

课程大纲 COURSE SYLLABUS

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| 1. | 课程代码/名称 Course Code/Title | CLE7001 基础汉语 I Elementary Chinese I |
| 2. | 课程性质 Compulsory/Elective | 通识必修课 General Education (GE) Required Courses |
| 3. | 开课单位 Offering Dept. | 语言中心 Center for Language Education |
| 4. | 课程学分/学时 Course Credit/Hours | 2 学分、64 学时 |
| 5. | 授课语言 Teaching Language | 中文 Chinese |
| 6. | 授课教师 Instructor(s) | 语言中心对外汉语教学团队 CLE Chinese Teaching Team |
| 7. | 开课学期 Semester | 秋季 Fall |
| 8. | 是否面向本科生开放 Open undergraduates or not to | 否 No |
| 9. | 先修要求 Pre-requisites | (如面向本科生开放, 请注明区分内容。 If the course is open to undergraduates, please indicate the difference.) 无 None |
| 10. | 教学目标 Course Objectives | <p>(如面向本科生开放, 请注明区分内容。 If the course is open to undergraduates, please indicate the difference.)</p> <p>本课程是为汉语作为第二语言/外语初学者设计的研究生基础语言课程。课程从基本语音要素----声韵母开始, 介绍声韵母拼合、声调以及变调规则。在此基础上学习偏旁部首、汉字, 再以语法结构为指导, 学习生词和句型, 带领学生进行汉语会话。确保在掌握等级范围内的词汇量的基础上, 让学生在模拟对话中习得汉语, 注重培养学生的听、说、读、写和综合运用能力。该课程的教学目标是掌握 300 词汇量, 学完后学生达到 HSK 二级水平。</p> <p>This course provides language training of Mandarin Chinese for postgraduate first-stage second/foreign language learners. The course starts from the Chinese phonetics: initials and finals, initial-final combinations, tones and modulations, based on which Chinese radicals and characters are introduced. Then students learn new words, sentence patterns and conversation under the guidance of grammar structure. Teachers ensure that the Chinese language is acquired in simulated dialogues with different contexts. The emphasis of the course is placed on developing students' integrated language skills. The objective of the course is to master 300 words and to reach HSK level 2 by the end of the course.</p> |
| 11. | 教学方法 Teaching Methods | (如面向本科生开放, 请注明区分内容。 If the course is open to undergraduates, please indicate the difference.) |

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| | <p>1. 直接法（即情景教学法） 针对初学者，从口语和语音教学切入，注重实践练习，培养语言习惯。通过句型教学，使学生在语言实践中有计划地学习语法，发挥语法在外语教学中的作用。</p> <p>2. 听说法（即句型教学法） 每课内容以会话形式展开，用模仿、记忆、重复等方式学习，以养成语言习惯。在上下文中习得词汇和句型，通过反复操练掌握用法。按听、说、读、写的顺序安排教学，从听说入手，积极引导学生学习读和写，将外语和学生的母语作比较，使学生意识到母语与外语的文化差异。</p> <p>3. 认知法 听说读写并进，教学顺序由语言能力到语言表现，先建立起必备的认知结构，了解一定的语言规则，再创造条件让学生应用规则，创造性地使用语言。帮助学生完成课文理解、能力培养、综合运用三阶段的学习。</p> | <p>1. Direct Approach Aiming at beginners, this method focuses on cultivating language habits after language practice starting from oral and phonological teaching. Through sentence pattern teaching, students can learn grammar in language practice.</p> <p>2. Audio-lingual Approach Each lesson is carried out in the form of conversation, which is learned by imitation, memory and repetition to form language habits. Vocabulary and sentence patterns are acquired in context and learned through repeated practice. The teaching should be arranged in the order of listening, speaking, reading and writing. Students realize the cultural differences between mother tongue and foreign language during the process.</p> <p>3. Cognitive Approach The teaching sequence is from language ability to language performance. First, the necessary cognitive structure is established and certain language rules are understood, and then conditions are created for students to apply the rules and use the language creatively. The teacher will help students to achieve text understanding, ability cultivation and comprehensive application of the new language system.</p> |
| 12. | <p>教学内容 Course Contents (如面向本科生开放，请注明区分内容。 If the course is open to undergraduates, please indicate the difference.)</p> | |
| Week 1 | <p>第1课 你好 Hello 第2课 谢谢你 Thank you</p> | <p>Words/phrases: 你好 您 你们 对不起 没关系 谢谢 不 不客气 再见 Pronunciation: Initials and Finals of Chinese <i>Pinyin</i>; Chinese Syllables and Tones; Tone Sandhi; The Neutral Tone and Tone Marking Characters: Strokes of Chinese Characters; Single-Component Characters</p> |
| Week 2 | <p>第3课 你叫什么名字 What's your name 第4课 她是我的汉语老师 She is my Chinese teacher</p> | <p>Words/phrases: 叫 什么 名字 我 是 老师 吗 学生 人 美国 中国 她 谁 的 汉语 哪国 呢 他 同学 朋友 Grammar: The Interrogative Pronoun “什么”、“谁”、“哪”; The “是” Sentence; Interrogative Sentences with “吗”; The Interrogative Particle “的”、“呢” Pronunciation: Pronunciation Differentiation; Tone sandhi of “不”、“一”; Rules of <i>Pinyin</i> Characters: Strokes of Chinese Characters; Stroke Order; Single-Component Characters</p> |
| Week 3 | <p>第5课 她女儿今年二</p> | <p>Words/phrases: 家 有 口 女儿 几岁 了 今年 多大</p> |

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| | <p>十岁 Her daughter is 20 this year 第 6 课 我会说汉语 I can speak Chinese</p> | <p>会说 妈妈 菜 很好吃 做 写 汉字 怎么</p> <p>Grammar: Interrogative pronoun “几” and Phrase “多大” to Indicate Age; Numbers below 100; “了” Indicating a Change; The Modal verb “会”; Sentences with Adjective Predicate and Nominal Predicate</p> <p>Pronunciation: The Retroflex Final; Aspirated and Unaspirated Initials; Syllable-dividing mark</p> <p>Characters: Strokes of Chinese Characters; Stroke Order; Single-Component Characters</p> <p>Chinese Culture: Ways of asking a Chinese Person’s Age</p> |
| Week 4 | <p>第 7 课 今天几号 What’s the date today 第 8 课 我想喝茶 I’d like some tea</p> | <p>Words/phrases: 请问 今天 号 月 星期 昨天 明天 学校 看书 想 喝茶 吃 米饭 下午 商店 买 多少钱 这</p> <p>Grammar: Sentences with a serial Verb Construction “去+做”; The Interrogative Pronoun; Interrogative Pronoun “多少”、“哪儿”; The Modal Verb “想”; The Measure Words “个”、“口”; Expression of The Amount of Money</p> <p>Pronunciation: Tone Collocation in Disyllabic Words</p> <p>Characters: Strokes and structure of Chinese Characters; Stroke Order; Single-Component Characters</p> |
| Week 5 | <p>第 9 课 你儿子在哪儿工作 Where does your son work 第 10 课 我能坐这儿吗 Can I sit here</p> | <p>Words/phrases: 那个 小猫 在 那儿 狗 椅子 下面 哪儿 工作 医生 爸爸 桌子 上 电脑 和 本 里 前面 后面 这儿 没</p> <p>Grammar: The Verb and Preposition “在”; The Modal Verb “能”; The “有” Sentence: indicating existence; The Conjunction “和”; Imperative Sentences with “请”</p> <p>Pronunciation: Tone Collocation in Disyllabic Words; Pronunciation of Neutral-Tone Syllables, Reduplicated Syllables, and Words with Suffixes</p> <p>Characters: Structure of Chinese Characters: half enclosure & enclosure; Chinese Radicals; Single-Component Characters</p> <p>Chinese Culture: Features of Chinese People’s Names</p> |
| Week 6 | <p>第 11 课 现在几点 What’s the time now 第 12 课 明天天气怎么样 What will the weather be like tomorrow</p> | <p>Words/phrases: 现在 点 分 中午 吃饭 时候 回 我们 住 前 天气 怎么样 太热 冷 下雨 小姐 来 爱 些 水果</p> <p>Grammar: Expression of Time; Sentences with a Subject-Predicate Phrase as the Predicate; The Adverb “太”; The Interrogative Pronoun “怎么样”</p> <p>Pronunciation: Function of Neutral-Tone Syllables; Tone Collocation in Trisyllabic Words</p> <p>Characters: Chinese radicals; Single-Component Characters</p> |
| Week 7 | <p>第 13 课 他在学中国菜呢 He is learning to cook Chinese food 第 14 课 她买了不少衣服 She has bought quite a few clothes</p> | <p>Words/phrases: 也 学习 上午 睡觉 电视 喜欢 给 打电话 吧 这些 东西 一点儿 苹果 看见 先生 开车 回来 衣服 漂亮</p> <p>Grammar: The Modal Particles “啊”、“吧”; The Interjection “喂”; The Adverb “都”; “在……呢” Used to Indicate an Action in Progress; “了” Indicating Occurrence or Completion of an action</p> <p>Pronunciation: Tone Collocation in Trisyllabic Words</p> <p>Characters: Chinese radicals; Single-Component Characters</p> |
| Week 8 | <p>第 15 课 我是坐飞机来</p> | <p>Words/phrases: 认识 年 大学 饭店 出租车 一起 高兴 听 飞机</p> |

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| | <p>的 I came here by air 复习 1-15 课 期中考查</p> | <p>Grammar: The Structure “是……的”: used to emphasize time, place or manner; Expression of a Date: year, month, date, day of the week Pronunciation: Tone Collocation in Trisyllabic Words Characters: Chinese radicals; Single-Component Characters Chinese Culture: Communication Tools of Chinese People <u>Midterm Assessment</u></p> |
| Week 9 | <p>第 16 课 九月去北京旅行最好 September is the best time to visit Beijing 第 17 课 我每天六点起床 I get up at six every day</p> | <p>Words/phrases: 旅游 觉得 最 为什么 运动 踢足球 要 新 它 眼睛 每 早上 起床 跑步 生病 药 身体 出院 高 忙 米 Grammar: The Pronoun “每”; The Interrogative Pronoun “多”; The Adverb of Degree “最”; The Auxiliary Verb “要”; Questions Using “是不是”; “几” and “多”: expressions of approximate numbers Pronunciation: Stress in Disyllabic and Trisyllabic Words Characters: Basic Strokes of Chinese Characters; Chinese Radicals; Single-Component Characters</p> |
| Week10 | <p>第 18 课 左边那个红色的是我的 The red one on the left is mine 第 19 课 这个工作是她帮我介绍的 He recommended me for this job</p> | <p>Words/phrases: 手表 报纸 送一下 牛奶 房间 旁边 真 粉色 左边 生日 快乐 给 接 晚上 问 非常 已经 帮 介绍 Grammar: The Modal Adverb “真”; The “的” Phrase; The Structure V + “一下”; The Adverb of Time “已经”; “……的时候” Indicating Time Pronunciation: Stress in Quadrisyllabic Words; Syntactic Stress in a Sentence Characters: Basic Strokes of Chinese Characters; Chinese Radicals; Single-Component Characters</p> |
| Week11 | <p>第 20 课 就买这件吧 Take this one 第 21 课 你怎么不吃了 Why don't you eat more</p> | <p>Words/phrases: 外面 准备 就 鱼 吧 件 还可以 不错 对 以后 咖啡 考试 外 自行车 羊肉 好吃 打篮球 因为 所以 经常 公斤 Grammar: The Adverbs “就”、“还”、“有点儿”; The Interrogative Pronoun “怎么”; The Pair of conjunctions “因为……, 所以……” Pronunciation: Syntactic Stress in a Sentence; Logical Stress in a Sentence Characters: Chinese Radicals; Single-Component Characters Chinese Culture: Chinese Table Manners</p> |
| Week12 | <p>第 22 课 你家离公司远吗 Do you live far from your company 第 23 课 让我想想再告诉你 Let me think about it and I'll tell you later</p> | <p>Words/phrases: 教室 机场 路 离 公司 远 小时 快慢 过 走 再 让 告诉 等 找 事情 服务员 白 黑 贵 Grammar: Reduplication of Measure Words; The Adverbs “还”、“就”; The Verb “离”; The Interrogative Sentence “……, 好吗? ”; Pivotal Sentences; The Adverb “再” Pronunciation: Basic Intonations of Chinese Sentences; Intonation of a Declarative Sentence Characters: Chinese Radicals; Single-Component Characters</p> |

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| Week13 | 第 24 课 题太多, 我没做完 There were too many questions; I didn't finish all of them 第 25 课 别找了, 手机在桌子上呢 Stop looking for your cell phone; it's on the desk | Words/phrases: 错 从 跳舞 第一 欢迎 上班 懂 完 题 希望 课 帮助 别 哥哥 鸡蛋 西瓜 正在 手机 洗 Grammar: The Preposition “从”; Reduplication of Verbs; Complements of result; “第” Indicating Order; The Imperative Sentence “不要……了/别……了”; The Preposition “对” Pronunciation: Intonation of Yes-No Question; Intonation of a Specific Question Characters: Chinese Radicals Chinese Culture: Chinese Tea Culture |
| Week14 | 第 26 课 他比我大三岁 He is three years older than me 第 27 课 You wear too little 你穿得太少了 | Words/phrases: 唱歌 男 女 孩子 右边 比 便宜 说话 可能 去年 姓 得 妻子 雪 零度 穿 进 弟弟 近 Grammar: Verb Used as Attributive Modifier; The Auxiliary Verb “可能”; The “比” Sentence; Complements of State Pronunciation: Intonation of an Alternative Question and Affirmative-Negative Question Characters: Chinese radicals |
| Week15 | 第 28 课 门开着呢 The door is open 第 29 课 你看过那个电影吗 Have you seen that movie | Words/phrases: 着手 拿 铅笔 班长 笑 宾馆 一直 往 路口 意思 但是 虽然 次玩儿 晴 百 Grammar: The Aspect Particle “着”、“过”; The Rhetorical Question “不是……吗”; The Preposition “往”; The Pair of Conjunctions “虽然……但是……”; The Complement of Frequency “次” Pronunciation: Intonation of Imperative Sentence and Exclamatory Sentence Characters: Chinese radicals |
| Week16 | 第 30 课 The New Year is coming 新年就要到了 复习 16-30 课 | Words/phrases: 日 新年 票 火车站 大家 更 妹妹 阴 Grammar: “要……了” Indicating the State of an Action; The Structure “都……了” Pronunciation: Intonation of a Question Ending with “吧”和“吗” Characters: Chinese radicals Chinese Culture: The Chinese New Year Review of L16-30 |

13. 课程考核
Course Assessment

(① 考核形式 Form of examination; ②. 分数构成 grading policy; ③ 如面向本科生开放, 请注明区分内容。 If the course is open to undergraduates, please indicate the difference.)

| 考核形式 Type of Assessment | 考核时间 Time | 占考试总成绩百分比 % of final score | 违纪处罚 Penalty | 备注 Notes |
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| 出勤 Attendance | | | | |
| 课堂表现 Class Performance | | 10% | | |
| 小测验 Quiz | | | | |
| 课程项目 Projects | | | | |
| 平时作业 Assignments | | 50% | | |

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| | 期中考查 Mid-Term Assessment | | 10% | | |
| | 期末考试 Final Exam | | 30% | | |
| | 期末报告 Final Presentation | | | | |
| | 其它（可根据需要改写以上评估方式） Others (The above may be modified as necessary) | | | | |
| 14 | 教材及其它参考资料 Textbook and Supplementary Readings | | | | |
| | 教材： 《HSK 标准教程 1》，姜丽萍主编，北京语言大学出版社，2014 《HSK 标准教程 2》，姜丽萍主编，北京语言大学出版社，2014 辅助资料： 《HSK 标准教程 1 练习手册》，姜丽萍主编，北京语言大学出版社，2014 《HSK 标准教程 2 练习手册》，姜丽萍主编，北京语言大学出版社，2014 《新汉语水平考试大纲 HSK 一级》，国家汉办/孔子学院总部编制，商务印书馆，2009 《新汉语水平考试大纲 HSK 二级》，国家汉办/孔子学院总部编制，商务印书馆，2009 | | | | |

以上课程信息可能根据实际授课需要或在课程优化之后产生变动。如对课程有任何疑问，请联系授课教师。

The course information as follows may be subject to change, either during the session because of unforeseen circumstances, or following review of the course at the end of the session. Queries about the course should be directed to the course instructor.