

Fāxiàn Hànyǔ
发现汉语
Explore Chinese

UNIT

1

PART 1

EXPLORE CHINA

I. China attractions

Do you know these China attractions? Besides these places, what other attractions in China do you know?



II. Route of my trip in China

Design a route for your trip in China according to the above information and other relevant materials; introduce the route to your teacher and classmates and tell them why you've chosen each of these places.

My Trip in China



III. What else do you know about China?

Discuss with your teacher and classmates. It would be nice if you could make a well-illustrated PPT and present it to the class.

PART 2

EXPLORE CHINESE

I. Chinese phonetic system

Pinyin is the official phonetic system to teach Mandarin Chinese by transcribing Chinese characters using Roman letters. It is also often used to spell Chinese names in foreign publications and used as an input method to enter Chinese characters into computers.

For more information, please refer to this website: <http://en.wikipedia.org/wiki/Pinyin>. Read the part of “Rules given in terms of English pronunciation” on the website, learn the rules and practice pronouncing the sounds.

II. Listening and imitating



Listen to the initials and finals on the CD attached to this workbook, and imitate as you listen. Make a recording as you read the initials and finals if possible. Listen to your recording first and then send it to your teacher so that he/she could find your problems in pronunciation and correct them if there are any.

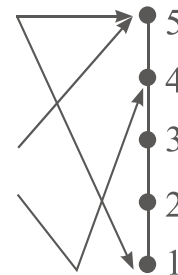
III. Add tone marks and read the syllables

Syllable	mao 1st tone	xue 3rd tone	qiu 2nd tone	mi 4th tone
Meaning				

IV. “Try to sing” the tones

1. “Sing” the pitches

Chinese tones are formed when pitches change. Therefore, it's a key step to master the change of pitches in learning Chinese tones. Pitches will be continuously referred to in the process of teaching Chinese tones. As shown in the illustration, there are five pitches in Chinese, among which Pitches 1, 3 and 5 are the most important, respectively known as the low, moderate and high pitches and roughly corresponding to “do”, “mi” and “so” in musical notations. Now please sing “do”, “mi” and “so”; sing *a* at the pitches of “do”, “mi” and “so” respectively; sing *ma* at the pitches of “do”, “mi” and “so” respectively; try to read *ma* in the four Chinese tones respectively.





2. Tongue twister: Tones are significantly important in the following tongue twister. Listen and read it.

Māma qí mǎ, mǎ màn, māma mà mǎ;
妈妈骑马，马慢，妈妈骂马；

Niūniu qí niú, niú màn, niūniu niǔ niú.
妞妞骑牛，牛慢，妞妞扭牛。

Mom rides a horse and scolds the horse
because the horse is slow;

A little girl rides an ox and gives the ox
a pinch because the ox is slow.

V. Dismantling Chinese characters

Please dismantle the following Chinese characters into strokes. Write each of the strokes in the table and say the name of each.

三				
十				
人				
六				
不				

力				
丁				
门				
木				
习				

使用说明

该练习册与《我和你 1（海外篇）》课本配套使用。由于篇幅所限，教材中各单元练习仅够满足课堂需要，缺少更多的机械性、巩固性、交际性练习，练习册弥补了教材这方面的不足，为教师的课堂教学提供了有益补充，为学生的课外学习、巩固和提高提供了平台。

该练习册各课内容（除第1课外）由4部分组成：汉英语言互动（CHINESE-ENGLISH LANGUAGE INTERACTION）、语音与汉字（SPEECH SOUNDS AND CHINESE CHARACTERS）/ 汉字与词汇（CHINESE CHARACTERS AND WORDS）、语法与交际（GRAMMAR AND COMMUNICATION）、汉字书写（WRITING OF CHINESE CHARACTERS），各部分包含两种以上题型的练习。“汉英语言互动”部分侧重汉语词语音、形、义的结合和英汉对比。“语音与汉字/汉字与词汇”部分在包含语音教学的各课中体现为“语音与汉字”，在不包含语音教学的各课中体现为“汉字与词汇”。该部分侧重语音巩固性训练，其中，不同声调的搭配所采用的例词均为教材中会学到的生词，对后期学习起到热身作用；汉字练习主要以偏旁部首的归纳为主，促使学生形成汉字的部件意识和组合意识；词汇练习内容并不多，主要训练学生对词义的理解、记忆和对不同性质词语的辨别能力。“语法与交际”部分内容比较充实，包括语法的机械性练习、巩固性练习、交际性练习及任务性练习；汉语写作训练也包含在这一部分。“汉字书写”部分列出每课生词中出现的汉字并提供笔顺引导，便于学生模仿，要求学生在课余时间完成。上述四部分练习教师或借以进行课堂复习、练习、活动，或留作作业，可灵活使用。

除各课配套练习之外，该练习册还以每两个单元为单位，模拟HSK（新）一级、二级题型编写了测试题4套。每套测试题包括“听力”和“阅读”两部分，除“听力”中的拼音部分以外，各题型均与HSK考试一致，根据各课特点和难易程度又略有不同，既可以用作单元测试，也可以作为单元练习的补充，同时为学习者参加HSK考试做好准备。

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