



孔子学院总部 / 国家汉办
Confucius Institute Headquarters (Hanban)

Contemporary Chinese

Revised Edition

吴中伟 主编

Dāngdài Zhōngwén

当代中文
修订版

Kèběn

课本 2

Textbook



外语教学出版社
SINOLINGUA

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TEXTBOOK

Volume Two

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User's Guide to the Revised Edition

The Chinese language learning course book series *Contemporary Chinese* is designed around the basis of grammatical structure and is integrated with differing topics, functions and cultural aspects. This series is aimed at developing students' comprehensive skills of listening to, speaking, reading and writing Chinese. It includes *Textbook* volumes one through four, with an accompanying *Exercise Book* and *Teacher's Book* for each, audio materials as well as a *Character Book* for Volume 1 and Volume 2.

The first edition of *Contemporary Chinese* was published in 2003. The series is now in its revised edition and has been modified based on suggestions from readers worldwide and taking into consideration the Chinese Proficiency Test Syllabus and the International Curriculum for Chinese Language Education. This edition retains many features from the first edition, with some mistakes corrected and part of the texts updated. Some exercises and activities have been added in the *Textbook* while *Testing Materials* and *Supplementary Reading Materials* will be offered for this edition.

Features of this series:

1. Elementary-level instruction: Equal importance should be attached to conversation, phonetics and Chinese characters, and a systematic approach should be taken to teach these three aspects independently. Phonetics is the key to speech and thus will become the teaching focus at the elementary level; while Chinese characters are the stepping stone to reading and writing, characters should be taught beginning with basic strokes and stroke orders and a few characters with typical structures so as to cultivate a sense of their overall structure in students. Conversation should be taught by asking students to repeat full sentences after listening. We suggest that 1/5 of a class period be spent in teaching conversation, 3/5 training phonetics and 1/5 practicing characters successively so that this course will not only help students to create a solid foundation of phonetics and Chinese characters, but also satisfy their communication desire, break the normal learning routine and help them to acquire a sense of achievement.

2. Phonetic instruction: At the elementary-level, phonetic teaching should be carried out from an overview of the subject to details, then back to an overview. In this way, students can, at the outset, obtain a full picture of Chinese phonetics, then a focus may be put on training students' pronunciation step by step, then finally having the students review what they have learned. Despite all the phonemes being listed in the textbook, a concentration on teaching difficult phonemes should be made instead of putting equal focus on all. Translations are given for corresponding pinyin vocabulary words so as to reduce the monotony of memorizing meaningless phonetic units. The textbook combines the teaching of syllables and phonemes with that of speech flow. Instruction may begin from syllable to phoneme so as to improve accuracy of the latter, or from syllable to speech flow so as to reveal the functions and changes of phonetics during vernacular discourse. Phonetic teaching is a long-term task; therefore, phonetic training remains a major part of the textbook after the elementary level.

3. Chinese character instruction: The *Character Book*, for volumes 1 and 2 of the textbook series, is designed based on the unique features of Chinese characters to improve teaching effectiveness. In the series we will shift from the traditional method of requiring students to recognize and write characters simultaneously to the method of separating the two processes; first reading, and later writing at the elementary level. After the elementary level, we will continue to distinguish these two processes by only requiring students to be able to read and write around 25 characters per unit. By the end of Volume 2, students will possess the competence to simultaneously read and write Chinese characters. At this stage, character exercises need to be strengthened while stories related to characters can be told so as to stimulate students' interest in learning and help them to better memorize and understand Chinese.

4. Vocabulary instruction: The vocabulary in this series can be used independently of other segments. They are organized in a practical and systematic way with special exercises designed around them. The words in the glossaries of volumes 1 and 2 are arranged based on the intrinsic meaning of or grammatical functions between words instead of their order of appearance in the text. Some of the words in the glossary do not appear in text. For example, only the character 女 appears in the text, but the glossary will contain both 女 and 男. In addition, the course book series places a premium on the instruction of morphemes and adopts the teaching method of combining characters into words or associating words with characters. In *Character Book*, the meaning of morphemes for certain words is presented and then combined with previously learned char-

acters to form new words so as to expand students' vocabulary.

5. Grammar instruction: This series keeps the grammar to the simplest level, and focuses on the application of grammar and the learning habits of non-native learners. One approach adopted is to treat grammar points as the usages of words or phrases. For instance, the series does not list the modal verb as a grammar point as in its earlier edition. Instead, the similarities and differences between two modal verbs 能 and 会 are introduced. Another approach is to bypass some grammar points such as complex sentences and introduce correlatives as new words such as 可是 and 所以 at an early stage. Students will learn the new words first and the grammar later. The grammar points included in the book are sequenced according to their levels of difficulty and are reinforced at various stages. Many exercises are provided to train students' ability to translate the grammatical knowledge into a functional command of the language. Grammar terms are kept at a minimal level and more semantic and pragmatic explanations are provided. More detailed grammar points and some grammar related questions are included in the *Teacher's Book* for the benefit of the teachers.

6. Culture instruction: This series emphasizes everyday life, trends of the current age and contemporary issues, and features cultural differences and common grounds to make Chinese more relatable to students. The texts combine information about China and learners' native countries, with a focus on the former. Traditional culture and contemporary society are both covered, with a focus on the latter.

7. Exercises and activities: *Textbook* is composed of different units. In volumes 1 and 2, each unit is divided into three parts. Texts are the core of the first two parts and each text is preceded by certain warm-up activities, vocabulary exercises as well as grammar exercises. Such a scaffolding of activities and exercises are a manifestation of the teaching process aimed at examining students' preview of the vocabulary and familiarizing them with words and expressions as well as key grammar points. Furthermore, each text is followed by corresponding questions designed to check students' understanding along with certain extension tasks so as to cater to the various needs of students, which makes the series more adaptable to individual users. Language points and cultural notes constitute the third part of each unit. Cultural notes are provided for general reading while language points can be seen as a summary of the unit's key teaching points. These language points should be integrated into the course lesson plans; teachers can also use these language points to give error correcting feedback to students through the exercises.

The *Exercise Book* supplements the *Textbook*. The listening and reading exercises in the *Exercise Book* are designed to include some new words. Students are not expected to learn them as they will not affect their ability to answer the questions. This arrangement allows students to familiarize themselves with authentic communication scenarios and enhance their ability to communicate with the Chinese people in real life.

8. Teaching plans: Each volume of this series is divided into 12 units and it is suggested that 6-8 class periods be spent on each unit (Volume 1 contains eight units preceded by Unit 0, which is a preparation unit that can be covered over 24 class periods). Thus, each volume will take one semester or a school year to complete depending on the weekly class hour arrangement of the course and the level of students.

For more information regarding the basic structure and compiling thought of the series, as well as other reference materials, background information and teaching advice, please refer to the *Teacher's Book*.

We are always grateful for any of your suggestions and advice.

Wu Zhongwei
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To the Learner

Welcome to *Contemporary Chinese*!

Contemporary Chinese is designed for students whose native language is English. The ultimate goal of this series is to develop the student's ability to comprehend and communicate in the Chinese language. Specifically, it provides training in the skills of listening to, speaking, reading, and writing Chinese.

The whole series consists of **four volumes**. You may work through the whole series or use only the volumes of your choice.

The following are to be used together with the **Textbook**:

- ✳ **Exercise Book**
- ✳ **Character Book (only for Volume One and Volume Two)**
- ✳ **Audio materials and CD-ROM**
- ✳ **Teacher's Book**
- ✳ **Testing Materials**
- ✳ **Supplementary Reading Materials**

The **Textbook**:

- is concise, practical, authentic, and topical,
- is adaptable to the varied needs of different students,
- gives equal attention to listening, speaking, reading, and writing,
- guides your learning step by step.

After working through Volume Two, you should have a good command of 472 new Chinese words and expressions, 316 new Chinese characters, 27 new grammar items, and 44 new communicative function items. Together with the 337 Chinese words and expressions, 317 Chinese characters, 27 grammar items, and 23 communicative function items in Volume One, you will feel much more free to communicate in Chinese now.

Greetings and Polite Expressions

你好! Nǐ hǎo! Hello!

你好! Nǐ hǎo! Hello!

谢谢! Xièxie! Thank you!

不客气。 Bú kèqi. You are welcome.

对不起! Duìbuqǐ! I'm sorry.

没关系。 Méi guānxi. That's all right.

再见! Zàijiàn! Goodbye!

再见! Zàijiàn! Goodbye!

Classroom Speech

Shàng kè.	Class begins.
Xià kè.	Class is over.
Xiànzài xiūxi yíxià.	Now let's have a rest.
Xiànzài jìxù shàng kè.	Now let's continue.
Qǐng dǎkāi shū, fāndào dì-sān yè.	Open your books and turn to page 3, please.
Qǐng tīng lùyīn.	Listen to the recording, please.
Qǐng gēn wǒ dú.	Read after me, please.
Qǐng zài shuō yí biàn.	Say it again, please.
Zhè shì shénme yìsi?	What does this mean?
... (Hànyǔ) zěnmē shuō?	How do you say ... in Chinese?
... (Hànzì) zěnmē xiě?	How do you write ...?
Qǐng dú yíxià.	Read it, please.
Qǐng xiě yíxià.	Write it, please.
Qǐng fānyì yíxià.	Translate it, please.
Duì bu duì?	Is it right?
Duì.	Yes, it is. / It's right.
Bú duì.	No, it isn't. / It's not right.
Qǐng kàn hēibǎn.	Look at the blackboard, please.
Xiànzài tīngxiě.	Let's have a dictation now.
Xiànzài zuò liànxí.	Let's do exercises now.
Jīntiān de zuòyè shì ...	Today's homework is ...

Chinese Grammar Terms

noun	N.	míngcí	名词
place word	PW	chùsuǒcí	处所词
time word	TW	shíjiāncí	时间词
location word	LW	fāngwèicí	方位词
pronoun	Pron.	dàicí	代词
question word	QW	yíwèncí	疑问词
verb	V.	dòngcí	动词
directional verb	DV	qūxiàng dòngcí	趋向动词
modal verb	MV	néngyuàn dòngcí	能愿动词
adjective	Adj.	xíngróngcí	形容词
numeral	Num.	shùcí	数词
measure word	MW	liàngcí	量词
adverb	Adv.	fùcí	副词
preposition	Prep.	jiècí	介词
conjunction	Conj.	liáncí	连词
particle	Part.	zhùcí	助词
interjection	Interj.	tàncí	叹词
subject	Subj.	zhǔyǔ	主语
predicate	Pred.	wèiyǔ	谓语
object	Obj.	bīnyǔ	宾语
attributive	Attrib.	dìngyǔ	定语
complement	Comple.	bǔyǔ	补语
adverbial	Adverbial	zhuàngyǔ	状语

People in the Text

There is a famous university named Lincoln University, in a beautiful city on the west coast of North America. Young people from different countries study there:



Bái Xiǎohóng
白小红
female, Chinese



Wáng Yīng
王英 female,
Chinese
-Canadian



Jiāng Shān
江山
male, American



Mǎdīng
马丁
male, Australian

There are several friends who work in companies; and one more, currently in the U.K. They soon got to know a group of Chinese friends:



Dīng Hànrshēng
丁汉生 male, Chinese,
who was sent to work here
by a Chinese company.



Jiékè
杰克 Jack, male, Canadian,
who is an employee of an
export company and often
goes to China on business.



Zhāng Yuányuan
张园园 female, English
of Chinese origin, Jiang
Shan's girl friend, a student
at the Eastern College in
England.



Lǐqí
里奇
American male.

They have a Chinese teacher who always pretends not to know English when in the class:



Zhāng Lín
张林
male, Chinese, over forty.



Tiánzhōng
田中 Japanese
female.



Jīn Róngnán
金容南 South Korean
female.



Gāo Yīfēi
高一飞 Chinese male,
a university graduate
student.



Xiǎo Zhāng
小张 Chinese
female, a univer-
sity undergraduate
student, Liqi's
girlfriend.



Lǐ Xiǎoyǔ
李小雨 Chinese female, an
employee of a joint-venture
company, Ma Li's colleague and
language partner, later married to
Ma Li.



Chén Jìng
陈静 Chinese female, Jack's
language partner.

Unit 1

Nǐ Dēngguo Chángchéng Ma?

你 登 过 长 城 吗? 001

Have You Ever Climbed the Great Wall?

Wǒ Yǐqián Yǎngguo Niǎor

1.1 我 以 前 养 过 鸟 儿002
I've raised birds before

Nǐ Duì Běijīng Hěn Shúxi Le Ba?

1.2 你 对 北 京 很 熟 悉 了 吧?006
You must be very familiar with Beijing by now?

1.3 Language Points011

Unit 2

Dàjiā Dōu Lái Le Ma ?

大 家 都 来 了 吗? 013

Is Everyone Here?

Tā Qù Yīyuàn Le

2.1 她 去 医 院 了014
She went to the hospital

Jīntiān Zǎoshang Chīle Shénme?

2.2 今 天 早 上 吃 了 什 么?019
What did you eat for breakfast this morning?

2.3 Language Points024

Unit 3

Tāmen Shì Shénme Shíhou Lái De ?

他 们 是 什 么 时 候 来 的? 027

When Did They Arrive?

Tāmen Shì Zuò Huǒchē Lái De

3.1 他 们 是 坐 火 车 来 的028
They took the train here

Zhè Běn Shū Shì Shénme Shíhou Jiè De?

3.2 这 本 书 是 什 么 时 候 借 的?033
When did you borrow this book?

3.3 Language Points038

Unit 4

Jīntiān Nǐ Chuān De Zhēn Piàoliang

今天你穿得真漂亮 041

You're Dressed So Beautifully Today

Tā Chànggē Chàng De Fēicháng Hǎotīng

4.1 她唱歌 唱得非常好听 042
She sings very well

Jīntiān Mǎdīng De Hànyǔ shuō De Tèbié Liúlì

4.2 今天马丁的汉语说得特别流利 047
Martin is speaking Chinese especially fluently today

4.3 Language Points 052

Unit 5

Wǒ Jiāxiāng De Tiānqì Bǐ Zhèr Hǎo

我家乡的天气比这儿好 055

The Weather in My Hometown Is Better Than Here

Wǒ Jiāxiāng Méiyǒu Zhème Rè

5.1 我家乡没有这么热 056
It's not so hot in my hometown

Nǐ Jiāxiāng De Tiānqì Gēn Zhèr Yíyàng Ma?

5.2 你家乡的天气跟这儿一样吗? 061
Is the weather in your hometown the same as here?

5.3 Language Points 066

Unit 6

Wǒ Lǎojiā Zài Dōngběi

我老家在东北 070

My Hometown Is in the Northeast

Wǒ Jiā Běibian Shì Shān, Nánbian Shì Hé

6.1 我家北边是山，南边是河 071
There's a mountain on the north side of my house and a river on the south side

Nǐ Jiā Lí Hǎi Yuǎn Ma?

6.2 你家离海远吗? 076
Is your home far from the sea?

6.3 Language Points 081