

汉语国际推广多语种大连基地规划项目

Interactive

CHINESE

1



互动学汉语

上

主 编 刘川平

北京语言大学出版社
BEIJING LANGUAGE AND CULTURE
UNIVERSITY PRESS

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编写说明

本书是汉语作为第二语言教学的基础阶段教材。教学对象为从零起点到学过 400 个左右词语和简单语法的汉语初学者。可用作国内各类学校短期汉语综合课教材和海外成人汉语教材，也可作为自学教材。

一、编写原则

1. 以培养汉语交际能力为核心。教学内容切合学生实际，贴近现实生活。听说读写能力综合训练，语言结构与交际功能自然融合。

2. 以《国际汉语教学通用课程大纲》为主要依据。语言知识和语言技能等以三级为准，其中语法涵盖四级和五级的一部分。

3. 以建构主义理论为指导，体现教与学的互动。使学生通过感知、体验、实践、参与和合作等方式，形成积极的学习态度，切实提高语言实际运用能力。

二、教学目标

使学习者对汉语语音、词汇、语法、汉字以及功能体系有初步的感受和理解，具备初步的汉语听说读写能力和日常交际能力，了解简单的中国文化知识，总体上达到《国际汉语教学通用课程大纲》三级水平。

三、主要特色

1. 话题与语言富于交际性，便于开展生生、师生互动式教学。互动、合作性练习贯穿全书，能够不断激发学生主动参与的积极性，使课堂教学真正活动起来。

2. 体例按照教学流程设计，每课内容布局与教学步骤保持一致。便于组织教学、提高教学规范性，避免了传统教材体例与教学顺序不够吻合的问题。

3. 形式设计模块化，清新、醒目，图文并茂，富有吸引力和时代感。

四、编写体例

本书共分上、下两册，每册 16 课。每课均依据教学顺序分设九大板块：

1. 热身。通过相关的图片、图表等，提出若干问题，引发学生参与思考和回答，带着浓厚的兴趣进入本课话题、场景和要学习的内容。

2. 学习课文。通过听、读、问答、完成会话、扩展会话等，学习本课话题的内容和表达功能，会话中初步接触本课要学习的语音、词汇、语法和汉字项目。

3. 学习语音。从汉语拼音到本课生词、短语和句子的发音，循序、多层次地学习和巩固语音、语调。

4. 学习词汇。通过词汇扩展、重点词语讲练、词汇分类等，学习、记忆、使用生词。

5. 学习语法。通过例句、比较和多种互动练习，掌握语法点的规则、意义和正确运用。

6. 阅读练习。阅读与课文内容相关、生词受控的短文，完成问答、选择等练习项目，提高快速阅读和理解要点的能力。

7. 听力练习。听与本课话题相关的对话或短文，理解大意，完成问答、填空、复述或对话等练习项目，培养抓取关键信息的能力。

8. 汉字练习。通过按拼音写汉字、摹写汉字、部首归类等练习，学习汉字书写基本规则、汉字构词知识，掌握当课汉字。

9. 综合练习。设有问题与答案配对、连词成句、造句、说与写、改写短文、小组活动表达，特别是完成交际任务等带有综合性的练习项目，全面巩固、提升所学知识和技能。

此外，部分课后提供与该课话题相关的中国文化常识，以图片和文字介绍中国国情和文化。

五、使用建议

1. 本书设计每课教学时数平均为6课时，每册共100学时，国内使用5周（每周20学时），海外使用16周（一学期，每周6学时）。全书上下两册可满足国内10周的短期教学和国外一学年的教学需要。周课时与此不同者，可相应缩短或延长教学周期。自学者可根据需要从某课切入。

2. 本书每课体例与教学步骤协调一致，教师可以直接依照教材内容先后顺序授课。应注意的是，模块二“学习课文”是在初步了解生词和课文内容基础上进行的体验性学习，深入的知识讲解和技能操练将由后续模块逐步实施。

3. 本书强调学生的参与、互动与合作，为此提供了大量的、多种形式的练习项目。因此，要求发挥教师在教学中的引导作用，对小组活动、完成任务等更要精心组织并准备好所需材料。

六、相关说明

1. 本书系中国国家汉办汉语国际推广多语种大连基地教材规划项目。编写过程中以项目主持人刘川平对已出版的多套教材的研究成果为基础，经多方调研和专家指导，吸收近年来编教理论和实践的新鲜经验，最终形成设计方案。全书内容和形式力求跟上时代，有所创新，以更好地适应海内外使用者的需要。

2. 本书编写分工：刘川平提出设计理念、制订具体编写计划、协调各方并统改书稿，同时承担主要编写工作。热身、阅读模块以及中国文化常识主要由王燕明编写。英文翻译：丁科家、隋荣谊。

3. 本书的出版得到国家汉办、大连基地办、北京语言大学出版社的大力支持及崔永华教授的悉心指教。在此谨向以上各方表示衷心感谢！同时热切期待着来自使用者和专家的批评和意见。

INTRODUCTION

This book is intended for the elementary education of Chinese as a second language, suitable for beginners who have learned 0-400 words and some simple grammar. It can be used for short-term comprehensive Chinese courses in China, for adult Chinese courses overseas and for self-study as well.

I. Principles of Compilation

1. This book considers cultivation of Chinese communicating abilities as the core purpose of teaching. Its teaching content is closely related to students' actual life experiences. A comprehensive training is provided in their listening, speaking, reading and writing skills with a natural combination of linguistic structures and communicative functions in teaching.
2. This book is written based on the *International Curriculum for Chinese Language Education*. The linguistic knowledge, skills, etc., follow the requirements of Grade Three, and the grammar covers certain parts of the grammar at Grade Four and Grade Five.
3. Under the guidance of constructivist theories, this book emphasizes interaction between teaching and learning. Through perceiving, experiencing, practicing, participating and cooperating, students will form a positive attitude towards learning, and their ability to use the Chinese language in practice will be improved.

II. Objectives of Teaching

Learners will have a general perception and basic understanding of phonetics, vocabulary, grammar, characters and functional systems of the Chinese language. They will acquire preliminary abilities of listening, speaking, reading, writing and daily communication in Chinese. Learners will also get some basic knowledge of Chinese culture, and their Chinese will generally reach the level of Grade Three described in the *International Curriculum for Chinese Language Education*.

III. Main Features

1. The topics and language used in this book are communicative and convenient for teaching and learning stressing on interaction between the teacher and students as well as among students. Interactive and cooperative exercises are provided throughout the book. They continuously inspire students' enthusiasm for participation, making the teaching process truly active.
2. The style of the lessons is designed according to the teaching process. The arrangement of the contents in every lesson is consistent with the steps of teaching, which makes it convenient to organize teaching activities and makes teaching more standardized, avoiding inconsistency between the layout and sequence of teaching, a problem existing in traditional

teaching materials.

3. With different modules for every lesson, which produce a fresh and eye-catching effect, and excellent illustrations and texts, this book is highly attractive and up-to-date.

IV. Style of Compilation

This book contains two volumes—A and B, with 16 lessons in each volume. Written according to the sequence of teaching, every lesson has nine modules respectively.

1. **Warm-up Exercises**—Several questions are raised using relevant pictures or charts to inspire students to think and answer so that they can start learning the topic, situation and content of a lesson with strong interest.
2. **Texts**—Through listening, reading, asking and answering questions and making extension dialogues, etc., students learn about the topic of the lesson and functions of the expressions. In those dialogues, students encounter the items of phonetics, vocabulary, grammar and characters to be learned in the lesson for the first time.
3. **Phonetics**—This part helps students learn and consolidate skills of pronunciation and intonation step by step and at different levels, ranging from *pinyin* to the pronunciation of the new words, phrases and sentences in the lesson.
4. **Vocabulary**—Through vocabulary expansion, explanations of and exercises for important words and classification of vocabulary, students learn, memorize and use the new words.
5. **Grammar**—Through example sentences, comparisons and different kinds of interactive exercises, students will grasp the general rules, significance and correct usage of the grammatical points.
6. **Reading Comprehension**—By reading a short passage, which is relevant to the content of the text and has a limited number of new words, and doing Q&A exercises and multiple-choice exercises, students will improve their ability of fast reading and understanding the main idea of a passage.
7. **Listening Comprehension**—By listening to dialogues or short passages relevant to the topic of the lesson, understanding the general idea, and doing exercises such as Q&A, blank-filling, retelling, dialogue making etc., students will acquire the ability to catch the key information.
8. **Chinese Characters**—Through writing characters according to their *pinyin*, character copying, radical categorization and other exercises, students will learn the basic rules of writing Chinese characters and the knowledge of word formation, and master the characters taught in the lesson.
9. **Comprehensives**—Exercises. Through matching questions with answers, combining words into sentences, sentence making, speaking and writing, text rewriting, group presentation and

especially completing communicative tasks and other comprehensive exercises, students will consolidate and improve their language skills and knowledge in all aspects.

Apart from the above, some lessons provide tips on Chinese culture which are relevant to the topic of the lesson, introducing the condition and culture of China with illustrations and texts.

V. Suggestions

1. The length of time planned for one lesson in this book is 6 class hours in average; and each volume takes about 100 class hours. For schools in China, each volume can be used for 5 weeks (with 20 class hours per week). For schools overseas, each volume can be used for 16 weeks (i.e. a semester, with 6 hours per week). The two volumes can satisfy the need of a 10-week short-term learning program in China or that of one academic year overseas. If weekly class hours are different from the above ones, the learning period can be shortened or extended. Self-taught learners can start with any lesson in the book according to their specific needs.
2. The layout of each lesson is in coordination with the steps of teaching; teachers can give lessons directly following the sequence of the contents in the book. It's noteworthy that Module Two, "Texts", is a section of experiential learning based on preliminary understanding of the new words and content of the text. In-depth explanations of language knowledge and practice of skills are provided in the succeeding modules.
3. This book puts an emphasis on participation, interaction and cooperation of students and provides abundant exercises in various forms. Therefore, teachers are supposed to play the role of a guide in teaching. They should meticulously organize group activities and tasks and prepare materials needed.

VI. Instructions

1. This book is a Multi-language Program of Dalian Base Textbook Plan for International Promotion of Chinese Language sponsored by Chinese National Office for Teaching Chinese as a Foreign Language (Hanban for short). Its compilation is based on the research achievements of Liu Chuanping, leader of the program who has had many textbooks published. The final design plan is worked out based on many surveys under the guidance of some experts. It has absorbed the practical experiences in and theoretical knowledge about textbook compiling and language teaching in recent years. A lot of efforts have been made to make the content and layout of the book up-to-date and innovative to suit the needs of learners in China and abroad.
2. Division of the Compilation Work: Liu Chuanping put forward the designing ideas, made the compiling plan, coordinated all the members of the compiling team, edited the manuscripts, and was responsible for the majority work of the compilation. Wang Yanming

worked for the modules “Warm-up Exercises”, “Reading Comprehension” and “Cultural Tips”. Ding Kejia and Sui Rongyi did the English translation for the book.

3. The publication of the book has got great support from Hanban, Office of the Dalian Base and Beijing Language and Culture University Press and valuable advice from Professor Cui Yonghua. We hereby express our heartfelt gratitude to them, and we earnestly look forward to criticism and suggestions from users and experts.

Liu Chuanping

每课教学内容

Contents of Each Lesson

课号 Lesson	话题 Topic	功能 Functions	学习重点词 Key Words	学习语法 Grammar
1	我叫山本			
	个人信息(姓名、国籍、身份) Personal information (Name, nationality, identity)	打招呼 Saying hello 问候 Greeting 介绍(个人情况) Making an introduction (personal details) 欢迎 Welcoming	人称代词 Personal pronouns	①“是”字句(1) The “是” sentence (1) ②用“吗”的问句 Questions ending with “吗” ③“不”、“也”的位置 Positions of “不” and “也”
2	你身体好吗			
	身体情况 Health condition 事物所属 Ownership of things	问候 Greeting 询问(健康、物主) Inquiring (one's health condition or owner of something) 估计 Estimating 评价 Commenting	很、非常 The adverbs “很/非常”	①形容词谓语句 Sentences with an adjectival predicate ②用“吧”的问句 Questions ending with “吧” ③指示代词“这、那” The demonstrative pronouns “这/那” ④的(1)(表示所属关系) The particle “的”(1) (indicating a possessor-possessed relation)
3	你学习什么专业			
	学校生活(学习) School life (study)	询问(学习专业、课程) Inquiring (majors and courses)		①特指问句(1)(谁、什么) Special questions (1)(谁/什么) ②用“呢”的问句 Questions ending with “呢” ③连词“和” The conjunction “和” ④都(1) The adverb “都”(1) ⑤个 The measure word “个”

你家有几个人

4

家庭情况(人口、关系、年龄、职业)
Family (members, relationship, age, and occupation)

询问、介绍(家庭)
Inquiring and making an introduction (family)

数词的读法
How to say numbers

- ① “有”字句(1)
The “有” sentence (1)
- ② 名词谓语句(1)(年龄)
Sentences with a nominal predicate (1) (age)
- ③ 特指问句(2)(几、多)
Special questions (2) (几/多)
- ④ 副词“还”(1)
The adverb “还” (1)

食堂在哪儿

5

个人相关信息(周边建筑和室内物品的方位)
Information relevant to a person (locations of surrounding buildings and positions of indoor objects)

询问、说明(方位)
Inquiring and giving the information (position or location)

方位词
Nouns of locality

- ① “在”字句
The “在” sentence
- ② “有”字句(2)
The “有” sentence (2)
- ③ “是”字句(2)
The “是” sentence (2)
- ④ 特指问句(3)(哪儿)
Special questions (3) (哪儿)

现在几点

6

时间(时刻、日期等)
Time (hours and dates, etc.)

询问、说明(时间)
Inquiring and giving the information (time)

时间词(1)
Words denoting time (1)

- ① 名词谓语句(2)(时间)
Sentences with a nominal predicate (2) (time)
- ② 祈使句/陈述句+吧
Imperative/Declarative sentence + “吧”
- ③ 从……到……(1)(时间)
The structure “从……到……” (1) (time)
- ④ 时间状语
Adverbial of time
- ⑤ 特指问句(4)(哪)
Special questions (4) (哪)

你吃饭了吗				
7	日常活动(做客) Daily activities (being a guest)	打招呼 Saying hello 评价 Commenting 要求 Demanding 感谢 Expressing gratitude 告别 Saying goodbye	没有 The adverb “没有”	①用“请”的祈使句 Imperative sentences with “请” ②句末“了”(1) “了” at the end of a sentence (1) ③感叹句(1)(真……) Exclamatory sentences (1) (真……)
她正听录音呢				
8	日常活动(打电话) Daily activities (making phone calls)	请求 Making a request 转告 Passing on a message 道歉 Making an apology	一下 The quantifier “一下”	①正……呢 The structure “正……呢” ②给……+动 The structure “给……+ Verb” ③特指问句(5)(多少) Special questions (5)(多少) ④兼语句 Pivotal sentences
这本书是你的吗				
9	向同学借东西(书等) Borrowing something (books etc.) from a classmate	询问(所属) Inquiring (ownership) 请求(借东西) Making a request (borrowing something) 商量 Consulting 接受 Accepting	①有点儿 The adverb “有点儿” ②就(1) The adverb “就”(1)	①的(2) The particle “的”(2) ②……+好吗 Clause + “好吗” ③动词+了 Verb + 了 ④感叹句(2)(太……了) Exclamatory sentences (2) (太……了)

苹果多少钱一斤

10

购物(1)(摊位、商店)
Shopping (1) (booths and stores)

询问(价格、讲价)
Inquiring (prices and bargaining)
尝试(试衣)
Trying on something (clothes)
评价
Commenting
满意
Expressing satisfaction

①人民币的单位
Units of Renminbi
②一点儿
The quantifier “一点儿”

①双宾语
Double Objects
②……+ 怎么样
Clause + “怎么样”
③名词谓语句(3)(价钱、数量)
Sentences with a nominal predicate (3) (price/quantity)
④动词重叠(1)
Reduplication of verbs (1)

去银行怎么走

11

日常活动(问路)
Daily activities (asking for direction)

询问(路线、方向、位置、距离)
Inquiring (route, direction, location or distance)
请求
Making a request
顿悟
Expressing a sudden realization

①“往”和“向”
The prepositions “往” and “向”
②离
The verb “离”
③第
The prefix “第”
④颜色词
Color words

①特指问句(6)(怎么)
Special questions (6) (怎么)
②正反问句
Affirmative-negative questions
③名量搭配
Matching of nouns and their measure words

坐几路车

12

日常活动(乘车)
Daily activities (taking a bus)

询问(线路、到站、换乘)
Inquiring (route, destination or transfer)

①这儿/那儿
The pronouns “这儿” and “那儿”
②大概
The adverb “大概”

①先……, 再……
The structure “先……, 再……”
②地点状语(在……+动)
Adverbial of place (在……+Verb)
③从……到……(2)(地点)
The structure “从……到……” (2) (place)
④不太
The expression “不太”

吃米饭还是面条				
13	日常活动 (吃饭) Daily activities (having a meal)	评价 Commenting 建议 (外出吃饭) Making a suggestion (eating out) 选择 (点菜) Making a choice (ordering food)	①有时候 The expression “有时候” ②……的时候 The expression “……的时候” ③最 The adverb “最”	①连动句 (1) (表目的) Sentences with a serial-verb construction (1) (indicating purpose) ② A 还是 B The structure “A 还是 B”

用美元换人民币				
14	日常活动 (换钱) Daily activities (exchanging money)	商量 Consulting 询问 (兑换率、填单、开户) Inquiring (exchange rate, filling out a form and opening an account)	①正好 (1) The adjective “正好” ②可以 The auxiliary verb “可以”	①连动句 (2) (表方式) Sentences with a serial-verb construction (2) (indicating manner) ②……+ 行 / 可以 + 吗? Clause + 行 / 可以 + 吗?

我不会游泳				
15	学校生活 (计划外出活动) School life (planning an outing)	邀请 Making an invitation 约会 (1) Dating (1) 愿意 Making an agreement 拒绝 Making a refusal	①时间词 (2) Words denoting time (2) ②正好 (2) The adverb “正好”	①跟…… (一起) The expression “跟…… (一起)” ②助动词 “能、会、应该、愿意” The auxiliary verbs “能 / 会 / 应该 / 愿意”

要下雨了				
16	天气变化 Change of weather	询问 (天气) Inquiring (weather) 报告 (天气预报) Reporting (weather forecast)	①已经 The adverb “已经” ②得 (děi) The auxiliary verb “得” ③反义词 Antonyms	①要……了 The expression “要……了” ②句末 “了” (2) “了” at the end of a sentence (2) ③特指问句 (7) (为什么) Special questions (7) (为什么)

语法术语及缩略形式对照表
Abbreviations of Grammar Terms

缩写 Abbreviations	英文全称 Grammar terms in English	中文名称及简称 Grammar terms and abbreviations in Chinese	拼音 Grammar terms in <i>pinyin</i>
Adj	Adjective	形容词(形)	xíngróngcí(xíng)
Adv	Adverb	副词(副)	fùcí(fù)
AsPt	Aspect Particle	动态助词	dòngtài zhùcí
AuxV	Auxiliary Verb	助动词(助动)	zhùdòngcí(zhùdòng)
C	Complement	补语(补)	bǔyǔ(bǔ)
Conj	Conjunction	连词(连)	liáncí(lián)
Int	Interjection	叹词(叹)	tàncí(tàn)
M	Measure Word	量词(量)	liàngcí(liàng)
N	Noun	名词(名)	míngcí(míng)
Num	Numeral	数词(数)	shùcí(shù)
O	Object	宾语(宾)	bīnyǔ(bīn)
Ono	Onomatopoeia	拟声词(拟)	nǐshēngcí(nǐ)
P	Predicate	谓语(谓)	wèiyǔ(wèi)
PN	Proper Noun	专有名词(专名)	zhuānyǒu míngcí (zhuānmíng)
Pr	Pronoun	代词(代)	dàicí(dài)
Pref	Prefix	前缀	qiánzhuì
Prep	Preposition	介词(介)	jiècí(jiè)
Pt	Particle	助词(助)	zhùcí(zhù)
Q	Quantifier	数量词(数量)	shùliàngcí(shùliàng)
S	Subject	主语(主)	zhǔyǔ(zhǔ)
StPt	Structural Particle	结构助词	jiégòu zhùcí
Suf	Suffix	后缀	hòuzhuì
V	Verb	动词(动)	dòngcí(dòng)
V//O	Verb-Object Compound	离合词(离)	líhécí(lí)

主要角色 Main Characters



①



②



③

① 王老师：中国人，汉语老师 Chinese, Chinese teacher

② 多拉：美国人 American

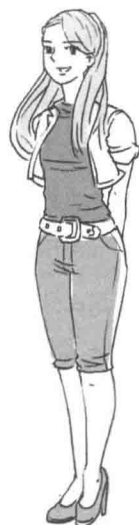
③ 加里：美国人 American

④ 金一：韩国人 Korean

⑤ 李英爱：韩国人 Korean



④



⑤