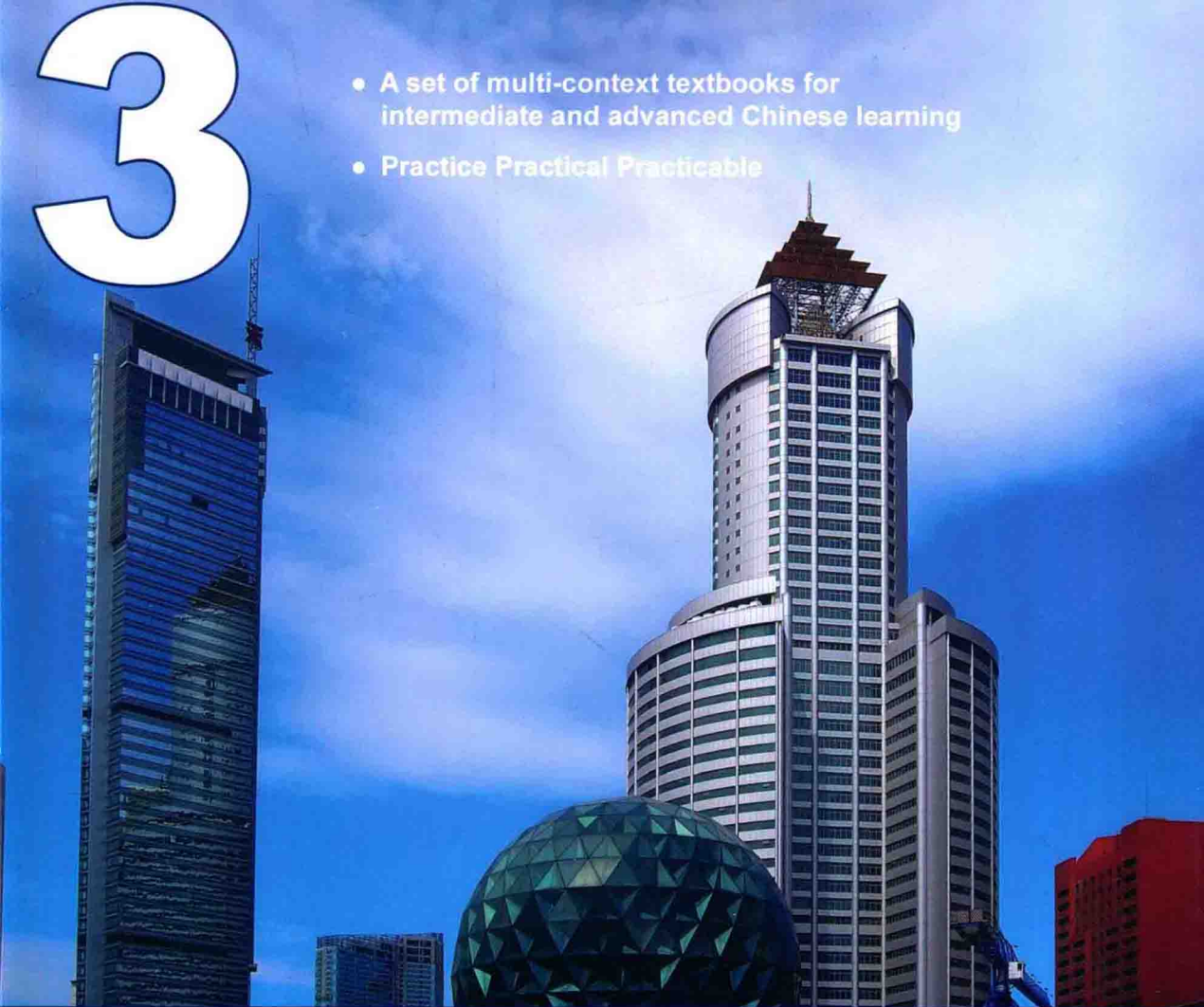


3

- A set of multi-context textbooks for intermediate and advanced Chinese learning
- Practice Practical Practicable



国家汉办汉语国际推广基地规划项目

目标汉语 提高篇

潘先军 主编

GO FOR CHINESE

Intermediate and Advanced Level



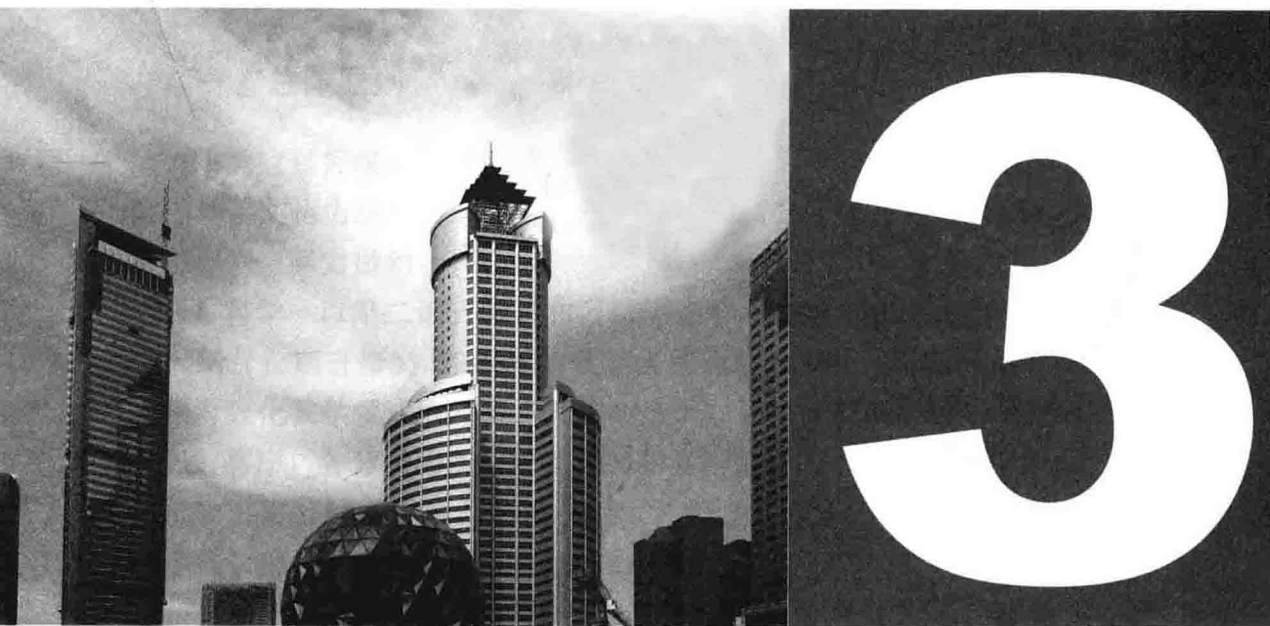
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潘先军 主编 潘先军 周艳芳 郭晶 金及云 吕海燕 编著



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前言

《目标汉语·提高篇》为《目标汉语·基础篇》的后续教材，供中高级阶段汉语教学使用，适用对象为已经学习一年汉语，掌握3000个左右常用汉语词语的母语非汉语学习者。本套教材为国家汉办汉语国际推广基地（大连外国语大学）教材规划项目。

本套教材既保持了基础阶段教材的理念和长处，又吸收了同类教材的优点，更发挥了编者积累多年的教学实践经验的优势，形成了自身的特点。

一、总体原则

秉承《目标汉语》“以话题为引导，词汇为重点，语法为骨架，功能为辅助，文化为蕴含，练习为主体，迅速提高交际能力为终极目标”的编写总原则，努力做到：

1. 科学。以第二语言学习和习得理论、《高等学校外国留学生汉语教学大纲（长期进修）》和编者的教学实践经验及研究成果为指导，充分体现相对强化教学模式的特点，其核心是千方百计促进词汇量的迅速增加。

2. 有序。各分册间既有级差，又相互衔接，内容和难度循序渐进。

3. 实用。材料内容具有时代感、广泛性、交际性和趣味性；形式多样，交际环境典型；知识兼顾语言和文化；练习量大且兼顾听说读写，有助于词语的记忆和积累，提高语言和言语交际技能。此外，本套教材在编排上既便于教师组织课堂教学，又能够激发学生的学习兴趣 and 主动性。

二、基本结构

全套教材共40课，分为4册，每册10课。

课文内容以今日中国为背景（典型、通用、不搞地方特色），选取多角度、多题材反映时代特点的新鲜素材，以社会生活为主，后二册适当加入自然科学、其他专门或专业性的内容。

课文形式以短文为主，一般由同一主题但语体、风格不同的两三篇文章组成。

课文字数各册之间和每册内部循序递增，每课字数约为：第一册 800—1000 字；第二册 1000—1500 字；第三册 2000—2500 字；第四册 3500 字。

课文语言使用规范的普通话，避免方言土语或尚不稳定的新词语，以书面语言为主，不同的体裁体现不同的语体风格。

每课的编排方式为：学习提示—课文—词语—语言点—课文理解练习—综合练习等。课文中间适当插入了与内容有关的图片。

三、主要内容与目标

1. 话题

话题选取既反映当今中国社会现实，又与外国人学习汉语密切相关，交际性强，有利于他们掌握和运用汉语、了解中国国情的内容。话题的编排体现层级性，由身边的学习、生活等渐及文化、知识和国情，由校园渐及社会。一些实用性强、范围较大的话题分层次重复出现。如：环保、恋爱、婚姻、求职、就业、人生、旅行、饮食、医疗、求学、交际、时事、文化、社会等等。

2. 练习

练习的设计形式与目的是：

(1) 语音。前二册每课安排一首唐诗，让学生诵读。

(2) 词语。组短语，填空，重点词语造句，完成句子，改错，同类词语比较、归纳、选择或替换，词语扩展等。

(3) 句型。替换词语、不同句式衔接与变换、句式比较与归纳等。

(4) 功能。模仿、替换、扩展等。

(5) 口语表达。围绕本课相关话题安排，前二册就某一具体话题以单段表达为主，如办事过程、人物介绍、景色介绍等；后二册则要求就话题作成篇表达。尽量提供可以模仿的表达范式。

(6) 课文理解问答。

(7) 阅读。提供与课文内容相关的阅读材料，让学生进行词语理解、判断正误、回答问题以及阅读速度、技巧训练等。

(8) 写作训练。按照范文的写作思路或技巧、方法进行书面表达训练，同时注意写作项目的层次性。

3. 词语

主要从《高等学校外国留学生汉语教学大纲（长期进修）》中、高等阶段词汇中选择，也选取了一些超纲但又必用的词语，特别是一些使用范围很大的新词、专门词语、行业语等。具体分布为：

(1) 数量。四册总量为 4600 个词语，依次递增：第一册约 1000 个；第二册约 1100 个；第三册约 1200 个；第四册约 1300 个。

(2) 等级。第一、二册以中等阶段词语为主，高等阶段及超纲词语均不超过 10%；第三、四册以高等阶段词语为主，超纲词语每册不超过 20%。

(3) 重点词语。明确每课的重点词语，特别是那些常用度较高、造句功能较强的“复用式”（听说读写“四会”或听说读“三会”）词语。其比例达到词汇总量的 40%。具体分布情况是：第一册占绝大部分，以后逐渐递减。重点词语作为词语练习的主体，在教材中多角度加强了训练，并在后续课文中安排了重现。

(4) 补充词语。练习中需要新出的部分词语（多数是重点词语）作为补充词语出现，单独列于练习后，待后面课文中出现时则列为正式生词。

4. 语法

以长期进修教学大纲中等阶段和部分高等阶段语法项目为主。

四、编写分工

潘先军、杨洁、郭晶、吕海燕、金及云、周艳芳负责第一、三册编写。

汪灵灵、韩蓉、李宁、刘玲负责第二、四册编写。

潘先军主编，负责统筹、统稿等；汪灵灵、韩蓉在第二、四册编写中做了一定的协调、统筹工作。

外语翻译：隋荣谊（英语）、董微（日语）、安宁（韩语）、王乐（俄语）。

本书的编写是在国家汉办汉语国际推广基地（大连外国语学院）直接领导下进行的，从策划到设计、编写、出版等各环节都得到了国家汉办、辽宁省教育厅、大连外国语大学等单位和相关领导的支持。在编写、试用

和出版过程中，我们得到专家、同行的指导和北京大学出版社的鼎力支持。语料选择上虽尽最大努力获得原作者授权，但限于各种原因仍有部分未能如愿，出版后望原作者及时与我们联系。在此对以上各方一并谨致谢忱！也欢迎海内外使用者提出宝贵意见！

潘先军



P REFACE

Go for Chinese: Intermediate and Advanced Level is a follow-up textbook of *Go for Chinese: Elementary Level* for intermediate and advanced Chinese language teaching. It is suitable for non-native Chinese language learners who have learned for over one year and have grasped about 3,000 Chinese vocabulary. This series is part of the textbook planning project of International Chinese Promotion Base (Dalian University of Foreign Languages) of NOCFL (National Office for Teaching Chinese as a Foreign Language, also known as *Hanban*).

This textbook series maintains the concept and advantages of previous textbooks for beginners, and adopts strong points from other textbooks of the same level. Furthermore, it makes the most of our practical teaching experiences accumulated over the years and forms its own characteristics.

I. Overall Principles

Applying this series' overall writing principle of "taking topics as guidance, vocabulary as priority, grammar as framework, function as aid, culture as implication, practice as main part, and quickly improving communication skills as the ultimate goal", we endeavor to be:

A. Scientific. Under the guidance of the theories of SL learning and acquiring, the *Syllabus for Chinese Course for International Students at Chinese Colleges and Universities: Long-term Advanced Studies*, along with our practical teaching experiences and research achievements, the textbooks fully demonstrate the features of relatively reinforcing teaching model, of which the core is, by all means, to help quickly improving vocabulary.

B. Orderly. There are both differentials and connections among the textbooks, with their contents and difficulty level organized in steps.

C. Practical. Our materials are up-to-date, extensive, communicative and interesting with various kinds of learning forms and typical communicating

contexts; the textbooks cover both language and culture knowledge; They also contain a great number of listening, speaking, reading and writing practices, which help learners remember and accumulate vocabulary, and help improve language and discourse communicating skills. Moreover, the layout of the textbooks should make teachers' organizing teaching activities easier and inspire learners' interest and motivation.

II. Basic Structure

The series has 40 lessons in 4 textbooks, each 10 lessons.

Content of the texts. This series takes contemporary China (with typical, feasible and universal features) as the background, and chooses new and fresh materials from different perspectives with different topics. Its texts mainly deal with people's social life. Something about nature, science, and other specific contents are added into Book 3 and 4.

Form of texts. Mainly short ones. Each lesson usually has 2 or 3 texts, with the same topic, but different genres and writing styles.

Word number of texts. It gradually increases as the difficulty level of learning goes up. Book 1: 800-1,000 words; Book 2: 1,000-1,500 words; Book 3: 2,000-2,500 words; Book 4: 3,500 words.

Language of texts. Using standard Mandarin, avoiding local vernaculars and newly-created words with unstable meanings, the texts are mainly in formal written form, different genres represent different writing styles.

Layout of each lesson. Warm-up—text—new words—language points—comprehensive exercises—integrated practices. Some of the texts are illustrated with relevant pictures.

III. Major Contents and Goals

A. Topics

Our chosen topics mostly reflect the real situation of today's China, and are relevant to foreigners' Chinese learning. Those highly communicative topics may help learners grasp and apply Chinese language, and have a better under-

standing of China. The layout of the topics also follow some steps: it begins from basic contexts like learning Chinese and living in China, then gradually goes up to cultural knowledge and other things about China today; From small campus to big society. Some highly practical and comparatively board topics repeat themselves at various levels, e.g.: environmental protection, love, marriage, job hunting, work, life, travel, food, medical care, study, communication, current events, culture and society, etc..

B. Practices

The forms and purposes of the practices are as below:

1. Pronunciation. In Books 1 and 2 each lesson has one Tang poem for learners to read aloud.

2. Words and Expressions. Making up phrases, filling in blanks, using important words to form sentences, completing sentences, proof reading, etc..

3. Sentence Type. Substituting words, combination and transformation of different sentence patterns, comparison and generalization of sentence patterns, etc..

4. Function. Imitation, substitution, and expansion, etc..

5. Oral Expression. Arranged according to the relevant topic of the lesson. Books 1 and 2 focus on the single-paragraph oral practices on a certain topic, like business procedures, people introduction and scenic spot introduction, etc.; Books 3 and 4 encourage learners to do multi-paragraph oral practices, and in some lessons, expression models are given for learners' imitation.

6. Understanding of Texts and Q & A.

7. Reading. Relevant reading materials are provided for learners to comprehend words and expressions, do T or F practices, answer questions, improve their reading speed and train reading skills etc..

8. Writing Training. Abiding by the writing thought or the writing technique of model texts, the textbooks contain many written expression training tasks. All the writing tasks are step-by-step.

C. Vocabulary

Vocabulary is mainly chosen from the intermediate-and-advanced-level words in the *Syllabus for Chinese Courses for International Students at Chinese*

Colleges and Universities: Long-term Advanced Studies. Some words, which are beyond the syllabus but important, some widely-used new words, technical words and jargons, are also included. Here's the distribution of vocabulary:

1. Number. Total vocabulary: 4,600. Book 1: about 1,000. Book 2: 1,100. Book 3: 1,200. Book 4: 1,300.

2. Level. Book 1 and 2 feature vocabulary of intermediate level, less than 10% of advanced-level-and-beyond vocabulary; Book 3 and 4 feature vocabulary of advanced level, less than 20% of beyond-the-syllabus vocabulary.

3. Important words. These are words frequently used in daily communication and highly capable of making many sentences. Learners should fully or partially grasp the overall usage of these words, which account for 40% of the total vocabulary. However, in Book 1 they are in the majority, and their proportion is gradually going down afterwards. Important words training is the main part of vocabulary practices. Their training is enhanced from various aspects, and repeated in subsequent texts.

4. Supplementary words. If new words are needed in practices (most of them are important words), they usually appear as "supplementary words", and are listed independently after the practices. When they appear later in texts, and they are really categorized as "new words".

D. Grammar

This textbook series takes the intermediate and part of the advanced level grammar items listed in *Syllabus for Long-term Advanced Studies* as the main grammar training project.

IV. Textbook Compilers

Book 1 and 3: Pan Xianjun, Yang Jie, Guo Jing, Lü Haiyan, Jin Jiyun and Zhou Yanfang.

Book 2 and 4: Wang Lingling, Han Rong, Li Ning and Liu Ling.

Compiler in Chief, Pan Xianjun, is responsible for overall planning and reviewing manuscripts; however Wang Lingling and Han Rong did part of the coordination and planning job while compiling Books 2 and 4.

Foreign Language Translators: Sui Rongyi (English), Dong Wei (Japanese),

An Ning (Korean), Wang Le (Russian).

The compilation of textbooks is under the direct guidance of International Chinese Promotion Base (DLUFL) of NOCFL. Our work, including the processes of planning, designing, compiling, testing and publishing, has gained strong support from leaders, professionals and colleagues in NOCFL, Liaoning Provincial Department of Education, DLUFL and PUP (Peking University Press), etc.. As for the materials we have chosen, we have made great efforts in getting the copyright from the original authors, however, for some reason, a number of them still cannot be reached. If those authors see our textbooks, please contact us as soon as possible. Here we want to express our gratitude to all people who have contributed to our work! And we welcome the advice and suggestions from all the users both from home and abroad!

Pan Xianjun

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学习提示

现在，世界上很多国家都出现了人口老龄化的问题，在某些发展中国家还出现了男女比例失衡的问题。那么中国的人口结构是怎么样的？随之而来的又有什么社会问题？你们国家这方面有什么问题？

【课前热身】

请写出你想到的男女比例失衡的危害。

1. _____
2. _____
3. _____

请写出你知道的进入老龄化社会的国家。

1. _____
2. _____
3. _____



课文一 性别比例

中国男女比例失衡

网上流传着这样一个笑话：上海三所大学，复旦大学的女生比例最大，同济大学适中，交通大学最小。一个女生在街上走，复旦男生见了，说了句“还行吧”，就走了。同济的仔细看了半天，叹道：“美女啊！”而交大的远远地看了就惊叫道：“哇！是个女的！”这个笑话说明了经济学的的一个规律：供需决定市场。15年后的中国，也许就会成为另一个交大。中国第五次人口普查资料显示，大龄“剩女”们愁嫁的时代即将过去，我们将要迎来的是“剩男”的时代。自上世纪80年代开始，中国出生婴儿男女性别比例持续走高：1981年为108：100，2000年为117：100，2005年为119：100。各省、自治区和直辖市除西藏和新疆外，都高出正常范围，个别省甚至超过130：100。

居高不下的出生人口性别比有着复杂的社会、经济和文化背景。它的直接原因是B超及人流技术的普及和滥用，但最主要的原因还是社会性别歧视和社会保障制度的不健全。特别是在农村，农民们可以依赖的基本保障来自家庭，因此“养儿防老”的观念还是根深蒂固的。

女少男多，人口比例失衡将带来很多社会问题。

问题一：婚姻挤压问题

婚姻挤压之痛不仅在于产生大量“光棍儿”，更在于其后果主要由贫困人口来承担。

根据国家统计局人口统计资料推算，目前0—19岁人口中，男性比女性多2377万。未来20年内，平均每年新进入结婚年龄的男性，比女性多120万人。同龄适婚女性短缺，男性就会向低年龄女性中择偶，“老夫少妻”将不再是个别现象。年轻男性与年长男性之间争夺

