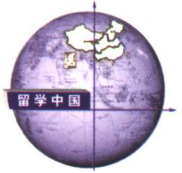




北大版新一代对外汉语教材·基础教程系列



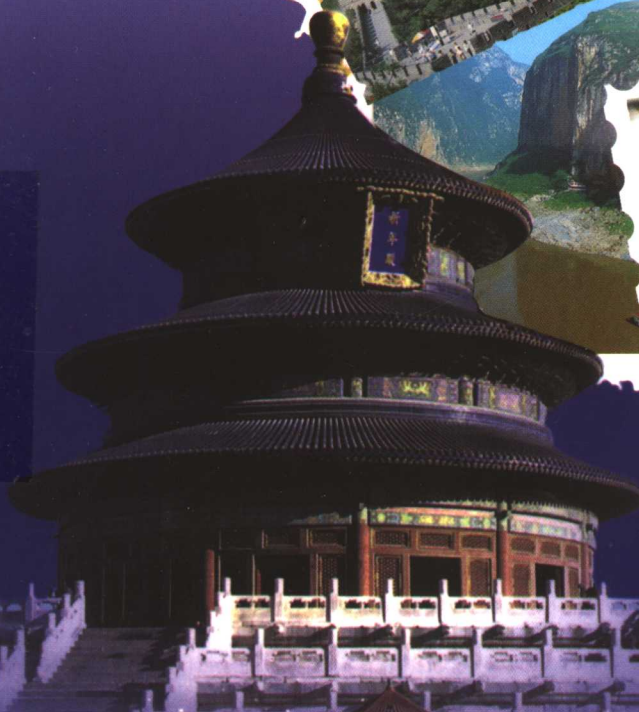
Crossing Paths

Living and Learning in China

中级汉语教程

留学中国

[美] 靳洪刚 许德宝 主编
靳洪刚 许德宝 赵德麟 陈雅芬 陈旻 编著



北京大学出版社
PEKING UNIVERSITY PRESS



Crossing Paths

Living and Learning in China

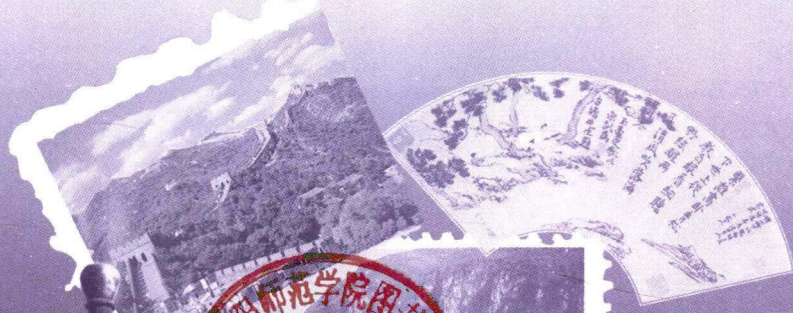
H195.4
29

中级汉语教程

留学中国

[美] 靳洪刚 许德宝 主编

靳洪刚 许德宝 赵德麟 陈雅芬 陈旻 编著



北京大学出版社
PEKING UNIVERSITY PRESS

著作权合同登记 图字：01-2004-5720

Copyright© 2005. Originally published by Cheng & Tsui Company, Inc., Boston, MA., U.S.A.
This edition published by arrangement with Cheng & Tsui Company is for sale only in Mainland China. All rights reserved by Cheng & Tsui Company, Inc.

图书在版编目(CIP)数据

留学中国：中级汉语教程 / 靳洪刚等主编. —北京：北京大学出版社，2005.1
(北大版新一代对外汉语教材·基础教程系列)
ISBN 7-301-07836-6

I. 留... II. 靳... III. 汉语-对外汉语教学-教材 IV. H195.4

中国版本图书馆CIP数据核字(2004)第111472号

书 名：留学中国——中级汉语教程

著作责任者：靳洪刚 许德宝 主编

责任编辑：沈浦娜 spn@pup.pku.edu.cn

标准书号：ISBN 7-301-07836-6/H·1153

出版发行：北京大学出版社

地 址：北京市海淀区中关村北京大学校内100871

网 址：<http://cbs.pku.edu.cn>

电 话：邮购部 62752015 发行部 62750672 编辑部 62753334

电子邮箱：zcbs@pup.pku.edu.cn

排 版 者：国美嘉誉文化艺术有限公司

印 刷 者：北京大学印刷厂

经 销 者：新华书店

880mm×1230mm 16开本 16.75印张 432千字

2005年1月第1版 2005年1月第1次印刷

定 价：65.00元

未经许可，不得以任何方式复制或抄袭本书之部分或全部内容。

版权所有，翻版必究

盗版举报电话：(010)62752017 62752033

前言

《留学中国——中级汉语教程》及其姐妹篇《中国之路——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，《留学中国——中级汉语教程》及《中国之路——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)。《留学中国——中级汉语教程》及《中国之路——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

《留学中国——中级汉语教程》是为学过两至三个学期以上中文的学生设计的语言文化教科书。这本教科书以语言功能为中心，旨在通过在中国的各种学习、生活实例以及课外活动让学生了解并掌握在国外留学所需的一系列汉语语言结构、表达方法和交流方式。

自1997年开始，《留学中国——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。《留学中国》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、与当地人员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应放在真情实景的教学上，不仅应该为学生去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。基于以上几个方面的教学目的，我们设计了《留学中国——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) 在教材的话题选择上，尽量选择与留学生活、学习密切相关的交际情景及交际话题。做到每一课的话题都有一定的真实性、客观性以及实用性，让学生感觉到语言学习是一种有目的的真实交流。

(二) 在课文文体的选择上，尽量采用叙述、描述与对话相结合的方式，以介绍生活和学习的方式引出交际话题。

(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，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，要通过不同类型和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的教材常见弊端(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, 尽量采用多种媒体及图像信息来加强语料和练习的真实性及视觉效果。

二、课文内容及设计

《留学中国——中级汉语教程》共有课文十二篇, 话题包括: 机场会友、宿舍安排、饭馆点菜、与中国家庭交流、上中文课、去医疗中心看病、骑自行车看北京、去书店买书、给朋友过生日、公共交通、与小贩讨价还价、郊外游览等。围绕每一个主话题, 课文均介绍一系列与之相关的语言交际功能, 例如: 询问、打听、描述、叙述、列举事例、解释、说明等等。此外, 这十二个话题集中反映了留学生在中国学习和生活的真实情况。每一个情景的素材均为作者与学生在北京共同生活时的亲身体验。例如“学校附近的饭馆”一课即以真实的语言环境为基础, 向学生介绍中国饭馆的情况以及如何在中国饭馆点菜、吃饭等。课文所介绍的饭馆既反映了北京饭馆的特色, 又具有其地方的独特之处。

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。课文部分一般由两个部分组成, 以两种文体呈现主题。第一部分是主题的介绍, 采用第一人称叙述形式; 第二部分是主题有关的对话, 采用两个人的对话形式。例如, “外国留学生宿舍”一课的开始先由叙述性的文字介绍宿舍的布局、设备和条件, 然后以对话的形式介绍和展现留学生宿舍的真实情景, 角色由叙述者和宿舍的服务员两人组成, 对话生动真实。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, 课文注释与有关的词条都有数字编号, 同时列出有关例句和解释, 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及相关词语辨析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目标句型的例句,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. 不加删改和详细注释的真实情景练习:每课一般附有三个到四个有图片或照片的真实情景由学生通过其语言知识、猜测及推理能力回答问题。例如,学生须看一条广告,然后根据广告描述出饭馆的价钱、服务及气氛,并向其他同学推荐饭菜等。

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。

5. 看图讨论。

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月于纽约克灵顿小镇

To Students

Welcome to *Crossing Paths: Living and Learning in China*. This set of textbooks uses authentic and multimedia 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, *Crossing Paths: Living and Learning in 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 *Crossing Paths: Living and Learning in 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 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 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.

Acknowledgments

We would like to express our heartfelt thanks to those people who have been most instrumental to this project. Among them are our special student, Laurie Wittlinger, who took spectacular photographs for the book while she was a project assistant at Hamilton College, and the students of the Associated Colleges in China (Hamilton College's China Program) who appear in the photographs. Without these visually valuable pictures, the book would not be as effective and attractive as it is.

We also deeply appreciate the professors, instructors, and students of Associated Colleges in China (ACC) for their valuable comments and suggestions at the various stages of the project. Among them are Professor Hsin-hsin Liang who offered many valuable suggestions based on her own first-hand teaching experiences and ACC instructors Min Chen, Chunxue Yang, Wenzheng Liu, Fei Wang, Chen Wang, and many others who proof-read early drafts and made comments. Our special thanks also go to our four-year student assistant, Megan Manchester, for her English editing at the initial stage, and our Chinese students Joshua Jenkins and Benjamin Zoll for their time and efforts on this project.

We would also like to acknowledge the people who have assisted us throughout the six years of the project development. Among them are Pei Pei who has been a hard working assistant in collecting authentic materials for us, Dana Hubbard for her kind assistance in picture scanning and editing, and Amy James for her assistance in selecting pictures.

We are especially grateful for Vivian Ling who has done a superb job editing the book and providing the most valuable comments and suggestions.

We would like to thank Jill Cheng for her support for this project and her faith in us, and Sandra Korinchak, Production Manager at Cheng & Tsui, who worked patiently with us to ensure the quality of the book.

目 录

前言	1
旧版前言	2
To Students	5
Acknowledgments	7

课 文 (Texts)

第一课 到北京去留学	3
Study Abroad in Beijing	
第二课 外国留学生宿舍	17
International Students' Dorm	
第三课 学校附近的饭馆	35
Restaurants near the University	
第四课 中国家庭	53
Chinese Families	
第五课 我的中文课	73
My Chinese Classes	
第六课 我生病了	91
I Am Sick	
第七课 我的自行车	107
My Bicycle	

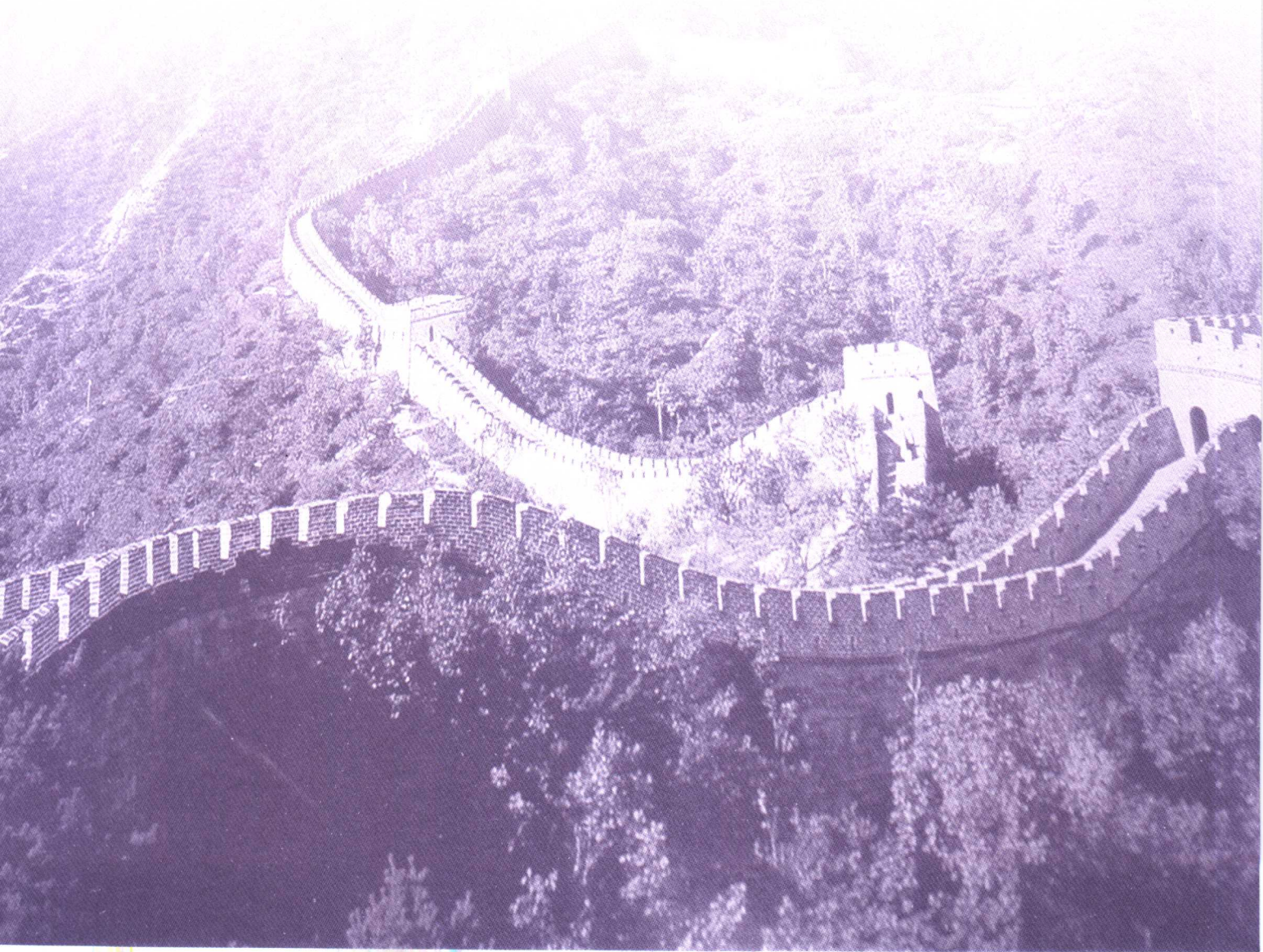


第八课	去书店买书	125
	Go to the Bookstore	
第九课	打“的”	145
	Take a Taxi	
第十课	给朋友过生日	161
	Arrange a Birthday Party for a Friend	
第十一课	秀水市场	179
	Xiushui Market	
第十二课	游览长城	197
	Visit the Great Wall	

附录 (Appendixes)

句型索引	219
Sentence Pattern Index	
生词索引	224
Vocabulary Index	
缩略语表	250
Abbreviation List	
课文听力练习文本	251
Listening Comprehension Scripts	

课 文
(Texts)





第一课

到北京去留学

Study Abroad in Beijing



天安门广场

课 文

今天是我兴奋的一天，因为我要到北京去学中文了。从一年级起我就开始计划^①去北京留学，今天这个理想终于要实现了。尽管我在美国已经学过几个学期的中文，但是说话的时候还是非常紧张。这次去北京，我一定要好好儿^②利用这个机会学中文。

我坐的班机是美国西北航空公司直飞北京的。一上飞机就碰到了大学的同学王义。王义的家就在北京，放了暑假正好^③回大陆看父母。见到王义，我觉得非常高兴。

Notes^①

“计划” VS. “打算”:
Both words can function as a verb or noun, and both mean “plan to do something”; plan “计划” is more formal than “打算”, and can be used in both written and spoken form, whereas “打算” is used mostly in the spoken language.

Notes^②

“好好儿V”: “好好儿” is an adverb that often precedes a verb to mean “properly” or “well”. It can mean different things in different contexts; e.g. “好好儿玩儿” means “to have fun”, “好好儿利用” means “to make good use of”, “好好儿念书” means “to study hard”. Sometimes the particle “地”(de in neutral tone) is added, with no difference in meaning, e.g. “好好儿地学习。”

Notes^③

“正好”: Here, this term means “by coincidence, as it happens, happen to”, e.g. “他正好经过这里。”(He happened to pass by here.) See more notes and examples in Lesson 9.

王: 哎, 周玲, 你怎么也坐这班飞机?

周: 对, 我去北京学中文, 打算暑假学两个月, 秋天三个月。你呢?

王: 我回家看父母。

周: 是吗?

王: 北京是学习中文最理想的地方, 学完这几个个月后你的中文一定会有很大的进步。

周: 我希望是这样。

王: 这是你第一次去北京吗?

周: 不是。五年以前, 我和妈妈度假去过三个礼拜。现在的中国跟那个时候一定大不一样了。

王：对啦。中国这几年的变化可^④大啦，你到北京一看就会知道。下了飞机以后有朋友来接你吗？

周：没有。可是我有去学校的地图。听说学校离机场不远，坐出租汽车或者机场大巴都行。你知道哪个比较方便？

王：要看你的行李多不多。要是不多，坐机场大巴比较便宜，十六块钱就到市中心；要是行李多，倒是坐出租汽车比较方便。

周：那我得换一些人民币。机场有换钱的地方吗？

王：有，一出海关就有。我也需要换一点儿。

周：好极了。到时候^⑤我们一块儿去。

生词

1. 留学	liúxué	VO.	to study abroad
2. 最	zuì	Adv.	most, -est
3. 兴奋	xīngfèn	Adj.	excited
4. 计划	jìhuà	V./N.	to plan; plan
5. 理想	lǐxiǎng	N./Adj.	ideal; ideal dream
6. 终于	zhōngyú	Adv.	finally
7. 实现	shíxiàn	V.	to realize, to become reality
8. 尽管	jǐnguǎn	Conj.	though, even though
9. 学期	xuéqī	N.	semester
10. 紧张	jǐnzhāng	Adj.	nervous
11. 利用	lìyòng	V.	to use, to utilize
12. 机会	jīhuì	N.	opportunity
13. 班机	bānjī	N.	flight
14. 航空公司	hángkōng gōngsī	NP.	airline company
15. 直飞	zhífēi	VP.	to fly directly to
16. 碰到	pèngdào	VP.	to encounter
17. 王义	Wáng Yì	Personal N.	Wang Yi

Notes^④

“可” + Adj.: In addition to the meaning of “but” and “however”, “可” can also be used for both emphasis and contrast, meaning “really” or “very”. At the same time, the speaker is making an assumption: “It was not this way before”, e.g. “这种事情现在可多了。” (Nowadays such a thing is quite common.) Using “可” here implies that “这种事情以前不多” (This thing wasn’t common before.) This usage is mostly used in the colloquial.

Notes^⑤

“到时候” is a set phrase that functions as a time expression. It means “when the time comes”, “by the time when...”, e.g. “我下个月去中国，到时候我一定去看你。” (I am going to China next month. When I get there I will definitely come and see you.)