



国家汉办

中国国家汉办规划教材

Student's Book 1

跟我学汉语

LEARN CHINESE WITH ME

学生用书 第一册

主 编 ● 陈 绶 朱志平

编 者 ● 朱志平 徐彩华 姜 毅 宋志明 陈 绶



人民教育出版社

People's Education Press

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人民教育出版社出版发行

网址: <http://www.pep.com.cn>

人民教育出版社印刷厂印装 全国新华书店经销

*

开本: 889 毫米×1 194 毫米 1/16 印张: 15.5

2003 年 3 月第 1 版 2006 年 6 月第 4 次印刷

印数: 13 501 ~ 18 500

ISBN 7-107-16422-8 定价: 60.00 元 (附 2 张 CD)
G·9512 (课)

如发现印、装质量问题, 影响阅读, 请与出版科联系调换。

(联系地址: 北京市海淀区中关村南大街 17 号院 1 号楼 邮编: 100081)

教材项目规划小组

严美华 姜明宝 张少春

岑建君 崔邦焱 宋秋玲

赵国成 宋永波 郭 鹏

主 编 陈 绂 朱志平

编写人员 朱志平 徐彩华 娄 毅

宋志明 陈 绂

英文翻译 李长英

责任编辑 施 歌

审 稿 王本华 吕 达

美术编辑 张立衍

插图制作 北京天辰文化艺术传播有限公司

前 言

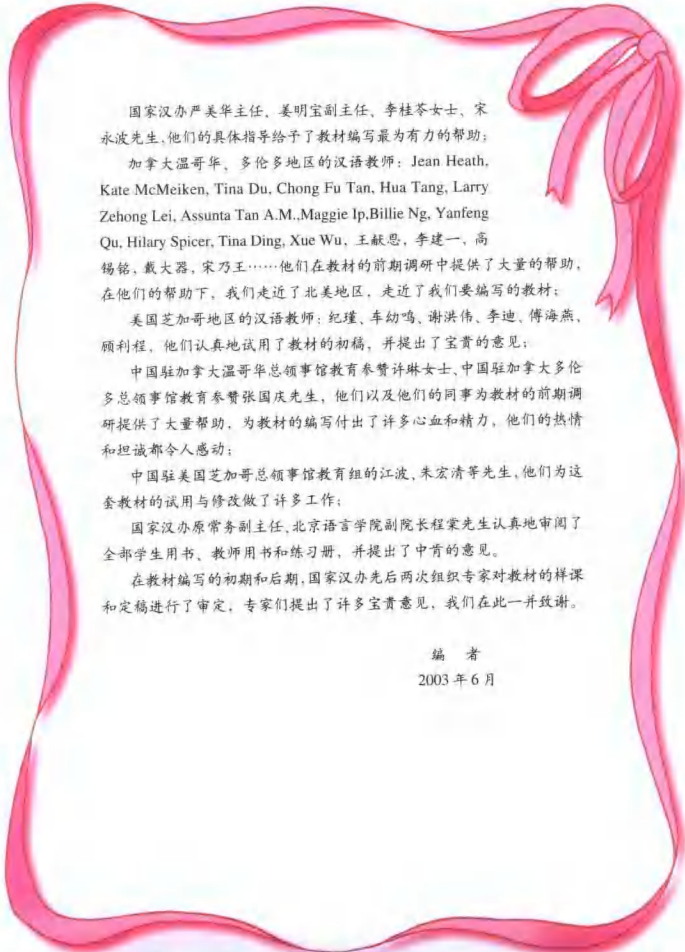
《跟我学汉语》是一套专为海外中学生编写的汉语教材，使用对象主要是以英语为母语的中学生或者年龄在15岁~18岁的青少年第二语言学习者。

《跟我学汉语》凝聚了我们这些从事并热爱汉语教学的教师们的大量心血。这套教材从框架的设计到语言材料的选取安排，都吸收了当前汉语作为第二语言习得研究、特别是对以英语为母语的汉语习得研究的最新成果。由于编写者都是汉语作为第二语言教学的教师，因此能够从自己亲身进行教学的角度去设计教材，安排内容。在编写的过程中，我们也多次征求并采纳了海外中学以汉语为第二语言进行教学的一线教师的意见，这些意见给予了编写工作很好的启示。

《跟我学汉语》这套教材以零为起点，终点接近中级汉语水平。编写的主导思想是培养海外中学生学习汉语的兴趣。教材在内容的安排上力图自然、有趣，符合第二语言学习规律。教材语法点的出现顺序以表达功能的需要为基础，并用话题为线索来编排语言材料，从而带动交际能力的培养。《跟我学汉语》采用的话题得益于海外广大中学生的热情贡献。2001年编者在北美地区对两个城市的中学生进行了“你感兴趣的话题”的问卷调查，这套教材的话题即是从500多份调查材料中精心筛选出来的。我们希望，这套教材能够在不失系统性的基础上，表现出明显的功能性；在不失科学性的基础上，表现出明显的实用性；在不失严肃性的基础上，表现出明显的趣味性。

《跟我学汉语》全套教材共12册，包括学生用书4册以及配套的教师用书、练习册各4册，同时有与学生用书相配套的语音听力材料和多媒体教材。全套教材可供英语地区中学汉语教学9年级~12年级使用。

《跟我学汉语》是中国国家对外汉语教学领导小组办公室（简称国家汉办）所主持的一项重点研究项目的一部分，由北京师范大学承担。在编写这套教材的过程中，我们得到了方方面面的支持与帮助。为此，我们衷心感谢：



国家汉办严美华主任、姜明宝副主任、李桂苓女士、宋永波先生,他们的具体指导给予了教材编写最为有力的帮助;

加拿大温哥华、多伦多地区的汉语教师: Jean Heath, Kate McMeiken, Tina Du, Chong Fu Tan, Hua Tang, Larry Zehong Lei, Assunta Tan A.M., Maggie Ip, Billie Ng, Yanfeng Qu, Hilary Spicer, Tina Ding, Xue Wu, 王献恩, 李建一, 高锡铭, 戴大器, 宋乃王……他们在教材的前期调研中提供了大量的帮助,在他们的帮助下,我们走近了北美地区,走近了我们要编写的教材;

美国芝加哥地区的汉语教师: 纪瑾、车幼鸣、谢洪伟、李迪、傅海燕、顾利程,他们认真地试用了教材的初稿,并提出了宝贵的意见;

中国驻加拿大温哥华总领事馆教育参赞许琳女士、中国驻加拿大多伦多总领事馆教育参赞张国庆先生,他们以及他们的同事为教材的前期调研提供了大量帮助,为教材的编写付出了许多心血和精力,他们的热情和坦诚都令人感动;

中国驻美国芝加哥总领事馆教育组的江波、朱宏清等先生,他们为这套教材的试用与修改做了许多工作;

国家汉办原常务副主任、北京语言学院副院长程棠先生认真地审阅了全部学生用书、教师用书和练习册,并提出了中肯的意见。

在教材编写的初期和后期,国家汉办先后两次组织专家对教材的样稿和定稿进行了审定,专家们提出了许多宝贵意见,我们在此一并致谢。

编者

2003年6月

Preface

Learn Chinese with Me is a series of textbooks designed especially for overseas high school students. It is mainly targeted at students of Chinese language, aged between 15 and 18 years old, whose native language is English.

Learn Chinese with Me is a product of many years' painstaking labor carried out with a passion and devotion to the cause of Chinese teaching. During the process of compiling this series (from the framework design to the selection and arrangement of the language materials), we have taken into consideration the latest research on the acquisition of Chinese as a second language, especially on the acquisition of Chinese by English-speakers, our own experiences of teaching Chinese as a second language and feedback from numerous other Chinese language teachers working on the front line. We were able to design the textbooks and arrange the content on the basis of a wide spectrum of knowledge and experience, both academic and practical.

This series of textbooks guides the students from beginner to low-intermediate level. The compiling principle is to foster high school students' interest in learning Chinese. The content is natural and interesting and arranged in accordance with the rules of learning a second language. To cope with the general needs of conducting daily communication, the sentence patterns and grammar are presented to students in an order that emphasizes functional usage and the language materials are arranged within situational topics. The selection of these topics owes a great deal to overseas high school students themselves. In 2001, we conducted a survey among high school students in two North American cities on *Topics That You're Interested in*, and the topics in this series of textbooks have been carefully selected based on this survey of over 500 questionnaires. It is our goal that this textbook series is, on the one hand, functional, pragmatic and interesting to the learner, and on the other hand, systematic, scientific, and academic.

The entire series of *Learn Chinese with Me* is composed of 12 books, including 4 Student's Books, 4 Teacher's Books, 4 Workbooks and other phonetic and listening materials and multimedia materials supplemented to the Student's Books. The series can meet the needs of teaching Chinese to 9-12 grades in English-speaking countries and communities.

This series of textbooks is part of a major project sponsored by China National Office for Teaching Chinese as a Foreign Language (NOCFL) and entrusted to Beijing Normal University to carry out. During the whole compiling process, we received assistance and support from various parties. Therefore, we'd like to dedicate our gratitude to:

Yan Meihua, Director of NOCFL, Jiang Mingbao, Vice Director of NOCFL, Ms. Li Guiling and Mr. Song Yongbo. Their specific directions have been of crucial assistance to us.

We would also like to thank the teachers in Vancouver and Toronto, Canada. They are Jean Heath, Kate McMeiken, Tina Du, Chong Fu Tan, Hua Tang, Larry Zehong Lei, Assunta Tan A.M., Maggie Ip, Billie Ng, Yanfeng Qu, Hilary Spicer, Tina Ding, Xue Wu, Xian'en Wang, Jianyi Lee, Ximing Gao, Daqi Dai and Naiwang Song etc. Through their help in the area of research and their valuable suggestions, we acquired a better knowledge of the North American classroom and finally came closer than ever before to the kind of textbook we have always strived to create.

The teachers of Chinese in Chicago, Jin Ji, Youming Che, Hongwei Xie, Di Lee, Haiyan Fu and Licheng Gu also provided valuable suggestions after they carefully read the first draft of the textbook.

We also really appreciate the great assistance offered by Ms. Xu Lin, Educational Attaché of the General Chinese Consulate in Vancouver, Canada and Mr. Zhang Guoqing, Educational Attaché of the General Chinese Consulate in Toronto, Canada. They and their colleagues gave us lots of help during our long-time survey for this book. Their devotion, enthusiasm and sincerity for the project has deeply impressed us.

Mr. Jiang Bo and Mr. Zhu Hongqing in charge of education in General Chinese Consulate in Chicago also made many contributions to the trial use and revision of this series.

In addition, we would like to give our special thanks to Mr. Cheng Tang, the former Vice Director of the Standing Committee of NOCFL and the Vice President of Beijing Language Institute. He made many critical proposals to us based on his careful study of all the Student's Books, the Teacher's Books and the Workbooks, and offered some invaluable suggestions.

At both the beginning and late stages of compiling this textbook series, NOCFL twice organized experts to examine and evaluate the textbook sample and the final draft. These experts, too, provided useful comments on the series. We are also grateful to them.

Compilers

June, 2003

Where is China?



长城 (Chángchéng)
The Great Wall



天坛 (Tiāntán)
The Temple of Heaven



黄山 (Huángshān)
The Yellow Mountains



兵马俑 (bīngmǎyǒng)
Terracotta warriors and horses

What do you know about China?



熊猫(xióngmāo)
Pandas



唐三彩(tángsāncǎi)
Tang tricolour



金丝猴(jīnsīhóu)
Golden monkeys



丹顶鹤(dāndīnghè)
Red-crowned cranes



扬子鳄(yángzǐ'è)
Chinese alligator



蜡染(làrǎn)
Wax printing

Enjoy the Chinese Knot and Try to Make One

The Chinese knot is one of China's unique folk arts. This traditional hand made folk art is made of rope or string. It has many distinctive shapes and splendid colors. Each basic type is given a name according to its shape and meaning. Chinese knots are rich in cultural symbolism. For example, the ten thousand blessing knot is also called the knot of dreams coming true and symbolizes good fortune and best wishes.



双喜结(shuāngxǐjié)
Double happiness knot

万字结(wànzìjié)
Ten thousand blessing knot



草花结(cǎohuājié)
Straw flower knot



团圆结(tuányuánjié)
Togetherness knot

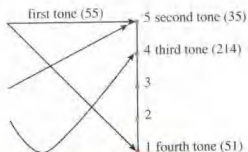
Chinese Phonetic Transcription (*Pinyin*)

1. Formula for the Chinese Phonetic Transcription (*Pinyin*).

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

finals	simple finals	a	o	e	i	u	ü
	compound finals	ai ao	ou	ei	ia ie iao iou	ua uo uai uei	üe
	nasal compound finals	an ang	ong	en eng	ian in iang ing iong	uan uen uang ueng	üan ün

2. Tones.



3. A Chinese syllable is made up of initials, finals and a tone. For example:

initials	finals	tones	syllables
n	i	ˊ	ní
h	ao	ˋ	hǎo

4. A difference in tone means a difference in meaning.



mā (mum)



má (flax)



mǎ (horse)



mǎ (to swear)



wēn (lukewarm)



wén (to smell)



wěn (to kiss)



wèn (to ask)



fāng (square)



fáng (house)



fǎng (to visit)



fàng (put down)



qī (seven)



qí (to ride)



qǐ (get up)



qì (angry)

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Unit One

School, Classmates and Teachers

Look and Say



Ni hǎo, wǒ shì
Wáng Jiāmíng.



péngyou



tóngxué



lǎoshī



xiǎozhǎng



xuéxiào



Xièxie, zàijiàn.