

欢迎：中学汉语课本

HUANYING

An Invitation to Chinese

JIAYING HOWARD AND LANTING XU

VOLUME

4



Cheng & Tsui Company
Boston

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PUBLISHER'S NOTE

Demand for Chinese curricular materials at the secondary school level has never been greater. In response, Cheng & Tsui is pleased to offer *Huanying*—the first comprehensive secondary-school series written by experienced Chinese teachers in North American schools and based on ACTFL National Content Standards for Foreign Language Learning. Designed specifically for the North American classroom, *Huanying* offers a learner-centered communicative approach, a great variety of engaging activities, contemporary topics that appeal to secondary school students, a full-color textbook design, and additional resources that will reduce teacher preparation time and allow teachers to focus on teaching.

The Cheng & Tsui Chinese Language Series is designed to publish and widely distribute quality language learning materials created by leading instructors from around the world. We welcome readers' comments and suggestions concerning the publications in this series. Please contact the following members of our Editorial Board, in care of our Editorial Department (e-mail: editor@cheng-tsui.com).

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PREFACE

Huanying: An Invitation to Chinese (欢迎：中学汉语课本) is a series designed for secondary school students who are non-native speakers of Chinese with minimal or no background in Mandarin Chinese. Following the *Standards for Foreign Language Learning* developed by the American Council on the Teaching of Foreign Languages (ACTFL), *Huanying* offers four volumes covering four years of study at the secondary school level and taking students to an intermediate-high level of language proficiency, or the equivalent of two years of college Chinese.

Huanying is organized around thematic units that are essential to everyday communication. All material in each unit—vocabulary, grammar, idiomatic expressions, and culture—is carefully developed with learners’ interests and real-life uses in mind. *Huanying* intends to develop language proficiency by taking students gradually from their immediate surroundings to the bigger world. The topic domain is similar throughout the series—self, family, school, daily life, and the larger community—with each subsequent volume building more complexity and depth into the themes and calling for more complex language use. Throughout the series, students learn vocabulary related to each theme, grammar and idiomatic expressions needed to communicate about the theme, and cultural information that helps to contextualize the language use. Language practice focuses on authentic communicative tasks that integrate several modalities of language skills and are intellectually engaging. Individual, pair, and group activities are rooted in meaningful contexts that appeal to students’ interests and allow them to present, interpret, and negotiate meanings through active communication.

Each volume of *Huanying* is designed for an entire school year, based on one instructional hour (50 minutes) of language class per day. With language use gaining more depth and complexity, the length of material grows as well. Six units comprise Volumes 1 and 2 and four units Volumes 3 and 4. Each unit includes five lessons and one unit review lesson. Teachers may plan to use five hours to study one lesson for Volumes 1 and 2, and seven to eight hours per lesson in Volumes 3 and 4. After the unit review lesson, a unit test can be given to students to assess their learning; pre-prepared unit tests appear in the *Huanying Teacher’s Book*.

What Is the Pedagogical Philosophy Behind *Huanying*?

Our Goal: Communication and Self-Awareness

Huanying was developed based on a belief that the purpose of learning Chinese is not only to communicate in Chinese accurately and appropriately, but also to develop competence in shaping the content of interactions by understanding speakers of other languages. *Huanying* is designed to help students achieve this goal through monitored language input via sequenced and organized instruction; vigorous language practice via performance-based communicative tasks and constant reinforcement of language skills; systematic evaluation via quizzes, unit tests, and student self-assessment; and in-depth experience of the rich and varied social and cultural contexts in which language practice is embedded. All of the above serve the purpose of helping students communicate in Chinese from the very first day of class and gradually develop the knowledge and ability not only to understand but also to reflect.

Our Content: Incorporating the “5 C’s”

Huanying reflects the philosophy outlined by the *Standards for Foreign Language Learning* developed by the American Council on the Teaching of Foreign Languages (ACTFL). Incorporating the principles of “5 C’s” (Communication, Culture, Connections, Comparisons, Communities), it strives to provide students with the necessary knowledge and skills that will enable them to be “linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad.” *Huanying*’s primary focus is on meaningfulness, which is the core of communication. By embedding language input and output in communicative tasks set in a broader socio-cultural context, *Huanying* requires students to draw from other academic disciplines and the knowledge of their own cultures to facilitate their understanding of Chinese language and culture. *Huanying* also provides students with opportunities to extend their knowledge in Chinese by exploring the Chinese-speaking communities around them. The ultimate goal of *Huanying* is for students to become more aware of themselves, as well as their own language and culture, through the study of Chinese.

Our Approach: Teaching for Understanding

Huanying differs from traditional Chinese language instructional approaches by adopting an integrated approach that promotes teaching for understanding. Instead of teaching discrete bits and pieces of language (vocabulary, sentence structures, and idiomatic expressions) through repetitive drills without any meaningful context, *Huanying* takes real-life communication tasks as its starting point. This holistic approach allows *Huanying* to teach vocabulary, grammar, and cultural information not in isolation, but rather in

context. In order to enhance accuracy in language use, language points are practiced in context. Practice of form, meaning, and function are always interwoven in the communication tasks. Through varied forms of learning tasks, students learn to comprehend, use, and analyze the Chinese language. In brief, *Huanying's* approach affords students opportunities to construct their own understanding of new concepts and, therefore, to become more effective learners. Based on our belief in teaching for understanding, *Huanying* pays particular attention to topics and situations that are both authentic and appealing to students. Authenticity and relevance are motivational tools that produce life-long learners.

Our Strategy for Success: Negotiate Meaning in Context

Successful language learners know how to negotiate meaning by relying on their previous knowledge and by analyzing and discovering cues from the communicative context. To help students become successful language learners, the activities in *Huanying* are designed to stimulate students' schemata, or schemes of how one perceives the world, to aid students in comprehension—understanding both the main ideas and specific information—and to guide students step-by-step through challenging tasks. *Huanying* also tries to convey the idea that language proficiency cannot be achieved from word-by-word translation. Effective learners approach language learning by looking at context and structure, not by putting together dictionary definitions.

Huanying involves students in every step of the learning process. Students not only actively participate in learning activities, but also make decisions about using appropriate strategies to accomplish tasks. To help students build a tolerance for some ambiguity and risk as they explore a new language, we have purposefully made certain pedagogical decisions: 1) In general, we do not provide English translations for dialogues and texts in the textbook and workbook. In Book 4, a cultural segment is added. Because its content is quite different from the dialogues and texts students have learned so far, a loose English translation is provided to facilitate students' understanding. 2) In the texts and activities we include some new words that are not glossed yet but they do not interfere with students' overall comprehension of the text/task. 3) We gradually decrease the use of pinyin as learning progresses. 4) Starting from Volume 3, we gradually increase the use of Chinese in language explanation and culture information. 5) We ask students to periodically assess their own learning.

How Is *Huanying* Structured?

The structure of *Huanying* can be best described by using the “3 P's” (Presentation, Practice, Production) language instruction model as an analogy. The textbook focuses on presentation, and the student workbook focuses on practice and production.

As many teachers still rely on textbooks as the starting point for class organization and planning, we want to assist teachers to achieve success in their teaching. The textbook and workbook are derived from a carefully planned communicative curriculum, with corresponding goals and tasks. The teacher's book is intended to make lesson preparation more efficient for busy teachers; it contains workbook activities, answer keys, suggestions on how to facilitate a learner-centered classroom, plus quizzes and unit tests.

Textbook

Volume 4 of *Huanying* includes four units, each focusing on one theme. There are five lessons and a review lesson in each unit, so that two units are typically covered per semester. Learning goals are clearly stated at the beginning of each unit, and students can check their progress by taking a self-assessment questionnaire at the end of the unit. A typical lesson consists of two dialogues or texts (with new vocabulary highlighted in color), a new word list (with simplified and traditional characters, pinyin, parts of speech, and English explanations), language notes, some knowledge-related language activities (“Extend Your Knowledge”), a brief review of learned materials (“Gain New Insight through Review”), and information about Chinese proverbs, idioms, legends, stories, and culture.

At the end of the textbook four indexes are provided: vocabulary (Chinese-English and English-Chinese), proper nouns, and language notes. There is also an appendix of dialogues and texts in traditional characters, designed for students who would like to learn traditional Chinese characters alongside simplified ones.

Workbooks

The workbook component contains a wealth of communicative, ready-to-use language activities and is divided into two parts: Volume 4 Part 1 for the first semester, and Volume 4 Part 2 for the second semester. For each lesson, the workbook has three types of language practice: Listening Practice, Integrated Language Practice, and Writing Practice. Listening Practice involves two or more skills—usually listening/reading, listening/writing, listening/speaking, etc. It is distinct from Integrated Language Practice because students will need the accompanying audio files to complete these activities. Integrated Language Practice includes a variety of communicative activities such as interviews, bingo, board games, role-play, email correspondence, oral reports, and more. Students will benefit from this hands-on format that lets them use different language skills simultaneously (for example, interviewing a classmate while taking notes and filling out a chart in the workbook). Teachers

will benefit because all of the activities are presented in a convenient, ready-to-use format—students can do all activities directly in their workbooks and photocopying other materials is not necessary. Writing Practice (in place of Chinese Character Practice in Volumes 1 and 2) focuses on helping students master the new words and sentence structures while improving language accuracy. It can also be used for homework assignments.

Audio Files

Huanying's accompanying audio files contain recordings of the dialogues, texts, and vocabulary in the textbook, along with audio clips to be used for Listening Practice in the workbook. Audio files can be downloaded free of charge from the publisher's website: <http://www.cheng-tsui.com/downloads/huanying>.

Teacher's Books

The teacher's book includes copies of all student workbook activities with answer keys, together with "Notes to the Teacher" (in both simplified Chinese and English) that help teachers effectively conduct the activities and facilitate a communicative classroom environment. Additional information at the front of the book includes general tips on lesson planning and classroom management, and an overview chart of content covered in the course. The appendix contains quizzes and unit tests, with answer keys. Two quizzes are provided for every lesson: one is a vocabulary quiz that can be given at the beginning of the lesson or after the vocabulary is learned, and the other is a general quiz that can be given at the end of the lesson. Preparing for quizzes and tests is made simple for teachers—just a matter of photocopying.

Acknowledgments

First of all, we would like to thank Ron and Ken for their support and understanding when we spent more time with *Huanying* than with them. Without them, *Huanying* would be impossible.

We wish to thank our illustrators Dr. Murray R. Thomas, Qiguang Xu, Landong Xu, and Augustine Liu for creating wonderful line art to suit our special instructional needs. Many thanks also go to Chuan Zhuang and Peizhi Bai for giving us permission to use their photographs. We would also like to thank the many Chinese language teachers whom we met at professional conferences and workshops. Their professional support and encouragement are invaluable to the compilation of this textbook series. Our gratitude also goes to the Chinese language students at Bellarmine College Preparatory and La Jolla Country Day

School. Their unique perspectives and insightful comments serve as a constant reminder that this textbook series is designed for them and that the successful implementation of the curriculum relies, by and large, on their involvement.

Last, but not least, we would like to thank the editors at Cheng & Tsui for their meticulous reading of our manuscripts and their suggestions and comments to make *Huanying* a better series.

We hope that *Huanying* will introduce secondary school students to Chinese language and culture in a practical and engaging way. Learning a foreign language opens up a new world for exploration, and the new world welcomes (*huanying*) young adventurers.

ABBREVIATIONS OF PARTS OF SPEECH

<i>Abbreviation</i>	<i>Part of Speech</i>
abbr.	abbreviation
adj.	adjective
adv.	adverb
aux.w.	auxiliary word
conj.	conjunction
excl.	exclamation
m.w.	measure word
n.	noun
num.	number
ono.	onomatopoeias
o.v.	optative verb
part.	particle word
p.n.	proper noun
prep.	preposition
pron.	pronoun
s.p.	set phrase
v.	verb
v.c.	verb plus complement
v.o.	verb plus object

第一单元： 世界在变化

UNIT 1 The World Is Changing

LEARNING GOALS OF UNIT 1

By the end of this unit, you will learn how to:

- Give detailed descriptions of travel
- Give detailed descriptions of everyday objects
- Give detailed descriptions of various places
- Give detailed descriptions of facilities
- Give detailed descriptions of common practices
- Describe, in some detail, computer technology
- Narrate, in some detail, a present event in logical sequence
- Narrate, in some detail, a past event in logical sequence
- Summarize the major characteristics of a phenomenon

1.1

交通越来越方便了

Transportation Has Become More Convenient



对话一

大卫：汤姆，暑假你去哪儿玩了？

汤姆：我先去北京看了爷爷奶奶，然后跟他们一起参加了一个“东北五日游”的旅行团。你呢？

大卫：我回了一次香港，还去法国看了我爷爷奶奶。

汤姆：你在法国住了多久？

大卫：三个星期。我原来打算在爷爷奶奶家住两个星期，然后坐火车从法国去意大利玩一个星期，最后从意大利回香港。可是我在法国的那三个星期，差不多天天下大雨，铁路交通受到了影响，结果我没去成意大利。

汤姆：从法国坐火车去意大利要很长时间吗？

大卫：不，十多个小时，晚上上火车，第二天上午就到了。

汤姆：那跟从上海坐火车去北京差不多。这次，我和杰米就是坐动车去北京的。路上才用了十个小时。我们早上出发，晚上就到了。要是去的地方不太远，我觉得坐火车旅行比坐飞机有意思。在火车上，可以看到许多不同的风景。



大卫：我同意，所以我本来打算坐火车去意大利，可惜最后没去成。在去北京的路上，你看到什么？

汤姆：很多城市和乡村，还有许多自然景色。在上海住久了，我特别喜欢农村的景色。

大卫：那你去东北的时候，有没有机会去农村参观一下？

汤姆：那个旅行团安排我们去参观了两个村子。为了让我们了解以前中国的农民是怎么生活的，我们坐了一个多小时的马车，从第一个村子到第二个村子去。

大卫：那两个村子离得挺远的吧？

汤姆：不太远，要是坐汽车大概十五分钟。

大卫：马车走得那么慢？坐飞机从香港到上海也只需要一个多小时。

汤姆：我觉得坐坐马车也不错，让我知道以前大家是怎么旅行的。导游说，以前，那个地方没有公路，也没有汽车。要去别的地方，大家只能坐马车或者走路。

大卫：现在大不一样了，交通越来越方便，世界也变得越来越小了。



对话二

凯丽：上个周末你做什么了？

玛丽娅：星期六在家做作业，星期天我去看张爷爷了。

凯丽：张爷爷现在身体怎么样？

玛丽娅：从找到优盘以来，他一直在写小说，精神很好，身体也比以前好了。那天我去他家的时候，他的一个高中同学从美国来看他。他们在一起谈得很高兴。

凯丽：高中同学？张爷爷是什么时候上高中的？

玛丽娅：大概是四十年代吧。他的老同学林爷爷是一九四七年去美国上大学的。对了，你知道林爷爷从上海去旧金山花了多长时间吗？



凯丽： 一两天吗？

玛丽娅： 不。他说花了差不多一个月。先从上海坐船去香港，这样就花了五六天。然后再从香港坐船去旧金山，又用了三个星期。

凯丽： 这么长时间啊？

玛丽娅： 对，我听了也吓了一跳。
好在那是六十多年以前的情况。林爷爷说，现在他住在旧金山附近，这次他

从离开家到上海，一共才用了十几个小时。他先坐轻轨去旧金山机场，在旧金山上飞机，过了十多个小时就到上海了。下飞机以后，他坐机场专线车直接就到了旅店。林爷爷一再说，现在的交通真是太方便了。

凯丽： 从一个月减少到十几个小时。再过六十年，大概一两个小时就能从中国到美国了吧？

玛丽娅： 谁知道呢？那时候也不知道我们住在哪儿。可是只要有机会，我一定会去看你的。

凯丽： 好，一言为定。





生词

	<i>Simplified</i>	<i>Traditional</i>	<i>Pinyin</i>	<i>Part of Speech</i>	<i>English</i>
1.	游	遊	yóu	<i>v.</i>	tour
2.	铁路	鐵路	tiělù	<i>n.</i>	railway, rail
3.	可惜		kěxī	<i>adj.</i>	it's a pity, it's too bad, unfortunate
4.	自然		zìrán	<i>adj./n.</i>	natural, nature
5.	景色		jǐngsè	<i>n.</i>	scenery, scene
6.	村子		cūnzi	<i>n.</i>	village
7.	农民	農民	nóngmín	<i>n.</i>	farmer
8.	马车	馬車	mǎchē	<i>n.</i>	horse cart, horse-drawn carriage
9.	大概	大概	dàgài	<i>adj./adv.</i>	about, approximately, probably
10.	公路		gōnglù	<i>n.</i>	highway
11.	轻轨	輕軌	qīngguǐ	<i>n.</i>	light rail
12.	一再		yīzài	<i>adv.</i>	repeatedly, time and again
13.	减少		jiǎnshǎo	<i>v.</i>	decrease, reduce
14.	一言为定	一言為定	yī yán wéi dìng	<i>s.p.</i>	it's a deal, a promise is a promise

专名

15.	东北	東北	dōngběi		Northeast
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语言注释

1. 可惜 (It's a pity..., it's too bad ..., unfortunate)

When something didn't happen as you had expected or planned, you can use 可惜 to express disappointment or regret. 可惜 is an adjective, which can be used as a comment to begin a sentence, or as a predicate.

Used at the beginning of a sentence

可惜今天汤姆没有来。要不然我们的晚会会更热闹。

It's a pity that Tom didn't come today. Otherwise, our party would have been livelier.

可惜我帮不了你的忙。

It is unfortunate that I won't be able to help you.

Used as a predicate

昨天你没有去听讲座很可惜。那个讲座有意思极了。

That you didn't go to the lecture yesterday is a shame. That lecture was extremely interesting.

他不去上大学很可惜。

That he didn't attend college is unfortunate.

2. 大概 (About, approximately, probably)

大概 can be used either as an adjective or an adverb. When it is an adjective, it is usually placed before a number, with the meaning of 差不多 or 左右 (about, approximately).

从上海飞到北京大概两小时。

It took about two hours to fly from Shanghai to Beijing.

这台电脑大概五千元。

This computer costs around 5000 yuan.

大概 can also be used as an adverb, with the meaning of 可能 or 也许 (perhaps, probably).

今天下午大概要下雨。

Perhaps it will rain this afternoon.

他大概太忙了，所以没有来玩滑板。

He was probably too busy, so he didn't come skateboarding.

3. 从...以来 (Since...)

从...以来 is a time phrase that indicates a period of time — from a point of time in the past up to now. This time phrase is usually placed at the beginning of a sentence.

从去年三月以来，他就住在北京。

Since last March, he has been living in Beijing.

从新超市开门以来，每天去那儿买东西的人都很多。

Since the new supermarket opened, every day there are a lot of people who go there to shop.

4. 一再 (Repeatedly, time and again)

一再 is an adverb, usually used before a verb to indicate a repeated action.

我一再请他来，可是他总是没空。

I have repeatedly invited him to come, but he is always busy.

老师一再说，做完了作业应该再检查一遍。

The teacher said time and again that we should check our finished homework.

学无止境

Now you have learned some words about tours, travel, and transportation. Here are a few more words related to tours. Pinyin is provided for new characters only.

特价游 <i>tour special</i>	旅游网 <i>tourism website</i>	一日游 <i>one-day tour</i>
豪(háo)华游 <i>luxurious tour</i>	自助游 <i>self-guided tour</i>	旅游线路 <i>tour route</i>
出发城市 <i>starting city</i>	出行天数 <i>number of days on tour</i>	出发日期 <i>starting date</i>
景区 <i>scenic area</i>	全程导游 <i>tour guide throughout the trip</i>	导游服务 <i>tour guide services</i>
门票自理 <i>entrance ticket not included</i>	午餐自理 <i>lunch not included</i>	空调旅游车 <i>air-conditioned coach</i>

YOUR TURN:

See if you understand the following two advertisements on a tourism website.

北京长城一日游 ¥130



长城

定金: ¥50

出发城市: 北京

出行天数: 1天

出发日期: 天天发团

门票: 长城门票

午餐: 中餐, 十人一桌,
八菜一汤, 酒水自理

欢迎在线预定或者电话预订: 4000-9797

Based on the above advertisement, briefly describe the tour. Your description needs to include when, where, and what.

特价美西旅游“北美假期”为您提供美国西部7日游 \$588



旧金山

主要景点: 洛杉矶 (Luòshānjī, Los Angeles)、
旧金山、优山美地 (Yosemite)
国家公园等美国西部有名的
景点

出发日期: 周一、二、四、五、六

特价: 买二送一

线路行程

第一天: 到达洛杉矶

第二天: 洛杉矶一日游

第三天: 洛杉矶→旧金山

第四天: 旧金山一日游

第五天: 优山美地国家公园一日游

第六天: 圣地亚哥 (San Diego) 一日游

第七天: 洛杉矶自由游

第八天: 离开洛杉矶



优山美地国家公园

Summarize the above tour according to the advertisement. Describe how the tour cost can be discounted.

温故知新 GAIN NEW INSIGHT THROUGH REVIEW

“温故知新”是中国的一个成语，意思是：在复习学过的知识的时候，我们会有一些新的想法，而且可以学到一些新的知识。

Now let's review some words. Place the following words into four categories.

公交	轻轨	船	自行车	飞机	码头
出租车	火车	马车	航班	汽车	游船
马路	航空公司	地铁	起飞	跑道	铁路
火车站	动车	机场专线车	公路	地铁站	机场

轨道 (rail) 交通	空中交通	地面交通	水上交通



中国文化一瞥

Chinese proverbs

The following proverbs can be used to describe transportation and travel. Pinyin is provided only for those phrases with new characters.

1. 四通八达

lead in all directions; accessible from all directions; reach out in all directions

IN USE:

中国的铁路四通八达。

China's railways are accessible everywhere.

在一些大城市里，公共交通四通八达。

In some large cities, public transportation reaches out in all directions.

YOUR TURN:

Can you use 四通八达 to describe the following situations?

1. 如果你想去那个城市，可以坐飞机、火车、汽车和船。	可以	不可以
2. 这个地方有公路，可是没有公交车。所以如果你要去那儿，可以开车，或者骑自行车。	可以	不可以
3. 这儿是一个铁路中心，每天有许多从各地来的火车经过这儿。	可以	不可以
4. 浦东国际机场每天有许多国际航班，飞往世界各国。	可以	不可以

2. 四 面 八 方

four sides and eight directions; all around; all directions; on all sides

IN USE:

上海火车站总是人山人海的。每天从四面八方来到上海的旅客有一百多万。

The Shanghai Railway Station is always extremely crowded. Every day, more than a million people arrive in Shanghai from all over.

那个风景区四面八方都很美丽。

The scenic area is beautiful all around.

YOUR TURN:

Based on your own situation, answer the following questions:

1. 在你住的地方，要去四面八方容易吗？
2. 在你住的地方，居民是从四面八方来的吗？
3. 在你住的地方，能不能买到从四面八方来的东西？

3. xīng luó qí bù
星 罗 棋 布

*scattered all over like stars in the sky or pieces on a chessboard; spread out,
scattered everywhere*

IN USE:

这个城市里公交车站星罗棋布，要去哪儿都非常方便。

Bus stops are scattered everywhere in the city. Going everywhere is convenient.

这个地区的风景点星罗棋布，随便你往哪儿走，都可以到达一个景点。

This area's scenic spots are scattered everywhere. Whichever way you walk, you will reach a scenic spot.

YOUR TURN:

Select one word from the list and make a sentence with 星罗棋布.

超市	快餐店	咖啡馆	银行	饭店	礼品店
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Chinese Legends

Introduction:

In Unit 1 you will be discussing the dramatic modernization that Chinese people have experienced since the early 1980s. While learning about the modern trends in people's daily lives, you may be wondering if the traditional Chinese worldview still has a hold on the Chinese imagination. To help you better understand the traditional Chinese beliefs, we have included some popular Chinese legends in this unit. Perhaps after reading these stories you will be able to tell whether the traditional values and beliefs still have a role in contemporary China.

Since the content is quite different from the texts you have learned so far, a loose English translation is provided to facilitate your understanding.

盘古开天地

中国人相信 (xiāngxìn, believe), 很久很久以前, 天和地是合在一起的, 没有被分开。那个时候, 宇宙 (yǔzhòu, the universe) 就像一个大鸡蛋, 里面一片混沌 (hùndùn, chaos), 也没有光亮。在这个鸡蛋里面住着一个人, 叫盘古。他在这个“大鸡蛋”里睡了差不多十万八千年。睡醒 (shuìxǐng, wake up) 以后, 看到周围 (zhōuwéi, around) 黑黑的, 盘古就举 (jǔ, lift) 起手来一挥 (huī, wave), 一下子就把“大鸡蛋”打碎 (suì, broken) 了。鸡蛋里面又轻又清的东西慢慢地升 (shēng, rise) 起来, 变成蓝色的天; 那些又重又浊 (zhuó, muddy) 的东西就变成了地。盘古站在天地的中间, 用手举着蓝天, 脚踩 (cǎi, step on) 着大地, 这样过了十万八千年, 盘古把天和地永远 (yǒngyuǎn, forever) 分开了。

Pan Gu Creates the World

Many Chinese believe that, in the beginning heaven and the earth were not separated. The universe was formless chaos, much like a large egg. Inside this egg there lived a man whose name was Pan Gu. He slept in this “large egg” for roughly 180,000 years. When he woke up, he saw only darkness and chaos. He raised his arms and with a single wave, he broke the egg. Suddenly, the weightless and clear elements in the egg rose to become the blue sky, while the heavy and muddy elements formed the earth. Pan Gu stood between heaven and earth, holding the sky above him. After 18,000 years Pan Gu permanently separated heaven and earth.

YOUR TURN:

Does your culture have a creation myth? How is it similar to or different from the Chinese myth? Prepare an oral presentation in Chinese on a creation myth from your own culture.

你知道吗?

从 1876年中国建造了第一条铁路以来，铁路交通已经成为中国人最常用的交通工具之一。中国的铁路四通八达，火车站星罗棋布，每天有三万多列车(liè)车(scheduled trains)开往中国的四面八方。

因为坐火车旅行的人非常多，所以如果你打算出去旅行，最好提前(beforehand)买好火车票，特别是如果你打算假日坐火车去外地旅行。中国铁路交通最忙的时候是春节以前的一两个星期。因为住在四面八方的人都要回家过年，所以火车非常挤。有时候，要买到火车票不太容易。春节前的一个月，不少人就开始忙着买火车票。

现在你可以上网去买火车票。中国的火车站也都卖火车票。城市里还有一些火车售票(shòu, sell)票处(Railways Ticket Office)。另外，如果你愿意付一点儿服务费，一些旅行社和旅店也能为你买火车票。根据季节，火车票的价格(jiàgé, price)会改变。春节以前，火车票的价格最贵。



生词索引

Vocabulary Index (Chinese–English)

This list contains vocabulary found in each lesson's New Words and **Extend Your Knowledge (EYK)** sections. Words from **Extend Your Knowledge** are shown in color because they are supplementary and not required for students to memorize. For proper nouns, see the Proper Nouns Index.

Simplified	Traditional	Pinyin	Part of Speech	English	Lesson
B					
百闻不如 一见	百聞不如 一見	bǎi wén bù rú yī jiàn	s.p.	seeing is believing	1.6
百分之 办		bǎifēnzhī bàn	n. v.	per cent, percentage do, handle	2.1 1.2
抱	辦	bào	v.	embrace, hold with arms	3.4
暴		bào	adv.	excessively	2.3
保持		bǎochí	v.	keep, maintain	4.5
保存方法		bǎocúnfāngfǎ	n.	storage (method)	2.4EYK
报告	報告	bàogào	n./v.	report	3.5
报考	報考	bàokǎo	v.	register for examination	4.1
保暖		bǎonuǎn	v.c.	keep something warm	3.6
包水电	包水電	bāoshuǐdiàn	v.o.	utilities included	4.4EYK
保险卡	保險卡	bǎoxiǎnkǎ	n.	medical insurance card (in Taiwan)	1.2EYK
保质期	保質期	bǎozhìqī	n.	good until	2.4EYK
备考	備考	bèikǎo	v.o.	prepare for a test	1.4
本土化		běntǔhuà	n./v.	localization, localize	3.2

Simplified	Traditional	Pinyin	Part of Speech	English	Lesson
避难就易	避難就易	bì nán jiù yì	s.p.	avoid the difficult and choose the easy	4.2
避易就难	避易就難	bì yì jiù nán	s.p.	avoid the easy and choose the difficult	4.2
标语	標語	biāoyǔ	n.	poster, slogan	3.4
标志	標誌	biāozhì	n.	label	2.4
标准化	標準化	biāozhǔnhuà	n./v.	standardization; standardize	4.3
饼干	餅乾	bǐnggān	n.	cookies, crackers	2.4
并且	並且	bìngqiě	conj.	moreover, furthermore	2.5
不见不散	不見不散	bù jiàn bù sǎn	s.p.	not leave without seeing each other	4.6
不知不觉	不知不覺	bù zhī bù jué	s.p.	unconsciously, unknowingly	3.3
布丁蛋糕		bùdīngdàngāo	n.	muffin	2.3EYK
不管		bùguǎn	conj.	regardless of, no matter (what, when, where, how...)	1.4
不光		bùguāng	conj.	not only	3.5
不见得	不見得	bùjiàndé	s.f.	not necessarily	2.4
不同一般		bùtóngyībān	s.p.	extraordinary, special	2.1
C					
材料		cáiliào	n.	material	3.6
菜系		càixì	n.	cuisine	2.2
参考	參考	cānkǎo	n./v.	reference, consult, refer to	1.5
层次	層次	céngcì	n.	level	4.2
查		chá	v.	check, look up, look into	1.5
差别		chàbié	n.	difference, discrepancy	2.3

生词索引

Vocabulary Index (English–Chinese)

This list contains vocabulary found in each lesson's New Words and **Extend Your Knowledge (EYK)** sections. Words from **Extend Your Knowledge** are shown in color because they are supplementary and not required for students to memorize. For proper nouns, see the Proper Nouns Index.

English	Simplified	Traditional	Pinyin	Lesson
A				
about, approximately, probably	大概	大概	dàgài	1.1
account	账户	賬戶	zhànghù	1.2
accumulation; accumulate	积累	積累	jīlěi	4.2
acid rain	酸雨		suānyǔ	3.4EYK
active, positive, vigorous	积极	積極	jījí	1.4
actually, as a matter of fact, in fact	实际上	實際上	shíjìshàng	2.1
add the final touch	画龙点睛	畫龍點睛	huà long diǎn jīng	3.4
admission	录取	錄取	lùqǔ	4.1EYK
admission (information)	招生	招生	zhāoshēng	4.1EYK
brochure	简章	簡章	jiǎnzhāng	
admission office	招生	招生	zhāoshēng	4.1EYK
	办公室	辦公室	bàngōngshì	
advantage, benefit	好处	好處	hǎochù	2.3
advertisement	广告	廣告	guǎnggào	3.3
aftertaste, retrospect	回味		huíwèi	2.6

English	Simplified	Traditional	Pinyin	Lesson
agricultural crops	农作物	農作物	nóngzuòwù	2.1EYK
agricultural produce	农产品	農產品	nóngchǎnpǐn	2.1EYK
agricultural production	农业生产	農業生產	nóngyèshēngchǎn	2.1EYK
agricultural science	农业科学	農業科學	nóngyèkēxué	2.1EYK
air-conditioned coach	空调旅游车	空調旅遊車	kōngtiáolǚyóuchē	1.1EYK
all plants, every plant	一草一木		yī cǎo yī mù	3.1
ancestor	祖先		zǔxiān	2.2
ancient	古		gǔ	1.3
ancient site	古迹	古跡	gǔjī	3.2
ancient time	古代		gǔdài	2.5
animal	动物	動物	dòngwù	3.1
arable land, farm land	耕地		gēngdì	2.1
archaeology	考古学	考古學	kǎogǔxué	4.6
army, troops	军队	軍隊	jūnduì	2.2
artificial flavor	香精		xiāngjīng	2.4
artificial sugar	糖精		tángjīng	2.4
ask someone to stay	留		liú	2.5
asynchronous education	异步教学	異步教學	yìbùjiàoxué	1.4EYK
at any time, at all times	随时	隨時	suíshí	4.3
atmosphere	大气层	大氣層	dàqìcéng	3.4EYK
attract	吸引		xīyǐn	2.1
audio-video	视听	視聽	shìtīng	1.5
authentic, real	地道		dìdào	2.3
automatic	自动	自動	zìdòng	1.3
automation, make something automated	自动化	自動化	zìdònghuà	1.5
avoid the difficult and choose the easy	避难就易	避難就易	bì nán jiù yì	4.2
avoid the easy and choose the difficult	避易就难	避易就難	bì yì jiù nán	4.2

语言注释索引

Language Notes Index

A			
Adjective + 死了 (Extremely)	3.2	Directional complement to indicate result	1.2
B		对我来说 (As far as I am concerned)	3.3
百分之 (Percent)	2.1	对...有好处 (Be beneficial to...)	2.3
办(事) (Handle business/procedure/ paperwork)	1.2	对...有研究 (Knowledgeable in..., well learned in...)	2.2
并且 (Moreover, furthermore)	2.5	对不起 (人) (Let someone down)	2.3
不管... (都) [Regardless of, no matter (who, what, when, which...)]	1.4	F	
不光 (Not only, not merely)	3.5	凡是 (Every, any, all)	1.5
不见得 (Not necessarily)	2.4	非...不可 (Must, have to)	4.1
不是...而是... (Not...but...)	3.3	H	
C		还好 (Fortunately, luckily)	3.4
除外 (Except, with the exception of)	1.5	化 (<i>suffix</i>)	1.5
从...看 (From the aspect of..., through)	2.2	J	
从...以来 (Since...)	1.1	既然 (Now that, since, as)	3.3
D		举例子 (Give an example, cite an example)	2.5
大概 (About, approximately, probably)	1.1	K	
的确 (Indeed)	1.2	可 + verb (Worth doing)	4.2
东 + Verb 西 + Verb (Do the same thing repeatedly)	4.3	可惜 (It's a pity..., It's too bad ..., unfortunate)	1.1
都 (<i>for emphasis</i>)	1.4	恐怕 (I am afraid, probably, perhaps)	4.1