

体演中文
(下册)

Chinese
in Motion

An Advanced Immersion Course

Part 2

林艺 Yi Lin



CHENG & TSUI COMPANY

Boston

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Preface

The Chinese Language Flagship Program at The University of Mississippi was established in 2003. Since its inception, the goal of this program has been to create a class of global professionals who possess superior-level proficiency in Chinese language and a deep level of Chinese cultural understanding complemented by a joint major in another specialty. One important aspect of the program is the study abroad curriculum, which puts language performance at the center of learning. *Chinese in Motion*, a two-volume textbook, has been developed alongside this curriculum. This program strives to make classroom teaching a cultural and linguistic preparation for language performance in the real world, and a platform for discussion, reflection and presentation. With the publication of these volumes, I hope that the approach used in the Chinese Flagship Program can reach a broader audience and give more students the tools they need to study, work, and live in a Chinese immersion environment.

When I started writing *Chinese in Motion* for our study abroad program, I had only one goal: to write a book that prepares students to take full advantage of the immersion environment while motivating them to perform in that environment. Only in a culturally rich language environment can students' language competency develop and their understanding of the target culture deepen. To catch the imagination of our students, I based the book on the experience of my own students. Luosan, Aiwen, and many other characters in the book are former students of the Chinese Language Flagship Program of the University of Mississippi. Luosan was born and grew up in Mississippi. Before she entered college to do a double major in International Studies and Chinese, Luosan did not have any Chinese language background or much knowledge of China. After four years of systematic study, Luosan graduated from the Flagship Program, highly proficient in both spoken and written Chinese. Later, she passed a competitive job interview at the American Chamber of Commerce in Shanghai and has been working in Shanghai ever since. Aiwen is from Alabama, where he had some Chinese instruction in high school before entering the Chinese Flagship Program. Upon finishing the summer program using this curriculum, Aiwen enrolled directly in the Department of International Economics and Trade at Xiamen University. There are many more students whose study abroad experiences have inspired me in writing *Chinese in Motion*. Indeed, this book was with them and their instructors when they were interviewing locals on the city's development, visiting primary schools, bargaining at a shop, visiting doctors in a hospital, meeting their Chinese families, and sitting on the *kang* in a farmer's home. For these students, *Chinese in Motion* has been performed, absorbed, and remembered, rather than merely observed.

► Intended Audience

Chinese in Motion is designed for students who are studying at intensive summer programs or semester-long language programs in immersion environments. In particular, it is for undergraduate students who have finished two years of quality Chinese study and have reached the Intermediate-Mid level in Chinese proficiency as described by the proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL). When students finish *Chinese in Motion*, they are expected to have reached the ACTFL proficiency level of Intermediate High or Advanced Low.

Typically, students finishing two years of Chinese courses have a substantial grasp of 1,500 to 2,000 commonly-used words for everyday communication. They are familiar with a variety of topics related to American college student life and have a basic understanding of Chinese culture and society. The most commonly used textbooks for beginning level Chinese are also designed to accommodate such topics. A case in point is *Integrated Chinese* by Yuehua Liu and Tao-chung Yao, et al. *Chinese in Motion* in many ways takes the end point of *Integrated Chinese* as its starting point and brings students from an American-based learning environment to total immersion in Chinese culture and society.

Linguistically, the book is a further development from the vocabulary and grammatical patterns covered in *Integrated Chinese* or other textbooks commonly used in North American universities. Students using *Chinese in Motion* will see a high frequency of grammatical expressions learned from *Integrated Chinese* in *Chinese in Motion* and a vocabulary list that builds upon words learned in *Integrated Chinese*. Instructionally, the book emphasizes sustained language performance at the paragraph level and stimulates critical thinking ability through discussion and presentation. In practice, the book prepares students to communicate insightfully with native Chinese speakers.

► Orientation

Scholars and educators in the field of Chinese language teaching have long emphasized the importance of being able to perform in Chinese language and Chinese culture. Dr. Ronald Walton has enumerated four missions for the Chinese language-teaching field.¹ The first one is “enabling the learning of conventions for communication in culturally-based contexts,” which he terms the *task-competency* mission. The second one is the *general education* mission, which is “to create a more educated and aware citizenry” who, through the learning of a foreign language and culture, understand their own language and culture. Dr. Galal Walker has repeatedly emphasized the importance of language performance in culturally-based contexts. He has specifically pointed out that a curriculum for study abroad programs should “focus on preparing learners to go out into the Chinese culture that exists all around them.”² Dr. Walton’s and Dr. Walker’s ideas are clearly reflected in the Standards for Foreign Language Learning, which place culture, communication, community, connection, and comparison as the focus of all foreign language education.³ No doubt a curriculum that integrates these five areas can greatly advance students’ language competency and their cultural awareness.

Chinese in Motion was written with these concerns in mind. This program is different from many other books written for study abroad programs in five respects. First, it includes topics that are geared towards fostering students’ understanding of contemporary China. Second, by giving students a solid linguistic foundation using the thematic approach suggested by Jin and Liang (2004),⁴ it prepares

¹ Walton, A. Ronald. 1996. “Reinventing Language Fields: The Chinese Case,” *Chinese Pedagogy: An Emerging Field*, ed. Scott McGinnis, The Ohio State University Foreign Language Publications, pp. 29–79.

² Walker, Galal. 1996. “Designing An Intensive Chinese Curriculum,” *Chinese Pedagogy: An Emerging Field*, ed. Scott McGinnis, The Ohio State University Foreign Language Publications, pp. 181–225.

³ National Standards in Foreign Language Education Project. (1996). *Standards for Foreign Language Learning. Preparing for the 21st Century*. Lawrence, KS: Allen Press.

⁴ Jin, Hong Gang, and Hsin-hsin Liang. (2004). “A Thematic Approach to Teaching Language Forms and Functions.” *Journal of Chinese Language Teachers Association*, Volume: 39 No: 2 Pages: 85–110.

students to go out and participate in Chinese society. Third, it provides specific language activity instructions for teachers and students so that they can get the most out of their field work. Fourth, it requires post-field work discussions and writing assignments in which students make connections and comparisons between Chinese and their own culture. Finally, it encourages students to give presentations that summarize their learning and understanding. *Chinese in Motion* thus seeks to promote fluency in both spoken and written Chinese, giving students the skills necessary to function fully in a professional Chinese environment.

► Topics Covered

Chinese in Motion consists of eight units. Each unit begins with an introduction page and has three lessons focusing on one cultural aspect.

Unit 1, *Arriving in Qingdao*, begins by addressing students' immediate needs when coming to live in a Chinese city. *Beautiful Qingdao* provides a comprehensive introduction to the city. Walking along the beach from the east to the west of the city is like walking from the past into the modern area of Qingdao. *Gourmet Heaven* gives an introduction to the variety of food one can find in cities such as Qingdao. This unit also takes students to the *Farmer's Market*, where ordinary Chinese people shop every day. In living the life of the city, students hear a variety of voices on the city's development and people's daily life.

Unit 2, *Shopping*, introduces three kinds of shopping environments: from the classy modern shopping center students then travel to store-clustered shopping districts, and then the crowded night market. Visiting these places and talking to the salespeople not only teaches students how to buy things in different places and get great bargains, but also provides an opportunity for students to understand the market economy and its impact on people's lives.

Unit 3 is on *Education*. The lessons and the activities help American students understand the importance of and competition in education in China. *The Morning Sun* will bring students to the school gate and talk to the pupils and their parents. *From High School to University* will invite students to make friends with a college student on campus. Finally, *Project Hope* presents the reality of unequal educational opportunities in China and the monetary fund that was set up to help students from poor families. Students also have an opportunity to introduce the American education system and their own school culture at a local school. Students will be able to shadow a Chinese college student for a day or two and compare notes on the differences in college life between North America and China.

Unit 4, *Healthcare*, introduces students to the continuously developing healthcare system of China. *The Health Insurance System* introduces the four most basic government supported insurance systems in China. *At the Pharmacy* lets students see how traditional Chinese medicine is practiced, and *Going to the Hospital* prepares students for the unlikely event that they get seriously sick. Students will learn how to visit doctors, get medical treatment, and use the local pharmacies; they will also talk to local people from all walks of life: government officers, students, taxi-drivers, and rural workers. They will see the differences and similarities in the healthcare system between the host country and their own.

Unit 5, *My Chinese Family*, prepares students culturally and linguistically to live and interact with a Chinese family. *My New Chinese Family*, *Family Dinner*, and *Visiting Parents* provide students with rich culture information, useful communication skills, and common topics that can be used as they

interact with their host family and become members of the family. Challenging as it is, home-stay is deeply appreciated by all participants for its value in fostering an understanding of Chinese culture and in helping students get an insider's view of contemporary China.

Unit 6, the *1980s Generation*, allows students to peek into the dating culture of young people in the city, their ways of preparing a happy nest, and how they balance work and family life after marriage. From chatting with college students on campus, meeting young brides and grooms on the beach, to interviewing young, white-collar, Chinese professionals, students will be able to appreciate the fast pace of change in the new century and better understand the young working people of the city.

Unit 7, *China in the Countryside*, discusses a heated issue in contemporary China: the gap between urban and rural development and the differences between the city and the countryside. *The Urban-Rural Gap*, *My Trip to the Countryside*, and *A Mountain Village Family* all are centered on the countryside and farmers. The most exciting part of this unit is the trip to a village far from the city. It brings students into direct contact with the villagers when they go to see their farming fields, visit their houses, and chat together on the *kang*. Students will be able to see the changing demographics of modern China when they learn that the young people in the village are now working in the cities while their parents stay behind.

Unit 8, *City Dwellers*, shows students a less familiar aspect of modern Chinese life. Behind the hustle and bustle of the city, there are many new leisure activities for urbanites. Lessons on *The City Tea House*, *Morning Exercise for Seniors*, and *When the Cherries Turn Red* create unique opportunities for students to talk with young people in the tea house, city people in the orchard, and retired seniors at the city parks. All these are becoming an important part of the city's life and yet they are happening mostly unseen to foreign students.

▶ Lesson Structure

Each lesson has specific learning goals and follows an outline of five steps needed to reach those goals. Steps one and two are for preparation. At step one, the task is to get familiar with a new topic and the key linguistic expressions so as to lay a strong foundation for later activities. Step two is devoted to building students' language ability so that students can express themselves effectively with new expressions and sentence structures. Steps three to five are the language performance stages. Step three introduces the field work component. At this point in the lessons, students are asked to venture out of the classroom and engage in interpersonal activities with the locals, where they get information and share ideas. After these informal interviews, students are asked in step four to analyze the information and discuss their findings in class. Finally, at step five, students present the processed information as well as their own ideas. In going through this arc, students first build the necessary language tools, and then use them in real conversations with native Chinese speakers before finally presenting their experiences to their classmates. In so doing, students will have the opportunity to put their new language skills to use immediately, both in informal conversation as well as in more formal written and spoken presentations.

At each step there are two phases: Language Preparation (语言准备) and Language Activities (语言活动). Students should be asked to work on the Language Preparation exercises in their own

time, ideally before class. The instructors should lead the Language Activities in and out of class, whenever possible. The steps develop in the following order:

1. Step One: Getting to Know the New Topic (熟悉新话题)
 - a. Language Preparation
Students preview the lesson text and vocabulary lists. Rather than spend valuable class time reading through the dialogues, it is expected that students read through the main lesson texts ahead of class with the aid of the audio tracks.
 - b. Language Activities
This is a time to get rich input from the teacher. Having prepared the lesson before the class, students will be familiar with the themes and outline of the lesson text. Teachers can lecture on the topic following the guidelines provided and invite students to contribute their own thoughts or to ask questions regarding their understanding from their own reading of the text. During their lecture the teacher should also cover the new words and expressions from the text with high frequency. The teacher should feel free to bring in other learning materials, such as photographs or PowerPoint slides, to help illustrate their narration.
2. Step Two: Language Construction (语言建筑)
 - a. Language Preparation
Ahead of class, students should study the key phrases and usages, filling in the sentence completion and translation exercises. If time allows, students can also complete the four character phrase substitution exercises.
 - b. Language Activities
In this section, teachers should help their students build on the language they have already encountered through reading and listening to the dialogue, and in the teacher's lecture in Step One. By guiding the students in retelling the lesson content, teachers will be able to reinforce the students' comprehension not just of the lesson, but of the uses of the key terms highlighted in the Language Preparation phase. This time, attention should be paid to describing the topic in paragraphs (not just simple sentences) using the thematic outlines and key expressions provided. Students themselves should be invited to build their own narration of the lesson in the same way.
3. Step Three: Language Field Work (语言演练)
 - a. Language Preparation
Working with a language partner or with a classmate, students will answer several comprehension questions using the provided key words and terms. Once this is complete, students should have a firm grasp on the language taught in the lesson and will be able to interview native Chinese speakers on the topic of the lesson. This would also be a great opportunity for the language partner, classmate, or teacher to help develop some mock scenarios to prepare students for the field work activity in the next section.

- b. Language Activities
This is the field work portion of the lesson. If the class schedule allows for it, teachers should take class time to accompany students out into their local city or town to converse with native Chinese speakers. Interview topics, as well as other suggested activities are presented in this section for student use. Students should actively take notes during their interactions with Chinese speakers, as they will be expected to present on them in class and in their diary.
4. Step Four: Discussion and Debate (讨论与辩论)
 - a. Language Preparation
After finishing the field work activity, the focus of the classes will gradually shift towards more formal, prepared language use. Before the next class session, students should read the supplementary reading passage in step four and prepare for in-class discussion and debate.
 - b. Language Activities
Using the first-hand information gleaned from the field work exercise, students will discuss and debate the topics listed in this section. These activities will deepen students' understanding of Chinese culture as well as their own cultural inheritance. Through debate and discussion they also build their language skills and learn from their classmates' experience and understanding.
5. Step Five: Formal Presentation (正式讲演)
 - a. Language Preparation
Students will write a diary using the information from the language field work and classroom discussion. The diary entry can be used as a starting point in creating an outline for the next day's in-class presentation. It can also be a resource for developing their final presentation and paper at the end of the program.
 - b. Language Activities
Using the topics provided, students will present their learning and understanding of the target topic to the class. Teachers should feel free to open the class to discussion at the end of each lesson.

Finally, a self-assessment is provided to end each lesson so that students can keep track of their learning in an easily-accessible location.

Sample Lesson Schedule

For a semester or year-long program, *Chinese in Motion* is ideal for training students' interpersonal and presentational ability. Its five steps are designed to fit the five days of the class week, so in a normal week classes may need one or two instructional hours every day depending on students' ability. Other resources such as Chinese newspapers, seminars on contemporary China, and report writing in Chinese can be great complements to *Chinese in Motion*. For a two-month summer program, step 3 is better suited to the afternoon so that there will be time for reflection and preparation for discussion (step 4) and presentation (step 5) in the next morning's classes. A suggested class schedule for a two-month program is as follows:

	8:00 a.m.	9:00 a.m.	10:00 a.m.	11:00 a.m.	Break	2:00 p.m.–4:00 p.m.
Monday	Introduce <i>Chinese in Motion</i>	Unit 1 introduction	1.1 Step 1	1.1 Step 2		1.1 Step 3
Tuesday	1.1 Step 4	1.1 Step 5	1.2 Step 1	1.2 Step 2		1.2 Step 3
Wednesday	1.2 Step 4	1.2 Step 5	1.3 Step 1	1.3 Step 2		1.3 Step 3
Thursday	1.3 Step 4	1.3 Step 5	Review 1.1-1.3	Review 1.1-1.3		Free Activity
Friday	Unit test	Unit test	Unit test	Unit test		Free Activity
Monday	Unit 1 test feedback	Unit 2 introduction	2.1 Step 1	2.1 Step 2		2.1 Step 3

Final Words

In writing this book, I have tried to produce a guide for teachers opting to conduct a performance-based course. This textbook presents a curriculum that includes in- and out-of-class activities in a controlled input-to-output sequence. In this sense, it is curriculum-based teaching material. In recent years, more and more study abroad programs have started to provide home-stay opportunities for their students, and many have even provided Chinese roommates or language partners for students coming in from abroad. These resources can greatly increase students' opportunity to communicate with native Chinese speakers, and therefore they can greatly increase the success level of using *Chinese in Motion*. However, the key factor in connecting students with the cultural environment is the teachers. Whenever possible, teachers should be present to oversee students in their field work and to provide necessary assistance in the process. As a language teacher myself, I know that such a program needs the commitment of both teachers and students, but the result is well worth the effort.

Although *Chinese in Motion* emphasizes interpersonal and presentational skills, it requires the constant work of listening, reading, and writing throughout the different steps of a lesson. Each lesson has audio downloads for the main texts as well as for the supplementary listening and reading materials. The book also provides self-learning and practice materials for key words, useful expressions, and four-character set phrases in each lesson. In the past few years, *Chinese in Motion* has been under constant improvement. In the process, many topics were replaced to catch the changes of a modern city and to reflect the common interests of students and the Chinese people around them. Although the book takes place in Qingdao, I have tried to capture the common features of other cities in China as well, and these locales are often the focus of the extra listening and reading and materials in the lessons. The outlines for language performance, discussion, and presentation can be easily adjusted to fit a particular city's local characteristics.

I hope *Chinese in Motion* will be a welcome addition to the booming field of immersion Chinese programs and complement the current trends in the teaching of Chinese as a foreign language. This curriculum-based approach is written from my own experience and research in teaching Chinese as

a foreign language in a study abroad context. I hope my efforts can contribute to the greater field of Chinese language study for teachers as well as students. I am sincerely looking forward to any comments and suggestions from program directors, colleagues and Chinese language learners.

Yi Lin
Oxford, Mississippi
2012

SAMPLE

Reference Books for *Chinese in Motion*:

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前言

编写这套《体演中文》教材之初，我只有一个念头，那就是让去中国学习的学生们能够充分利用中国的语言环境，有丰富的身体力行的语言演练机会，使他们在美国大学学到的语言知识和生硬的语言技能转化为自然、流利的语言输出。同时，使他们能够了解中国的社会现状，学会观察、分析和总结各种不同的文化现象。几年来，我也一直是带着这个愿望编写这一套留学中国的课本的。课本中的主要人物以真实的美国学生为原型，罗珊是一位美国南方姑娘，在密西西比出生长大，入大学之前，她从来没学过中文，四年之后，她以丰富的专业知识、流利的中文和对中国文化的深刻了解通过了美国商会的面试，留在上海工作。埃文，在本书完成之际还是大学三年级的学生，他正在厦门大学国际贸易经济系与普通中国学生一起学习大学课程。可以说是《体演中文》把他们领进了中国社会，使他们成为其中的一员。

► 学习对象和学习内容

罗珊和埃文是学完大学二年级中文以后才去中国学习的，那时候他们刚刚开始学会用中文进行简单的交流，话题基本以学校生活、学习为主。中国对他们来说是一个遥远而带有几分神秘的地方。到中国以后，他们的学习是从《美丽的青岛》开始的。游览这个城市，学习这个城市，向当地人了解这个城市的过去和现在，向同学和老师讲述自己的收获。他们对这个城市有了感情，爱她的红瓦、绿树、碧海、蓝天（第一单元），也爱她人声鼎沸的夜市和步行街（第二单元）。他们去中学讲演过美国的文化，也在校园里和大学生谈论过高考和大学的生活（第三单元）。在出租汽车上他们问过司机有关医疗保险的制度，有个头疼脑热他们也去药店请坐堂医生看过病（第四单元）。在中国父母家，他们了解了中国的饭桌礼仪，学会了一两道中国菜，也常回爷爷奶奶家看看（第五单元）。他们还和这个城市的年轻人交朋友，听他们讲自己婚前的浪漫史，去他们爱意浓浓的小窝看看，让他们认识了中国的八零后、九零后（第六单元）。城市的生活是美好的，不过他们也注意到了城乡的差别。他们在老师的安排下去海边的渔村采访，坐在山村人家的土炕上和村里人聊天（第七单元）。在学习即将完成的时候，他们也学会了去茶馆喝茶聊天，去公园晨练，去山里的采摘节摘桃子（第八单元）。这一切离不开老师们课堂上的介绍和课下的语言准备。他们对中国的认识，对中文的掌握更离不开老师对语言演练活动的精心安排，以及演练后在老师指导下的反思和总结。

► 教学理念

看到一届又一届的学生从中文的零起点初学者成为有专业中文水平和专业知识的大学毕业生，我觉得海外留学是最重要的一环。《体演中文》的目的是充分利用中国的语言环境，让学生了解中国社会，在语言能力上达到美国外语教学协会测试标准中的初级上（Intermediate High）或中级下（Advanced Mid）的水平。在话题的选择上做到既有较强的社会性，又有普遍的实用性。在对话题的设计上，尽可能建筑起一个可以与老百姓展开深入交谈的平台，让学生做到语言能力和文化理解上的双赢。要做到这一点，我想到的是中文教学界前辈Dr. Ronald Walton和 Dr. Galal Walker倡导的语言任务能力(task competence)的培养和在实际语言文化环境中的语言演练。因此如何使课堂教学为语言演练服务，如何利用社会的课堂，如何让老师和学生走出教室，让学生变成积极的参与者是《体演中文》注重的教学法。从这些方面考虑，《体演中文》的教学分为五个阶段：熟悉新话题、语言建筑、语言演练、课堂讨论与辩论和正式讲演。下面介绍具体的教学安排，希望有经验的老师可以根据具体情况进行调整。

► 每课教学结构

《体演中文》每课设有五个教学阶段。每个阶段分为两部分：语言准备和语言活动。语言准备部分由学生单独完成，语言活动部分由老师带领完成。

阶段一：熟悉新话题

A 语言准备

预习课文、听课文录音。

B 语言活动

学习课文段落大意。

阶段二：语言建筑

A 语言准备

学习重点词组和用法，做完句和翻译练习。

B 语言活动

根据主题线索做成段描述。

阶段三：语言演练

A 语言准备

根据课文或实际情况，用列出的词语做课外问答。

B 语言活动

走出课堂，进入社会，完成设计的语言指令。

阶段四：讨论与辩论

A 语言准备

听读与教学单元有关的补充文章，并回答问题。

B 语言活动

结合实际进行课堂讨论与辩论。

阶段五：正式讲演

A 语言准备

参考语言演练活动、课堂讨论和讲演大纲，写一篇与本课题有关的日记。

B 语言活动

用演说的方式，按照老师的演说提纲，谈一谈自己的看法。

► 使用建议

经过多年的实践，作者认为在学年项目中，《体演中文》可作为培养留学生人际交流和讲演能力的口语教材配合其他教材使用。如果强调任务教学，《体演中文》也可以作为主教材，辅以有关的阅读、写作和社会文化课。《体演中文》的五个教学阶段可在一个教学周内完成。如果用于两个月的暑期强化班，建议参考以下单元教学安排。

	早8:00	早9:00	早10:00	早11:00	午休	下午2:00-4:00
周一	《体演中文》 介绍	第一单元介绍	1.1课 阶段1	1.1课 阶段2		1.1课 阶段3
周二	1.1课 阶段4	1.1课 阶段5	1.2课 阶段1	1.2课 阶段2		1.2课 阶段3
周三	1.2课 阶段4	1.2课 阶段5	1.3课 阶段1	1.3课 阶段2		1.3课 阶段3
周四	1.3课 阶段4	1.3课 阶段5	复习 1.1-1.3	复习 1.1-1.3		灵活安排
周五	单元测试	单元测试	单元测试	单元测试		灵活安排
周一	单元测试反应	第二单元介绍	2.1课 阶段1	2.1课 阶段2		2.1课 阶段3

以第一章第一课《美丽青岛》为例，具体教学程序可按五个阶段进行。

阶段一：熟悉课文

课前，请听录音，预读课文。课上，老师将以语言活动中列出的段落大意为中心，脱离课本介绍课文。在介绍课文的过程中，老师将重点使用本课的新词语和语法重点，使学生了解中国的城市，并熟悉描述城市面貌的词语和句型。课上，学生应尽可能地与老师互动，提问和回答问题。建议老师尽可能用当地的照片配合课文介绍。课后，学生学习重点词组和用法。

阶段二：语言建筑

课前，学习重点词组和用法，做完句和翻译练习并在日记和语言汇报时尽可能使用新学的重点词组和用法。课上学生将用主题线索中列出的段落和表达方法，讲述或描述课文中的小话题。老师可用PPT幻灯图片辅助主题线索操练。学生操练之前，老师应给以示范。学习后，学生应能够用丰富而恰当的语言介绍一个城市。

阶段三：语言演练

课前做本课的课外提问。理想的方法是请中国朋友或语言伙伴提问。回答问题时尽可能使用提示的语言表达点。学生们也可互问互答，为语言演练课做准备。上语言演练课时，学生将在老师的带领和安排下，走出课堂，进入社会，做语言演练活动。活动要以语言“演练指令”为重点，并准备在第二天的课堂讨论活动中应用自己了解的情况参加讨论或辩论。

阶段四：讨论与辩论

课前做听读练习。听读练习是对课文话题的扩展和对语言点的进一步练习，有助于课上的讨论。进行课堂讨论与辩论活动时，要以自己对一个城市的了解和在语言实践中听到的实际情况为基础，举例说明自己的看法。课后要写日记。

阶段五：正式讲演

讲演课前，学生要根据语言演练活动笔记和课堂讨论的启发，写一篇日记。写日记时，请用讲演大纲列出的几个方面作为主要内容。学生和老师也可以设计自己的讲演提纲，畅谈对学习内容的理解和体会。

结束语

《体演中文》分为上下两册，每册四单元十二课。希望这套教材的出版能得到对外汉语界学者和老师们的关心，为我们共同的事业探索更加有效的方法。由于个人水平有限，《体演中文》一定还有许多不完善之处，希望在今后的使用过程中得到同行们的批评指正。

林艺

二零一二年于密西西比牛津市

SAMPLE

编写《体演中文》参考书目：

房玉清（2008），实用汉语语法，北京语言大学出版社。

黄伯荣、廖序东（2007），现代汉语，高等教育出版社。

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刘月华、潘文娱、故犇（2007），实用现代汉语语法（增订本），商务印书馆。

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现在与老师和同学们见面的《体演中文》在 Cheng & Tsui 编辑的精心设计下更加完善、实用了。我衷心感谢 Alex Jatton 编辑，特别是 Eavan Cully 编辑在过去的一年里不辞辛劳对这本教材提出宝贵的意见，并对书稿做出反复修改。没有她们的鼓励和督促，没有 Ms. Eavan Cully 的全心投入，这本书难以如期出版。我也非常感谢本书初稿审阅者提出的宝贵建议，在这些建议的指导下，《体演中文》有了实质性的提高。

中国外文局的刘澄子为本书制作了高水平的录音，青岛大学的蔺秀娟老师也在百忙之中协助作者完成了《体验中文》的八套试题卷编写，在此表示感谢。



本章简介

进入二十一世纪，“80后”也到了谈婚论嫁、成家生子的年龄了。王朋的表哥和表嫂就是这一代人。和许多年轻人一样，他们在大学时代相识，有着一见钟情的浪漫爱情经历。毕业后他们各自工作在不同的岗位上，开始建立一个温暖的小家。事业、家庭像一曲生活的交响曲，他们以阳光的心态对待工作、生活，埃文在他们身上看到很多可贵的东西。

《婚前浪漫史》让我们听到了表哥表嫂浪漫的爱情故事。从他们的偶然相见，到表哥的一封封情书，表嫂的心终于被打动了。现在说起来，表哥和表嫂还都记忆犹新呢。有趣的是他们相见以前的梦中情人与现实中的恋人是那么的不同。相信同学们也会听到不少动人的故事。

爱情发展到一定程度必然要进入婚姻，要建立一个小家庭，有自己的小窝。《幸福的小窝》这一课就介绍了年轻人在准备结婚时最重要的一个环节——租房子。从一个个出租的房子里找到理想的住处，并不容易。希望这一课，可以为你将来在中国安家有一个小的准备。

生活并不总是浪漫的，它充满了紧张的工作和琐碎的家庭事务。现在的年轻夫妻是如何对待工作和家庭生活的呢。《生活交响曲》把我们带到李林和白桦的小家。他们是有专业技术的白领阶层。埃文和他们的谈话让我们了解到了他们的敬业精神和工作压力，也让我们感受到了他们对父母和对社会的关爱。

6.1



婚前浪漫史

学习目标

- ❖ 会描述心目中理想的爱人。
- ❖ 能够叙述两个爱人认识的经过。
- ❖ 能够比较形象地描述一个人。
- ❖ 会叙述恋爱经历中的难忘时刻。
- ❖ 了解中国人恋爱的方式。

阶段一：熟悉新话题

语言准备

预习课文、听课文录音。

课文

周末埃文常跟朋朋一起去姥爷家。朋朋的表哥李林下个月就要结婚了，新娘叫白桦，她在一家外企工作，是人们羡慕的白领。今天姥爷家包饺子，当然少不了请白桦回家一起吃饭。一清早李阿姨就去农贸市场买肉买菜，现在大家一边包饺子一边等白桦。

埃文：表哥，你手机背面这张照片，就是表嫂吗？

李林：对！是白桦，我的未婚妻，现在叫她表嫂还早了点。

埃文：不早了。她很漂亮！你们俩很般配，难怪朋朋说你们是天生的一对。你们是怎么认识的？

李林：说来话长，我们是四年前偶然认识的。那时候我们都是大二的学生，两个学校离得挺远的，本来没什么机会相识。有一天，我的同屋非拉着我去看他的老乡，就是白桦的同屋。结果那天，他没见到老乡，我自己却掉进了情网。

埃文：真的？白桦就是你心目中的理想爱人吗？

李林：说实话，在见到白桦以前，我心目中的理想伴侣并不是白桦这样的。她应该是双眼皮儿大眼睛，最好长发飘飘；身材要苗条，个子不能太矮，也绝对不能比我高；在兴趣上，最好跟我一样，爱看足球；再就是性格一定要温柔，跟我吵架可不行；工作嘛，最好是收入高又轻松的，这样才有时间干家务看孩子；还有，最重要的是得孝敬我的父母……

埃文：啊？这样的条件恐怕只有在梦中才能找到了！

李林：是啊。见到白桦以后，我才知道自己真正喜欢的是什么样的女孩儿了。我到现在还记得第一次见到她的情景。那天，我和同屋走进白桦宿舍门口时，我一眼就看见了坐在窗边的白桦，她正笑着朝我们转过脸来，她的笑特别迷人，两个浅浅的酒窝非常可爱。那一刻我就觉得自己的心怦怦地跳起来，时间好像停止了，我的脑子里一片空白……

埃文：哇！你是不是有一种**触电**的感觉？

李林：就是那样的感觉。从那以后，我每个周末都催同屋**发短信**约他的老乡和白桦出来一起玩。两个月以后，我就跟白桦**单独**约会了。

埃文：你还真有两下子！不过，你什么地方吸引了白桦呢？

这时候白桦来了，她**中等**个儿，不胖也不瘦，黑黑的头发**披**在肩上，眼睛弯弯的，一脸笑容。她放下带来的水果，跟姥爷他们打过招呼，洗了洗手就来帮大家包饺子。

李林：瞧，白桦来了，还是让她自己来回答吧！

白桦：朋朋，埃文，你们说什么呢，这么热闹。

王朋：表哥说他对你，那是一见**钟情**。表嫂，你心目中的**白马王子**是表哥这样的男生吗？

白桦：（笑着看了李林一眼）怎么说呢？李林给我的第一印象是**其貌不扬**，个子也不高，我对他**谈不上**喜欢，可也没什么**恶感**。后来交往时间长了，渐渐觉得他人品好、有**才气**，特别是他写给我的情书**文采飞扬**，读着读着就被打动了。

李林：（得意地笑了笑）那可是我的**秘密武器**。

埃文：那，你们在恋爱的过程中有没有特别浪漫的**回忆**？

白桦：李林这个人话不多，平时也不是个**追求**浪漫的人。让我难忘的是去年深秋的一天，我从北京回青岛，飞机晚点了五个多小时，我到青岛时已经是半夜了，机场大厅**空荡荡**的。没想到我一出来就看见他站在那里，手里**举着**一大束玫瑰花，他**迎**上来说：“今天是我们认识三周年的日子。”那天我觉得特别幸福……

埃文：太动人了，真是一个浪漫而美好的回忆！

李林：埃文，你不是也有个女朋友吗？什么时候也给我们讲讲你们的**恋爱故事**？

埃文：唉，我们的关系**八字还没一撇**呢。不过表哥的秘密武器值得**借鉴**。



新词语

生词	拼音	词性	英文
1. 浪漫史	làngmàn shǐ	<i>n</i>	romantic history
2. 形象	xíngxiàng	<i>adj</i>	vivid and in detail
3. 外企	wàiqǐ	<i>n</i>	company owned by a foreigner
4. 背面	bèimiàn	<i>n</i>	back; reverse side
5. 未婚妻	wèihūnqī	<i>n</i>	fiancée
6. 般配	bānpèi	<i>adj</i>	well-matched
7. 说来话长	shuō lái huà cháng	<i>xp</i>	it's a long story
8. 偶然	ǒurán	<i>adv</i>	by chance
9. 掉进情网	diào jìn qíng wǎng	<i>vp</i>	to fall in love
10. 伴侣	bànlǚ	<i>n</i>	companion
11. 双眼皮儿	shuāng yǎnpír	<i>np</i>	double eyelids
12. 长发飘飘	cháng fà piāopiāo	<i>xp</i>	long and flowing hair
13. 身材苗条	shēncái miáotiáo	<i>xp</i>	slim figure
14. 矮	ǎi	<i>adj</i>	short
15. 绝对	juéduì	<i>adv</i>	absolutely
16. 温柔	wēnróu	<i>adj</i>	gentle
17. 孝敬	xiàojìng	<i>v</i>	to show filial respect for
18. 转过脸来	zhuǎn guò liǎn lái	<i>vp</i>	to turn one's face towards
19. 浅浅	qiǎnqiǎn	<i>adj</i>	shallow
20. 酒窝	jiǔwō	<i>n</i>	dimple
21. 怦怦	pēngpēng	<i>ono</i>	pounding
22. 空白	kòngbái	<i>n</i>	emptiness
23. 触电	chùdiàn	<i>v</i>	to have an electric shock
24. 发短信	fā duǎnxìn	<i>vp</i>	to send a text message
25. 单独	dāndú	<i>adv</i>	privately, one on one
26. 中等个	zhōngděnggè	<i>np</i>	medium height, 不高不矮
27. 披	pī	<i>v</i>	to cover one's shoulder
28. 一见钟情	yí jiàn zhōngqíng	<i>vp</i>	to fall in love at first sight

生词	拼音	词性	英文
29. 白马王子	báimǎ wángzǐ	<i>n</i>	prince on white horse
30. 其貌不扬	qí mào bù yáng	<i>xp</i>	average looking
31. 恶感	ègǎn	<i>n</i>	a feeling of disgust
32. 渐渐	jiànjiàn	<i>adv</i>	gradually
33. 人品	rénpǐn	<i>n</i>	character; 人的品质
34. 有才气	yǒu cáiqì	<i>vp</i>	to be talented
35. 文采飞扬	wén cǎi fēi yáng	<i>xp</i>	to write or speak eloquently
36. 打动	dǎdòng	<i>v</i>	to move / touch (emotionally)
37. 得意	déyì	<i>adj</i>	content; 非常满意
38. 秘密武器	mìmì wǔqì	<i>np</i>	secret weapon
39. 回忆	huíyì	<i>n</i>	recollection
40. 追求	zhuīqiú	<i>v</i>	to pursue
41. 空荡荡	kōngdàngdàng	<i>adj</i>	empty (of a room or place); 房屋, 场地很空
42. 举着	jǔzhe	<i>vp</i>	to be holding
43. 束	shù	<i>mw</i>	a bouquet of (flowers)
44. 迎上来	yíng shànglái	<i>vc</i>	to come up (to a place)
45. 恋爱	liàn'ài	<i>v/n</i>	to date; dating
46. 撇	piě	<i>n</i>	the left curving stroke in Chinese calligraphy: 丿
47. 借鉴	jièjià	<i>v</i>	to learn from; 通过对比取长补短

▶ 语言活动

学习课文段落大意。

1. 埃文是怎么认识白桦和李林的。
2. 介绍白桦的工作, 样子及她看重的人品。
3. 介绍李林的特点, 以及他理想中的爱人。
4. 介绍白桦和李林相识的过程。

阶段二：语言建筑

▶ 语言准备

学习重点词组和用法，做完句和翻译练习。

1. 偶然 (by chance; 事理上不一定要发生而发生的; 超出一般的规律, 表示意外, 没有想到。)

这个惊人的发明居然是出于一个偶然操作。

没想到在飞机上碰见一个多年不见的老同学, 太偶然了。

你今天没来上班, 老板怎么也不批评你呢? _____。

It was simply by chance that Jet Li was cast in the film.

_____。

注: “偶尔”表示有时候, 不经常。如: 闹市里偶尔也能听到鸟鸣。

2. 绝对 (absolutely, certainly; 完全, 一定)

这一带的房子将来绝对升值。

他的文章我仔细看过了, 绝对没有错。

如果你不上大学, 将来绝对会后悔。

大城市的家庭可以生两个孩子吗? _____。

They have absolutely no idea how this happened.

_____。

3. 有两下子 (to have real skill; 口语, 比喻有点本领)

新来的教练真有两下子, 球队一连赢了四场球赛。

他打起篮球还真有两下子, 远投能力非常强。

现在的大学生没有两下子, 就很难找到工作。

这位老中医切切脉就知道我那儿有毛病, _____。

He has real skills in fixing cars, so we often ask him for help.

_____。

4. 一见钟情 (to fall in love at first sight; 一见面就有了爱情)

我们在一次聚会上 一见钟情，他的幽默让我感到开心。

这种新款跑车速度快，样子新颖，令年轻人一见钟情。

你怎么这么快就有了女朋友? _____。

Their happy marriage did not start from love at first sight.

_____。

5. 谈/说不上 + v/adj (to be not much of, to be hardly; 够不上……程度. 必须带动词, 形容词做宾语。)

兄弟俩对后妈谈不上敬重，倒也客客气气。

我跟她认识，但说不上熟悉。

他写的文章说不上文采飞扬。

你对她一见钟情，可是她对你没有感觉，你是不是很绝望?

_____。

你的中文这么好，真是天才。_____。

I'm not much of a photographer, but I like taking pictures.

_____。

He was hardly warm-hearted when he first met us.

_____。

6. 八字还没一撇 (to be up in the air; 表示事情还没有眉目)

A: 你们的关系怎么样了，什么时候喝喜酒呀?

B: 别提了，八字还没一撇呢。

夏天就要到了，可是我们出国学习的事八字还没一撇呢，真让人着急。

快毕业了，你找到工作了吗? _____。

Their plans are still up in the air. We can't wait for them.

_____。

四字结构

用下面列出的四字结构改写句子中划线的部分。

文采飞扬 掉进情网 一见钟情 其貌不扬 白马王子

1. 她文章写得非常精彩，常常为我们大学的报纸写文章。
_____。
2. 别看他长得很一般，没有什么吸引人的地方，却有不少女孩子喜欢他的人品和性格，并愿意成为他一生的伴侣。
_____。
3. 菲菲到现在还没有见到她心目中的理想男朋友，姥爷和姥姥常常提醒她不要太挑剔。
_____。
4. 表哥陪他的同学去看老乡，却一下子爱上了那个老乡的朋友。
_____。
5. 他们几个男生都不相信看见一个漂亮的女生就能爱上，爱情是需要一段时间的了解才能产生的。
_____。

▶ 语言活动

用所提供的主体和线索做成段描述。

1. 偶然相识

说来……，……偶然……；……上大二，本来……；有一天，……拉着我……，那天……，……掉进……

2. 理想的爱人

说实话，……理想的伴侣……；……双眼皮……，……飘飘；……苗条，……太矮，……绝对……；……兴趣上，……；性格上，……；工作……；……孝敬……

3. 一见钟情

记得……情景；那天，……走进……，一眼就……，……转过脸，……迷人，……浅浅的酒窝；那一刻……怦怦地……，时间……，脑子里……，……有……的感觉；以后，……催……发短信……；不久……单独……

4. 埃文见到的白桦

中等……，……披在……，……弯弯的，……笑容；放下……，跟……打招呼，……帮大家……

5. 白桦眼中的李林

给……印象，个子……，谈不上……，也没有……；交往……，渐渐……，人品好，……才气，特别……文采飞扬，……着……着……打动……

6. 特别的回忆

不是……人，……难忘……；深秋……，……晚点……，到……半夜，……空荡荡，没想到……，……玫瑰花，……迎上来说……；……幸福

阶段三：语言演练

语言准备

根据课文或实际情况，用列出的词语做课外问答。

1. 埃文觉得李林和白桦看上去怎么样？（很般配）
2. 描述一下白桦的样子。（个儿，头发，眼睛，笑容，酒窝）
3. 李林和白桦是怎么认识的？（说来话长）
4. 李林在认识白桦以前，心目中的理想爱人是什么样的？（双眼皮，长发飘飘）
5. 李林第一次见到白桦时，是什么情景？（迷人，怦怦跳，一片空白）
6. 李林给白桦的第一印象是什么？（其貌不扬，谈不上，可也没……）
7. 交往时间长了，白桦对李林有什么新的认识？（人品，文采飞扬）
8. 李林是怎样追求白桦的？（情书，秘密武器）
9. 什么事是白桦最难忘的回忆？（深秋的一天，空荡荡，玫瑰花）
10. 埃文有没有女朋友？（八字还没一撇）

语言活动

走出课堂，进入社会，完成以下语言指令。

1. 跟中国的80后小夫妻谈一谈下面三个话题。
 - a) 他们认识的经过，是不是一见钟情。
 - b) 第一次见面时的印象。
 - c) 交往过程中的浪漫回忆。
2. 跟朋友讲述你所熟悉的一个浪漫史。
3. 跟中国的同龄人聊一聊理想的爱人是什么样子，有没有一见钟情的爱情。

建议活动

1. 看一个爱情电影。
2. 学唱几首中国爱情歌曲。

阶段四：讨论与辩论

语言准备

听读下面短文，并回答问题。

(一)

那是两年前的春天，我们和几个要好的同事去郊外春游，爬山时前面的同事一脚踩空，从山上滚了下来。当时，我就跑过去接住她。那个同事没受一点伤，我的腿却被压断了。我疼得快晕过去了，被送到了医院的急救中心。一到医院我就被推进了检查室，不一会，我听到一位女医生的声音，“血压，体温，X光……”，接着我就看见一位年轻苗条的女医生走进门口。她坐在我身边，轻轻地按了按受伤的地方，说伤得不轻，得马上住院。很快在她的指挥下，我的腿被石膏裹了起来。在整个过程中，我的目光一直没离开她，我被她的美丽，和她娴熟(xiánshú / skillful)的医术迷住了。为了止疼，她让护士给我打了一针，很快我就睡着了。

第二天，我一睁开眼睛，就看到她站在我的病床边。她那关心的目光让我的心怦怦地跳。她伸出手，大方地说：“昨天没来得及介绍，我叫柳茵，你的腿很快就能康复。断骨接得很好，我父亲就是接断骨的名医。”我握着她的手，脑子里一片空白。她很像我梦中的情人，弯弯的眉毛，浅浅的酒窝，温暖的话语……。在后来的几天里，她每天都来病房，每次脸上都充满了笑容，渐渐地我们开始谈工作，谈生活。很快我就出院了，说实话，我真想在医院里住下去。

出院后，柳茵的笑容总是在我脑海里出现，我已经掉进了情网。我就给柳茵写信，表达我对她一见钟情的感情。一封信，两封信，三封信……，我一封一封地给她写信。我的信谈不上文采飞扬，但是也能打动她的心。终于，她回信了。拿着柳茵的信，我的心又在怦怦地跳。她是接受我的爱情，还是拒绝(jùjué / refuse)?最后还是同事帮我看的信，看到同事笑得闭不上嘴，我知道柳茵动心了。柳茵让我去医院做最后一次检查，然后我们去吃晚饭。后来我问柳茵是什么让她动心的，她甜蜜地笑了笑，说：“是你的人品和情书。”

1. 我为什么进了医院?
2. 是什么让我掉进了情网?
3. 我是怎么追柳茵的?
4. 接到柳茵的信我为什么不敢打开?
5. 是什么让柳茵喜欢我?

(二)

在中国古代，青年男女的婚姻大事都是由父母决定的，叫做“父母之命，媒妁之言”，就是说女孩子长大以后，就会有介绍人到家里来向她的父母介绍一个男孩子和他的家庭。如果女孩子的父母觉得合适，就答应把女儿嫁给他。所以新郎新娘往往在结婚的时候才第一次见面，他们都没有选择的自由。这个介绍人被叫做“红娘”。

二十世纪二十年代以后，西方自由思想传入了中国，男女青年意识到自由恋爱多么重要，很多人在学习和工作中认识自己喜欢的人，经过一段时间的了解以后再结婚。但是也有的人平时交往的范围小，没有很多机会认识新的人，所以“红娘”还是很重要的，“红娘”安排两个年轻男女的第一次见面叫做“相亲”。只不过这时候不是父母说了算，而是年轻人自己说了算。

随着社会的发展，“红娘”也不一定非得是个人了。如果你通过报纸上的征婚广告找到了爱人，那么报纸就是你们的“红娘”；如果你通过参加电视节目找到了爱人，那么电视就是你们的“红娘”；另外，现在电脑也成了“红娘”，因为越来越多的人通过网络找到了自己的伴侣。也许以后，还会有更多的东西可以成为“红娘”呢。

1. 古时候的“红娘”在婚姻中的作用是什么？
2. 为什么现在还有“红娘”？
3. 除了人以外还有什么“红娘”？
4. 社会发展了，为什么“红娘”一直在我们身边？

四 语言活动

结合实际进行课堂讨论与辩论。

1. 根据你的采访有多少一见钟情的恋人？
2. 他们的理想恋人和现实中的一样吗？
3. 你觉得他们的浪漫史跟美国年轻人的是否大同小异？
4. 大家心目中的理想爱人有没有相同点？

阶段五：正式讲演

五 语言准备

参考语言演练活动，课堂讨论和讲演大纲，写一篇有关爱情浪漫史的日记。

五 语言活动

请用口头汇报的方式，演说你听到的故事。

1. 介绍一对中国夫妻或恋人。
2. 介绍他们相识的故事。
3. 你对一见钟情的看法。
4. 人的品质比样子更能打动人吗？

本课总结

李林和白桦的恋爱比较……

我认识的中国朋友多半……

我发现在谈男女朋友方面，我们跟中国的年轻人……



本章简介

生活是美好的，有带来幸福收获的辛勤劳动，也有丰富多彩的休闲时光。其实，自古以来中国人就特别讲究养生，无论是饮茶，健身，还是走进大自然，都是有益于身心健康的活动。可喜的是，越来越多的城市人开始追求生活的乐趣、注意养生之道了。

中国人爱茶，以茶敬客，以茶为伴。在城市的大街小巷，到处可见古色古香的茶楼，或简朴实惠的茶馆。《都市茶馆》将把你带到闹市中一家清静的茶馆，从这一课你可以了解中国的茶文化，并品尝到茶中珍品：碧螺春、祁门茶、铁观音和普洱茶。当然，你也能学会品茶、泡茶和以茶敬客。

古诗中的“夕阳无限好，只是近黄昏”不禁让我们想起退休的老年人。现代的老年人虽是夕阳却更爱清晨。《夕阳晨练》这一课就向你介绍城市的老年人。他们每天早晨去参加锻炼，风雨无阻。通过健身，他们精神越来越好，人也越活越年轻了。看来，不管是打太极拳、太极剑，还是扭秧歌，只要坚持下来，就是一种很好的养生之道。

近几年，一种新兴的休闲活动出现在很多大城市，这就是各种各样的瓜果采摘节。采摘节把城里人带到了生机勃勃的大自然中，是集采摘、休闲、旅游于一体的节日，很受城里人的欢迎。《樱桃红时》向你介绍了这种节日，也将把你带到青山绿水的乡下，享受大自然，品尝熟透了的瓜果。

8.1



去茶馆喝茶

学习目标

- ❖ 了解中国的茶文化。
- ❖ 了解茶叶的一般知识及喝茶的习惯。
- ❖ 学会谈论各种茶的特点。
- ❖ 可以介绍喝茶的好处。

阶段一：熟悉新话题

语言准备

预习课文、听课文录音。

课文

为了让同学们感受一下中国的茶文化，秀娟带他们来到了江西路上一家叫“世外桃源”的茶馆。一进门，柳红就迎了上来，她身穿蓝底小白花的旗袍，显得很秀气。听说柳红刚从茶艺学校毕业，对茶道很精通。茶馆的环境很特别。靠墙的架子上整齐地摆着大大小小、形状各异的紫砂壶，令人好奇。走过一座弯弯曲曲的小木桥，就是大厅了。大厅的四周和中央，有大小不等的茶座。再往里走，便是一间间古色古香的茶室了。阵阵茶香，小桥流水，仿佛来到远离闹市的世外桃源。

罗珊：啊，这就是我寻找已久的东方情调。在这么幽雅，清静的地方喝茶的确是一种享受啊！

柳红：饮茶是中国的古老传统。根据史书记载，早在西周时期，茶就作为珍贵的礼品了。到了唐朝就有了《茶经》一书，探讨饮茶的艺术。至今，以茶敬客的礼仪在中国到处可见。我们从种茶、制茶，到喝茶都有很多讲究。在南方，到茶馆喝茶是生活中必不可少的一部分了。因此茶馆是社会的一个窗口，是了解中国的好地方呢。

秀娟：对呀。你看，在这儿，有谈生意的人，也有说悄悄话的朋友，还有独自品茶看书的消闲者。

罗珊：柳红，我对茶叶一无所知，你能不能介绍一下中国的茶叶？这样我就能体会到喝茶的乐趣了。

柳红：好，我给你们推荐几种有代表性的茶吧。先说说绿茶，这是现在最普通的一种茶。绿茶又分成很多种，今天你们可以先品尝一下绿茶中的名茶——碧螺春。

罗珊：这个名字真好听，有形有色的。

秀娟：不仅名字好听，味道还特别香呢！我听说碧螺春的茶树是跟花一起种植的，它吸收了花的香气，所以味道芳香。还有，碧螺春的叶片是卷起来的，像个小海螺。冲泡的时候，你就可以看到小海螺慢慢展开，变成一片片碧绿的茶叶。

罗珊：噢，饮茶时还有观赏茶叶的乐趣。泡这么珍贵的茶有什么讲究吗？

柳红：当然，绿茶泡的时间不能太长，第一杯应该5分钟以后喝。这是因为炒绿茶用的火小，时间也短，所以茶叶很嫩。另外，泡绿茶的水温最好是70度到80度左右，温度太高就把营养破坏了。

罗珊：(喝了一小杯碧螺春)我很喜欢这种清香味，口感很好。

柳红：第二种茶是红茶，也就是欧美人比较喜爱的茶。红茶的**极品**是福建的正山小种和安徽的祁门茶。虽然都是红茶，但味道很不同。今天你们可以品尝一下祁门茶。第三种是乌龙茶，也叫青茶，多产于台湾和福建，铁观音就是其中的一种。这两种茶需要的温度都比较高，**沏茶**最好用**摄氏90度到100度**的水。等2、3分钟就可以闻到一阵阵的茶香味。

罗珊：我闻到一股茶香了。这么好的茶，我肯定怎么喝也喝不够。

秀娟：好茶需要**静下心来慢慢地**一小口，一小口地喝，所以中国人常说“品茶”。一小杯茶要喝三口，才能品出茶的味道。

罗珊：(轻轻地品了一口)啊，有一丝特别的香味，**甘甜可口**。

柳红：另外，还有一种很流行的黑茶，叫“普洱茶”，主要产于云南，茶性温和。传说很早以前，为了把茶叶运输到新疆，人们把茶叶**压成饼**。现在的**正宗普洱**还是一块块的茶饼。人们认为普洱茶**保存时间越久茶味越香**。

罗珊：为什么很流行呢？普洱茶有什么好处？

柳红：以前，人们只重视茶的香味儿，现在的人们也重视茶的**保健作用**了。普洱茶之所以流行，就是因为它对健康有**养生作用**吧。普洱茶有**生的和熟的**两种。据说生茶有很好的**减肥效果**；熟茶对**高血压和高血脂**等有**降低**的作用。

罗珊：那太好了！我正想找一种传统的减肥办法呢。以后我不喝咖啡了，只喝普洱茶。

秀娟：如果你能**坚持下去**，明年我们一定能见到一个更**苗条**的罗珊。哈哈。



新词语

生词	拼音	词性	英文
1. 感受	gǎnshòu	<i>v/n</i>	to experience; experience
2. 世外桃源	shì wài táoyuán	<i>n</i>	paradise, utopia
3. 旗袍	qípáo	<i>n</i>	a traditional Chinese woman's dress
4. 秀气	xiùqì	<i>adj</i>	beautiful in a natural way
5. 精通	jīngtōng	<i>v</i>	to have a deep knowledge of
6. 整齐	zhěngqí	<i>adj</i>	in good order, neat
7. 形状各异	xíngzhuàng gè yì	<i>xp</i>	different in shape
8. 紫砂壶	zǐshā hú	<i>n</i>	purple clay teapot
9. 弯弯曲曲	wānwān qūqū	<i>adj</i>	winding
10. 闹市	nàoshì	<i>n</i>	boisterous city
11. 幽雅	yōuyǎ	<i>adj</i>	quiet and tastefully laid out (of a place)
12. 清静	qīngjìng	<i>adj</i>	quiet, without much noise or activities (of a place)
13. 史书	shǐshū	<i>n</i>	historical book
14. 记载	jìzǎi	<i>v</i>	to record
15. 珍贵	zhēnguì	<i>adj</i>	precious
16. 探讨	tàntǎo	<i>v</i>	to inquire into
17. 至今	zhìjīn	<i>adv</i>	to the present time
18. 必不可少	bì bù kě shǎo	<i>xp</i>	indispensable
19. 悄悄话	qiāoqiāohuà	<i>np</i>	intimate talk; 不让外人知道的话
20. 品	pǐn	<i>v</i>	to taste (for quality)
21. 消闲者	xiāoxiánzhě	<i>n</i>	person of leisure
22. 种植	zhòngzhí	<i>v</i>	to plant
23. 芳香	fāngxiāng	<i>n</i>	fragrant smell
24. 卷起来	juǎn qǐlai	<i>vc</i>	to curl (up), to roll up
25. 海螺	hǎiluó	<i>n</i>	conch
26. 展开	zhǎnkāi	<i>vc</i>	to spread out, to open up
27. 破坏	pòhuài	<i>vc</i>	to ruin, to destroy
28. 清香	qīngxiāng	<i>n</i>	refreshing fragrance, light fragrance

生词	拼音	词性	英文
29. 极品	jǐpǐn	<i>n</i>	top brand
30. 沏茶	qīchá	<i>v</i>	to make tea
31. 摄氏	Shèshì	<i>n</i>	Celsius
32. 甘甜	gāntián	<i>adj</i>	sweet
33. 压成	yāchéng	<i>vc</i>	to be pressed into
34. 正宗	zhèngzōng	<i>adj</i>	authentic
35. 保存	bǎocún	<i>v</i>	to preserve
36. 保健	bǎojiàn	<i>v</i>	to protect one's health
37. 养生	yǎngshēng	<i>v</i>	to nurture; 保养身体
38. 生	shēng	<i>adj</i>	raw
39. 熟	shú	<i>adj</i>	processed or cooked
40. 高血压	gāoxuèyā	<i>n</i>	high blood pressure
41. 高血脂	gāoxuèzhī	<i>n</i>	high cholesterol
42. 降低	jiàngdī	<i>v</i>	to lower, to reduce
43. 坚持	jiānchí	<i>v</i>	to uphold, to persist in
44. 苗条	miáotiáo	<i>adj</i>	slender, slim

专有名词

词语	拼音	英文
1. 西周时期	Xīzhōu shíqī	Xizhou Period (1046 - 771 BCE)
2. 唐朝	Tángcháo	Tang Dynasty (618 - 907 CE)
3. 碧螺春	Bīluóchūn	Biluo tea from Jiangsu province
4. 正山小种	Zhèngshāxiǎzhòng	Lapsang Souchong black tea
5. 祁门茶	Qíménchá	Qimen tea
6. 乌龙茶	Wūlóngchá	Oolong tea from Fujian and Taiwan
7. 铁观音	Tiě Guānyīn	Tie Guanyin tea
8. 普洱茶	Pǔ'ěrchá	Pu'er tea from Yunnan province
9. 云南	Yúnnán	Yunnan Province

▶ 语言活动

学习课文段落大意。

1. 介绍茶馆的环境和特点。
2. 谈一谈中国的茶文化。
3. 去茶馆享受一份清静。
4. 介绍有代表性的四种名茶。

阶段二：语言建筑

▶ 语言准备

学习重点词组和用法，做完句和翻译练习。

1. 弯弯曲曲 (winding; 用来形容有弯的小路.)

重叠的双音节形容词作定语，跟单音节形容词重叠一样，可以有更强的描写作用。这种重叠也可以单独做谓语。

他们走过弯弯曲曲的小桥，来到大厅。

她是一位大大方方的姑娘。

他把房间打扫得干干净净的。

两只小狗圆圆滚滚的，很可爱。

茶楼里常常有一排架子上面_____。

On Thanksgiving Day the campus is quiet everywhere.

_____。

2. 至今 (to the present time, till now; 直到现在, 作为副词用.)

我到中国以后至今还没有给家人通过电话。

离婚后他好像变了很多，至今还没有再婚。

端午节是一个古老的传统节日。至今，人们还有端午节吃粽子的习惯。

癌症是很难治的病，_____。

(Even) To today, we (still) haven't received any assistance in setting up a school library in the village.

_____。

3. 必不可少 (indispensible; 不能没有)

外语是未来工作中必不可少的工具。

“脸谱”非常受青少年的青睐，已经成为他们生活中必不可少的一部分。

在我们公司，这样的科技人才必不可少。

为什么他是球队中薪水最高的队员？_____。

Health insurance has become an indispensable part of our family budgeting.

_____。

4. 有 A 有 B (used to emphasize the existence of both A and B; 当分别用在意思相同或相近的两个词前面时, 表示强调。)

别看他才八岁，说起话来有条有理，像个小大人似的。

他平时不爱说话，却是个有情有义的人。

上学的时候我住在家里，家里_____，我不必去餐厅。

The atmosphere in the class is relaxing. Students are speaking and laughing; they are thoroughly enjoying the class.

_____。

注：当“有 A 有 B”分别用在意思相反或相对的两个词前面时，表示既有这个，又有那个，两方面都有。

在教育上，我们强调自由发展，但是这种方式有利有弊。

为了提高效益，公司赏罚分明。对员工_____，调动了大家的积极性。

Even though we started to learn Chinese at the same time, our progress varies greatly; some of us are quite advanced and some are behind the others.

_____。

5. 静下心来 (to be without any emotional disturbance; 心情平静地)

在夏天我才能静下心来有效地学习中文。

这么多烦恼，让我怎么能静下心来工作？

静下心来想一想，我才意识到父母在这教育上多么用心良苦。

日记是我在中国学习的真实记录，每天晚上_____。

After the summer, I plan to prepare for my GRE examination without any disturbance for two months.

_____。

6. (之)所以……, 是因为…… (the reason that... is that...; “所以”用在上半句主语和谓语之间, 提出要说明原因的事情, 下半句说明原因。)

普洱茶之所以流行, 就是因为它对现代人的健康有好处。

茶馆之所以受到人们的欢迎, 是因为它比一般的饭店更安静而幽雅。

我之所以特别喜欢他, _____。

_____，是因为他的家庭负担不了医疗费。

The reason we came to China is to learn its language and its culture.

_____。

四字结构

用下面列出的四字结构改写句子中划线的部分。

古色古香 世外桃源 形状各异 必不可少 小桥流水

1. 威尼斯是水城，到处是小桥和流水，风景非常秀丽。

_____。

2. 上海世博会上，每个国家展厅设计的样子都不一样，却都表现了建筑家们独特的想像力。

_____。

3. 有些人希望有一个没有贫穷差别，没有地位差别的理想的社会，但是这并不现实。

_____。

4. 如果你想学好中文，那么去中国学习是一定要做的事。

5. 西安城跟很多中国的城市不一样。城的四周是古城墙，城墙内的建筑显得很古老。

▶ 语言活动

根据主体线索做成段描述。

1. 世外桃源

一进门……，身穿……，显得……；对……精通；环境……，整齐……，…形状各异，令人……；弯弯曲曲……；古色古香……；阵阵……，小桥……，仿佛……；寻找已久……

2. 茶文化

根据……，早在……；……《茶经》……；至今，以……敬……；从……到……；在南方，……必不可少，……一部分；茶馆……窗口；谈生意……，悄悄话……，独自……

3. 绿茶

有代表性……；跟……种植，吸收……芳香；……卷起来……，像……；……展开，变成……；……时间……，另外，……水温……左右，……破坏

4. 红茶和乌龙茶

欧美……；极品……，虽然……但是……；也叫……，产于……，其中……；沏茶……，闻到……；怎么……也……；静下心来……喝；……品出……味道；有一丝……

5. 普洱茶

流行……，产于……，茶性……；传说……，把……压成……，正宗……，保存……；以前，……只重视……；现在……；之所以……是因为……；生茶……有……效果；熟茶对……有……作用

阶段三：语言演练

语言准备

请根据课文或实际情况，用列出的词语做课外问答。

1. 请描述一下柳红。（身穿，秀气，茶艺，精通）
2. 茶馆里的环境怎么样？（弯弯曲曲，令人好奇，古色古香，阵阵）
3. 它给同学们什么感觉？（幽雅，清静）
4. 喝茶的历史长不长？（根据记载，时期，礼品，以茶敬客）
5. 很多人来茶馆做什么？（谈，说，品）
6. 柳红介绍了什么茶？（代表性）
7. 碧螺春是怎么种的？茶叶是什么样子？（种植，吸收，像，叶片）
8. 绿茶应该怎样泡？为什么？（水温，摄氏，营养）
9. 正山小种和祁门茶有什么特别的地方？（红茶，欧美）
10. 喝茶为什么是品茶？（静下心，品出）
11. 普洱茶有什么特点？（茶性，传说，运输，茶饼，保存）
12. 喝普洱茶有什么好处？（保健，减肥，降低）

语言活动

走出课堂，进入社会，完成以下语言指令。

1. 去茶馆喝茶，了解三四种茶的特点及喝茶的方法。
2. 看茶道表演，并描述一下应该如何沏茶。
3. 问一问周围的朋友他们对茶的了解，他们是否常去喝茶。
4. 去茶店买茶并了解不同种类的茶叶。

建议活动

1. 约好友去一家别具风格的茶馆聚聚，跟服务员了解一下他们的茶叶和特点。
2. 请你的朋友带你去一家比较地道的茶庄给美国的亲朋好友买茶叶，跟服务员说说你喜欢的茶，听听她的建议。

3. 去超市看看那里的茶叶，并跟旁边的服务员了解某些茶叶的品种和特点。
4. 不同地方的人喝茶的习惯一样吗？请打听一下。

阶段四：讨论与辩论

四 语言准备

听读下面短文，并回答问题。

(一) 广东的饮茶文化 I

广东人最爱饮茶。饮茶是广东人的一个生活习惯，也是“食在广东”的一大特色。人们早上见面常问“饮左茶未？”（饮茶了吗？）以此作为问候早安的代名词，可见广东人对饮茶的喜爱。

广东人说的饮茶，实际上指的不仅仅是喝茶。另外还要吃点心(dim sum)，而更重要的是：人们往往把饮茶看成是一种交际的方式。因此，广东人聚朋会友，谈生意，业余消遣，都乐于上茶楼。一壶茶，几盘点心，三三两两聚在一起，边吃边谈。既联络了感情，又交流了信息，甚至谈成了一桩生意，实在是一件令人愉快的事情。正因为如此，广东话里把饮茶，又称“叹(tàn)茶”。“叹”是广东的俗话，是享受的意思。这也许是茶楼业在广东很多地方历百年而不衰(shuāi / decline)的原因之一。要知道，在广州的一些老字号饮食店中，有相当一部分就是当年的老茶楼。

如今，在美国的中国城，也不难找到饮早茶的地方。比方说，在芝加哥的中国城，就有地道的茶楼，那里的点心是正宗的广东货，一些住在附近的中国人开几个小时的车专程去饮茶，享受那寻找已久的感觉。

1. 根据原文，如果一个广东人问：“今天你散左步未？”这是什么意思？
2. 作者说饮茶不仅仅是喝茶，吃点心，还有什么？请你举例说明。
3. 作者如何评价芝加哥中国城的点心？
4. 你有在中国城饮茶的经历吗？你感觉怎样？
5. 如果没有，根据作者的描述，请你想象一下那里的情况。

(二) 广东的饮茶文化 II

当今的饮茶业在广东的很多城市很发达，例如，广州、深圳 (Shēnzhèn) 等等，香港也不例外。人们在饮茶的时候，表面上没有什么特别的礼仪讲究，但实际上你要是仔细看的话，就会发现这样的现象：在主人给客人倒茶的时候，客人会用食指 (index finger) 和中指轻轻叩 (kòu / tap) 桌面。这是什么意思呢？据说这习俗，来源于乾隆 (Qiánlóng, / the Qianlong emperor (1711–1799)) 皇帝下江南的故事。传说乾隆皇帝到江南视察 (inspect) 时，曾微服私访 (wēi fú sī fǎng / travel incognito)，有一天来到一家茶馆，心情很好，就给他的仆从 (púcong / footman) 倒起茶来。按皇宫的习惯，仆从是要下跪 (guì / kneel) 行礼 (salute) 的，但仆从将食指和中指弯曲，做成屈膝 (qūxī / kneel down) 的样子，轻叩桌面，代替下跪的动作。事后，皇帝很满意仆从先前的做法。后来，这个消息传开，“双指叩桌”慢慢变成饮茶时的一种礼仪。这种风俗至今仍然十分流行。当然，现在的人们在饮茶的时候，不管谁是客人主人，在别人给自己倒茶的时候，“双指叩桌”都快变成了条件反射 (tiáojiàn fǎnshè / conditioned reflex) 了。

1. 根据原文，“双指叩桌”是什么意思？
2. 仆从为什么当时没有下跪？
3. 请你能讲讲为什么“事后，皇帝很满意仆从先前的做法”。
4. 为什么作者觉得“双指叩桌”变成了条件反射？

(三)

喝茶不仅是为了品一品茶的味道，喝茶也有很大的保健作用。季节不同可以饮用不同种类的茶叶，一般认为红茶是热性的，绿茶是凉性的。绿茶比红茶含有更多的茶多酚 (chá duō fēn / tea polyphenols)，所以口味较苦。中药理论 (lǐlùn / theory) 中常有“味苦则性凉”的说法，因此绿茶是凉性，红茶是热性也是有道理的。

讲究饮茶的人一年四季饮不同的茶：春、秋季喝花茶，性温而味香；夏季喝绿茶，或在绿茶中加几朵白菊花 (júhuā / chrysanthemums)、金银花，更能增加清凉消暑的作用；冬季喝加糖红茶或牛奶红茶，具有暖胃的作用。

有些人在一天之中，不同时间饮用不同的茶叶，清晨喝一杯淡淡的绿茶，醒脑清心；上午喝一杯碧螺春，芳香可人，可以提高工作效率；午后喝一杯红茶，帮助消化(xiāohuā / digest)；下午休息时喝一杯祁门红加点牛奶，另外吃些点心、水果，补充营养；晚上可以找几位朋友或家人去一处幽雅的茶馆，泡上一壶茶性温和的普洱茶，说说悄悄话。生活的乐趣真不少。

1. 绿茶和红茶相比，味道怎么样？为什么？
2. 根据短文，夏季应该怎样喝茶？为什么？
3. 根据短文，如果午饭后有点儿困，怎么办？
4. 你喜爱的品茶方式是什么？

四 语言活动

结合实际进行课堂讨论与辩论。

1. 谈一谈中国茶馆的特色，和你喜欢的中国特色。
2. 讨论茶文化与其他饮食文化，以及咖啡文化的异同。
3. 谈一谈你喜欢的茶和其特点。
4. 讨论一下茶馆在闹市的作用和地位。

阶段五：正式讲演

五 语言准备

参考语言演练活动，课堂讨论和演说大纲，写一篇有关茶文化的日记。

五 语言活动

请用演说的方式，谈论你对茶文化的了解和看法。

1. 说一说你去闹市茶馆的感受。
2. 介绍你所了解的一种茶及喝茶的方法。
3. 在你跟中国人的交往中，去茶馆饮茶是不是一种休闲活动？为什么？
4. 比较一下茶馆和星巴克的异同。

本课总结

中国的茶楼给我的印象……

没想到中国的茶叶……

我觉得茶文化与咖啡文化……

SAMPLE