刘 珣
编者 朱晓星 岳建玲
吕宇红 褚佩如

生活篇
Living in China

40 ~ 50 课时

40-50 Hours



高等教育出版社
Higher Education Press



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x p e r i e n c i n g

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《体验汉语®》立体化系列教材

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短期课程系列:

《体验汉语®·生活篇(40~50课时)》

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前 言

《体验汉语·生活篇(40~50课时)》是专为初学汉语的外国人编写的汉语教材,适用于短期学习汉语的成人学员。既可以供短期班使用,也适用于一对一单人教学。

本书根据体验式教学理念和任务型教学思想而设计,以基本生活需要为依据,以实用的交际任务为编写主线,注重听说技能的培养。全书由一个语音训练营(2~4学时)和12个单元(3~4学时/单元)组成,总教学时间约为40~50学时。

教材基本结构

一、语音训练

针对短期学生的特点,语音训练主要放在“语音训练”集中进行。另外,在每个单元还选取一些重点词语进行发音比较练习。

二、12个学习单元

我们根据外国学生在中国生活的基本需要,选取最实用的交际任务,组成了本书的12个单元。每个单元由学习目标、热身、词语、句子、会话和活动构成。

会话短小实用,语言材料力求真实、自然、鲜活。语言难点以英文注释的形式加以解释。

课堂活动体现了体验式教学的特点,既有传统的练习形式,又有实践性很强的任务型练习。

教材主要特色

针对成人学生学习时间有限、但自主学习能力强的特点,本教材在编写上采用了一些具有特色的形式:

每个单元分为两部分,均由学习内容和活动组成,即学即练,不仅方便教学,而且能增强学生的成就感。

“热身”是进入每一单元的第一步,以图片配词语的方式引导学生进入新的任务单元。既可以挖掘学生已知信息,又为后面的句型和对话演练做准备。

在“活动”中,学生可以根据自己的情况自主选择,这是成人自主学习理念在教材设计中的一个尝试。

我们特地设计了听对话练习,注重学与练之后的实际操作,重点培养学生听的能力。“认汉字”部分选取的都是日常生活中经常出现的汉字。对于短期学生来说,识读身边常见的汉字更具有实用价值。“你知道吗?”旨在挖掘语言中存在的中外差异,增强学生对汉语的理解。

教材的版式设计和插图融合了中国文化和现代都市生活的趣味,特别针对成人学习者的欣赏习惯而设计,并且采用了大量的实景摄影照片,是“体验汉语”理念的重要体现。编者谨向高等教育出版社在教材插图和版式设计等方面的创造性工作致以衷心的感谢。

教材由“北京外交人员语言文化中心”的教师在多年教学实践和研究的基础上编写而成,真诚欢迎您对本书提出宝贵意见和建议。

编 者

2005年11月

Introduction

Experiencing Chinese: Living in China (40–50 Hours) is a language book especially written for foreign beginners of the Chinese language. It is suitable for adults who want a short course for learning Chinese. It provides material suitable both for short-term classes and for one-on-one teaching.

The book incorporates the concept of learning-through-experience and functional language learning. It is designed to meet the basic requirements for daily social communication, and focuses on the training of listening and speaking skills. The book consists of one Pronunciation camp (2–4 hours) and 12 units (3–4 hours/unit), totaling 40–50 teaching hours.

Structure

1. Pronunciation

For short-term learners, phonetic training is mainly provided in the “Pronunciation” section. In addition, there is pronunciation and comparative practice in each unit of important words and expressions selected from dialogues.

2. 12 Units

The 12 units of the book are made up of the most practical communication tasks selected to meet the basic requirements of the learners’ daily life in China. Each unit contains the following sections: Objectives, Warm-Up, Words and Phrases, Sentences, Dialogue and Activities.

The difficult points in the text are shown in English notes only.

The practice in the class embodies the features of learning-through-experience, presenting traditional exercises as well as functional practice.

The Main Features

In accordance with the characteristics of adult learners who have limited studying time but strong self-learning ability, this book adopts a couple of innovative patterns:

There are two parts in each unit, both consisting of text and practice. Learners should follow the sequence by finishing the first part before going on to the second one. This learning-with-practicing model not only favors teaching and learning, but enhances the learners’ feeling of accomplishment.

“Warm-Up” is the first step towards each unit. The words and expressions with the pictures or charts will lead the learners into the new task unit. It re-cycles the knowledge already acquired by the learners and increases their vocabulary in preparation for the sentence and dialogue practice afterwards.

In the “Activities” section, the learners can fulfill each language task through various interesting activities and, thus, increase vocabulary. In addition, learners are able to decide how to study according to their own situation. This is an attempt to incorporate the self-learning concept into adult education.

books.

We especially designed the listening exercises, emphasizing advancing students' listening abilities. "Characters" selects frequently used Chinese characters in daily life. It is especially useful for short-term students to read these common Chinese characters. "Do You Know?" is aimed at bringing out the differences between Chinese and foreign cultures in the language, for your better understanding of Chinese.

The layout design and illustrations incorporate Chinese culture and tastes of modern metropolitan life, as well as the preferences of adult learners. A large amount of real-life pictures are included, which is an important demonstration of the "Experiencing Chinese" concept.

We hope that you will like this book and find it helpful and fun. We sincerely welcome your valuable comments and suggestions.

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Yǔyīn

xùnliàn

语音 训练

Pronunciation

学习目标

Objectives

- 学会汉语拼音的声母、韵母和声调 Learning initials, finals and tones of Chinese Pinyin
- 拼读和声调练习 Basic pronunciation and tone drills

A Chinese syllable is usually composed of an initial, a final and a tone. An initial is a consonant that begins the syllable and a final is the rest of the syllable. If you want to learn to speak Chinese, you should learn the initials, the finals and the tones first.



声母和韵母 Initials and finals

声母 Initials

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

韵母 Finals

a	i	u	ü
o	ia	ua	
e	ie	uo	üe
ai		uai	
ei		uei (ui)	
ao	iao		
ou	iou (iu)		
an	ian	uan	üan
en	in	uen (un)	ün
ang	iang	uang	
eng	ing	ueng	
ong	iong		

注释 Notes

1. When "i" forms a syllable by itself, it is written as "yi"; when "i" occurs at the beginning of a syllable, it is written as "y".
e.g. i—yi ia—ya ian—yan
2. When "u" forms a syllable by itself, it should be written as "wu"; when "u" occurs at the beginning of a syllable, it is written as "w".
e.g. u—wu ua—wa uan—wan
3. When "ü" forms a syllable by itself or occurs at the beginning of a syllable, it is written as "yu", with the dots dropped.
e.g. ü—yu üan—yuan ün—yun üe—yue
4. When "j", "q", "x" are put before "ü" or a final begins with "ü", the two dots in "ü" are dropped.
e.g. jüzi — juzi qüanbu — quanbu xüexi — xuexi

拼读练习 Pronunciation drills

1. 单韵母音节 The mono final syllables

ba	pa	ma	fa	da	ta	na	la	ga	ka	ha
bo	po	mo	fo	de	te	ne	le	ge	ke	he
bi	pi	mi		di	ti	ni	li			
bu	pu	mu	fu	du	tu	nu	lu		nü	lǔ

2. 复韵母音节 The compound final syllables

gai	gei	gao	gou	gua	guo	guai	gui	lia	lie	liao	liu	lüe	
kai	kei	kao	kou	kua	kuo	kuai	kui			nie	niao	niu	nüe
hai	hei	hao	hou	hua	huo	huai	hui						

3. 鼻韵母音节 The nasal-ended final syllables

ban	ben	bang	beng	pan	pen	pang	peng			
man	men	mang	meng	fan	fen	fang	feng			
dan		dang	deng	dong	tan	tang	teng	tong		
nan		nang	neng	nong	lan	lang	leng	long	luan	nuan
bin	bing	pin	ping	min	ming	lin	ling	nin	ning	

4. 声母是 j、q、x 的音节 The syllables with initials j, q, x

ji	qi	xi	ju	qu	xu	jue	que	xue
jin	jing		jian	jiang		qian	qiang	xian xiang

5. 声母是 zh、ch、sh、r 和 z、c、s 的音节 The syllables with initials zh, ch, sh, r and z, c, s

zhi	chi	shi	ri	zi	ci	si
zhe	che	she	re	ze	ce	se
zhan	chan	shan	ran	zan	can	san
zhang	chang	shang	rang	zong	cong	song

6. y、w 开头的音节 The syllables initiated by y and w

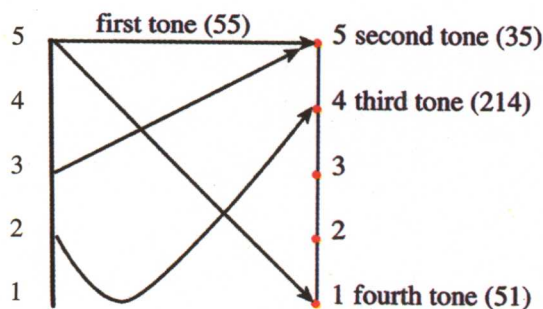
yi	wu	yu	wa	wo	wai	wei	wan	wen	wang	weng
yin	ying	yan	yang	yun	yuan	yong				



声调 Tones

There are four basic tones and one neutral tone in the standard Chinese. They are indicated by tone graphs. Namely, “-” (the first tone), “-” (the second tone), “v” (the third tone), “\” (the fourth tone) and the neutral tone which is not marked. When a syllable is pronounced in different tones, it has different meanings. For example: tāng means “soup”, tǎng means “sugar”, tǎng means “to lie down” and tòng means “hot” or “to iron”.

Diagram of tones



语音训练 ▶▶▶

声调练习 Tone drills

1. 基本声调练习。

Four basic tones drill.

mā	mā	mǎ	mà
gē	gē	gě	gè
hāo	hāo	hǎo	hào
qiān	qiān	qiǎn	qiàn



2. 当两个第三声音节连在一起时，第一个要读成第二声。例如 nǐhǎo → níhǎo。请跟读下列词语。

When there are two third-tone syllables together, the first one should be pronounced with the second tone while the tone of the second syllable stays unchanged. For example: nǐhǎo → níhǎo. Please read the following words.

hěnhǎo yǔfǎ fǔdǎo suǒyǒu

3. 第三声字在第一、二、四和轻声前边时，要变成“半三声”。也就是只读原来第三声的前一半降调。例如：nǐmen → nǐmen。请跟读下列词语。

When a third tone followed by a first, second or fourth tone, or neutral tone, it is pronounced in the “half” third tone. That is, the tone that only falls but doesn’t rise. For example: nǐmen → nǐmen. Please read the following words.

Běijīng	kǎoyā	Měiguō	lǚxíng
wǎnfàn	kěpà	xǐhuan	jiějie

4. 轻声读得又短又轻。跟读下列词语。

The neutral tone is very light and short. Please read the following words.

māma	gēge	yēye	zhízi
nǎinai	jiějie	dìdi	měimei



Nǐ hǎo!

你好!

Hello!

学习目标 Objectives

- 学会问候的基本表达用语 Learning how to greet people
- 学会介绍自己的姓名、国籍 Learning how to introduce one's name and nationality

你好! ▶▶▶

热身

Warm-Up



Nǐ hǎo! Wáng xiǎojiě.
你好! 王 小姐。



Nǐ hǎo! Lǐ xiānsheng.
你好! 李 先生。



Nǐ hǎo ma?
你好 吗?

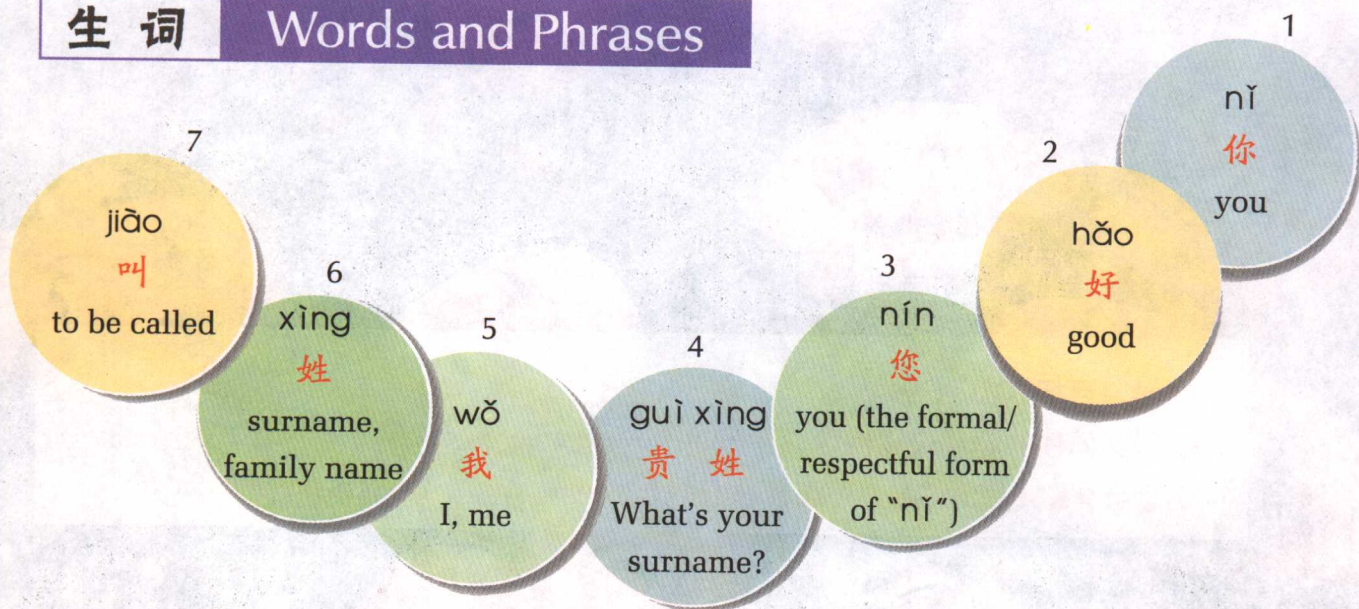


Wǒ hěn hǎo.
我 很 好。

第一部分

生词

Words and Phrases



句子 Sentences



会话 Dialogue

Song Lili: Hello!

Jenny: Hello!

Song Lili: What's your surname?

Jenny: My surname is White. I'm Jenny. What's your surname?

Song Lili: My surname is Song. I'm Song Lili.

你好! ▶▶▶

Sòng Lìlì: Nǐ hǎo!

宋丽丽: 你好!

Zhēnnī: Nǐ hǎo!

珍妮: 你好!

Sòng Lìlì: Nín guì xìng?

宋丽丽: 您贵姓¹?

Zhēnnī: Wǒ xìng Huāitè, jiào Zhēnnī.

珍妮: 我姓怀特, 叫珍妮。

Nín guì xìng?

您贵姓?

Sòng Lìlì: Wǒ xìng Sòng, jiào Sòng Lìlì.

宋丽丽: 我姓宋, 叫宋丽丽。



注释

Notes

您贵姓¹ “Nín” is the respect form of “nǐ”. It is used for formal occasions or for addressing elders. For informal occasion, especially children, people use “Nǐ jiào shénme míngzi?” instead of “Nín guì xìng?”.