

英语版

# 跟我学汉语

第二版

LEARN CHINESE WITH ME

学生用书

Student's Book



人民教育出版社  
PEOPLE'S EDUCATION PRESS

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## 第二版前言

《跟我学汉语》的出版和使用已经整整十年了。十年间，它受到国外汉语学习者的普遍欢迎，对此，我们由衷地感到欣慰。目前汉语作为第二语言的教学正在飞速的发展，学习汉语的人群，特别是海外学习汉语的人数迅速增加，为了使教材能更好地为汉语国际传播的大好形势服务，在国家汉办的领导下，在人民教育出版社的协助下，我们对《跟我学汉语》进行了全面的修订。

参加这次修订的人员，有的是第一版教材的编写者，有的是美国AP中文教材的编写者。作为从事并热爱汉语教学的教师，我们认真研究了使用这套教材的教师们和海外其他从事汉语为第二语言教学工作的一线教师们的意见，参考了《HSK考试大纲》《国际汉语教学通用课程大纲》及相关国家的汉语课程标准，并结合自己多年的教学实践，对《跟我学汉语》的修订确定了如下原则与方法：

首先，基本保持第一版教材编写的指导思想、框架与风格，适用对象仍然是以零为起点，终点达到中级汉语水平的学习者。完成全部四册学习后能掌握1500个词以上，达到HSK四级的水平。

其次，更加明确了“学习外语的根本目的就是为了完成交际任务”这一外语学习理念，并将这一理念体现在教材的每个组成部分之中，尤其是课堂设计和练习的编写中。

第三，在修订中始终致力于增强教材的普适性和针对性。第一版教材主要针对北美地区，修订后的第二版教材将适用于海外大部分地区。不少一线教师提出，《跟我学汉语》是一部高中教材，但部分内容显得有些低龄化，修订中

我们注意认真纠正这一倾向，力争使教材更加适用于海外的高中学生。

第四，适度削减教材的内容，将每一册的教学总量压缩了20%左右；为了降低教材的难度，重新安排了部分课文和语言点，以更符合《国际汉语教学通用课程大纲》和HSK的要求；为了增加教材的趣味性，重新设计了课堂活动和部分练习题……其他诸如关于拼音的说明与教学、关于汉字教学、词语教学以及文化内容的介绍等等，我们都做了适度的调整与补充。

第五，适量补充新内容。在适度削减的总原则下，为了帮助海外汉语教师备课，我们对第一版教材做了一定的补充：在学生用书中用英语给出了有关语言点的最简单的说明，以便学生了解和学习；同时在教师用书中又做了较为详细的解释与扩展，为教师备课提供了可用的资料。我们还较大篇幅地增加了教师用书的内容，在“教学建议”栏目中增设了“教学安排”，给出了具体的“教学程序”。为了更好地与HSK衔接，我们在教师用书中增加了HSK模拟试题，帮助学生熟悉题型，同时有针对性地进行自我评测。

由于本次修订的时间比较紧，第二版内容中可能还会有各种问题，我们诚恳希望广大使用者能够给予批评指正。

本次修订得到了国家汉办 / 孔子学院总部的直接指导和人民教育出版社的大力支持，在此表示衷心的感谢！我们还特别要向给本教材提出宝贵意见的教师致以最诚挚的谢意！

编者

2014年1月

## Preface (to the Second Edition)

*Learn Chinese with Me* has now been in publication for over ten years, during which time we have been very pleased to note its warm reception in the Chinese learning community. However, during that time, the field of teaching Chinese as a second language has developed at a rapid rate. Concurrently, more and more students are choosing to study Chinese as a second language every year. To better serve the needs of our students and ensure that our teaching materials incorporate these recent developments, Hanban and the People's Education Press have come together to create a second edition of *Learn Chinese with Me*.

Editors of this edition include both editors of the first edition and AP Chinese instructors in the United States. As teachers with a passionate commitment to the study and teaching of Chinese, we have taken into careful consideration the suggestions of Chinese teachers that have used this textbook series, as well as those of teachers in related fields, consulted the *HSK Outline*, the *International Curriculum for Chinese Language Education* and other relevant curriculum standards, and combined them with our own years of experience to decide on the following five principles in performing our revisions of *Learn Chinese with Me*:

First, maintaining the guiding principles, framework and style of the first edition, we have made this series suitable for students with no prior Chinese learning experience. By the time students complete the series, their Chinese will be approaching the intermediate level. After completing all four volumes, they will qualify for HSK Level Four.

Second, we have more explicitly incorporated the concept that “the study of a foreign language’s ultimate goal is to be able to complete tasks” into every section of the teaching materials, especially in the compilation of in-the-classroom plans and practice exercises.

Third, throughout the entire revision process, we have attempted to make the series more generalizable to students of Chinese all around the world, as well as more suitable for our target demographic of high school students. While the original edition was mainly directed at students in North America, this edition aims to suit students from many different world regions. Additionally, many teachers advised us that, while the first edition of *Learn Chinese with Me* was a high school series, part of the content was more suited to younger students. We have industriously worked to address this tendency in the current edition and make the content more suitable for high school students outside of China.

Fourth, we have decreased the content to more moderate levels, compressing each volume by about 20%. To decrease the difficulty of the material and better suit the requirements of both the *International Curriculum for Chinese Language Education* and the HSK, we have adjusted text and added grammar sections. To make the material more interesting, we have designed new classroom activities and group practice assignments. We have also revised and supplemented existing sections, such as the explanation and teaching of *pinyin*, the teaching of Chinese characters and vocabulary, and the introduction of certain aspects of Chinese culture.

Fifth, we have added a moderate amount of new material. While keeping our goal of decreasing content in mind, we have supplemented certain sections to help teachers prepare lessons. As many teachers mentioned that the first edition lacked adequate explanations of grammar patterns, the revised student edition of *Learn Chinese with Me* includes simple English introductions to new grammar patterns in order to help students understand them more easily. Additionally, the revised teacher's book once more includes more detailed and developed explanations as well as class preparation materials. We have also increased the length of the content in the teacher's book. Under the heading "Teaching Suggestions", we have designed "Teaching Schedules", as well as provided a model "Teaching Sequence" for teaching the course. In order to better match the format of the HSK, from the first volume's second unit onward, we have added a practice set of HSK questions in the Teacher's book. These will help students become familiar with the HSK question format and allow them to review how far they have progressed.

Due to the relatively short timeframe given for revision, this edition may contain some errors, so we sincerely welcome any critique or corrections from users of the series.

We would like to express our wholehearted thanks for Hanban's direct guidance and the People's Education Press' great support in revising this series. We would also like to extend our sincere gratitude toward the many teachers that provided valuable suggestions throughout the editing process!

Compilers  
January, 2014

## 第一版前言

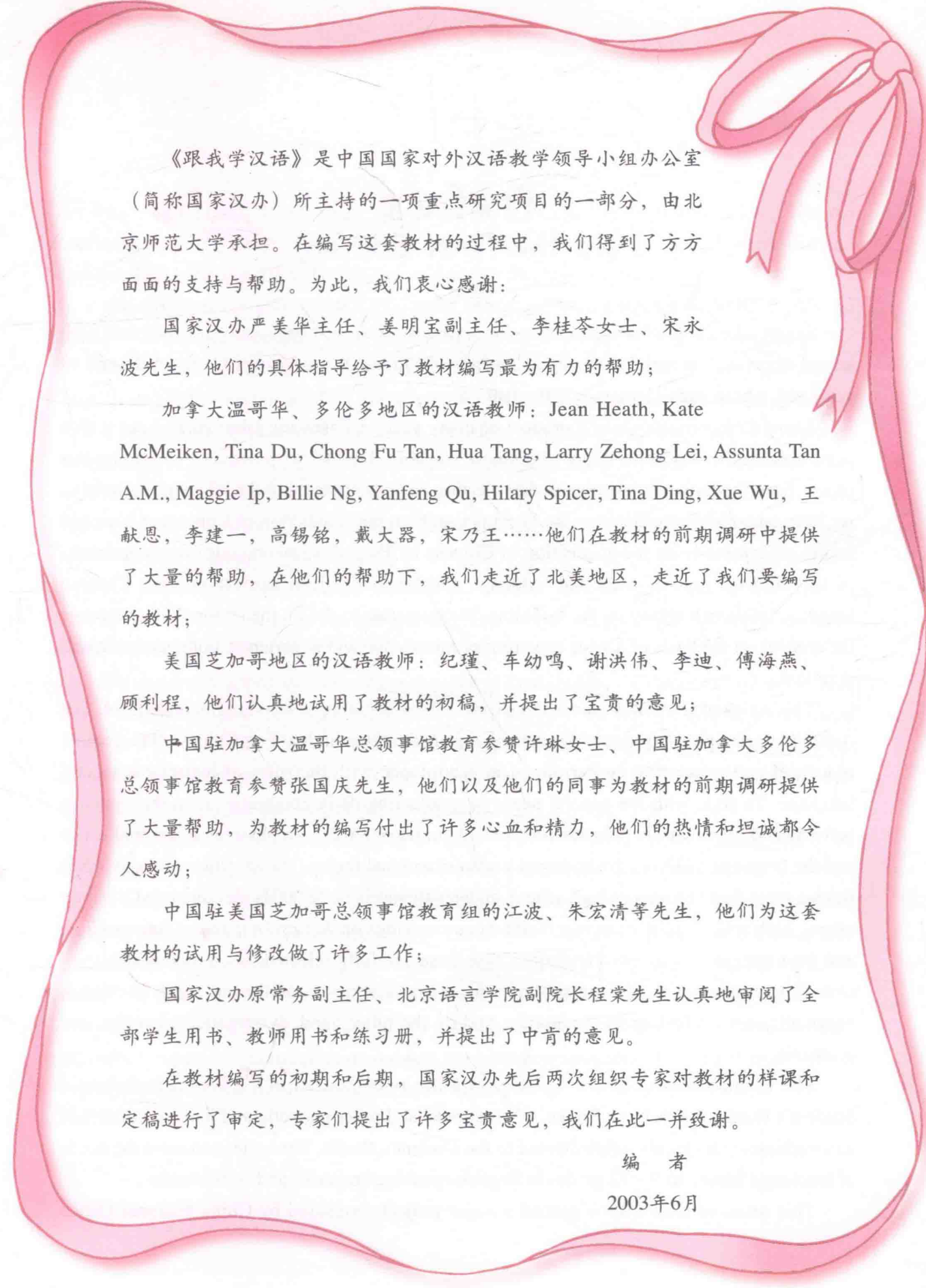
《跟我学汉语》是一套专为海外中学生编写的汉语教材，使用对象主要是以英语为母语的中学生或者年龄在15—18岁的青少年第二语言学习者。

《跟我学汉语》凝聚了我们这些从事并热爱汉语教学的教师们的大量心血。这套教材从框架的设计到语言材料的选取安排，都吸收了当前汉语作为第二语言习得研究、特别是对以英语为母语的汉语习得研究的最新成果。由于编写者都是汉语作为第二语言教学的教师，因此能够从自己亲身进行教学的角度去设计教材，安排内容。在编写的过程中，我们也多次征求并采纳了海外中学以汉语为第二语言进行教学的一线教师的意见，这些意见给予了编写工作很好的启示。

《跟我学汉语》这套教材以零为起点，终点接近中级汉语水平。编写的主导思想是培养海外中学生学习汉语的兴趣。教材在内容的安排上力图自然、有趣，符合第二语言学习规律。教材语法点的出现顺序以表达功能的需要为基础，并用话题为线索来编排语言材料，从而带动交际能力的培养。

《跟我学汉语》采用的话题得益于海外广大中学生的热情贡献。2001年编者在北美地区对两个城市的中学生进行了“你感兴趣的话题”的问卷调查，这套教材的话题即是从500多份调查材料中精心筛选出来的。我们希望，这套教材能够在不失系统性的基础上，表现出明显的功能性；在不失科学性的基础上，表现出明显的实用性；在不失严肃性的基础上，表现出明显的趣味性。

《跟我学汉语》全套教材共12册，包括学生用书4册以及配套的教师用书、练习册各4册，同时有与学生用书相配套的语音听力材料和多媒体教材。全套教材可供英语地区中学汉语教学9—12年级使用。



《跟我学汉语》是中国国家对外汉语教学领导小组办公室（简称国家汉办）所主持的一项重点研究项目的一部分，由北京师范大学承担。在编写这套教材的过程中，我们得到了方方面面的支持与帮助。为此，我们衷心感谢：

国家汉办严美华主任、姜明宝副主任、李桂苓女士、宋永波先生，他们的具体指导给予了教材编写最为有力的帮助；

加拿大温哥华、多伦多地区的汉语教师：Jean Heath, Kate McMeiken, Tina Du, Chong Fu Tan, Hua Tang, Larry Zehong Lei, Assunta Tan A.M., Maggie Ip, Billie Ng, Yanfeng Qu, Hilary Spicer, Tina Ding, Xue Wu, 王献恩，李建一，高锡铭，戴大器，宋乃王……他们在教材的前期调研中提供了大量的帮助，在他们的帮助下，我们走近了北美地区，走近了我们要编写的教材；

美国芝加哥地区的汉语教师：纪瑾、车幼鸣、谢洪伟、李迪、傅海燕、顾利程，他们认真地试用了教材的初稿，并提出了宝贵的意见；

中国驻加拿大温哥华总领事馆教育参赞许琳女士、中国驻加拿大多伦多总领事馆教育参赞张国庆先生，他们以及他们的同事为教材的前期调研提供了大量帮助，为教材的编写付出了许多心血和精力，他们的热情和坦诚都令人感动；

中国驻美国芝加哥总领事馆教育组的江波、朱宏清等先生，他们为这套教材的试用与修改做了许多工作；

国家汉办原常务副主任、北京语言学院副院长程棠先生认真地审阅了全部学生用书、教师用书和练习册，并提出了中肯的意见。

在教材编写的初期和后期，国家汉办先后两次组织专家对教材的样课和定稿进行了审定，专家们提出了许多宝贵意见，我们在此一并致谢。

编者

2003年6月

## Preface (to the First Edition)

*Learn Chinese with Me* is a series of textbooks designed especially for overseas high school students. It is mainly targeted at students of Chinese language, aged between 15 and 18 years old, whose native language is English.

*Learn Chinese with Me* is a product of many years' painstaking labor carried out with a passion and devotion to the cause of Chinese teaching. During the process of compiling this series (from the framework design to the selection and arrangement of the language materials), we have taken into consideration the latest research on the acquisition of Chinese as a second language, especially on the acquisition of Chinese by English-speakers, our own experiences of teaching Chinese as a second language and feedback from numerous other Chinese language teachers working on the front line. We were able to design the textbooks and arrange the content on the basis of a wide spectrum of knowledge and experience, both academic and practical.

This series of textbooks guides the students from beginner to low-intermediate level. The compiling principle is to foster high school students' interest in learning Chinese. The content is natural and interesting and arranged in accordance with the rules of learning a second language. To cope with the general needs of conducting daily communication, the sentence patterns and grammar are presented to students in an order that emphasizes functional usage and the language materials are arranged within situational topics. The selection of these topics owes a great deal to overseas high school students themselves. In 2001, we conducted a survey among high school students in two North American cities on *Topics That You're Interested in*, and the topics in this series of textbooks have been carefully selected based on this survey of over 500 questionnaires. It is our goal that this textbook series is, on the one hand, functional, pragmatic and interesting to the learner, and on the other hand, systematic, scientific, and academic.

The entire series of *Learn Chinese with Me* is composed of 12 books, including 4 Student's Books, 4 Teacher's Books, 4 Workbooks and other phonetic and listening materials and multimedia materials supplemented to the Student's Books. The series can meet the needs of teaching Chinese to 9—12 grades in English-speaking countries and communities.

This series of textbooks is part of a major project sponsored by China National Office

for Teaching Chinese as a Foreign Language (NOCFL) and entrusted to Beijing Normal University to carry out. During the whole compiling process, we received assistance and support from various parties. Therefore, we'd like to dedicate our gratitude to:

Yan Meihua, Director of NOCFL, Jiang Mingbao, Vice Director of NOCFL, Ms. Li Guiling and Mr. Song Yongbo. Their specific directions have been of crucial assistance to us.

We would also like to thank the teachers in Vancouver and Toronto, Canada. They are Jean Heath, Kate McMeiken, Tina Du, Chong Fu Tan, Hua Tang, Larry Zehong Lei, Assunta Tan A.M., Maggie Ip, Billie Ng, Yanfeng Qu, Hilary Spicer, Tina Ding, Xue Wu, Xian'en Wang, Jianyi Lee, Ximing Gao, Daqi Dai and Naiwang Song etc. Through their help in the area of research and their valuable suggestions, we acquired a better knowledge of the North American classroom and finally came closer than ever before to the kind of textbook we have always strived to create.

The teachers of Chinese in Chicago, Jin Ji, Youming Che, Hongwei Xie, Di Lee, Haiyan Fu and Licheng Gu also provided valuable suggestions after they carefully read the first draft of the textbook.

We also really appreciate the great assistance offered by Ms. Xu Lin, Educational Attaché of the General Chinese Consulate in Vancouver, Canada and Mr. Zhang Guoqing, Educational Attaché of the General Chinese Consulate in Toronto, Canada. They and their colleagues gave us lots of help during our long-time survey for this book. Their devotion, enthusiasm and sincerity for the project has deeply impressed us.

Mr. Jiang Bo and Mr. Zhu Hongqing in charge of education in General Chinese Consulate in Chicago also made many contributions to the trial use and revision of this series.

In addition, we would like to give our special thanks to Mr. Cheng Tang, the former Vice Director of the Standing Committee of NOCFL and the Vice President of Beijing Language Institute. He made many critical proposals to us based on his careful study of all the Student's Books, the Teacher's Books and the Workbooks, and offered some invaluable suggestions.

At both the beginning and late stages of compiling this textbook series, NOCFL twice organized experts to examine and evaluate the textbook sample and the final draft. These experts, too, provided useful comments on the series. We are also grateful to them.

Compilers

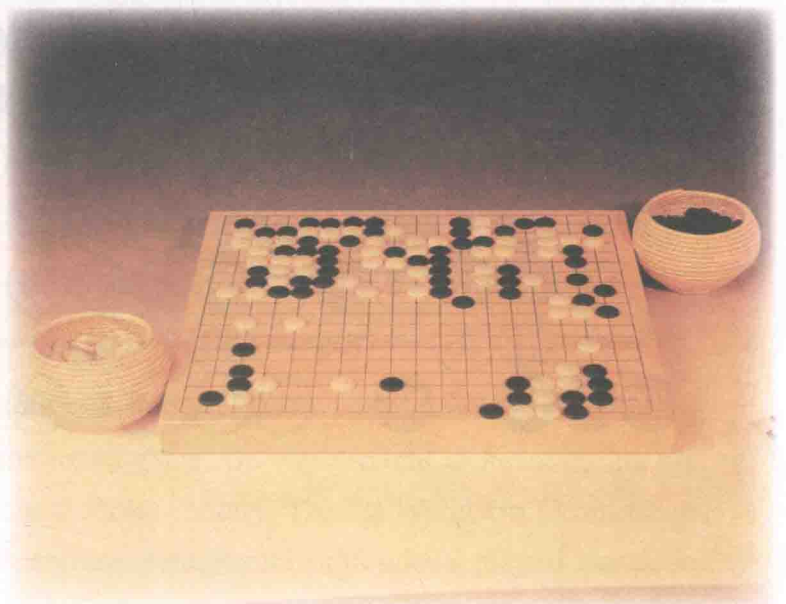
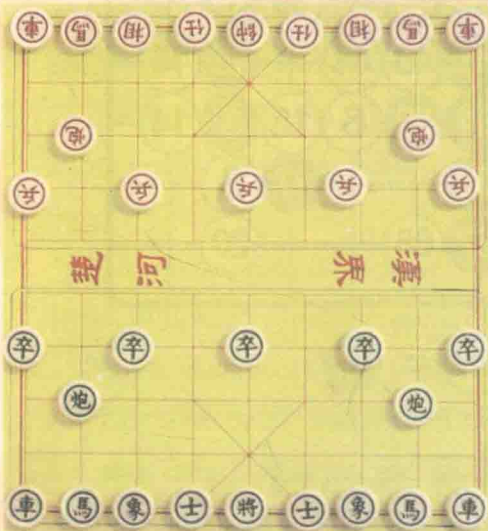
June, 2003

# What do you know about Chinese geography and history?

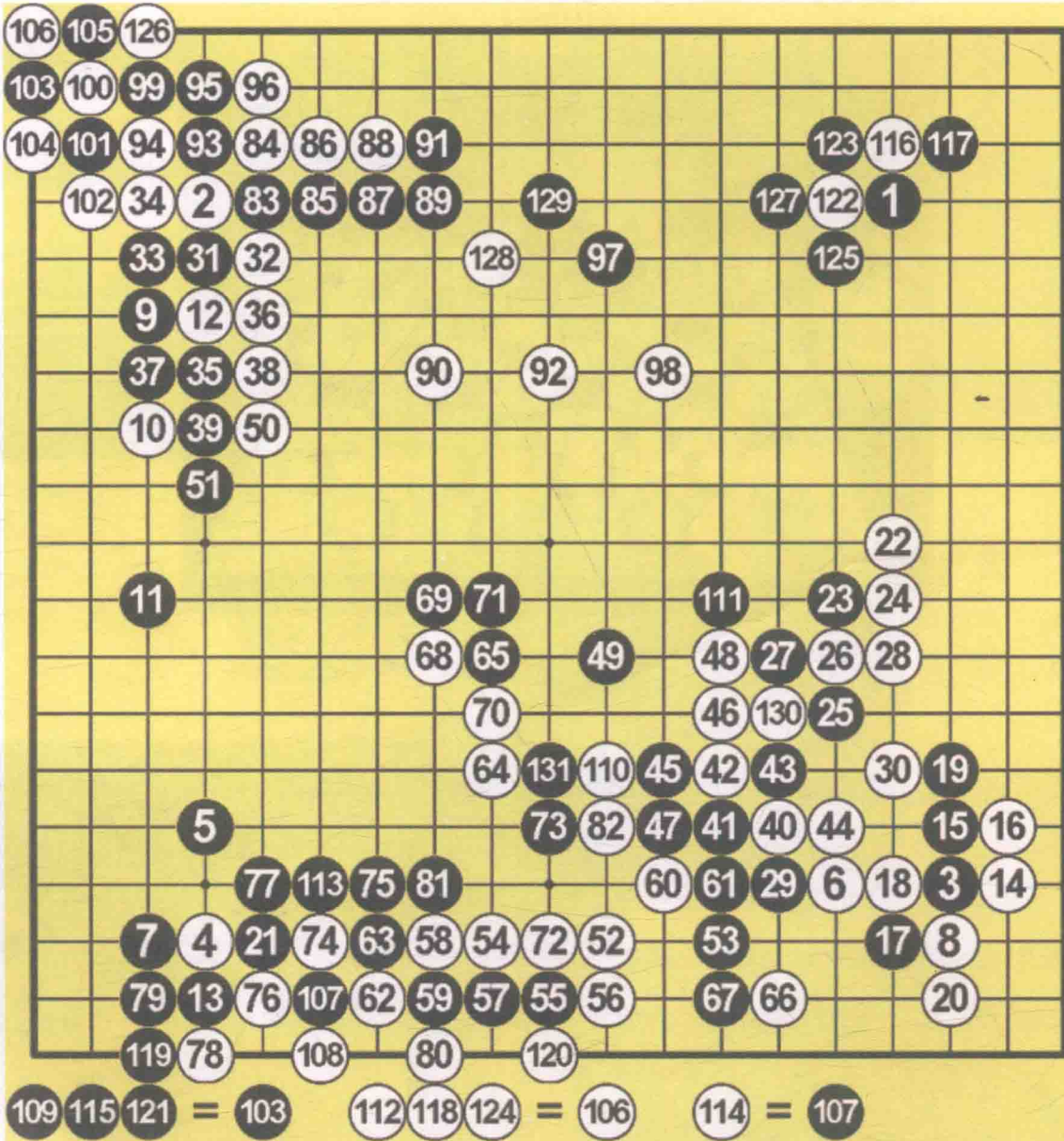


## Do you like playing chess?

What kind of chess do you usually play? Regular chess, Chinese chess or Chinese Go?



# Go



## Do you want to try Chinese Go?



Go is a game played with black and white pieces on a board of 361 crosses which originated in ancient China. It is said that the legendary Emperor Yao invented it about 4,000 years ago. However, any historic records of Go did not appear until the Spring and Autumn Period (770 B.C.—476 B.C.). The “qi” in the idiom “ju qi bu ding” refers to the game of Go. The idiom means “hesitate about which moves to make”, meaning to “be unable to make up one’s mind”.

Those who studied Go believe that it is related to the Eight Trigrams, important symbols in Taoist philosophy that represent different elements of nature.

People in ancient China used the chessboard and chesspieces to study astronomy, geography, and calculate dates, and later it developed into a game. Go was brought to Japan during the Sui and Tang Dynasties, and to Europe in the 19th century. The 1st World Go Competition for Amateurs was held in Tokyo in 1979, and competitions for professional players started in 1988. So far more than 40 countries have participated in these events. Participants including China, South Korea, and Japan have many of the top players.

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