



耀中学习之旅

课本 第三册

LIBERATE THE JOY OF  
LEARNING CHINESE

快快乐乐

Textbook

学汉语



耀中出版社

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# 序

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耀中教育机构校监

融合东西方文化精粹，培育学生成为二十一世纪世界公民，是耀中教育机构的办学宗旨。多年来，我们一直坚持中、英双语教学，目的就是要让来自世界各地不同国籍的学生，通过掌握这两种极具代表性的东西方文化载体，去深切了解东西方文化背景下的生活态度、思维方式、价值取向等等，从而建立开放包容的文化胸襟、积极健全的人生态度，以应对二十一世纪全球一体化的挑战。

语言，是心灵的窗户。多掌握一种语言，心灵就好像多开一扇窗户，这不但让我们可以从另一个渠道、另一个角度去了解这个世界，表达我们的所思所感，更能让我们借助全新的媒介，重构我们的表达方式，扩建我们的概念世界，丰富我们的精神生活。因此，我们主张，语言教学，无论是母语还是外语教学，都不能只停留在狭义的词汇、句式、文法等知识的传授和听、说、读、写等技能的训练上，还应该将语言背后所承载的文化内涵，有组织、有意识地渗透到整个语言教学的过程中，让学习者潜移默化地掌握整套语文的立体面貌。

外语教学，除了要解决一般语言教学中遇到的问题，还要面对一个特殊的困难，就是目的语和学习者心智年龄的差距。一般而言，学习母语时，语言学习和概念建构基本上是同步进行的，因此，学习者的心智发展跟其母语学习可以说是亦步亦趋、相辅相成的。学习外语时，情况却不一样，学习者可能已经掌握了非常丰富的概念世界，却仍要在目的语的世界里“从头开始”，学说“我的名字是X X X”、“我是X X人”、“我最喜欢X X X”等最基本的句子、最简单的概念。这种差距，对于年幼的学习者，譬如小学生，是不会太明显的，所以问题不大。至于成年学习者，由于自律能力强、学习动机明确，亦不会给教与学带来太大的阻力。但若是介乎两者之间的学习者，譬如中学生，这种差距便需要加以正视了。

本系列教材一套五册，就是为了帮助中学生学习汉语编撰而成的。所有学习单元的表达方式、内容、配套练习等，除了考虑汉语的学习规律，有意识地渗透中国文化元素，让学习者潜移默化地了解中国文化的各个方面外，亦尽力贴近青少年的心智、兴趣、生活习惯，务求将上述的差距降至最低。

出版这一系列教材，若能为推动汉语学习尽一分绵薄之力，若能为有志学习汉语的青少年多提供一套教材，若能为世界各地青少年学习汉语、了解中国文化架设起一座桥梁，我们的努力便不算白费了。

# Preface

Dr. Betty Chan Po-king,  
Director of Yew Chung Education Foundation

The educational objective of Yew Chung Education Foundation is to integrate the essence of the Eastern and Western cultures. For many years, we have been insisting on using Chinese and English in teaching. The purpose is to allow students of different nationalities from various parts of the world, through mastering the two most representative culture-carriers of the East and West, to attain a profound understanding of the living attitude, way of thinking and value etc. in the Eastern and Western cultures. From this, students can form a cultural perspective which is open and tolerant and a living attitude which is positive and healthy, so that they can face the challenge of globalization in the 21st Century.

Language is the window of the soul. When mastering one more language we open one more window of our soul. This not only gives us another channel and angle to understand the world and express our thinking and feelings, but allows us to reconstruct our way of expression, expand our conceptual world and enrich our spiritual life through a brand new medium. We, therefore, contend that regardless of teaching in the native-language or foreign language, we should not confine ourselves to teaching knowledge of vocabulary, sentence pattern and grammar or training of listening, speaking, reading and writing skills. We should also infuse the cultural content carried by the language into the whole process of language teaching in an organized and conscious manner, so that the learner can master in a subconscious way the three-dimensional feature of the whole language.

Apart from solving the usual problems associated with the teaching of language, the teaching of foreign language has to face a special difficulty, that is, the tension arising from the difference in intellectual maturity between the target language and the learner. Generally speaking, the intellectual development of the learner and the learning of the mother language go hand in hand and supplement each other. But when studying a foreign language, the situation is not the same. The learner may already have a wealth of concepts, but the learner still has to start from the beginning with the target language. The learner has to learn to say the basic sentences and most simple concepts, such as “My name is XXX”, “I’m XXX”, “I like XXX most”. To young learners, such as primary students, the

tension is not so conspicuous and the associated problem is, therefore, not so big. Adult learners, who are self-disciplined and possess strong learning motives, will not pose too many obstacles to teaching and learning. Learners who are neither children nor adults will have to address the tension problem properly.

This series of teaching material, consisting of five volumes, is written and compiled to meet the special needs of high school students in learning foreign language. Apart from considering the learning pattern of Chinese, the compilers have infused in a conscious manner Chinese cultural elements into the presentation, content and corresponding exercises of all the study modules. This allows the learner to understand every aspect of the Chinese culture in a subconscious way and reduces the above-mentioned tension to the minimum as the teaching material has been made to conform to the intellect, interest and habits of the young people.

Our effort will not be wasted if this series of teaching material can contribute to the promotion of the Chinese learning, give another choice of teaching material to the young people, and act as a bridge for the young people throughout the world in learning Chinese and understanding the Chinese culture.

## 教材特点

本系列教材一套五册，每个单元的表达方式、内容、配套练习等，除了考虑汉语的学习规律外，亦尽力贴近青少年的心智、兴趣、生活习惯等。

每个单元的课文部分侧重于汉语能力的培养，重视语言的交际功能，围绕每日生活、个人与社交、身边的世界、工作、国际社会等五个课题，按照汉语的学习规律编写而成。课文后的“课堂活动”、“延伸学习”及“文化点滴”三部分，各有其功能。“课堂活动”部分，提供不同形式的课堂活动，让学生在愉快、互动、共同参与的多元情景中，巩固课文的学习内容，内化有关的语文能力。“延伸学习”部分，是在学习课文的基础上，进一步深化相关的语文能力训练，老师可按照学生的学习动机、语文水平及实际需要，斟酌施教；学生亦可根据自己的特殊需要或兴趣，在老师的帮助下进行自学。“文化点滴”部分，则偏重于文化熏陶及思维训练，选材由课文所属课题扩展至相关的文化及思维学习，包括成语、诗词、民间故事、古今中外比较、文化反思等等，使学生在潜移默化中了解中国古今文化的特色。为了确保学生能较深入地掌握有关内容，这部分会以中文标示重点，具体解说内容则以英文表达。

课本附录设有默写汉字、认读汉字、词语及句式表。为了尊重学生的学习差异，默写汉字、认读汉字及句式表，都是按照字、词在日常生活出现的频率排列，让不同能力、不同背景、不同学习方式的学生，可以在掌握高频常用字、词的基础上，尽其所能，循序渐进地学习表中余下的常用字、词。

所有默写及认读汉字都是按照大量统计数据得出的高频常用字。默写汉字要求会读（读音声调正确）、会写（默写）、会解（了解基本意义）、会用（能够正确运用）；认读汉字则要求会读会解。学完本套教材，应能掌握约一千八百个常用字、四千个常用词汇及三百个常用句式。每个生字、生词、句式均会在不同单元及配套练习中重复出现，以巩固学习效果。

第一册中的所有汉字，均标上汉语拼音，帮助学生准确掌握读音及声调。从第二册开始，前面曾经出现过的默写及认读汉字，不再标上拼音。

每册教材均配有练习册\*及课文朗读光盘，方便学生巩固所学。

本教材一至三册适合初学者，建议初中生用三年时间完成，高中或预科生可用两年时间完成，完成后可达到报考IGCSE二语、IB Ab initio的水平；四至五册适合完成一至三册的中级学习者使用，建议用两年时间完成，完成后可报考IGCSE二语或一语的核心课程、IB B 的标准水平 (Standard level) 测试。

\*练习册的编写特点可参见练习册的有关说明。



# Features of the text book

This series of text book consists of five volumes. Apart from considering the learning pattern of Chinese, the compilers have tried to make the presentation, content and corresponding exercises of the series conform to the intellect, interest and habits of the young people as far as possible.

In each study module, the part of text emphasizes cultivating the Chinese language ability and the function of oral communication – evolving around the five topics of daily life, personal social activity, the world around us, work and the international community. This part is written according to the learning pattern of Chinese. At the back of the text there are three parts – “Class Activity”, “Extended Learning” and “A Touch of Culture”, each with its own function. “Class Activity” offers different kinds of class activities and allows students to consolidate the learning of the content and internalize the language ability in happy, interactive, participatory and diversified situations. “Extended Learning” further strengthens the training of language ability on the basis of learning of the text. Teachers can teach according to students’ learning motivation, language proficiency and practical needs, and students can learn with the assistance of teachers according to their own special needs and interests. “A Touch of Culture” focuses on culture and training of thinking. The material is chosen from the topics of the text and extended to the related cultural and thinking learning, including idioms, poems, folk stories, comparisons of the Chinese and foreign cultures and reflections on culture. The purpose is to let students understand the Chinese culture in ancient and present times. In order to allow students to master the relevant content, the important points of this part are underlined in Chinese, but the detailed explanation are given in English.

The textbook is attached with the tables of “Chinese character”, “Word” and “Sentence pattern” in the Appendix. In order to respect the difference in learning by students, “Characters need to be memorized” (默写汉字), “Characters need to be recognized” (认读汉字) and “Word” are arranged in those tables according to the frequency of use of the characters and words in the daily life. In such a way, students with different abilities, background and learning methods, on the basis of mastering the characters and words of high frequency of use, can learn the rest according to their own strengths, best abilities and in a progressive manner.

All the characters for memorization and recognition are those characters of high frequency of use which are derived from a large amount of statistics about the use of characters. “Characters need to be memorized” requires students to read the characters with correct intonation, to write them without reference to the text, to comprehend their basic meanings and to use them correctly. “Characters need to be recognized” requires students to be able to read and comprehend. After finishing studying the whole set of teaching material, students will master 1,000 characters of frequent use, 4,000 words of frequent use and about 300 sentence patterns of frequent use. All characters, words and sentence patterns appear repeatedly in different modules and corresponding exercises in order to consolidate their learning.

All the Chinese characters in Volume 1 are marked with Romanization symbols (Pin Yin) to help students to master the correct pronunciation and intonation. Starting from Volume 2, “characters need to be memorized” and “characters need to be recognized” that had already appeared in the previous volumes are not marked with Romanization symbols.

Every volume is paired with an exercise book\* and a CD-ROM for text reading for the convenience of students to consolidate their learning.

The first three volumes of the series suit beginners. It is recommended that junior high school students finish the three volumes in three years, and the senior high school or matriculation students finish them in two years. After finishing the first three volumes, the students can sit the Second Language of IGCSE or IB Ab initio. Volumes 4 and 5 suit users of intermediary level who have completed the study of Volumes 1 – 3, and it is recommended that they finish them within two years. Upon completion of Volumes 4 and 5, students can sit the Second Language or the First Language of IGCSE and the Standard Level of IB B.

\* The compiling features of the exercise books can be seen in the relevant explanation of the exercise books.

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八月二十六日    星期一    晴



今天对我来说是个特别的日子——我成了北京耀中国国际学校的一名高中生。我的爸爸要在法国大使馆工作两年，所以这两年我会在这

个学校学习。这所学校设有幼儿园、小学和中学，有大约五百名来自不同国家的学生。我和我的同学一起参观了校园，学校很大，设施也很齐全。我觉得这个学校不错，我会喜欢这里的。

八月二十七日    星期二    多云到阴

今天，我们开始上课了。在新的学校里，我需要学习中文和英文两种语言。除了中文课以外，其他科目都用英语上课。

我觉得学习压力很大，因为我的英语水平比较低，所以很多课听不懂，比如历史课和地理课。为了赶上其他同学，我想让父母为我请一位英语家庭教师，帮我补习英语。

八月二十八日 星期三 阴有小雨



我的中文老师姓陈，她是重庆人。她给我起了一个很有意思的中文名字——方思文。我计划每天用一个小时练习中文，因为我喜欢中文，而且我的

父母也非常希望我学好中文。

八月二十九日 星期四 多云转晴

我在学校里认识了很多新朋友。我最好的朋友是我的同桌白美兰——一个美国女孩。她是个混血儿，父亲是美国



人，<sup>mǔ</sup>母亲是新加坡<sup>pō</sup>②人。她很漂亮，也很热情。开学第一天，是她先和我打招呼的。现在，我们已经成了形影不离<sup>xíngyǐng</sup>③的好朋友。

八月三十日 星期五 晴到多云

今天，我家多了一个“小妹”——我的宠物。它是一只两个月大的斑点狗<sup>bān gǒu</sup>④，身上的毛是白色的，还有一些黑色的斑点。它



的眼睛圆圆的，鼻子小小的，十分可爱。我给它起了一个名字——“小不点<sup>xiǎo bù diǎn</sup>⑤”。放学后，除了做作业，我几乎都和它在一起。

zhù shì  
注释：

- ① 重庆<sup>chóng qìng</sup>——Chongqing, one of the four municipalities directly under the jurisdiction of the Central Government of the People's Republic of China.
- ② 新加坡<sup>xīn jiā pō</sup>——Singapore
- ③ 形影不离<sup>xíngyǐng</sup>——inseparable like a person and his shadow



④ bān gǒu 斑点狗——Dalmatian

⑤ xiǎo bù diǎn 小不点——small and cute boy / girl / person

## 一 默写汉字

Characters need to be memorized

shǐ guǎn guān jiào suǒ bǔ xuè chǒng yuán  
使 馆 观 较 所 补 血 宠 圆

## 二 认读汉字

Characters need to be recognized

shè qí gǎn jì huà zhāo  
设 齐 赶 计 划 招

## 三 词语

Vocabulary

- |    |                       |                     |
|----|-----------------------|---------------------|
| 1. | rì zi<br>日子           | a date              |
| 2. | chéng wéi<br>成为       | to become           |
| 3. | gāo zhōngshēng<br>高中生 | high school student |
| 4. | dà shǐ guǎn<br>大使馆    | embassy             |