



使用说明

《新概念汉语》是一套供成年人使用的汉语教材，可以用来自学，也可以在课堂教学中使用。

本教材基于汉语和汉语作为第二语言教学的实践和研究成果，学习、吸收国内外外语教学的有效方法和 21 世纪的教学理念和教学实践，选择实用、简要、有趣的教学内容，设计简便、有效的学习和教授方法，努力为不同类型的汉语学习者和教师提供方便。

《新概念汉语》第五、六册内容主要取材于反映中国当代人生活的电视节目——《中国梦想秀》。我们精选了其中可以帮助外国人了解、理解普通中国人生活及有助于提高外国人汉语交际能力的内容。

本书是《新概念汉语》第五册。为方便读者，特做如下说明。

一、教学对象、目标、内容和教学安排

教学对象：学过《新概念汉语》(第一、二、三、四册)或具有相应汉语水平(学过汉语基本语法，掌握 2000 左右汉语词汇，或具备 HSK 4 级以上水平)的学习者。

教学目标：通过 40 ~ 80 小时的学习，可以初步阅读汉语报刊，欣赏汉语影视节目，用汉语进行较为完整的演讲。

教学内容：本册教材共 20 课(5 个单元)，每课 1 个话题，分为课文和练习两个部分。

(1) 课文。每课第一部分是主课文。各单元前 3 课的课文部分均是对一期《中国梦想秀》节目内容的简短介绍，以及其中涉及的生词和语法点，教学目的是帮助学习者了解一期节目的内容，学习相关的词汇和语法、句式；各单元最后 1 课的课文部分是一段自编短文，反映普通中国人的生活。

(2) 练习。每课第二部分是相应的练习。各单元前 3 课的练习部分是视听说练习，内容是一段截自该期《中国梦想秀》节目的视频，用以形象地展现本期节目的内容，通过练习培养学生的汉语听说能力；各单元最后 1 课的练习部分是读写练习，阅读材料是与课文内容相关的一段文字，通过阅读练习和相关话题的写作训练，培养学生的汉语读写能力。

本册教材将教授约 400 个汉语交际常用词、40 个语法项目，以及外国人使用汉语学习、生活、工作时最常见的话题。

教学安排：本册教材每课设计的教学时间为课堂教授 2 小时，课外学习 1 ~ 2 小时。教师可根据学习者、教学环境和教学的实际情况，适当调整。

二、教学建议

下面对各课的教学建议分两部分做简要说明，供教师参考。

(一) 对第一部分的教学建议

各课第一部分可以分成：热身、快速阅读课文、学习生词、学习课文、学习语法五个教学环节，各

<http://www.purpleculture.net>

教学环节由若干教学步骤组成。

1. 热身

可以让学生先认读课文题目，联想本课可能说什么；或者让学生先看插图，描述插图的内容；或看插图结合题目，猜想课文内容。这时，教师可以提几个问题加以引导。

2. 快速阅读课文

快速阅读课文的目的是：(1) 让学生了解课文的大意以及即将学习的内容、生词、语法等出现的语境，便于后面教学的开展；(2) 培养快速阅读能力，这是中级阶段应当具备的汉语书面语能力。这个环节可以分以下步骤进行：

(1) 领读生词。

打开生词表，教师快速领读生词。让学生大致了解生词的意思，以便初步理解课文。

领读生词的好处是节省时间。

(2) 理解读前问题。

领读生词后，教师让学生认读、理解课文前的问题。如果问题中有生词或题目难于理解，可以稍花点儿工夫，保证学生正确地理解问题。

带着问题读课文，可以引起学生对课文的注意。

(3) 宣布阅读时间。

一般2~3分钟。不宜过长。

(4) 回答读前问题。

快速阅读后回答课文前的问题，可以提高学生的自信心。

3. 学习生词

学习生词，建议按以下过程进行：

(1) 听生词录音或听教师朗读生词。

(2) 跟读（跟录音或教师朗读）。

(3) 理解生词，教师通过提问、领读搭配，启发学生理解词义，辅以必要的讲解。

(4) 可以先按顺序集体朗读生词，然后教师指定学生打乱生词顺序朗读，注意观察学生的掌握情况。

4. 学习课文

学习课文，建议按以下过程进行：

(1) 认读、理解问题。

让学生集体或单独朗读课文后的问题，这样做的好处是：①可以使他们真正理解问题，便于后面活动的进行；②让学生学习、学会提问，因为学生学习疑问句的机会不多；③这也是提供重复认读汉字、阅读句子的机会。这是培养、提高阅读能力的基础。

(2) 默读课文。

在学习生词、理解问题之后，再让学生默读课文，读后回答问题。如果回答结果不理想可以再默读一遍。这也是提高阅读能力的训练。

(3) 朗读课文。

建议先领读，再齐读，再分组读或单读。这样做的好处是：①让学生先接触正确的发音；②借助“脚手架”逐步熟练，可以提高单读的自信心和正确率；③当然，减少了错误，不用纠正，也节省了时间，给学生更多练习的机会。

领读时可以突出和讲解学生的问题和重点、难点。多读几遍难句、长句和有用的句子。

领读和齐读时要特别注意纠正发音错误，这样单读时发音错误就会相对少些。

(4) 如有时间,可以再回答一遍问题,让学生得到精准的答案。

(5) 简释注释。

本教材的语法点以注释的形式出现,目的是突出话题内容。在领读和朗读过程中,可以重点强调例句,保证学生理解了所注释的句子。

(6) 复述课文。

在上面速读、朗读、回答问题之后,学生已经熟悉了课文的内容和语言。这时教师板书或用幻灯片给出提示词语,搭建“脚手架”,让学生复述课文,再逐步减少提示词语进行复述,帮助学生记住课文的主要内容、词语、句式。

5. 学习语法

本教材的“语法”即课文的注释内容,建议在学习课文后进行。一般每课有两个语法点,包括句型或者虚词、特殊词语等。主要采取例释的方式帮助学生理解。教学建议如下:

(1) 学习生词。

方法同“3. 学习生词”。

(2) 朗读例句。

可以采用先让学生认读、再齐读的方式,目的是借此机会练习汉字认读能力。

朗读例句,是通过使用环境(语法点出现的位置)让学生了解句式的结构或词语的用法。当然,不同的语法点各有特点,需要教师给予指点。

(3) 练习语法点。

语法练习的形式不同,基本建议如下:

①坚持让学生朗读练习指示语(如“根据提示词,用……完成句子,然后朗读”),不错过让学生认读汉字的机会。②让学生朗读题干,新教师要特别注意,一定不要替学生朗读问题、题干。该学生做的事,教师不要越俎代庖。③一般先让学生结伴做题,两人取得一致意见后,告知全班。这是意义协商的一种最简易的实施方式。④最后,要让全班一起大声说出标准答案,让学生确有收获,切忌马马虎虎过去。⑤可以留课后作业,让学生书写答案。

(二) 对第二部分的教学建议

视听说练习的基本思路是让学生看一段视频,然后针对视频做一些练习;读写练习的基本思路是阅读一段文字,然后针对这段文字做一些练习。

视听说练习的具体教学步骤建议如下:

1. 初看视频

(1) 看前教师可以根据视频内容提一两个简单的问题,如“有几个人”“在哪儿”“说出几个学过的词”,等等。目的是让学生看进去,不走过场,避免观看视频时“不知所措”。

(2) 看后让学生回答问题,错了也没关系,答案不一样也好。

(3) 如果有时间,让学生谈谈视频内容。

2. 学习生词

方法同第一部分“3. 学习生词”。

花点儿时间,通过截屏给出词语提示,效果会更好。

3. 依次做视听练习

一般步骤是:

(1) 认读、理解练习的内容。

- (2) 细看视频，做练习。
- (3) 练习过程可以参考第一部分“5(3) 练习语法点。”的做法。

4. 回答问题

- (1) 认读、理解问题。
- (2) 学生同伴协商或分小组讨论。
- (3) 汇报答案。
- (4) 学生或教师给出标准答案。

5. 口语表达练习

这项练习的目的，是给学生机会运用本课学过的词语、句型、话题、表达框架和以往的相关知识、技能，并发挥创造能力、聪明才智，逐步培养、提高表达能力，同时也是对教学效果的检验。根据教学时间，可以在课上进行，也可以在课下准备，下一次汇报。基本建议如下：

- (1) 让学生朗读、理解练习题目。
- (2) 给学生提供范例。
可以采取以下步骤：①指定一个水平好一点儿的学生；②教师提几个问题，作为纲要，让该生回答；③教师引导该生把对问题的回答连成一段话，作为范例。
- (3) 不要要求统一格式。
- (4) 可以通过小组活动的方式进行。小组活动要特别注意以下几点：①提供词语、句式，并做朗读练习；②说明汇报方式，如朗读、讲演、表演等；③规定并遵守活动时间。
- (5) 有的练习，可以要求学生提供书面成果并张贴出来。

读写练习的具体教学步骤建议如下：

1. 阅读练习

这部分主要锻炼学生的快速阅读能力，文章中可能影响阅读的生词，都进行了随文注释。阅读后的练习由两个部分组成：第一题是客观题，包括选择题、判断题，目的在于考察学生对文章细节的把握；第二题是回答问题，考察学生对文章大意的理解。可以参考视听说练习的具体教学步骤进行。

2. 写作练习

写作练习可按照如下步骤进行：

- (1) 让学生朗读写作题目和所给的提示问题。
- (2) 让学生口头回答问题。
- (3) 以一个学生的答案为例，引导学生把答案连贯地说下来。
- (4) 如果有时间，再给一个例子。
- (5) 提出写作的具体要求：写提纲、字数、时间、成果形式（手写或打印）。
- (6) 提倡学生先互相修改，过程如下：学生写作——同伴修改——学生修改——提交。
- (7) 教师提供反馈。
- (8) 鼓励把学生的最后成果张贴出来。

(三) 本课小结

各课小结的目的是：(1) 帮助学生梳理本课的学习内容和重点；(2) 通过重复本课的学习重点，延伸记忆。以下做法可以供教师选择：

- (1) 让学生“七嘴八舌”说出本课学过的生词。

(2) 让学生用学过的语法点说出几个学过的例句，或让学生造出有意思的句子。

(3) 教师提几个关于课文、视频、文章的问题，让学生回答。

最后特别声明，以上建议只是想说明本教材的一些编写思路，给新教师或者初用本教材的教师提供一个参考，所建议的教学方法，未必适用于所有的教学实际。

A Guide to the Use of This Book

New Concept Chinese is a series of Chinese learning materials for adults, which can be used for both self-teaching and classroom teaching.

This series is written based on the practices and researches of Chinese language and teaching Chinese as a second language, integrating the effective methods used in foreign language teaching both in China and abroad as well as the pedagogical ideas and practices of the 21st century. Practical, concise and interesting teaching materials are selected, and simple and effective learning and teaching methods are designed.

Books 5 and 6 are based on *Dream of China*, a TV show related to modern Chinese people's life. The materials selected are those that can help foreigners learn about and understand Chinese people's life and improve their Chinese communicative competence.

This is Book 5 in the series. For the convenience of users, the following points need to be made clear:

1. Intended learners, teaching objectives, contents and arrangement of teaching

Intended learners: Adults who have learned *New Concept Chinese* (1-4) or have achieved the corresponding Chinese proficiency (mastery of basic Chinese grammar and about 2,000 Chinese words, or having reached the level of HSK 4 or above).

Teaching objectives: After 40-80 hours' learning, students can acquire a preliminary ability to read Chinese newspapers and magazines, enjoy Chinese movies and TV shows, and make relatively complete speeches.

Contents: This book is composed of 20 lessons (in five units), each focusing on one topic and consisting of two parts—the text and the exercises.

(1) Text. The text of the first three lessons in each unit gives a brief introduction to an episode of *Dream of China* along with the new words and grammar points involved. The purpose is to help students understand the content of the episode and learn the relevant vocabulary, grammar points and sentence patterns. The text of the last lesson in each unit is a short essay about common Chinese people's life, written by the editorial group.

(2) Exercises. The exercises of the first three lessons in each unit are mostly audiovisual and speaking exercises, which vividly present the content of the episode of *Dream of China* by providing an excerpt from the episode and aim to cultivate students' Chinese listening and speaking skills. The exercises of the last lesson in each unit are reading and writing exercises, which include a piece of writing related to the topic of the episode and aim to cultivate students' reading and writing skills through reading practice and training in writing about the relevant topic.

This book teaches approximately 400 words and 40 grammar items frequently used in communication, and covers topics that foreigners are most likely to encounter in their Chinese study, life and work.

Arrangement of teaching: The scheduled time for each lesson in this book is two hours in class and 1-2 hours after class. The teacher can make proper adjustments based on the students, the teaching environment, and other actual conditions.

2. Teaching advice

a. Advice on the teaching of the text

This part of the lesson consists of warm-up, fast reading, vocabulary learning, text learning, and grammar learning, each composed of several teaching steps.

1) Warm-up

The teacher can ask the students to read the title of the lesson first and think about what the current lesson may talk about. The students can also look at the picture and describe it or guess the content of the lesson based on the title. The teacher can raise some questions to guide the students.

2) Fast reading

This process aims to: help students understand the main idea of the text as well as the context of the content, new words, and grammar points that they are about to learn; and cultivate students' fast reading ability, a written competence that intermediate-level learners should have. This process can be done in the following procedures:

a) Read the new words after the teacher

The teacher can lead the students to read the list of new words quickly to help the students roughly learn the meanings of the new words and get a preliminary understanding of the text in a time-efficient way.

b) Understand the pre-reading questions

After reading the new words, the teacher can ask the students to read the pre-reading questions. Put more effort on the difficult words or contents in the questions to make sure the students understand the questions correctly.

It will focus the students' attention on the text if they read the text with questions in mind.

c) Set a reading time

Normally it is 2-3 minutes and shouldn't be too long.

d) Answer the pre-reading questions

Answering the pre-reading questions after a quick reading of the text will give students more confidence.

3) Learn the new words

This can be done in the following procedures:

a) Listen to the recording or the teacher.

b) Read after the recording or the teacher.

c) Understand the new words. The teacher may inspire the students to understand the meanings of the new words by asking questions and leading them to read the collocations and, if necessary, giving brief explanations.

d) First, all the students read the new words aloud together in order. Then, the teacher calls on some students to read the words in random to observe how well the students have mastered them.

4) Learn the text

This can be done in the following procedures:

a) Read and understand the questions

Ask the students to read the post-reading questions together or by themselves. This can help them truly understand the questions before proceeding to the following activities, enable them to learn to ask questions since they don't have many opportunities to learn interrogative sentences, and also give them a second chance to recognize the Chinese characters and read the sentences, which is the basis for cultivating and improving their reading ability.

b) Read the text silently

After learning the new words and understanding the questions, ask the students to read the text silently and then answer the questions. If the answers they give are unsatisfactory, ask them to read it again. This is also a practice to train their reading ability.

c) Read the text aloud

It is suggested that the students read it after the teacher first, then together, and finally in groups or by themselves. This can expose the students to the correct pronunciation first, then gradually increase their confidence and accuracy in reading alone, and reduce their mistakes, thus saving time for them to practice more.

When leading the students to read, the teacher may focus on explaining the students' questions and the important and difficult points. It is also suggested that they repeat the difficult, long and useful sentences several times.

When the students read after the teacher or read together, it is important for the teacher to correct their pronunciation so that they will make fewer mistakes when reading alone.

d) If time permits, answer the questions again so that the students can get the accurate answers.

e) Notes

The grammar points in this book appear in the form of notes to highlight the contents of the topic. When the students read after the teacher or read alone, the teacher may put more emphasis on the example sentences to make sure that the students understand the annotated sentences.

f) Retell the text

After fast reading, reading aloud, and answering questions, the students are now familiar with the content and language of the text. At this point, the teacher may give cue words on the blackboard or via slides to build a “scaffold” to help students retell the text, and then gradually reduce the cue words to help them remember the main content, words and sentence patterns in the text.

5) Learn the grammar

It is suggested that the grammar points, in the form of notes on the words, phrases, or sentences from the text, be taught after text learning. Generally, each lesson has two grammar points about sentence patterns, empty words, or special words, etc., to help students understand them mainly through explanations and examples. The teaching advice is as follows:

a) Learn the new words

Do this in the same way as illustrated in item 3) above.

b) Read the example sentences aloud

The teacher may ask the students to read the sentences first to recognize the characters and then read together, giving them an opportunity to practice recognizing Chinese characters.

By reading the example sentences aloud, the students can learn about the sentence structures or word usages in the context where the grammar points appear. But of course, different grammar points have different features, and teacher’s explanations are necessary.

c) Practice grammar points

Grammar exercises come in different forms. The basic advice is as follows:

1 Let the students read aloud the instructions of the exercises so that they don’t miss any chance to recognize Chinese characters.

2 Ask the students to read the exercises aloud. Don’t read the questions or exercises for them—novice teachers should especially bear this in mind: let the students do what they should do; don’t do it for them.

3 Normally, let the students work in pairs to do the exercises and then ask them to tell their answers to the whole class when they have reached an agreement on their answers. This is the easiest method for the negotiation of meaning.

4 Finally, ask the whole class to say the standard answers out loud. Make sure that the students do have learned the grammar points and that nothing is skipped without their full understanding.

5 The teacher may assign written homework to the students.

b. Advice on the teaching of the exercises

The audiovisual and speaking exercises basically require the students to watch a video excerpt first and then do some exercises about the video; the reading and writing exercises basically require the students to read a passage first and then do some exercises about the passage.

Suggestions for the audiovisual and speaking exercises are as follows:

1) Watch the video for the first time

a) The teacher can raise one or two simple pre-watching questions based on the content of the video, for example “How many people?” “Where?” “Which words have you learned?” etc. so as to help the students concentrate instead of being at a loss as to what to do when watching the video.

b) Ask the students to answer the questions after watching the video. It’s OK if they answer them wrong or differently.

c) If time permits, ask the students to talk about what the video is about.

2) Learn the new words

Do this in the same way as illustrated in item 3) in the first part.

It would be better if the teacher can spend some time giving cue words in screenshots.

3) Do the audiovisual exercises one by one

The normal steps are:

- a) Read and understand the content of the exercise.
- b) Watch the video carefully and do the exercises.
- c) For the details of this step, refer to “c) practice grammar points” in item 5) above.

4) Answer the questions

- a) Read and understand the questions.
- b) Discuss in pairs or in groups.
- c) Report the answers.
- d) Either the students or the teacher give the standard answers.

5) Oral expression exercises

The aim of this part of the exercises is to give the students opportunities to use the words, sentence patterns, topics and constructions they’ve learned in the current lesson as well as their previous knowledge and skills, give play to their creativity and intelligence, and gradually cultivate and improve their oral expression ability. This part of the exercises is also an evaluation of the teaching effect. Depending on the teaching schedule, these exercises can be done either in class or be prepared after class for a presentation in the next session.

The basic advice is as follows:

- a) Remember to let the students read aloud and understand the exercises.
- b) Give the students examples. Possible procedures to be followed: choose a student with relatively good Chinese proficiency; ask the student several synoptic questions; guide the student to arrange his/her answers into a whole paragraph, which will be used as an example.
- c) Do not require a unified format.
- d) It can be done in the form of group work. There are several things the teacher should do: provide words and sentence patterns and read them aloud; explain the form of presentation, such as reading aloud, a speech, or acting; set a time and ask the students to observe it.
- e) For some exercises, the teacher can ask the students to provide a written presentation and post it up.

The advice for the reading and writing exercises is as follows:

1) Reading exercises

This part of the exercises mainly trains the students’ fast reading ability. All the new words that may impede comprehension are followed by explanations in brackets. The post-reading exercises are composed of an objective exercise and a Q & A exercise, the former being a multiple-choice or true or false question aiming to test students’ grasp of the details and the latter aiming to test students’ understanding of the main idea. Refer to the advice on the audiovisual and speaking exercises above for detailed teaching steps.

2) Writing exercise

It can be done in the following steps:

- a) Ask the students to read aloud the title and given questions.
- b) Ask the students to answer the questions orally.
- c) Take one student’s answers as the example, and guide the student to link the answers into a coherent paragraph.
- d) If time permits, give another example.
- e) Give specific requirements: writing an outline, length, time, and form of work (handwritten or typed).
- f) Encourage the students to check one another’s work. The procedures can be: writing – peer correction – self-correction – submission.
- g) The teacher gives feedback.
- h) Encourage the students to post up their final work.

c. Summary of the lesson

The summary of each lesson aims to help students review the contents and focuses of the lesson and extend their memory of the lesson by repeating the important points. Teachers can draw inspiration from the following practices:

- 1) Let the students race to say the new words of the lesson.

2) Ask the students to say some example sentences or exercises using the grammar points they've learned or to make some interesting sentences.

3) The teacher raises some questions about the text, video and reading material for the students to answer.

It is noted that the above advice is just an explanation of the authors' idea and a reference for novice teachers or teachers who've just begun to use this series. The suggested methods may not suit all circumstances of teaching.

课号	标题	语言点	页码
1	饺子大妈	(1) 曾经 (2) 对……赞不绝口	2
2	想当兽医的小女孩儿	(1) V ₁ + 着 (+ O ₁) + V ₂ (+ O ₂) (2) 经过	6
3	土家春晚	(1) 无论……都…… (2) 为什么不…… (呢)	10
4	《中国梦想秀》	(1) 以便 (2) 最 + adj. / v. + 的 + n. + 之一	14
5	我要飞得更高	(1) 反复 (2) 尽快	18
6	大地妈妈	(1) 一 + m. + 一 + m. + 地 + v. (2) 仍然	22
7	生活在一起	(1) 尽管 (2) 终于	26
8	教洋人说相声	(1) 除此以外 (2) 到……为止	30
9	因为爱	(1) 形容词重叠 (2) 出于	34
10	优秀志愿者	(1) 然后 (2) 不时	38
11	老姐妹艺术团	(1) 在……下 (2) 没时间 + v.	42
12	的哥的平凡生活	(1) 一 + v. + 就是…… (2) 来不及	46
13	大卫的汉语之路	(1) 让……爱不释手 (2) 在……看来	50
14	追星星的人	(1) 像……似的 (2) 继续	54
15	花儿与少年	(1) 勉强 (2) v. + 下去	58
16	有困难找警察	(1) 以为 (2) 再三	62
17	妈妈教会我说话	(1) 再……也…… (2) 往往	66
18	超级替补	(1) 随时 (2) 同时	70
19	重生	(1) 一连 (2) 逐渐	74
20	老年背包客	(1) 一 + m. + n. + 也/都 + 不/没…… (2) 居然	78
繁体课文/82		生词表/88	
http://www.purpleculture.net			

Lesson	Title	Grammar	Page
1	Aunt dumpling	(1) The adverb “曾经” (once) (2) The expression “对……赞不绝口” (to be full of praise)	2
2	The little girl who wants to be a vet	(1) The structure “V ₁ + 着(+O ₁) + V ₂ (+O ₂)” (2) The verb “经过” (to go through, to undergo)	6
3	The Tujia-style Spring Festival gala	(1) The structure “无论……都……” (no matter what, how, etc.) (2) The expression “为什么不…… (呢)” (why not)	10
4	The reality show <i>Dream of China</i>	(1) The conjunction “以便” (in order to) (2) The structure “最 + adj. / v. + 的 + n. + 之一” (one of the most...)	14
5	I want to fly higher	(1) The adverb “反复” (repeatedly) (2) The adverb “尽快” (as soon as possible)	18
6	The earth mother	(1) The structure “— + m. + — + m. + 地 + v.” (to do sth. one by one) (2) The adverb “仍然” (still)	22
7	To live together	(1) The conjunction “尽管” (even though) (2) The adverb “终于” (finally)	26
8	Teaching foreigners <i>xiangsheng</i>	(1) The expression “除此之外” (besides) (2) The expression “到……为止” (until...)	30
9	Because of love	(1) The reduplication of adjectives (2) The verb “出于” (for; out of)	34
10	Amazing volunteers	(1) The conjunction “然后” (then) (2) The adverb “不时” (now and then)	38
11	Old Sisters’ Art Troupe	(1) The expression “在……下” (under, with) (2) The structure “没时间 + v.” (to have no time to do sth.)	42
12	A taxi driver’s ordinary life	(1) The structure “— + v. + 就是……” (indicating the long duration or large quantity of an action) (2) The verb “来不及” (to be too late to do sth.)	46
13	David’s story of learning Chinese	(1) The expression “让……爱不释手” (to make sb. love sth. so much that he/she cannot bear to part with it) (2) The expression “在……看来” (in sb.’s opinion)	50
14	The man who goes after the stars	(1) The expression “像……似的” (like, as if) (2) The verb “继续” (to continue)	54
15	Hua’er folk songs and the young Hua’er lover	(1) The adjective “勉强” (barely) (2) To v “下去” (indicating the continuation of an action or a state)	58
16	Go to the police when in trouble	(1) The verb “以为” (to think, to believe) (2) The adverb “再三” (over and over again)	62
17	Mother taught me to talk	(1) The structure “再……也……” (would... no matter how...) (2) The adverb “往往” (often, usually)	66
18	The super sub	(1) The adverb “随时” (at any time) (2) The conjunction “同时” (meanwhile, at the same time)	70
19	A new life	(1) The adverb “一连” (in a row, in succession) (2) The adverb “逐渐” (gradually)	74
20	The old backpackers	(1) The structure “— + m. + n. + 也 / 都 + 不 / 没……” (not even one...) (2) The adverb “居然” (unexpectedly)	78
Texts in Complex Characters/82		Vocabulary/88	

饺子大妈

Aunt dumpling

1 Text

课文 借助生词表，快速浏览课文后回答问题：赵大妈的绝活儿是什么？



01-1

美味可口的饺子刚端上餐桌，就被客人们吃光了。看着客人吃得津津有味，店主赵（Zhào）大妈感到非常开心。

赵大妈是第一个在新西兰开饺子馆儿的人，她把地道的中国饺子搬上了新西兰人的餐桌。新西兰总理曾经三次到她的饺子馆儿作客，对赵大妈的饺子赞不绝口。当地人不满足于吃饺子，还纷纷来到饺子馆儿跟赵大妈学包饺子。

赵大妈包饺子有一手绝活儿，就是一次能擀出来十二个饺子皮！为了让自己的绝活儿后继有人，赵大妈回到家乡，准备招几个徒弟带到新西兰，亲自教他们包饺子、卖饺子，让更多人享受到中国的美食。



Answer the questions

回答问题

1. 介绍一下赵大妈。
(第一个、地道)
2. 客人们喜欢赵大妈的饺子吗？
(美味可口、吃光、津津有味、赞不绝口、纷纷)
3. 赵大妈回家乡做什么？
(绝活儿、后继有人、招徒弟、亲自、享受)

New words

生词



01-2

- | | |
|---|---|
| 1. 美味可口 měiwèi-kěkǒu delicious, tasty | 11. 包 bāo v. to wrap, to make (dumplings) |
| 2. 津津有味 jīnjīn-yǒuwèi with great enjoyment | 12. 手 shǒu m. <i>sed of skill or proficiency</i> |
| 3. 大妈 dàma n. aunt, form of address for elderly women | 13. 绝活儿 juéhuór n. special skill |
| 4. 地道 dìdao adj. authentic | 14. 擀 gǎn v. to roll (dough, etc. with a rolling pin) |
| 5. 总理 zǒnglǐ n. premier, prime minister | 15. 皮 pí n. wrapper |
| 6. 曾经 céngjīng adv. once, in the past | 16. 后继有人 hòujì-yǒurén to have qualified successors |
| 7. 赞不绝口 zànbùjuékǒu to be full of praise | 17. 招 zhāo v. to recruit |
| 8. 当地 dāngdì n. local place | 18. 徒弟 túdì n. apprentice |
| 9. 满足 mǎnzú v. to be satisfied | 19. 亲自 qīnzì adv. in person, personally |
| 10. 于 yú prep. for, to | 20. 享受 xiǎngshòu v. to enjoy |

Proper nouns 专有名词

新西兰 Xīnxīlán New Zealand

Notes 注释

- 新西兰总理曾经三次到赵大妈的饺子馆儿作客。
“曾经”，副词，表示以前有过某种情况，后面常用动态助词“过”，多用于书面语。
- 新西兰总理对赵大妈的饺子赞不绝口。
“对……赞不绝口”，不停地说赞美的话，形容对人或事物十分赞赏。

Text 复述课文

retelling

美味可口的饺子……，就被……。看着客人……，店主赵大妈……。
赵大妈是……，她把……搬上了……。新西兰总理……，对……。
当地人……，还纷纷来到饺子馆儿……。
赵大妈包饺子……，就是……！为了……，赵大妈回到家乡，准
备……，亲自教他们……、……，让更多人……。

Supplementary new words (1)

扩展生词 (一)



01-3

- | | |
|--|-------------------------------|
| 1. 报社 bàoshè n. newspaper office | 7. 效果 xiàoguǒ n. effect |
| 2. 编辑 biānji n. editor | 8. 游客 yóukè n. tourist |
| 3. 传播 chuánbō v. to spread, to disseminate | 9. 球迷 qiúmí n. ball game fan |
| 4. 繁荣 fánróng adj. prosperous, thriving | 10. 表现 biǎoxiàn v. to perform |
| 5. 象征 xiàngzhēng n. to symbolize, to represent | 11. 技术 jìshù n. technique |
| 6. 治疗 zhìliáo v. to treat, to cure | |

(一) 曾经



01-4

1. 朗读下列句子，画出“曾经”后面的词语。

- (1) 新西兰总理曾经三次到赵大妈的饺子馆儿作客。
- (2) 这首歌曾经非常流行。
- (3) 那位作家曾经是报社的编辑。
- (4) 孔子曾经带领学生去过很多地方，传播他的思想。
- (5) 拥挤的街道曾经是城市繁荣的象征。

2. 根据提示词，用“曾经”完成句子，然后朗读。

- (1) 上大学以前，我_____。(去)
- (2) 他_____，去过很多地方。(当)
- (3) 小时候，_____。(学)
- (4) 王老师_____，很了解那座城市。(住)
- (5) 修建母亲水窖以前，这里的人_____。(取得)

(二) 对……赞不绝口



01-5

1. 朗读下列句子，画出“对……赞不绝口”中间的词语。

- (1) 新西兰总理对赵大妈的饺子赞不绝口。
- (2) 很多外国人都对中医治疗的效果赞不绝口。
- (3) 游客们都对这里的风景赞不绝口。
- (4) 球迷们对今晚意大利队的表现赞不绝口。
- (5) 很多司机都对小王的修车技术赞不绝口。

2. 用“对……赞不绝口”组句，然后朗读。

- (1) 做的 这个菜 大家 我
- (2) 观众 这部 出色的 电影 都
- (3) 销售能力 小丽的 经理
- (4) 表演 孩子们的 父母
- (5) 热情的 这里 顾客们 服务

Supplementary new words (2)

扩展生词 (二)



01-6

1. 批 pī m. group, lot

4. 炒 chǎo v. to fire (sb.)

2. 连锁店 liánsuǒdiàn n. chain store

5. 房东 fángdōng n. landlord/lady

3. 名人 míngrén n. celebrity

6. 费用 fèiyong n. cost, expense

一、判断正误。

1. 赵大妈是去新西兰的第一批华人。()
2. 现在赵大妈已经开了四家饺子连锁店。()
3. 来赵大妈饺子馆儿吃饭的都是名人。()
4. 赵大妈刚到新西兰的时候，带了两千元人民币。()

二、选择正确答案。

1. 赵大妈准备招几个徒弟带到新西兰？()
A. 一男三女 B. 两男两女
C. 三男一女 D. 四男四女
2. 没有钱的时候，赵大妈为什么不告诉家人？()
A. 怕房东不高兴 B. 担心自己被炒
C. 担心家人着急 D. 家里人也没钱
3. 赵大妈因为生意太忙，多长时间没有回国？()
A. 两年半 B. 五年半
C. 七年半 D. 十八年半
4. 谁负担这些徒弟去新西兰的费用？()
A. 赵大妈 B. 他们自己
C. 中国政府 D. 《中国梦想秀》

三、回答问题。

1. 猜猜赵大妈说的“报喜不报忧”是什么意思。
2. 赵大妈到新西兰后遇到了哪些困难？

Oral practice

口语表达

介绍一家你熟悉的饭馆儿，并说说这家饭馆儿背后的故事。