

课程大纲 COURSE SYLLABUS

1.	课程代码/名称 Course Code/Title	CLE7002 基础汉语 II Elementary Chinese II
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	春季 Spring
8.	是否面向本科生开放 Open to undergraduates or not	否 No
9.	先修要求 Pre-requisites	<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>CLE7001 基础汉语 I Elementary Chinese I</p>
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/外语初学者设计的语言课程, 为修完《基础汉语 I》的研究生开设。课程以具体情境下的对话展开, 再以语法结构为引导, 带领学生学习生词和句型, 进行汉语会话, 并在此基础上学习偏旁部首、汉字, 文化常识和常用俗语等。教学目标是确保学生习得 600 个左右的词汇量, 能用汉语完成生活、学习、工作等方面的基本交际任务。完成该课程后, 学生在听、说、读、写和跨文化交际等各项能力上达到 HSK 三级水平。</p> <p>This course provides language training of Mandarin Chinese for postgraduate second/foreign language learners after completing <i>Elementary Chinese I</i>. The course focuses on dialogues in specific situations, based on which grammatical structures and sentence patterns, Chinese radicals, characters, cultural knowledge and common sayings are introduced. The teaching goal is to ensure that students acquire around 600 words and can complete basic communicative tasks in life, study and work in Chinese. Students are supposed to reach HSK level 3 in all-around skills of listening, speaking, reading and writing in completion of this course.</p>
11.	教学方法 Teaching Methods	<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>1. 听说法 (即句型教学法)</p>

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。

2. 认知法

听说读写并进,教学顺序由语言能力到语言表现,先建立起必备的认识结构,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。

1. Audio-lingual Approach

Each lesson is carried out in the form of conversation, which is learned by imitation, memory and repetition to cultivate language habits. Vocabulary and sentence patterns are acquired in context and mastered through repeated practice. The teaching is proceeded in the order of listening, speaking, reading and writing. Students find the cultural differences between the mother tongue and foreign language through comparison.

2. Cognitive Approach

The teaching sequence is from language ability to language performance. First, the cognitive structure is established and certain language rules are understood. Then conditions are created for students to apply the rules and output the language creatively. The teacher will help students to achieve text understanding, competence building and comprehensive application of the new language system.

12. 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>	<p>第1课 周末你有什么打算 What's your plan for the weekend 第2课 他什么时候回来 When will he come back</p>	<p>Words/phrases: 周末 打算 啊 跟 一直 游戏 作业 着急 复习 南方 带 北方 面包 地图 搬 腿 疼 脚 树 容易 难 太太 瘦 秘书 经理 办公室 辆 楼 拿 把 伞 胖 其实 周 Grammar: The Complement of Result “好”; The Conjunction “那”; The Negative Structure “一……也 / 都 + 不 / 没……”; Simple Complements of Direction; The Successive Occurrence of Two Actions; The Rhetoric Question “能……吗?” Characters: Self-Explanatory Characters; Word game:</p>
<p>Week 2</p>	<p>第3课 桌子上放着很多饮料 There are plenty of drinks on the table L1-3 补充练习</p>	<p>Words/phrases: 还是 爬山 小心 条 裤子 记得 衬衫 元 新鲜 甜 只 放 饮料 或者 舒服 花 绿 Grammar: Comparison of “还是” and “或者”; “会” Indicating the Possibility; Word game L1-3: 鲜奶/冷饮/上面/游客/外地/北门/ 办公楼/外出/午觉 Common Sayings L1-3: He who has never been to the Great Wall is not a true man; A walk after dinner makes one live to 99; Good tea attracts frequenters Exercises: workbook L1-3</p>
<p>Week 3</p>	<p>第4课 她总是笑着跟客人说话 She always smiles when talking to customers 第5课 我最近越来越胖了 I am getting fatter and fatter lately</p>	<p>Words/phrases: 比赛 照片 年级 又 聪明 热情 努力 总是 回答 站 饿 超市 发烧 蛋糕 年轻 认真 客人 为 照顾 用 感冒 季节 当然 春天 夏天 草 裙子 最近 越 张 Grammar: The Expressions of Existence; The Structure “又……又……”; The Accompanying Action; “了” Indicating a Change; The Structure “越来越+Adj/V”</p>
<p>Week 4</p>	<p>L4-5 补充练习 L1-5 阶段复习</p>	<p>Characters L4-5: Associative Compounds ; Word game: 女孩/做客/鲜花/听说/有点儿/草地</p>

		<p>Common Sayings L4-5: The one who retreated 50 steps laughs at the one who retreated 100; The minute the medicine is used, the disease is cured</p> <p>Chinese Culture: Traditional Sports in China</p> <p>Exercises: workbook L4-5</p>
Week 5	<p>第6课 怎么突然找不到了 Why are they suddenly missing</p> <p>第7课 我跟她都认识五年了 I've known her for five years</p>	<p>Words/phrases: 眼镜 突然 离开 清楚 刚才 帮忙 特别 讲明白 锻炼 音乐 公园 聊天儿 睡着 更 同事 以前 银行 久 感兴趣 结婚 欢迎 迟到 半 接 刻</p> <p>Grammar: Complements of Possibility; "N+呢" Used to Ask about Location; "刚" and "刚才"; To Express a Period of Time and an Interest; To Indicate Time Using "半"、"刻"、"差"</p>
Week 6	<p>第8课 你去哪儿我就去哪儿 I'll go wherever you go</p> <p>L6-8 补充练习</p>	<p>Words/phrases: 又 满意 电梯 层 害怕 重要 见面 安静 可乐 一会儿 马上 洗手间 老 几乎 变化</p> <p>Grammar: Comparative sentences "A跟B一样"</p> <p>Word game L6-8: 面试/自学/离婚/课间/山路/参赛/校园/饭桌/花园/以后/到时候/迎接</p> <p>Common Sayings L6-8: The first step is always the hardest; One wrong move makes all moves wrong; The higher you stand, the farther you'll see</p> <p>Exercises: workbook L6-8</p>
Week 7	<p>第9课 她的汉语说得跟中国人一样好 She speaks Chinese like a native</p> <p>第10课 数学比历史难多了 Maths is much harder than history</p>	<p>Words/phrases: 中文 班 一样 最后 放心 一定 担心 比较 了解 中间 先 参加 影响 个子 矮 历史 体育 数学 方便 自行车 骑 旧 换 地方 中介 主要 环境 附近</p> <p>Grammar: The Structure "越A越B"; Flexible Use of Interrogative Pronouns; Comparative Sentence "比+Adj+一点儿/一些/得多"; Expression of Approximate Numbers</p>
Week 8	<p>L9-10 补充练习</p> <p>L1-10 期中复习</p> <p>期中考查</p>	<p>Word game L9-10: 面试/自学/离婚/课间/山路/参赛/换季/地面/主菜</p> <p>Common Sayings L9-10: The higher you stand, the farther you'll see; When I walk with two others, there must be one whom I can learn from; The two cannot be mentioned in the same breath</p> <p>Chinese Culture: What Chinese people Wear on Their Wedding Days</p> <p>Exercises: workbook L9-10</p> <p><u>Midterm Assessment</u></p>
Week 9	<p>第11课 别忘了把空调关了 Don't forget to turn off the air conditioner</p> <p>第12课 把重要的东西放在我这儿吧 Leave the important items with me</p>	<p>Words/phrases: 图书馆 借 词典 还 灯 会以 结束 忘记 空调 关 地铁 双 筷子 啤酒 笔记本 习惯 太阳 西 生气 需要 行李箱 自己 包 发现 护照 起飞 司机 教 画 黑板</p> <p>Grammar: "把" Sentence; Expression of Approximate Numbers; "才" and "就" Pictophonetic Characters</p>
Week 10	<p>第13课 我是走回来的 I walked back</p> <p>L11-13 补充练习</p>	<p>Words/phrases: 终于 爷爷 礼物 奶奶 遇到 一边 过去 一般 愿意 起来 应该 生活 校长 坏 经常</p> <p>Grammar: Compound Complements of Direction; The Structure "一边……一边……"</p> <p>Word game L11-13: 红酒/班长/遇见/名单/读音/买单/字典/运动会/开会/钱包/电子邮箱/箱子</p> <p>Common Sayings L11-13: Great wits have short memories; Habit is a second</p>

		nature; Small as it is, the gift conveys deep affection; First come, first served Exercises: workbook L11-13
Week 11	第 14 课 你把水果拿来 Please bring the fruit here 第 15 课 其他都没什么问题 The rest of them are all OK	Words/phrases: 留学 水平 提高 练习 完成 句子 其他 发 要求 注意 上网 除了 新闻 花 节日 各 打扫 干净 冰箱 洗澡 节目 刮风 像 盘子 故事 声音 菜单 简单 香蕉 Grammar: The Structure “除了……以外， 都/还/也……”; Flexible Use of Interrogative Pronouns; “极了” Used to Indicate Degree; The “把” sentences; The structure “先……,再/又……, 然后……”
Week 12	L14-15 补充练习 L11-15 阶段复习	Characters: Associative Compounds Word game L14-15: 名单/读音/买单/电影节/春节/文化节 Common Sayings L4-5: First come, first served; Call a spade a spade Chinese Culture: What food Chinese People Eat on Their Birthdays Exercises: workbook L14-15
Week 13	第 16 课 我现在累得下了班就想睡觉 I am so tired that I want to do nothing but sleep after work 第 17 课 谁都有办法看好你的“病” Everybody is able to cure your “disease”	Words/phrases: 城市 如果 认为 皮鞋 帽子 长 可爱 米 公斤 鼻子 头发 检查 刷牙 关系 别人 请假 一共 邻居 后来 爱好 办法 饱 为了 决定 选择 冬天 必须 根据 情况 口渴 Grammar: The Structure “如果…… (的话), 就……”; Complex Complements of State; Reduplication of Monosyllabic Adjectives and Disyllabic Verbs; Flexible Use of Interrogative Pronouns Word game: 词语/运动鞋/体检/婚假/怎么办/喜爱; More Pictophonetic Characters Common Sayings: Money is not omnipotent; Keeping early hours is good for your health
Week 14	第 18 课 我相信他们会同意的 I believe they'll agree L16-18 补充练习	Words/phrases: 向 万 只 嘴 动物 段 不但……而且…… 相信 关于 机会 国家 种 特点 奇怪 Grammar: The Structure “只要……就……”; The Preposition “关于” Word game: 动物园/人名/自信 Common Sayings: One has become inured to the unusual Exercises: workbook L16-18
Week 15	第 19 课 你没看出来吗? Didn't you recognise him 第 20 课 我被他影响了 I've been influenced by him	Words/phrases: 向 万 只 嘴 动物 段 不但……而且…… 相信 关于 机会 国家 种 特点 奇怪 耳朵 脸 短 马 张 位 蓝天 秋天 过 鸟 哭 黄河 船 经过 照相机 被 难过 懂 信用卡 关心 只有…… 才…… 成绩 分 解决 试 真正 多么 Grammar: Extension of the Complements of Direction; Comparison of “使”、“叫”、“让”; “被” Sentence; The Structure “只有……才……”
Week 16	L19-20 补充练习 L11-20 复习 期末考试	Word game L19-20: 前年/路过/运动服/碗筷/房卡/东北 Common Sayings L19-20: To see something once is better than to hear about it a hundred times; The cart will find its way round the hill when it gets there Chinese Culture: Taboo Gifts in China Exercises: workbook L19-20 Review of L11-20
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
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%		
期中考查 Midterm 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 3》, 姜丽萍主编, 北京语言大学出版社, 2014 《HSK 标准教程 3 练习手册》, 姜丽萍主编, 北京语言大学出版社, 2014 辅助资料: 《新汉语水平考试大纲 HSK 三级》, 国家汉办/孔子学院总部编制, 商务印书馆, 2010				

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.