

LIBERATE THE JOY OF
LEARNING CHINESE

快快乐乐学汉语

(FOR TEENAGERS 青少年版)

TEXTBOOK
课本 3



Living
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活学文教

Supervisor Betty Chan
Editor-in-Chief Troy Lui
Authors 王 臻 陈 赞 杜 宁 李朝霞
Editor Miao Shumin
English Translation Tin Yip
English Proofreading Terry Cheng
Cover Design Heidi Chu Wang Yujue
Illustration Zhu Liyong

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总 监 陈保琼
编委会成员 苏 杭 何维佶 孙君侃 徐 涛 王 臻 曹 薇
郑 雷 李朝霞 冯雨娴 尚爱风 吕子德
主 编 吕子德
编 写 者 王 臻 陈 赞 杜 宁 李朝霞
责任编辑 苗淑敏
英文翻译 叶天有
英文审稿 郑伟鸣
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教材特点

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。这不但能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，无论是母语教学还是外语教学，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×××”、“我是××人”、“我最喜欢×××”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。整套教材的表达方式、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，务求将上述差距降至最低。

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、国际社会等五个主题，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，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。

课本附录设有字表、词表及句表。为了尊重学生的学习差异，字表(一)及句表是按照字、句在课文中出现的前后顺序排列，字表(二)和词表则是按照拼音字母的次序排列，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。

字表由默写汉字和认读汉字组成，所有默写及认读汉字都是参考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和会解。学完本套教材，应能掌握约1700个常用字、3400个常用词语及常用句式。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，所有汉字均标上汉语拼音，帮助学生准确掌握读音及声调。第二册中，课文里只标出默写及认读汉字的拼音，以突出学习重点。从第三册开始，为了进一步提高学生辨认汉字和阅读的能力，课文不再标注汉语拼音。

每册教材均配有课文朗读光盘及练习册，以方便学生巩固所学。

Features of the Textbook

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 whether we teach in the native language or a foreign language, we should not confine ourselves to teaching knowledge of vocabulary, sentence pattern and grammar or training 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 teachers of a foreign language have to face a special difficulty, that is, the tension arising from the difference in intellectual maturity between the learners and the level at which they can access the target language. 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 school 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 motivation, 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 materials, consisting of five volumes, is written and compiled to meet the special needs of high school students in learning Chinese as an Additional Language. Apart from considering the learning pattern of Chinese, the compilers have consciously infused Chinese cultural elements into the presentation, content and corresponding exercises of all the study lessons. 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 materials have been made to conform to the intellect, interest and habits of the young people.

In each study lesson, the text put emphasis on cultivating the Chinese language ability and the function of oral communication revolving 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 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 encourages students to understand and respond to the Chinese culture, including idioms, poems, folklore, comparisons of 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 is given in English.

The textbook is accompanied by tables of "Chinese Characters", "Words" and "Sentence Patterns" in the Appendix. In order to take account of learner diversity, "Characters to be memorized" (默写汉字), "Characters to be recognized" (认读汉字) and "Words" are arranged in those tables according to the frequency of use of the characters and words in daily life. In this way, students of different abilities and backgrounds can master a core selection of characters and words of high frequency of use, and 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 identified from substantial data on the use of characters. "Characters 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 to be recognized" requires students to read and comprehend. After studying the whole set of teaching materials, students will have mastered 1700 characters of frequent use, 3400 words and common sentence patterns of frequent use. All characters, words and sentence patterns appear repeatedly in different units and corresponding exercises in order to consolidate students' learning.

All the Chinese characters in Volume 1 are marked with Romanization symbols (Pinyin) to help students to master the correct pronunciation and intonation. Starting from Volume 2, "Characters to be memorized" and "Characters to be recognized" that appeared in the previous volumes are not marked with Romanization symbols.

In order to assist students in consolidating what they have learnt, every volume is paired with a set of exercise books and a CD-ROM that contains audio recordings of the texts.

mù lù
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第一课 日记五则



8月26日 星期一 晴

今天对我来说是个特别的日子——我成了北京大山国际学校的一名高中生啦！我爸爸要在法国大使馆工作两年，这两年我会在这所学校学习。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。我和同学们一起参观了校园，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。

8月27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,我想让父母给我请一位家庭教师,帮我补习英语。

8月28日 星期三 阴有小雨



我的中文老师姓陈,是重庆^①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,我的父母也希望我学好中文。

8月29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——一个美国女孩儿。她是个混血儿,父亲是美国人,母亲是新加坡^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^③的好朋友了。

8月30日 星期五 晴到多云

今天，我家多了一个“小妹妹”——我的宠物狗。它是一只两个月大的斑点狗^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——“小不点儿^⑤”。放学回家后，除了做作业，我几乎都和它在一起。



注释：

- ① 重庆 —— 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 —— Singapore
- ③ 形影不离 —— as inseparable as a person and his shadow (always together)
- ④ 斑点狗 —— Dalmatian
- ⑤ 小不点儿 —— small and cute boy / girl / person

mò xiě hàn zì
一、默写汉字

Characters to be memorized

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

rèn dú hàn zì
二、认读汉字

Characters to be recognized

shè qí gǎn jì huà zhāo
设 齐 赶 计 划 招

xué xí cí yǔ
三、学习词语

Vocabulary building

1. 日子	rì zi	date	9. 校园	xiào yuán	campus
2. 成了	chéng le	have become	10. 设施	shè shī	facilities
3. 高中生	gāo zhōngshēng	high school student	11. 齐全	qí quán	complete
4. 大使馆	dà shǐ guǎn	embassy	12. 种	zhǒng	a kind
5. 设有	shè yǒu	equipped	13. 语言	yǔ yán	language
6. 幼儿园	yòu ér yuán	kindergarten	14. 其他	qí tā	other
7. 大约	dà yuē	approximately	15. 比较	bǐ jiào	comparably
8. 参观	cān guān	visit	16. 赶上	gǎn shàng	to catch up with

17. 家庭教师	jiā tíng jiào shī private tutor	25. 先	xiān first
18. 补习	bǔ xí take lessons after school	26. 打招呼	dǎ zhāo hu to say hello
19. 起名字	qǐ míng zi give a name to	27. 形影不离	xíng yǐng bù lí always together
20. 计划	jì huà plan	28. 宠物	chǒng wù pet
21. 练习	liàn xí practise	29. 斑点	bān diǎn spots
22. 同桌	tóng zhuō the classmate who sits beside you	30. 毛	máo hair
23. 混血儿	hùn xuè ér half-breed	31. 圆	yuán round
24. 热情	rè qíng passionate	32. 可爱	kě ài lovely, cute
		33. 几乎	jī hū almost

四、学习句子

Learn Chinese sentences

- 除了中文课以外, 其他科目都用英语上课。
- 因为我的英语水平比较低, 所以很多课听不懂。
- 为了赶上其他同学, 我想让父母给我请一位家庭教师。

yán shēn xué xí
五、 延 伸 学 习
Extended learning

1. 词语

家教(private tutor) 辅导(assistance)

补课(to make up a missed lesson)

华裔(Chinese origin) 亚裔(Asian origin)

西班牙裔(Spanish origin)

漂亮(pretty) 热情(passionate) 开朗(optimistic)

活泼(lively) 大方(generous) 小气(stingy)

内向(introvertic) 外向(extrovertic)

紧张(nervous) 害羞(shy) 可爱(lovely)

独立(independent) 孤僻(unsociable, eccentric)

小心眼(narrow-minded) 和气(friendliness)

心地好(kind-hearted) 关心别人(caring)

周记(diary, on weekly basis) 双语(bilingual)

电子宠物(electronic pet)

2. 对话

王红：你来中国留学多长时间了？

大为：已经有四个月了。

王红：你习惯中国的学习生活吗？

大为：还好，因为我在学校里交了很多新朋友，老师也很关心我。

王红：你觉得中文好学吗？

大为：开始有点儿难，老跟不上，后来，父母给我请了一位家庭教师，帮我补习中文。现在，我觉得学汉语很有意思，特别是做口语练习的时候，轻松愉快，我特别喜欢。

王红：那你看中国的电视节目吗？

大为：看的不多，大部分还听不懂，但是我喜欢听中国歌曲。你平常看电影吗？

王红：不常看，因为我有形影不离的好朋友——宠物猫“小花”，每天做完作业后，我几乎都和“小花”一起玩儿。

大为：噢，你喜欢猫，我也喜欢小动物！我养了一只鸟、四条金鱼，还有两只乌龟。

王红：太好了，“海、陆、空”你都有啦！

wén huà diǎn dī

六、文化点滴

A touch of culture

1. 狗 (Dog)

In the English language, the word "dog" conjures up a positive image. In the Chinese language, however, "dog" often bears negative connotations. There are quite a few insulting expressions involving

the word "dog". A running dog is a subservient person and usually one who betrays his own country. The expression "dog eyes look down on people" is used to describe conceited and snobbish people.

2. 中国的姓、名与古人的字、号(Names of Chinese people)

Apart from having their first names and surnames, people in the ancient China also adopted other names and nicknames. Both first names and surnames were given by the parents, but people gave themselves nicknames in order to illustrate their personalities or characteristics.