

## 使用说明

《中国微镜头》是一套专门针对汉语视听说课程设计的立体化综合语言教材。视频素材选自当代中国社会热点、专题片、新闻、生活情景剧、纪录片、脱口秀、访谈、娱乐节目、影视剧、微电影、广告、歌曲等内容，利用丰富的线上视频资源，为学习者搭建基于自然语言的课堂教学环境。通过虚拟教学情境促进认知发展过程，满足学生学习兴趣和自我发展需求，进而更大程度地挖掘内在动力，激发学习积极性、主动性，发挥视听说课程的“社会窗口”作用，促进语言学习与文化理解的有机融合。

### 适用对象

本套教材适用于汉语言专业本科生，长、短期语言进修生以及其他语言培训机构学习者。教师可根据需要自由组合感兴趣的专题内容，形成个性化教材，既可用于单独开设的视听说课程，也可作为教学材料用于综合课、口语课或听力课等课型。

### 教材目标

本套教材从学生兴趣、生活经验和认知水平出发，倡导体验、实践、参与、合作的学习模式，注重学生语言综合运用能力以及自主式学习能力的培养，使语言学习成为学习者形成主动学习策略、提高跨文化意识的过程。

### 教材结构

《中国微镜头》	
采取“1+1”的模块化复合式设计结构。在内容编排上，使每一课程单元在保证相当数量的语言点和文化内容的同时，做到既注重语言项目的功能教学，又可以从多方面呈现汉语口语语体特征，并体现口语语体向书面语体逐渐过渡的内在层次性。	
初级（上、下）	1个主题场景 + 1组功能语句
中级（上、下）	1个情景剧（短片）+ 1篇人物访谈或谈话式新闻（即“说新闻”）
高级（上、下）	1个话题（专题片）+ 1篇播报式新闻

全套教材按水平程度分为6级。各级别涵盖社会、经济、文化、教育、生活、爱情、艺术等多个主题，主题下设若干课程模块。通过教学视频语料库完成对原始语料

的数据采集、存储，并从交际、语言、文化、策略四个维度设定分类参数，再根据分级标准对视频语料进行标注、加工，从而有效控制语料选篇的难易程度，确保教学实施和评价有据可循。

每个课程单元按课前、课中、课后任务目标进行教学设计，具体分为热身、精视精听、扩展视听、歌曲欣赏、语言实践、学习笔记六个部分。在功能、场景、话题、语言点、文化等方面均衡考虑，并对其中涉及的词汇、句式、语篇结构、表达形式设计有针对性的言语输入和输出练习。

## 使用建议

- 每课约4课时完成，属于综合语言课，应遵循精讲多练、先输入后输出的教学原则。
- 通过课前预习和练习完成必要的词汇学习，不必过于拘泥词义辨析等细节。
- 语言注释内容的选取随语篇出现，不必过于强调语法规则讲解和自身系统性。可以结合例句，通过学生集体跟读或朗读形式进行操练。
- 通过朗读、复述、模仿语气对话、角色扮演、小组讨论等形式来实现言语输出。
- 通过小调查、采访等形式完成语言实践，实现课堂延展和自主式学习。
- 文化链接内容以介绍中国国情和凸显文化特性为主，无须过多展开讨论。
- 歌曲欣赏根据教学进度安排，可用于课间或课上播放。
- 通过学习笔记提高词汇认知和语言结构的抽取、归纳能力，完成自我评价。
- 视频内容可通过扫描二维码观看或登录网址 [www.chinafocus.net.cn](http://www.chinafocus.net.cn) 在线查询。

## 特别感谢

本套教材从整体构思到语料分类采集、统计分析、标注加工，再到后续组织编写、修订，经历了一个艰辛而漫长的过程。在此，特别感谢北京第二外国语学院汉语学院和北京语言大学出版社的支持和信任，感谢编写委员会、编辑委员会和所有编者，正是你们付出的辛勤努力以及为此所投入的责任心和敬业精神，才使得本套教材顺利出版。

## 展望期待

本套教材在设计过程中借鉴了软件工程思想，从用户（学生）需求分析到产品开发，提供了一套崭新的教材生态系统设计思路。整体框架采取了半结构化、开放式

的设计结构，鼓励使用教材的一线教学人员共同参与到课程开发团队里来，而不仅仅是作为一名教材的“旁观者”或“执行者”，形成学生、教师、教材、编者和出版机构间的有效互动。通过教材创新促进教育教学在课程设置和教学模式方面的改革，加速视听说教学理论研究成果向教学实践领域的转化，共同推动汉语国际教育的整体发展。素材投稿请联系：**mail@chinafocus.net.cn**。

感谢搜狐网和本套教材所涉相关作品著作权人，欢迎使用二维码登录搜狐视频在线观看。因部分著作权人暂无法取得联系，相关事宜烦请通过邮件与本教材主编联系，主编邮箱：**toddy@chinafocus.net.cn**。

## Directions for Use

*China Focus* is a set of comprehensive Chinese teaching materials specially designed for the Chinese audiovisual-speaking course. The video clips are extracted from contemporary Chinese social hot issues, feature programs, news, sitcoms, documentaries, talk shows, interviews, entertainment programs, films and TV plays, micro films, advertisements, songs, etc. Using abundant online video resources, it builds a natural-language-based classroom teaching environment. It promotes students' cognitive development through virtual teaching situations, catering to their interest and self-development needs. It thus further explores students' internal motivation, stimulating their learning initiative, giving full play to the Chinese audiovisual-speaking course's function of being a window to the society, and promoting the integration of language learning and cultural understanding.

### Target Users

This set of materials is designed for undergraduates majoring in Chinese language, non-degree students taking short-term or long-term language programs, and students of other language training institutions. Teachers can develop a personalized assortment of teaching materials based on the themes they are interested in, which can either be independently used in an audiovisual-speaking course, or as exercise materials in a comprehensive class, speaking class, listening class and other classes.

### Objectives

Taking students' interest, life experience and cognition into consideration, this set of materials advocates learning through experience, practice, participation and cooperation. It pays attention to the development of students' overall language abilities and autonomous learning competence, making language learning a process that develops students' autonomous learning strategies and cross-cultural consciousness.

### Structure

#### *China Focus*

It is designed using the “1+1” structure. In terms of its content arrangement, it not only ensures every unit contains a considerable amount of language points and cultural content, but also pays attention to teaching the functions of language items, without neglecting the comprehensive presentation of the stylistic features of spoken Chinese and the gradual transition to written Chinese.



<i>China Focus</i>	
<b>Elementary Level I &amp; II</b>	1 theme-based scene + 1 group of functional words and sentences
<b>Intermediate Level I &amp; II</b>	1 sitcom (short film) + 1 interview or news talk (i.e. “talking about news”)
<b>Advanced Level I &amp; II</b>	1 topic (feature program) + 1 news broadcast

This set of materials is divided into six levels, each of which is composed of several themes, encompassing society, economy, culture, education, life, love, and art. Several course modules are designed under each theme. By using the teaching video corpus, the original language data are collected and stored. It also sets up the sorting parameters in four dimensions, i.e., communication, language, culture, and strategy. It then remarks on and processes the selected video-based language data based on the grading standards, so as to effectively control the difficulty of the language data, and ensure that the practice and evaluation of teaching are not groundless.

Following the pre-class, in-class and post-class goals, each unit of the course is divided into six parts, i.e., warm-up, intensive watching and listening, extensive watching and listening, enjoying the song, language practice, and learning notes. It gives a balanced consideration to the functions, scenes, topics, language points and culture, and provides well-targeted language input and output exercises on the vocabulary, sentence patterns, text structures, and forms of expression involved.

### **Suggested Use**

- Each lesson takes about four class hours. Since it is a comprehensive course, it should follow the principles of “focusing on brief explanation and frequent exercises” and “providing language input before output”.
- Vocabulary is learned through previews and exercises. Students don’t need to rigidly adhere to word differentiation and other details.
- Language notes are selected based on the texts. The teacher doesn’t need to excessively emphasize the explanation of systematic grammar rules, but rather integrates example sentences to make students practice repeatedly by reading after the teacher or reading aloud.
- Reading aloud, retelling, making dialogues imitating the tones, role-play, group discussion, and other forms are employed to achieve language output.
- Surveys, interviews and other forms are employed for language practice, so as to extend the classroom and develop students’ autonomous learning.

- Cultural links focus on the introduction to China's national condition and cultural characteristics. The teacher doesn't need to develop excessive discussions.
- The song can be played and enjoyed in or after class based on the course schedule.
- The learning notes can improve students' cognition of vocabulary and their abilities to extract and summarize language structures and to evaluate themselves.
- By scanning the QR codes, one can watch the videos online. One can also visit **www.chinafocus.net.cn** to search the information online.

### **Acknowledgements**

It takes an arduous and long process to complete this set of materials, including its overall conception, the classification and collection of language data, statistical analysis, remarking and editing, and its compilation and revision. Particular thanks are due to the School of Chinese of Beijing International Studies University and to Beijing Language and Culture University Press for their support and trust. Thanks also go to the writing committee, editorial committee, and all the authors and editors. The publication of this set of materials wouldn't be possible without your hard work, sense of responsibility and professional dedication.

### **Expectations**

During the process of designing this set of materials, the ideas of software engineering are employed. From analyzing the users' (students') needs to developing the products, brand-new ideas are provided to design the ecological system of teaching materials. Semi-structured and open-ended design structures are adopted for the overall framework. Teachers who use the teaching materials are encouraged to join the course development team instead of being merely "spectators" or "performers", thus developing the interactions among students, teachers, teaching materials, authors, and the publisher. The innovation of the teaching materials pushes forward the reform in curriculum provision and model of instruction, speeding up the application of the research findings of the audiovisual-speaking course to the teaching practice and promoting the overall development of Chinese international education. Please contact us at **mail@chinafocus.net.cn** to contribute your work.

Thanks go to Sohu.com and the copyright holders of pertinent works in this set. Feel free to scan the QR codes to register for Sohu Video and watch the videos online. As for the copyright holders who we failed to contact, please reach the chief writer of the series via email at **toddy@chinafocus.net.cn**.



# 文化篇 Culture

视听目录 精视精听：茶人 /3

扩展视听：粽子甜咸之争 /14

歌曲欣赏：山歌好比春江水/16



## 热身 Warm-up



茶在中国的历史非常悠久。很早以前，茶叶就进入了人们的生活，对促进中西方经济、贸易往来和文化交流起到了重要的作用。中国不仅是茶的故乡，也可以说是茶文化的发源地。茶余饭后，人们喜欢“以茶会友”。不同的民族、地区也都保留着丰富多样的饮茶爱好和风俗习惯，形成了最具中国特色的文化现象。

- 你平时喜欢哪种饮料？能谈谈这些饮料都有什么特色吗？



- 说一说，中国人常喝的茶有哪些？



## 精视精听 Intensive Watching and Listening



## 茶人 Chárén



扫一扫看视频

视频类型：纪录片

语言形式：旁白；日常谈话

时长：14分09秒

## Part 1 00:01-04:05

## 1 词语学习 [课前预习，可参考附录中的词语表]

动词 (v.)	打理 (dǎlǐ) 收藏 (shōucáng)	供奉 (gòngfèng)	泡 (pào)
名词 (n.)	内心 (nèixīn) 社交 (shèjiāo)	招牌 (zhāopai) 场所 (chǎngsuǒ)	阁 (gé) 时光 (shíguāng)
形容词 (adj.)	随意 (suí//yì) 安逸 (ānyì)	悠闲 (yōuxián)	忙碌 (mánglù)
助词 (part.)	算了 (suànlè)		
固定搭配 (IE)	苦尽甘来 (kǔjìn-gānlái)		
专名 (PN)	观音菩萨 (Guānyīn Púsà)	彭镇 (Péng Zhèn)	

- (1) “打理”有经营、管理、整理等意思，例如“打理店铺”“打理发型”“打理关系”等。“打理茶馆”中的“打理”可以用你学过的哪个词语替换？
- (2) 去饭店吃饭的时候，菜单上经常写着“招牌菜”，是什么意思？
- (3) “社交场所”指社会上人与人交际往来的地方，常见的“社交场所”有哪些？
- (4) “美好时光”能否说成“美好时间”？试着说说还有哪些可以搭配“时光”的词？
- (5) 你喜欢“悠闲安逸”的生活还是“忙忙碌碌”的生活？

## 2 内容提示

茶，是一种人生。按中国汉字的书写方式……

……

赵阿姨的茶馆……

带着下面的问题看视频：

- 按照汉字的书写方式，可以怎么理解“茶”？
- 赵阿姨和茶有什么关系？

## 3 综合注释

- 一杯茶一块钱，随意续杯，可以泡<sup>①</sup>上一天。
- 中国人认为人生如茶，苦尽甘来<sup>②</sup>。

### ① 泡

“泡”在这里有两个意思，一个是指较长时间放在水中，另一个是故意消磨时间。

例：泡茶、泡方便面

他整天泡在网上玩儿游戏。

### ② 苦尽甘来

【成语】甘，指甜。比喻过完艰苦的日子，幸福就该来了。

例：虽然现在条件差了点儿，但总有苦尽甘来的一天。

## 4 练习

(1) 关于赵阿姨的茶馆，下列哪项正确？（可以多选）

- |                                       |  |
|---------------------------------------|--|
| <input type="checkbox"/> 早上5点就有客人来    | <input type="checkbox"/> 来喝茶的人很多，所以很赚钱 |
| <input type="checkbox"/> 一直没有正式的招牌    | <input type="checkbox"/> 家人很支持她开茶馆     |
| <input type="checkbox"/> 以前供奉过观音菩萨    | <input type="checkbox"/> 地面非常平整        |
| <input type="checkbox"/> 喝茶很便宜，而且可以续杯 | <input type="checkbox"/> 像这样的老茶馆很少了    |