



Shifting Tides

Culture in Contemporary China

中级汉语教程

中国之路

[美] 靳洪刚 许德宝 主编
靳洪刚 许德宝 崔颂人 陈雅芬 章吟 编著



北大版新一代对外汉语教材·基础教程系列



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前言

《中国之路——中级汉语教程》及其姐妹篇《留学中国——中级汉语教程》经过北京大学出版社的进一步精心修订与策划，现以其新的面貌在国内出版发行。我们很高兴能有机会与国内同仁及留学生共同分享我们的教材及其所反映的教学理念和教材设计思想。

在旧版《前言》中已经提到这两本教材的设计原则，在这里再强调一下这两本书所反映的教学理念和教材设计思想。作为中级汉语教程，《中国之路——中级汉语教程》及《留学中国——中级汉语教程》的设计均基于我们目前所研究的第二语言习得理论以及任务式教学法。任务式教学法是一种以语言交流为中心的教学方法，它的课程设计是围绕语言的两个方面：形式与功能(form and function)，通过提供各种形式的交际活动和交际任务来完成的。有人把这种教学法又称为任务式教学大纲(Task-based syllabus)。对第二语言习得理论特别是任务式教学大纲的研究以及多年教学实践告诉我们：一本好的教材需要认真考虑语言形式与功能的认知过程，要根据学习者的认知系统来设计语言学习的内容、任务和活动。运用任务式教学大纲因此有两个原则：一是要利用大量真实语言输入，使学习者在接触真实语料的过程中有意识地学习语言的结构与规则(supplying the learner with conscious rules)；二是要为学习者提供各种任务与活动，使他们在练习过程中，将固定化知识转化为创造性知识(converting the “controlled” knowledge into “automatic” knowledge)。《中国之路——中级汉语教程》及《留学中国——中级汉语教程》就是根据这种任务式教学大纲编写的。其设计特点有三：一是利用真实语料在交际过程中激励学习者接触不同的语言结构，不断调整其第二语言系统；二是通过各种以语言形式为中心的互动练习、语义理解活动以及纠错活动，让学习者切实了解并掌握语言结构的使用规律和交际功能，三是利用问答交流以及真实的交际任务，在提高语言结构意识的基础上，进行各种有功能意义的理解与表达活动，以使学习者在交流过程中建立新的语言系统并获得第二语言。

最后，我们要特别感谢北京大学出版社的郭荔副总编及沈浦娜副编审以及美国剑桥出版社负责人 Jill Cheng 女士的鼎力协助，能使这套教材很快出版。

我们衷心希望这套教材的出版能给对外汉语教学界带来新的语言教学角度及更多的想象空间，使汉语作为第二外语教学更加专业化。

靳洪刚、许德宝

2005年1月于纽约州

旧 版 前 言

《中国之路——中级汉语教程》是为学过三至四个学期以上中文学生设计的一套语言文化教科书。这套教材旨在通过一系列中国的社会文化主题让学生了解和掌握表达、讨论以及分析问题时所需要的一系列语言结构和交流方式。

自1997年开始,《中国之路——中级汉语教程》就在美国部分大学、美国政府机关、北京的ACC汉语中心和其他语言项目就进行试用,至今已经修改了五版,作为实验课本使用了近五年。《中国之路——中级汉语教程》主要由课本和配合课本的光盘组成。

一、教学目的与教学设计

多年的教学实践和理论研究报告告诉我们,中级汉语教学的目标应集中在以下三个方面:第一,培养学生在目标语国家进行生活和思想文化交流的基本能力;第二,培养学生有目的地、有效地使用整句或段落来表达思想、进行交流、以作好向篇章过渡的准备;第三,训练学生利用已知信息和已经掌握的语言结构对新的语言信息进行科学推理、猜测的能力,以便在真实语境下进行语言文化交流。除了以上三个方面,我们还认为中级汉语的学习是进入目标语社会、与当地进行思想文化交流的一个十分关键的阶段,中级汉语的教学目标也应放在真情实景的教学上,不但应该为学生目标语国家留学或在目标语国家生活和学习作好充分的准备,而且应该让学生能最大限度地利用语言环境进行语言文化方面的学习和交流。基于以上几个目的,我们设计了《中国之路——中级汉语教程》一书。下面是我们在设计全书时遵循的一些原则:

(一)在教材选择上,尽量选择来自不同媒体的中国社会、文化、经济、科学技术以及文学艺术的有关报道,做到每一课的题目都具有一定的思想性、代表性、讨论性和扩展性,让学生感觉到语言学习是一种在真实语境下、有社会背景的、自发的、有思想和有目的的实际交流。

(二)在文体选择上,尽量采用叙述、描述、介绍、对话和采访等形式,先以短文介绍社会文化背景,然后用真实媒体引出和展开讨论的主题。

(三)在教学重点的设计上,打破以前语法重点就是教学重点的旧框框,将教学重点放在以交流为中心的多个语言层次上。每一课的语言重点不局限于较复杂的语法结构,而是从词汇、语法、语义、语用等多个层次出发决定每课的重点。此外,我们还将课文中出现的语言结构分为两大类:一类是交际价值较高的重点结构,另一类为语法或语义较复杂、容易成为理解障碍的基本结构。第一类是每课练习的重点,要通过不同类型的不同形式的解释与练习让学生掌握并使用自如;第二类是帮助学生预习课文、进行课堂

有效交流的必要知识，大都以参考阅读和课文脚注的形式出现。

(四) 在教学安排上，坚持以句型串词汇的教学法，即句型领先、词汇辅助的原则。首先帮助学生理解和巩固句型在交流中的作用以及在整句中的基本位置和使用限制，然后帮助学生建立词汇和句型的联系以正确运用词汇，使用这种方法可以避免以词汇为中心教材的常见弊端（例如，学生往往出现语言表达零散、简单，交际不连贯问题等）。

(五) 在练习设计上，采用以语言结构为中心和以语言功能为中心两种练习。首先，让学生有重点地练习在交际中必须用到的一些结构和词汇，在此基础上，再让学生将所学结构和词汇运用到与之相应的语言功能上。语言功能的练习突出真实语境下的交流以及对学习策略的培养，如猜测能力、推理能力等等。

(六) 在教材媒体的选择和版面设计上，尽量采用多种媒体形式，如电视报道、报纸杂志、公益广告以及图像信息等以加强语料的真实性和视觉效果。

二、课文内容及设计

《中国之路——中级汉语教程》共有课文十二篇，题目包括：慈母之爱、独生子女、人际关系、个体与赚钱、家庭结构、下岗女工、婚姻问题、科技发展、隐私讨论、摇滚歌星、住房问题、城市污染等。围绕每一个主题，课文均介绍一系列与之相关的语言交际功能，例如：举例、说明、定义、描述、叙述、对比、分析、理解因果关系等等。另外，这十二个话题在介绍中国文化的同时，突出强调中国改革开放以后的变化。每课的素材均来自当代中国媒体的报道，包括电视、书籍、报纸、杂志、因特网及公益广告等，以充分反映当代中国的风貌。比如“文化比较”一课即以真实的电视公益广告为背景，抓住隐私这个对中国人来说的新概念，让学生充分讨论和比较中西文化的不同。在讨论的过程中，也使学生认识到语言学习不单纯是一个语言形式的学习，也是一种联系个人、充分分析和比较、讨论和认识，乃至批判研究的过程。

每篇课文一般由三个主要部分组成：课文、语言重点和练习。

(一) 课文部分分为三个分项：课文、生词以及课文注释。课文一般由两个部分组成，采用各种不同文体：第一部分是围绕主题的介绍短文；第二部分是与主题相关的电视报道、报纸选读、文章改编等。语体形式多样，有第一人称叙述形式，如第一、四、七课；有对话采访等，如第二、三、六、十课；也有较为正式的新闻文体形式，如第十一、十二课等。每课生词的编纂按出现顺序编号，书后附有全书生词索引，以便于查找和使用，课文注释部分将一些语法较为复杂、容易混淆的词汇以及文化知识进行详细解释、辨析。在排版上，课文注释部分与之有关的词条都有数字编号，并基本与有关的课文呈现在同一页上，以方便学生对比查找。

(二) 语言重点着重解释有交际价值的句型,一般每课有八到十二个。每一个重点句型下都附有课文原句,注明出处便于查找学习。句型附有详细的英文解释以说明句型使用的规则及限制。在英文解释之下,一般列举两个以上运用该句型的例句,以进一步说明句型使用的上下文及词汇搭配规则等。

(三) 练习部分包括两种类型的活动:语言形式练习和语言功能练习。语言形式练习旨在加强学生对语言结构和词汇的掌握,通过回答问题、完成对话、听力练习、翻译和阅读短文等形式使学生在课下有重点地练习和复习课上所学的语言结构及其使用规则。在完成语言形式练习的基础上,学生进而转入语言功能练习。语言功能练习一般有以下几种形式:

1. 段落练习:段落练习提供一个中心话题,同时明确指导学生按照所列出的语言功能使用与之相关的语法结构以及词汇讨论有关题目,使学生不但能紧紧围绕中心主题进行讨论,而且能按提供的语法结构和词汇进行有控制有难度要求的段落以上的表达。例如:在“下岗女工”一课,段落练习要求学生介绍他所在国家的蓝领人和白领人。这种练习并不是随意性的讨论,而是要求学生通过定义和对比分析等方法,用所给的结构和词汇分三段完成讨论。

2. 讨论:讨论通过不同方面的问题和话题为学生提供自由延伸和扩展语言功能和知识的机会,同时也提供学生与学生、学生与老师之间的进一步交流的机会。

3. 作文:通过写作练习来进一步强化本课所学的语言功能与结构。

4. 语言实践:通过课外的一系列有目的的活动来进一步加强和巩固课上所学的知识。我们希望通过这本教材的新尝试来推动中级汉语教学,使之更上一层楼。

靳洪刚、许德宝

2002年10月于纽约克林顿小镇

To Students

Welcome to *Shifting Tides: Culture in Contemporary China*. This set of textbooks uses authentic and multi-media materials to help you acquire the basic communication skills required in daily interaction with Chinese speaking people. Whether you are planning to go to China or you are in China, *Shifting Tides: Culture in Contemporary China* will help you establish a solid foundation for interaction and communication with Chinese people and to help you move on to the advanced level of language proficiency.

The topics and settings of the lessons in this text all come from the real experiences of hundreds of students who studied abroad in China and from professors who taught and lived with students in China. These topics have been rated as the most important and useful ones for living and learning in China.

In *Shifting Tides: Culture in Contemporary China*, each lesson consists of three important parts: the text, key sentence structures, and exercises. In order to help you use this textbook effectively and master as much material in the lesson as possible, we would like to make the following suggestions:

Text

We suggest that you start your class preparation with the text rather than vocabulary. Before going to your daily Chinese class, read through the text carefully at least two or three times. The first time, read along with the audio CD and try to get the gist of the story, for example, the topic sentence, the main ideas, the characters involved, the setting, etc. The second time, read for more detailed information, for example, the factual information supporting the main topic and the relationship of the setting and characters to the main idea. At the same time, you should mark down unfamiliar words and sentences and check them against the vocabulary list and grammar notes. Each time you read the text, try to comprehend the text by asking yourself questions and answering them according to the text. The questions listed in Item I of Tasks on Language Forms can be used for this purpose. After you have finished reading the text twice, write down any questions you have about the text. It is vitally important that you are familiar with the story before going to class.

Vocabulary

We suggest that you study the vocabulary list in the lesson along with the text. You can take the following three steps to learn the new words. First, while reading the text, highlight unfamiliar words and check them against the vocabulary list for Pinyin and English meaning. Second, read the sentence containing the new word(s) and try to comprehend the meaning of the entire sentence. Finally, go over the text in its entirety with the CD. In this way, you will learn new words in context rather than in isolation.

Notes

In each lesson, notes on the text are provided on the left or right side of the text page. You should read them either during or after the second round of text reading. The numbers of the notes correspond to the numbers marked in the text; these numbers will help you understand the context of each note. The notes are not meant to be key structures for you to master and practice during class time. They are, however, very

helpful for comprehending the text, reviewing the learned grammar, distinguishing similar words and structures, and understanding the cultural context.

Key Sentence Patterns

Key sentence patterns are listed after the text in each lesson. Each pattern is accompanied by an original sentence from the text, a detailed grammar and usage explanation in English, and two sentences in Chinese exemplifying the usage of the structures. While studying the sentence patterns, you should pay special attention to the following three elements: (a) the communicative context of the structure; (b) the rules and constraints of the structure; and (c) the examples on the usage of the structure. It is important that you go over the sentence patterns before coming to class so that you can be ready to use the structures to engage in interaction with your instructor and your classmates. We believe conscious use of the patterns in your conversation will help increase the level of sophistication, efficiency, and accuracy in your communication.

Exercises

☆ Form-oriented Tasks

A variety of form-oriented tasks are provided at the end of each lesson to help you master the key structures and vocabulary of the lesson and to help improve your ability to listen, read, and discuss in Chinese. The tasks include question-answer, dialogue completion, listening comprehension, reading comprehension, and English to Chinese translation exercises. We suggest that, while working on these exercises, you remind yourself of the new sentence patterns and new vocabulary learned in that lesson and in previous lessons. It is important to make a conscious effort to use these newly acquired structures to express your thoughts and feelings.

☆ Function-oriented Tasks

After you are familiar with language forms, you must learn to apply your linguistic and cultural knowledge to real life situations. A variety of function-oriented tasks are provided in the exercises of each lesson to help you use language forms to achieve communicative functions effectively. These tasks include: (a) activities involving authentic situations; (b) discussions of various aspects of the theme of the lesson, such as “birthday celebration in different countries”, “traffic and transportation in large cities”, “the single-child generation”, etc.; (c) language practica, which center on the same theme but are conducted outside of the classroom with Chinese speaking people. These exercises help extend your learning beyond the classroom; (d) essay writing on given topics; and (e) pictocomp, which uses picture sets and your own imagination to encourage creativity with newly acquired language forms and functions.

You should keep in mind that we purposely selected materials that are unedited and authentic for you to read and comprehend, for example, real advertisements, newspaper segments, brochures, and photographs. Because of the nature of these materials, you should expect to encounter unknown words and new structures. While you are working on performance tasks, we suggest that you keep an open mind and try to use your language knowledge, context, and cultural information to make an educated guess about the materials. Ultimately these “risk-taking” activities will prove to be helpful in developing language-learning strategies, such as tolerance of ambiguity and the ability to infer meaning by guessing and using contextual clues.

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课 文
(Texts)



第一课

中国人谈自己的母亲

Chinese Talking about Their Mothers

人们对母亲的爱和感情是一样的



课 文

一 简介

虽然世界上有很多人种，也有各种文化，但是人们对母亲的爱和感情是一样的。一个人无论从哪儿来，都会讲出很多关于母亲的故事。下面就请你听听普通的中国人讲述自己母亲的故事，从他们的故事里，你可以看到中国母亲的爱和无私。你也可以看看这种母爱有没有中国文化的特色。

★ 生 词

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| 1. 谈 | tān | <i>V.</i> | to talk about |
| 2. 简介 | jiǎnjiè | <i>N.</i> | a brief introduction |
| 3. 人种 | rénzhǒng | <i>N.</i> | racial or ethnic group |
| 4. 感情 | gǎnqíng | <i>N.</i> | feelings, emotion |
| 5. 无论 | wúlùn | <i>Conj.</i> | no matter (what) |
| 6. 关于 | guānyú | <i>Prep.</i> | regarding |
| 7. 故事 | gùshi | <i>N.</i> | story |
| 8. 下面 | xiàmian | <i>Loc.</i> | the following |
| 9. 普通 | pǔtōng | <i>Adj.</i> | common, ordinary |
| 10. 讲述 | jiǎngshū | <i>V.</i> | to tell about, to give an account of |
| 11. 无私 | wúsī | <i>Adj.</i> | selfless, unselfish |
| 12. 母爱 | mǔ'ài | <i>NP.</i> | motherly love |
| 13. 特色 | tèsè | <i>N.</i> | characteristics, distinguishing features |

你会用下面的词吗？

谈、简介、人种、感情、无论、关于、故事、
下面、普通、讲述、无私、母爱、特色

我永远
不会忘
记我的
妈妈

