

前言

《飞跃中文》系列 (Feiyue Chinese) 是专为海外母语非中文的高中 9—12 年级学生编写的中文教材。全套教材共分四个等级，每个等级包括课本、练习册和教师用书，同时配有可扫描的音频二维码。本书内容体现了美国外语教学协会 (ACTFL) 的 5C 外语教学原则，同时注重对学生语言技能的培养与国际中文教学的融合。全套教材可供高中 (9—12 年级) 四个年级使用，每个等级使用一学年。本书亦可供参加 AP 考试的学生以及大学一、二年级学生使用。学生学完本系列教材后，在中文听说读写译方面将会实现一个飞跃，达到美国外语教学协会 (ACTFL) 所规定的 Intermediate-High (中级高等) 水平，相当于美国政府语言圆桌委员会 (ILR) 所界定的 Level 1+ 水平。《飞跃中文》系列丛书广泛吸取了数十年来国际中文教学的成果，在内容结构和教学方法方面独具一格。以下简要介绍其特色：

(一) 课本 (Textbook)

《课本》每课都包含导入、课文与生词、语音、汉字、语言点和文化万花筒等六个部分，每部分内容相互联系，同时注重与其他学科的联系，在听说读写译等多方面训练学习者的跨文化交际能力。每个单元后的复习课，通过听说读写译等各种练习，帮助学生复习本单元所学过的课文、词汇和语法，以达到温故而知新的效果。

1、导入。每课的开始设有一个与课文内容相关的中文热身活动，并提出了本课的教学目标。此部分内容可作为学习者课前预习使用，有助于提高学习者学习中文的兴趣。

2、课文与生词。本系列教材的课文内容充分反映了现代中国人实际生活的各个方面，包含了网络时代出现的有生命力的新词语，如网页、网购、微博、微信、朋友圈、电邮、快递、高铁、支付宝、共享单车等等。课文中汉字与拼音分开呈现，有利于学习者从学习拼音到汉字的过渡。汉字繁简体对照出现，则为学习者提供了学习简体或繁体汉字的选择。从第五课起，每课提供两篇课文，第一篇为对话体，第二篇为叙述体，有利于学生同时掌握中文的口语和书面语。生词表里列出了“必学生词”，要求学生一定掌握；在各课的“必学生词”后，又提供了“扩充词汇表”，供学生作进一步学习之用，这样的设计便于教师开展差异化教学。

3、语音。本系列教材针对外国学生普遍存在的“洋腔洋调”问题，十分注重中文语音知识的讲授和练习，以帮助外国学生打下坚实的语音基础。语音部分不但系统地介绍了普通话声、韵、调、变调、儿化、拼写规则、多音节连读、意群、重音和句调等语音知识，还为初学者专门设计了“趣味拼音”栏目，每课选择一篇绕口令或顺口溜，供学生练习拼音使用。随着学生学习的深入，本系列教材在二、三、四册设置了“唐诗朗诵”栏目，每课选择一首脍炙人口、简短易懂的唐诗供学生朗诵和学习。通过朗诵唐诗，学生不但可以复习中文拼音的知识，进而了解中文的韵律，而且可以学到唐诗所承载的深厚的中国文化。

4、汉字。本系列教材系统地介绍了汉字的基本知识，同时提供了大量的汉字练习。在汉字教学方面，本书的一大特色是实行汉字读、写要求分家，即要求学生能认读和理解每一课的全部生字，可是并不要求学生全会写全部生字。在学生基本掌握普通话声韵调以后，才要求学生每课会写18—20个“必写字”。各课必写字的选择，是由易到难，特别注意选择课文中构词能力特强的常用汉字。本书在汉字教学方面的另一特色，就是手写和“电子书写”汉字技能齐头并进，即不但要求学生按照笔顺规则手写汉字，而且要求学生会用电脑输入汉字，以适应网络时代新交际方式的需要。为此，本书设计了不少电脑打字和用电脑写作的练习。作为本书在汉字教学方面的第三大特色，本书从第一册第四课开始，每课设计了“趣味汉字”栏目，选择本课出现的几个常用汉字，对汉字造字法（“四书”）及其演变进行说解，并配以趣味性的练习（如拼字游戏，打灯谜猜汉字，趣味阅读等），以增加学生对汉字部首和常用部件的了解，培养学生阅读中文的兴趣。

5、语言点。本系列教材对课文中出现的中文结构、句型及语法难点进行重点讲解，每个语言点的讲解以英文为主，通过图解、表格、例句等方式，帮助学生更好地掌握中文的语法规则。对中文语法的讲解，以简明扼要为原则，并与英文作对比，帮助以英文为母语的欧美学生加深对中文语法规则的理解。本书吸取了近十年来对中文语法的研究成果，引入了动宾离合词和动补离合词的概念，这不但使本书的语法解释更符合语言实际，而且有利于欧美学生对中文语法的理解和掌握。中文的补语向来是外国学生学习中文语法的重点和难点，而一些教科书对中文补语所做的繁琐分类，给外国学生带来许多不必要的困扰。动补离合词把词汇层面的补充成分与句法层面的补语成分区分开来，由此简化了中文的补语分类，便于外国学生掌握中文的补语结构。

6、文化万花筒。本系列教材每课所设立的文化万花筒栏目，结合各课的课文内容，介绍了与课文内容密切相关的中国文化，反映了中国社会生活的各个方面，体现了语言与文化相结合的基本原则。文化万花筒部分注重向学生介绍相关的文化产品、文化行为和文化观念，通过相应的课堂活动及练习，引导学生对中国文化与其本国文化进行比较和分析，以提高学生批判性思考的能力。

(二) 练习本 (Workbook)

《练习本》紧密围绕学生课本中的课文、语音、汉字、语言点、文化万花筒等部分的内容设计课堂练习和家庭作业。作为本书的重要特色之一，《练习本》特别增设了语言运用部分。该部分使用了大量的图片、文字和音频等真实语料，并参照美国几种中文标准化考试(例如 AP Chinese Exam, SAT2 Chinese, OPI)的考题形式，提供了听、说、读、写、译多种形式的练习。这些真实语料练习，既是各课内容的深化，又是语言实际水平的扩展。此外，课本和练习本都提供了每单元的评估标准，与各课的教学目的相呼应。它既可用于各单元结束时教师的教学总结，亦可作为学生的自我评估材料，是培养学生自主学习能力的重要一环。

(三) 教师用书 (Teacher's Book)

《教师用书》不但提供了学生练习本中的全部练习答案，还给教师提供了教学安排建议，包括普通课和复习课两种教案。普通课教案以第五课和第八课为例，分别提供了教学进度不同的两种教案供中学老师和大学老师参考。复习课则以第七课为例，提供了复习课六个课时的教案。两种教案对每一课时的教学目的、教学内容、课堂练习和家庭作业都提出了具体的教学建议。由于各大学、中学和其他各类学校的中文课程在教学要求和课程设计方面差异颇大，本书提供的教案谨供参考。

为了方便教师并增加教材的实用性，四个等级的《教师用书》中还分别提供了期末考试和课末测验的样题和答案。四个期末考试都安排在每册书的复习课之后举行，主要考核本册书的课文、语音、词汇和语法结构，是一个包括听、说、读、写、译五个技能的综合考试。四个考试都提供了参考答案和算分标准。教师可以根据期末考试和课末测验样题的模式自行设计与之相应的期中考试和各课小测。

《教师用书》还用中文提供了各课的教学目的以及教学提示。“教学提示”对各课一些教学重点和难点用中文提供了简明扼要的解释和提示。由于学生课本中的拼音简介，汉字常识和语法要点都使用英文，因此，用中文提供简明扼要的教学提示很有必要。此外，在每课后面还提供了与各课内容有关的教学参考资料。各课的参考资料一般附上网址，教师可自行上网查阅，学生也可直接上网学习。有些重要的参考资料则直接附在本课后面。

本书在编写过程中承蒙加州大学伯克莱分校中文部刘莉博士和库比蒂诺高中、汉姆斯特高中中文部金璎老师在百忙中为我们审阅书稿，提出宝贵意见，谨此致谢！

林柏松

2021年8月

Preface

The *Feiyue Chinese* series is a set of Chinese textbooks written specifically for students in grades 9-12 of overseas high schools whose native language is not Chinese. The complete set of textbooks is divided into four levels. Each level is comprised of a textbook, a workbook, and a teacher's book, including a scannable audio QR code. These textbooks reflect the 5C foreign language teaching principles of the American Council on the Teaching of Foreign Languages (ACTFL), focusing on cultivating students' language skills and drawing extensively on the advancements of international Chinese teaching methods over the past decades. The complete set of textbooks can be used for the four grades of high school (grades 9-12), with one level per academic year. It can also be used by students preparing for AP exams and first- and second-year university students. After completing this course, students will make significant progress in Chinese listening, speaking, reading, writing, and translation, reaching the Intermediate-High level set by ACTFL, or its equivalent, Level 1+ established by the U.S. Interagency Language Roundtable (ILR). The following summarizes the books' layout and key characteristics.

A. Textbook

Each lesson of the textbook contains six parts: Lead-in, Texts and New Words, Phonetics, Chinese Characters, Language Points, and Cultural Kaleidoscope. The contents of these parts are interrelated and are connected to other courses in high school. The review lesson after each unit helps students review the texts, vocabulary, and grammar learned in the unit through cross-cultural communication exercises in listening, speaking, reading, writing, and translating. This enables the learners to pick up new vocabulary while reviewing the learned materials.

1. Lead-in.

At the beginning of each lesson, there is a warm-up activity in Chinese and a list of the teaching objectives of the lesson. This section provides an overview of what's to come to increase learners' interest in further study.

2. Text and New Words.

The text contents of this series fully reflect the real life of modern Chinese people in all aspects. The texts include frequently used new words and phrases in the internet era, such as 网页、网购、微博、微信、朋友圈、电邮、快递、高铁、支付宝、共享单车 (web pages, online shopping, Weibo, WeChat, Moments, email, express delivery, high-speed rail, Alipay, shared bikes). The texts are presented in Chinese characters and pinyin separately, which is conducive to the transition from pinyin to characters. Texts are presented in both traditional and simplified characters, providing learners with a choice between the two. Each lesson provides a dialogue and then a narrative to help students master both spoken and written Chinese. There is an "Essential Words" vocabulary section that students are required to master and an "Extended Vocabulary" list for more in-depth learning. This design is convenient for teachers to conduct differentiated instruction.

3. Phonetics

This series focuses on the teaching and practice of Chinese phonetics to help non-native speaking students acquire a more native accent and lay a solid foundation in pronouncing Chinese. The phonetics section systematically introduces the phonetic knowledge of Standard Chinese: initials, finals, tones, tone sandhi, spelling rules, multi-syllable liaison, sense group, stress, and sentence intonation. It also includes a section of “Fun with Pinyin”, a tongue twister or rhymed text for students to practice pinyin for fun. Understanding the pinyin system sets learners up for the “Recitation of Tang Poems” sections in Books 2, 3, and 4, where a popular Tang poem is provided for students to recite and learn. The Tang poetry recitation accomplishes three objectives: it helps learners review the Chinese pinyin system, experience the rhythm of Chinese, and learn the rich Chinese culture embodied within the poems.

4. Chinese Characters

This series systematically introduces the basic knowledge of Chinese characters and provides a large number of Chinese character exercises. There are three key features in the character learning of this series. First, standards for reading and writing are distinct, in that students are required to read and understand all new characters in each lesson, but not required to write all characters from memory. Students are only required to write 18 to 20 “Essential Words” characters in each lesson after they have mastered the basic phonetics of Standard Chinese. “Essential Words” characters are common Chinese characters with strong word formation abilities. Mastering them will enable students to build up to more compound words. The second key feature is that this series strives to develop handwriting and “e-writing” skills simultaneously through writing and typing exercises. Students are required not only to handwrite Chinese characters according to the rules of stroke order, but also to electronically input Chinese characters into a computer to meet the needs of modern communication. Finally, the third key feature is that starting from Lesson 4 of Book 1, there is a “Fun with Chinese Characters” section that explores the historical evolution of several commonly used Chinese characters. This is then accompanied by fun exercises (e.g., scrabble, riddles for characters, and fun reading texts) to increase students’ understanding of radicals and commonly used character components. These exercises are meant to provide additional context for the characters, which will hopefully help maintain students’ interest as they dive further into the lessons.

5. Language Points

This series of textbooks focuses on the explanation of Chinese structure, sentence patterns, and grammar difficulties in the text. The explanations are provided in English, in clear and concise language, so that English speakers can follow the Chinese grammar rules with ease. Diagrams, tables, and sample sentences further help students master these grammar rules. This series draws on the research results of Chinese grammar in the past ten years, and introduces the concepts of Separable Verb-Object Compound (动宾离合词) and Separable Verb-Complement Compound (动补离合词) to align the grammatical explanations with how the Chinese language is actually used in daily life. Chinese complement is an important concept that, in our experience, has been difficult for non-native speakers to grasp, in part because the classification of Chinese complements in some textbooks is overly complex. Here, the lexical complement is distinguished from the syntactic complement. The introduction of the Separable Verb-Complement Compound simplifies the classification of Chinese complements and facilitates non-native speakers in mastering the structure of Chinese complements.

6. Cultural Kaleidoscope

The Cultural Kaleidoscope section in each lesson introduces Chinese cultural elements that are closely related to the text content. This section aims to integrate the process of language learning with cultural

studies by reflecting on the various aspects of Chinese social life. Cultural Kaleidoscope introduces relevant cultural products, cultural behaviors, and cultural concepts to students to help them gain an immersive understanding of Chinese culture and raise their cross-cultural awareness.

B. Workbook

Classroom and homework exercises in the workbook are designed to partner with the texts, phonetics, Chinese characters, language points, and Cultural Kaleidoscope sections in the textbook. One of the highlight features of the workbook is the section on Using the Language, which contains many authentic materials such as pictures, texts, and audios. The exercises in listening, speaking, reading, writing, and translating are based on the test forms of American Chinese Standardized Tests (e.g., AP Chinese Exam, SAT2 Chinese Test, OPI). These exercises deepen the learning of lesson contents and expand the skills of using the language in daily life. Additionally, assessment criteria for each unit are set up in the textbook and the workbook corresponding to the Learning Objectives of each lesson. These exercises can be used as the teacher's summary for the unit review or as a self-assessment for motivated students to sharpen their autonomous learning capabilities.

C. Teacher's Book

The Teacher's Book provides answers to all the exercises in the Student's Workbook and offers suggestions on teaching arrangements, including teaching plans for regular lessons and review lessons. For example, Lesson 5 and Lesson 8 have two teaching plans with different teaching schedules for middle school teachers and university instructors. The review lesson takes Lesson 7 as an example and provides plans for six class periods. The teaching plans put forward specific teaching suggestions on the teaching objectives, teaching contents, classroom exercises, and homework for each class hour. Due to the wide variation in the teaching requirements and curriculum design of Chinese courses in universities, high schools, and other types of schools, the teaching plans provided in this book are for reference only.

In order to facilitate teachers and increase the practicality of this series, sample final exams and lesson quizzes are provided in the Teacher's Book with test questions, answer keys, and scoring criteria. After the review class, the four final exams are arranged in each book, designed to assess students' command of the lesson texts, pronunciation, characters, and grammar structure. It is a comprehensive examination that assesses the five skills of listening, speaking, reading, writing, and translating. Teachers are encouraged to design their own mid-term exams and lesson quizzes based on the formats of the final exams and lesson quizzes provided.

The Teacher's Book also provides teaching objectives and teaching tips in Chinese for each lesson. The "teaching tips" provide concise explanations and hints in Chinese on each lesson's key points and difficulties. Since the Students' Textbooks use English to introduce pinyin, general knowledge of Chinese characters and grammar points, it is necessary to provide concise teaching suggestions in Chinese for teachers. At the end of each lesson, teaching references (e.g., relevant websites) related to the contents are provided.

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Patrick Lin
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词类简称

Abbreviations for Parts of Speech

adj.	adjective 形容词
adv.	adverb 副词
av.	auxiliary verb 助动词
conj.	conjunction 连词
ie.	idiomatic expression 习惯用语
int.	interjection 叹词
m.w.	measure word 量词
n.	noun 名词
num.	numeral 数词
ono.	onomatopoeia 拟声词
part.	particle 助词
phra.	phrase 短语
pn.	proper name 专有名词
pron.	pronoun 代词
pref.	prefix 前缀
prep.	preposition 介词
suff.	suffix 后缀
v.	verb 动词
vc.	verb-complement compound 动补复合词
vo.	verb-object compound 动宾复合词

第二册人物线索

List of Characters in Book Two



李文 学生
L Wén



陈雨 学生
Chén Yǔ



江小姐/江老师
Jiāng xiǎo jī / Jiāng lǎo shī
老师



张老师 老师
Zhāng lǎo shī



刘小英 学生
Liú Xiǎo yīng



王先生
Wáng xiānshēng
学生陈雨的邻居



江小华 学生
Jiāng Xiǎo huá



大卫 学生，
Dàwèi 美国人



玛丽 学生，
Mǎ lì 英国人



林华 学生
Lín Huá



王红 学生
Wáng Hóng



比尔 学生，
Bǐ'ěr 美国人



彼得 学生，
Bǐ'dé 美国人

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第三单元 (第三單元) : 日期和时间 (日期和時間)

Unit Three: Dates and Time

第八课 (第八課) 日期 (日期)

Lesson 8 Dates

一、导入 (導入) Lead-in

Exercise

Look at the pictures below and talk about what you see in Chinese.

万圣节我家门口放了三个南瓜。



小孩子喜欢万圣节。



OCTOBER

MO	TU	WE	TH	FR	SA	SU
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

十月二十九日是星期几?

After learning this lesson, you will be able to:

- 1 Ask and tell about the days and dates, and activities related to Halloween.
- 2 Pronounce the final “-er” and the retroflex ending “-r” correctly.
- 3 Write the required characters correctly and know how to consult a Chinese dictionary.
- 4 Understand the verb-complement compounds, the verb complements 好, 完, and 在, and use the aspectual particle 了, and the adverb 没 (有).

二、课文(课文) Texts

课文(一) Text (1)

LIN Hua suddenly remembered something after she checked the date with LI Wen.

简体版

今天几号?

林华: 李文, 今天几号?

Tips how to ask about the date

李文: 今天是十月二十九日, 星期一。

Tips how to tell the date and day of the week

林华: 后天就是万圣节, 可是我还没买好我的东西呢!

李文: 没关系, 你可以今天去买。

林华: 李文, 今天晚上你能和我一块儿去买吗?

李文: 对不起, 今晚不行, 我还没做完我的作业呢。明天放学以后我们一起去, 好吗?

林华: 也行。那放学以后我去找你。



拼音版

J nti n j hào ?

Lín Huá : L Wén, j nti n j hào?

L Wén : J nti n shì shí yuè èrshíji rì, x ngq y .

Lín Huá : Hòuti n jiù shì Wànshèngjié, k shì w hái méi
m ih o w de d ngxi ne !

L Wén : Méi gu nxi, n k y j nti n qù m i.

Lín Huá : L Wén, j nti n w nshang n néng hé w yíkuàir
qù m i ma?

L Wén : Duìbuq , j nw n bù xíng, w hái méi zuòwán w
de zuòyè ne. Míngti n fàngxué y hòu w men yìq
qù, h o ma?

Lín Huá : Y xíng. Nà fàngxué y hòu w qù zh o n .

繁体版

今天幾號？

林華：李文，今天幾號？

李文：今天是十月二十九日，星期一。

林華：後天就是萬聖節，可是我還沒買好我的東西呢！

李文：沒關係，你可以今天去買。

林華：李文，今天晚上你能和我一塊兒去買嗎？

李文：對不起，今晚不行，我還沒做完我的作業呢。明天放
學以後我們一起去，好嗎？

林華：也行。那放學以後我去找你。

必学生词 (必學生詞) (一) Essential Words (1)

序号	简体 (繁體)	拼音	词性	解释 / 例子
1	今天	jīntiān	n.	today 今天几号? /今天我不上学
2	号 (號)	hào	n.	date in a month 今天是四月三十号。
3	月	yuè	n.	month 二月 / 六月一号 / 十月一号
4	日	rì	n.	day; date 星期日 / 十二月一日
5	星期日	xīngqīrì	n.	Sunday 星期日不上课。
6	后 (後) 天	hòutiān	n.	the day after tomorrow 后天是小英的生日。
7	就	jiù	adv.	used to indicate emphasis 后天就是万圣节了。
8	可	kě	conj.	but, abbreviation of 可是 九点了, 可我现在还没做完作业呢!
9	没	méi	adv.	did not; have not 我没吃饭。 / 我没做完作业。
10	买 (買)	mǎi	v.	buy 我要买一本中文书。 / 我买好我的东西了。
11	东 (東) 西	dōngxi	n.	thing; object 买东西 / 你买好万圣节的東西了吗?
12	没关系 (關係)	méiguānxi	ie.	It does not matter; It's OK. “对不起!” “没关系!”
13	可以	kěyǐ	av.	may; might 我今天可以和你一起去买糖。
14	今晚	jīnwǎn	n.	this evening 今晚我去买东西。
15	晚上	wǎnshàng	n.	evening 晚上我和家人吃晚饭。
16	一块儿 (塊兒)	yíkuàier	adv.	together 我们一块儿做作业吧。
17	对 (對) 不起	duibuqǐ	ie.	sorry; excuse me 对不起, 我不能和你去。
18	行	xíng	v.	OK; alright 行, 我们一起去。
19	做完	zuòwán	vc.	finish doing something 做完功课
	做	zuò	v.	do 做完 / 做事 / 做功课
	完	wán	v.	finish 做完 / 说完 / 学完第三课
20	作业 (業)	zuòyè	n.	school assignment; homework 做作业 / 留作业 / 做完作业
21	能	néng	av.	can; may; capable of 你能和我一块儿去买面具吗?
22	明天	míngtiān	n.	tomorrow 明天去看电影。 / 明天我们有考试。
23	放学 (學)	fàngxué	vo.	dismiss school 放学以后我们回家。
	放	fàng	v.	release 放学
	学 (學)	xué	n.	school 上学 / 放学 / 小学 / 中学
24	以后 (後)	yǐhòu	n.	after 晚饭以后我学中文。 / 放学以后我们一起做作业。
25	找	zhǎo	v.	look for; go to (someone) 放学后我去找你。 / 找我的书。

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林柏松 主编

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